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## TO YOU, ALUMNI

Classes have stopped. Alarm clocks failed to  
 awaken even the most alert this morning. Eight  
 o'clocks are a memory. It is Ivy day. The innocents  
 are tapped—the Mortar Boards masked. Examin-  
 ations rouse the only unpleasant thoughts.

Round Up week opens this morning.

The campus welcomes hundreds of returning  
 graduates during the remaining three days of week.  
 Friend of former day meets student of today. Class-  
 mates of years ago renew friendships that have  
 waned. Greetings and handshaking are in order. The  
 spirit of Ivy day, commencement, "school's out" and  
 Memorial day all blend to bring to the Cornhusker  
 campus one of the most glorious occasions, and one  
 of the most significant.

Returning alumni of the University are wel-  
 comed in the hope that the University will become  
 even more cherished than it has in the years that  
 have separated graduation and visit during Round  
 Up week. There is a hope that the University will  
 be better understood and that the message of obtain-  
 ing a college education at the University of Nebr-  
 aska will be regiven—to be repeated over and over  
 again.

A university has a relation with the graduates  
 from its halls of learning that may be abused. The  
 University gives an education. It expects the gradu-  
 ate to respect the institution as a place where an  
 education might be obtained; not as a producer of  
 a winning team. The man or woman who becomes  
 divorced from the textbook and the classroom, en-  
 gaged in making a living, often looks upon the alma  
 mater as a place to go when a great inter-sectional  
 game is played, when an elaborate social affair is  
 planned, or when the University invites its gradu-  
 ates to attend an occasion similar to the Round Up  
 activities during the next few days. Education is  
 easily forgotten in the mind of the busy graduate,  
 unless given a reminder.

Round Up, gala as it may be, chuck full of en-  
 tertainment for the returning grad, has for its sin-  
 cere and fundamental purpose the strengthening of  
 the bond between the University of Nebraska as an  
 educational institution and the graduate as a product  
 of the classroom—not the stadium.

Some R. O. T. C. cadets are wondering if their  
 company will win the annual competition tomorrow, but  
 most of them are wondering how hot the day is go-  
 ing to be.

## IN THE SUMMER

Summer school is not usually associated with  
 the conception of college life. Football in the fall and  
 picnics in the spring have marked the beginning  
 and the termination of a school term for the vast  
 majority of students who are engaged in obtaining  
 a college education. The University does not run  
 along at quite the same tempo after the June ex-  
 ercises, there isn't quite the attraction of a college  
 campus in midsummer, and dazzling sunlight and  
 blistering heat fail to attract. But school does con-  
 tinue.

The University of Nebraska launches out on an  
 entirely new summer school program this year, offer-  
 ing a single nine-weeks term instead of the custom-  
 ary six-week seasons. The advantages of a single  
 term are many, and the theory of summer school  
 work for the student is strengthened.

While the modern collegian gives little thought  
 to attending college during the hot summer months  
 except when there is dire need of extra credit  
 hours for graduation, there is that portion of the  
 education-seeking group who find summer school the  
 only solution to further education and to keeping  
 pace with the modern educational trends. The sum-  
 mer school has a special interest in the men and  
 women from the state and from neighboring states  
 who are interested in the teaching profession. It en-  
 ables the teacher, from the city, town or rural dis-  
 trict, to become better qualified for the profession.

The undergraduate, whether in need of extra  
 credit hours or not, is given an opportunity to obtain  
 additional work, the student who is planning on en-  
 tering upon a period of long professional training  
 can piece-meal in a few extra hours over the sum-  
 mer months and in the long run shorten his course.  
 The high school student can get a running start by  
 collecting a few hours credit over the summer  
 month and become thoroughly familiarized with the  
 campus before the actual winter term opens.

Mountain scenery may be lacking at Nebraska,  
 the prairie lakes may be few, green forests and the  
 aroma of the pines may be missing, but the summer  
 season provides the same opportunity that other  
 schools provide in the way of courses and instruc-  
 tional staff, and after all, it isn't scenery that the  
 student seeks.

By tonight most all the congratulating will have  
 been completed.

Seniors have one consolation. There will be no  
 more of those quarterly examinations that take two  
 hours to write.

## COLLEGIATE DIGESTION

Poorly planned menus, improper food, incompe-  
 tent cooking, stuffing between meals and at bed  
 time, and amateur dieting transform the health and  
 enervated freshman entering a university into an  
 emaciated, lifeless student by the time he or she has  
 completed a couple of years of college. At least that  
 is the opinion of Dr. Clarence W. Lieb, noted eastern  
 dietitian who affirms these views in the June  
 issue of "The Woman's Home Companion."

According to Dr. Lieb, a larger percentage of stu-  
 dents suffer from wrong eating in colleges than at  
 home or any other place away from home. He  
 blames the students and the colleges equally for  
 this condition—the students for not having enough  
 foresight to realize what results from improper and  
 irregular meals, the colleges for failing to provide  
 appetizing and healthful menus.

In large co-educational institutions as the Uni-  
 versity of Nebraska it is impossible for the officials of  
 the institution to supervise dieting. It is, however,  
 both feasible and desirable that boarding houses,  
 fraternities and sororities take some action to sup-  
 ply the right kind of food well prepared. Today  
 nearly every popular magazine and newspaper offers  
 simple suggestions as to diet and well-balanced  
 meals which can be understood readily by the av-  
 erage reader who does not comprehend complicated  
 tables of calories, vitamins and enzymes.

The bulk of the responsibility for maintaining gen-  
 eral health through proper food, however, rests di-  
 rectly on the student. He alone must decide whether  
 to miss breakfast and to grab a cup of coffee be-  
 tween classes. It is up to him whether he will join  
 the gang in a mid-afternoon lunch or wait until  
 dinner time to satisfy his appetite. It is the student  
 who must choose whether to fill up on soda fountain  
 rot or delicatessen confections before retiring to  
 crawl between the sheets to dream of a luscious or-  
 ange, a glass of milk and a warm mush of oatmeal  
 for breakfast.

While with the majority, the violation of recog-  
 nized laws of health is willful and fully realized,  
 there are many who follow the course of least re-  
 sistance without knowing that they are undermining  
 their physical well-being. Doctor Lieb suggests all  
 colleges follow the example set by Barnard. A  
 course should be given in the freshman year to edu-  
 cate students in the selection of a proper diet.

This course would give them the fundamental  
 rules of health to obey or disobey as they later  
 chose. But the serious results of such disobedience  
 would be so apparent, Doctor Lieb believes most  
 students would make an effort to eat only what was  
 best for them at regular meal hours.

Certainly such a course would be profitable for  
 everyone. Health is something that cannot be pur-  
 chased. Without it life is a painful nightmare. Any-  
 thing that would serve to improve health should be  
 welcomed to the curriculum of a university which  
 seeks to increase the spiritual capacities of its stu-  
 dents.

## IVY DAY IPOEM

(Never Entered in Mortar Board contest)  
 Brightly on one Thursday morning,  
 The populace gathered around.  
 The clock sounded 9:30 warning,  
 'Twas Ivy Day most of them found.

First on that gala day program,  
 Fraternities warbled for fair,  
 "Here's to you, dear of Tri Mu Gam,"  
 And similar sounds filled the air.

Then came some girls toting dates,  
 They formed in a chain all around,  
 Some heralds with horns acted crazy,  
 And then a poor coed was crowned.

Came then a young, embryo poet,  
 I smiled in a moment of glee,  
 Although that poor soul doesn't know it,  
 I'm sure glad that it wasn't me.

A couple of guys with a bucket,  
 (You're right, they both looked slightly pale),  
 Though they most decided to duck it,  
 The Ivy they'd plant without fail.

This led to a short song and dancet act,  
 It was quite a fair looking bunch,  
 Recessional came as the next fact,  
 But to me it was "last call for lunch."

Soon after the feed hour was ended,  
 They gathered around once again,  
 Some songs that occasionally blended,  
 The girls sang to show up the men.

After the din had diminished,  
 A guy talked of all 'neath the sun,  
 When I thought that he'd nearly finished,  
 I found he had only begun.

An "ornery" girls' club then filed in,  
 Their faces all hidden from view,  
 They got up their courage then smiled in  
 The faces of six members new.

Then to close up the day with a whoopee,  
 They brought in the Scarlet-robed gang,  
 They looked all around for their prospects  
 And started things out with a bang.

They hurled the fences and bench rails,  
 They rumped on the victims they caught,  
 Salute the remembered thirteen wales,  
 Pray for the others forgot.

And so as I close this brief offering,  
 An humble and weak resume,  
 I bid you adieu for the time being,  
 And pray it won't rain Ivy Day.  
 (Apologies to no one, by gosh. Free from all  
 copyrights and other hindrances).

## ANOTHER POINT OF VIEW

**OUTRAGEOUS—IF TRUE**  
 Hereputable hotels, pig ships, bad food and water,  
 and no study are the outstanding characteristics of  
 the International University cruise, according to a  
 story which filled a column in the Chicago Tribune.  
 Evidently, nothing was promised the students in this  
 expensive but (paradoxically) cheap tour was given  
 them. Instead, the poorest hotels, the worst traveling  
 quarters both in trains and on ships, and often abso-  
 lute need in the way of food foisted on the unsus-  
 pecting travelers.

With reports of this nature being broadcast, how  
 can any university of high standards accept credits  
 offered them by students from a college cruise of  
 this sort? The benefits that could be derived from  
 such a combination of study and travel are lost, be-  
 sides the time and money of those making the tour.  
 The stigma that will attach itself to future univer-  
 sity cruises might outweigh the efforts of competent  
 and honest men because of the poor policies of the  
 earlier ones.

## Schedule of Examinations

**Second Semester**  
 Each class meets for examination in customary room,  
 but at the hour indicated below.

**MONDAY, JUNE 3**  
 8:00 a. m. to 10:00 a. m.—Classes meeting at 8:00 a. m.  
 on five or four days, or Mon., Wed., Fri., or any one or two  
 of these days.  
 10:15 a. m. to 12:15 p. m.—Classes meeting at 8:00 a. m.  
 on Tues., Thurs., Sat., or any one or two of these days.  
 1:15 p. m. to 3:15 p. m.—Classes meeting at 1:00 five  
 or four days or Mon., Wed., Fri., or any one or two of these  
 days.

**TUESDAY, JUNE 4**  
 8:00 a. m. to 10:00 a. m.—Classes meeting at 9:00 a. m.  
 on five or four days or Mon., Wed., Fri., or any one or two of  
 these days.  
 10:15 a. m. to 12:15 p. m.—Classes meeting at 9:00 a. m.  
 Tues., Thurs., Sat., or any one or two of these days.  
 1:15 p. m. to 3:15 p. m.—Classes meeting at 2:00 p. m.  
 on five or four days, or Mon., Wed., Fri., or any one or two  
 of these days.

**WEDNESDAY, JUNE 5**  
 8:00 a. m. to 10:00 a. m.—Classes meeting at 10:00 a. m.  
 on five or four days or Mon., Wed., Fri., or any one or two of  
 these days.  
 10:15 a. m. to 12:00:15 p. m.—Classes meeting at 10:00  
 a. m. on Tues., Thurs., Sat., or any one or two of these days.  
 1:15 p. m. to 3:15 p. m.—Classes meeting at 3:00 p. m.  
 on five or four days, or Mon., Wed., Fri., or any one or two  
 of these days.

**THURSDAY, JUNE 6**  
 8:00 a. m. to 10:00 a. m.—Classes meeting at 11:00 a. m.  
 Mon., Wed., Fri., or any one or two of these days.  
 10:15 a. m. to 12:15 p. m.—Classes meeting at 11:00  
 a. m. Tues., Thurs., Sat., or any one or two of these days.  
 1:15 p. m. to 3:15 p. m.—Classes meeting at 4:00 five or  
 four days, or Mon., Wed., Fri., or any one or two of these  
 days.

**FRIDAY, JUNE 7**  
 8:00 a. m. to 10:00 a. m.—Classes meeting at 5:00 p. m.  
 Mon., Wed., Fri., or any one or two of these days.  
 10:15 a. m. to 12:15 p. m.—Classes meeting at 5:00 p. m.  
 Tues., Thurs., Sat., or any one or two of these days.  
 1:15 p. m. to 3:15 p. m.—Classes meeting at 7:00 p. m.  
 Mon., Wed., Fri., or any one or two of these days.  
 3:30 p. m. to 5:30 p. m.—Classes meeting at 7:00 p. m.  
 Tues., Thurs., Sat., or any one or two of these days.

## BETWEEN THE LINES

By LaSelle Gilman

This is the last appearance of  
 this column. It has appeared twice  
 a week during the first and second  
 semesters of the school year. To  
 Phil Blake goes the credit for its  
 conception and plans, when it was  
 started last September under the  
 title "From Out the Dust..."  
 Blake and myself collaborated for  
 approximately two months, after  
 which the title was changed to  
 "Between the Lines." At the time,  
 we purposed to model it along the  
 lines of "The Spectator" column,  
 which was written last year by Bob  
 Litch, but it was only an attempt.  
 The material appearing in that  
 column far outclassed our own and  
 as a result this column drifted into  
 literary criticism for reasons un-  
 known to me—I will aware that  
 I'm far from a critic, or even a fair  
 judge of literature.

Columning, one finds, is a tough,  
 tough job. One must write a column  
 a week whether there is anything  
 to write about or not; hence, much  
 of the material becomes trivial. In  
 fact, it's almost miraculous how  
 much "something" can be made  
 out of a lot of "nothings." If  
 there's a book or two to be re-  
 viewed, well and good, but other-  
 wise one is faced with the propo-  
 sition of filling three typewritten  
 sheets with matter acceptable to  
 the editor. And while on the sub-  
 ject, I might add that frequently  
 the columnist, racking his brain  
 for something to say, unwittingly  
 lays himself open to much  
 indignant criticism and trouble.  
 Therein lies the danger of com-  
 menting freely on campus activi-  
 ties. But despite all this, it has  
 been rather good fun, considering  
 it as a whole.

I find four books which have  
 drifted into the backwater and have  
 been overlooked, and they may  
 serve to finish up with.

One, by Anne Douglas Sedgwick,  
 "Dark Healer," which has received  
 such favorable comment during the  
 last few months. "Dark Healer"  
 deals with the clash between the  
 generation just coming of age, as  
 seen in the conflict between two  
 women, each the finest and most  
 courageous of her kind—an emo-  
 tional drama of thrilling interest  
 and passionate intensity.

"Music at Midnight" is by  
 Muriel Draper. Mr. and Mrs.  
 Draper were enchanting hosts;  
 they seldom went to parties, pre-  
 ferring to have their music, cham-  
 pagne and caviar with people of  
 their own choosing. That these  
 people should have been Challapin,  
 Henry James, Stravinsky, Rubin-  
 stein, Ysaye, Norman Douglas, Sar-  
 zent and Diaghilev make this book  
 no ordinary hostess' reminiscence,  
 but an illuminating view into that  
 charmed inner circle about which  
 many of us dream. Here, under the  
 gracious guidance of their former  
 hostess, we may laugh with and  
 listen to the great ones of the earth.  
 Here, in a combination of two  
 houses and a studio in a sedately  
 bourgeois London street, we may  
 forget that those who have  
 made music, books and pictures for  
 the rest of the world to enjoy.

"Elizabeth and Essex," by Ly-  
 ton Strachey. Is judged by many of  
 England's and America's leading  
 critics as being one of the most  
 charming and yet strictly accurate  
 biographies of Queen Elizabeth  
 that has ever been written. The  
 book is an exquisite work of art in  
 its every paragraph, and Mr. Stra-  
 chey has added another classic to  
 the language.

No doubt most students have  
 read S. S. Van Dine's latest. The

## SCHOOL OF FINE ARTS DIRECTOR EXPLAINS FIELD

(Continued from Page 1)  
 created it. There is a large demand  
 for people who can interpret mu-  
 sic.

"Students in drawing will find a  
 tremendous outlook in advertising  
 fields, cartooning, and interior de-  
 corating," according to Professor  
 Grumann. "Every one artist and  
 place for at least one artist and  
 usually several. Every piece of  
 wall paper, every garment, every  
 scrap of linoleum has to be de-  
 signed. This is all the work of  
 students of drawing."

"In dramatics, the movies call a  
 large number. The spoken drama  
 is almost dead except in college  
 centers, but it will never entirely  
 die. And then there are many other  
 fields of activity for dramatics,  
 such as playground directing, chan-  
 tauqua work, and coaching school  
 plays."

Another profession open to all  
 graduates of the School of Fine  
 Arts is teaching, according to Pro-  
 fessor Grumann. There is a  
 rather brisk demand for fine arts  
 teachers at the present time. Peo-  
 ple are also beginning to realize,  
 according to the School of Fine  
 Arts director, that anyone trained  
 in fine arts should receive his  
 training in college. He stated that  
 such people trained in college did  
 not have the artistic temperament  
 which is so prevalent among some  
 artists.

**School is Practical**  
 Professor Grumann stated that  
 the School of Fine Arts is the  
 most practical school in the Uni-  
 versity of Nebraska because of the  
 great number of students who  
 work their way through it.

"All college graduates get 'hard  
 knocks' the first year out of  
 school," declared Professor Grumann,  
 "but this is less true of the  
 graduates of the School of Fine  
 Arts now than it was twenty-five  
 years ago. College graduates were  
 looked upon with distrust then by  
 almost every practical worker, and  
 college papers were very common.  
 Conditions, needless to say, are  
 very different at the present time."

Professor Grumann thinks there  
 is less working up from the "bot-  
 tom of the ladder" now than at  
 other times in the School of Fine  
 Arts because the courses are  
 planned in a more practical fash-  
 ion. A student will now go through  
 with much of the routine in school  
 which he previously was compelled  
 to perform after graduating.

**Average Pay Varies**  
 In replying to the question,  
 "What is the average salary of a  
 graduate of this school?" Professor  
 Grumann stated that it depended  
 entirely upon the initiative of the  
 individual. He stated that natu-  
 rally some were failures while others  
 became independent after a  
 few years out of school.

"This profession pays favorably  
 in comparison to other profes-  
 sions," asserted the director. A  
 person may progress very high in  
 this field of work. For instance,  
 after the top has been reached an  
 artist may receive as much as  
 \$5,000 for one picture. The mural  
 paintings in the Governor's office  
 at the state capitol cost \$65,000 and  
 required three years for comple-  
 tion.

"The musical profession pays  
 very well and affords a great  
 amount of progress and naturally  
 progress in the movies is unlimited  
 for dramatists. A large salary is  
 also paid them after they have be-  
 come 'stars.' Besides all of these,  
 there is the teaching profession  
 which presents somewhat of an op-  
 portunity for progress. A thor-  
 oughly proficient teacher of music  
 earns more than a college profes-  
 sor."

**Student Needs Interest**  
 A student should naturally have  
 some sort of an interest in one of  
 the arts, music, drawing or dra-  
 matics, according to Professor  
 Grumann, in order to like the  
 work in the School of Fine Arts.

"When asked what interested him  
 in this sort of work, Professor  
 Grumann replied, "I became inter-  
 ested in the fine arts through a  
 minister in the city of Indianapolis  
 who delivered a series of addresses  
 on Italian art. The window dis-  
 play of an Indianapolis artist also  
 attracted my favorable attention  
 toward this field of work."

Professor Grumann does not  
 think a son should follow the pro-  
 fession his father picks out for him  
 unless he has a very strong in-  
 clination toward it. If that were the  
 case, however, the son would have  
 an advantage in picking up the pro-  
 fession in an easy manner.

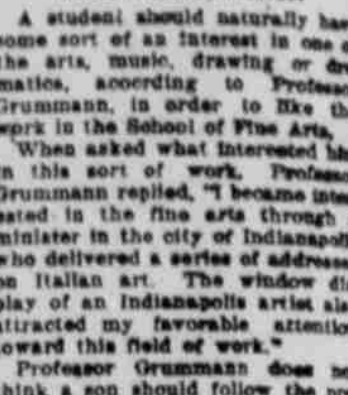
**Should Plan Ahead**  
 "It would be a good thing if ev-  
 ery young man and woman knew  
 definitely what he wanted to take  
 up when coming to the University,"  
 declared Professor Grumann. "He  
 should at least know the general  
 course he wishes to take so that  
 he may find his calling during the  
 first year's work in college."

"For instance, if a person knew  
 he wanted to study music, he could  
 enroll in the course and find out  
 later whether he should be a  
 teacher, performer, critic, or some-  
 thing else connected with the pro-  
 fession."

Professor Grumann stated that  
 robust health, a supply of energy,  
 industry and an indestructible  
 spirit of play are essential for suc-  
 cess in the fine arts field of work.

## KEEGAN IS RECOVERING

Dr. J. J. Keegan, dean of the  
 University of Nebraska school of  
 medicine who underwent an opera-  
 tion at the university hospital  
 Saturday night for appendicitis is  
 recovering nicely. Doctor Keegan  
 diagnosed his own case.



Dr. J. J. Keegan, dean of the University of Nebraska school of medicine who underwent an operation at the university hospital Saturday night for appendicitis is recovering nicely. Doctor Keegan diagnosed his own case.

**EAT**  
**OUR ROUND-UP**  
 Lunches, Home cooking that  
 really is. Hamburgers, delicious  
 pies and cakes, cold drinks.  
**AT HUSKER INN**  
 John Nash, Prop.  
 14th and Q Sts.

If you can spend the hot  
 months after exams where it's  
 cool and shady and you don't  
 have to work, any old clothes  
 will do—but if you have to  
 keep up the old struggle thru  
 the summer you need the cool  
 comfort and style of Magee's  
 Summer Suits.  
**\$28.50 \$30 \$32.50**  
**Magee's**

Drink  
**Coca-Cola**  
 Delicious and Refreshing

**PAUSE AND REFRESH YOURSELF**

AND ANYBODY WHO  
 EVER RAN AFTER A  
 TRAIN THAT WAS  
 GOING FASTER THAN  
 HE WAS KNOWS THERE  
 IS NOTHING ELSE TO  
 DO BUT.

Run far enough, work  
 long enough, play hard  
 enough and you've got to  
 stop. That's when the  
 pause that refreshes makes  
 the big hit. Happily you  
 can find it around the cor-  
 ner from anywhere, wait-  
 ing for you in an ice-cold  
 Coca-Cola, the pure drink  
 of natural flavors that  
 makes any little minute  
 long enough for a big rest.

The Coca-Cola Co., Atlanta, Ga.

**OVER 8 MILLION A DAY**

IT HAD TO BE GOOD TO GET WHERE IT IS