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COLLEGE SOCIALISM.

INTO colleges and universities throughout the United States, socialist leaders are injecting their propaganda with a vigor never witnessed before. The past month has seen two eminent socialists, Norman Thomas and Paul Porter, on the Nebraska campus. In speaking to Nebraska students they have exhorted them to face squarely the real economic problems of the day, to scorn the complacency and petty squabbling among republicans and democrats over fictitious issues.

There is no doubting that socialism is winning many adherents in American colleges. Students are tired of the staid and hidebound conservatism under which every act is controlled. They want something new that represents the change in the point of view they have acquired while at school. The personal appeal that socialism makes is a strong one. Many are bound to become followers of its cause.

Socialism today is a much higher brand than ever before invaded the country. On that basis it is due to receive more support than ever before and to command the respect of the most ardent democrats and republicans. In times past socialistic movements have been identified with common laborers, the jobless, and labor unions. Today student thought in leading universities is being inoculated with socialistic doctrines. No longer is the so-called intelligentsia scorned by socialist leaders. Rather these are being welcomed into the ranks.

This forward trend of socialism resembles the policy of the successful labor party in England. One salient factor that has brought much of this success to a party organization proud of its socialism has been its close connection to college-bred Oxford and Cambridge men. These individuals are thinking of general social welfare and not of their personal interests.

THIS unselfish aspect puts socialism on a comparative high plane in England. An opposite belief that socialism was a selfish cause espoused only by the downtrodden brought it into disrepute in America and linked it with communistic demonstrations, strikes, and such.

Next summer a group of fifteen college students will tour Europe under sponsorship of the socialist League for Industrial Democracy. It will study socialism in its economic and political phases. Tendencies, as this illustrates, which bring socialists to adopt a scientific attitude pull it out of the quagmire into which it descended in the days of Gene Debs.

Socialism preached in colleges today is not of the virulent Debs variety. Vituperous arguments advanced in those days appealed to emotion primarily and to reason secondarily. Today it is given to university students on the basis of its merit. Its appeal is to the thinking class and to those who are willing to wrestle with genuine problems today. Its leaders are men who realize something must be done to better unemployment, to bring order out of present economic chaos, to deal logically rather than dogmatically with political issues.

These socialists are not as interested in winning students to their banner as they are in bringing to their attention many truths which long have been veiled in dogma and secluded in the shadows of complacency.

HIT THE DECK.

MODERN colleges, in their attempt to classify and specialize various lines of intellectual cultivation, should establish a Card college. Under this system, degrees would be granted to those erstwhile students who become highly proficient in various branches of that most refined type of education.

In the Card college, one could include the school of bridge; departments of auction and contract would be classified in this main college. The school of pitch would also draw many registrants from the field of card players.

Laboratory work might be carried on to good advantage in all fraternity house front rooms. There is little doubt concerning the cordiality with which such a system would be accepted. And, after all, the modern university student needs enlightenment along card playing lines.

Evidence of the initiative and fearlessness which characterizes university youths is shown by the fact that many students, realizing the necessity of such a course, are pursuing it diligently on their own hook. Believing, and rightly so, that card playing is more important than many forms of curricular study, they cut classes right and left to attend their bridge sessions.

Morning, noon and night, these trail blazers of today's educational frontier sit at the card tables. Are they not getting a bad deal? How can a supposedly broad minded university fail to recognize the great benefits which may be derived from constant, diligent, intensive card playing? Alas!

YOUTH'S OWN PROBLEM.

EDUCATORS wagged their heads ominously last week at a convention of superintendents of the National Educational Association when they were told that there had been a large increase in parental disrespect and sexual delinquency among high school students in Detroit since 1917. Detroit is a representative American city. The problems in its high schools are transplanted in a large measure when their graduates enter college. There were grounds for worry.

The "youth" question has troubled educators for generations. Because it has been a despairing problem for so long people today are becoming unconcerned about it. Such an apathy may prove disastrous. Certainly youth today is facing bigger issues, more temptations and greater questions than it ever faced before.

There are several reasons for this. The world is moving faster. Time and space have been annihilated. In generations past, the views of father and son, mother and daughter, varied slightly because there was no phenomenal change which altered their respective outlooks on life.

But when parents of today were young they did not have to cope with the automobile, bootleg booze, talkies, broken homes. Lacking experience, they are unable to answer satisfactorily the questions in youthful minds pertaining to these things. Nevertheless they advance voluminous advice which

their offspring consider old fashioned, impractical, priggish and inadequate. Often it is.

THE youth problem of today is a problem that must be solved almost entirely by youth itself. It is unfortunate in not having the intelligent advice and judgment of older people who have experienced the things which is now faces. But older people are not to blame for their shortsightedness or for their inability to realize the innumerable temptations which cross the paths of life that young men and women follow today.

Inexcusable, however, is youth's failure to try to solve this problem. Now as never before there is an opportunity for vigorous and straightforward leadership among college young people. Radiant optimists who through rose-colored spectacles see salvation for the world in the unrestrained and vicious spirit of youth have kept one eye closed.

Any thinking college man or woman, alert to what is going on about, cannot help but realize there is a time and a place for a big cleanup campaign. They know high moral standards have been dragged in the dirt until they are coated with muck beyond recognition. They know that many conscientious freshmen lose a rugged fineness in the hypocritical polish they receive by commencement time. They know that countless graduates leave university with a heap of learning but with bankrupt morals, diabolical cynicism and a spirit of "laissez faire" that has squelched all ambition.

Until youth gets abreast of itself and analyzes its weaknesses with the idea of strengthening them, it will not be able to solve this problem. While working out its myriad difficulties many mistakes will be made. But in that endeavor they may get a vision of something beyond hedonistic pleasure and may realize that happiness will be richest and best when its selfish spirit is supplanted by a willingness to help others.

The Student Pulse

Signed contributions pertinent to matters of student life and the university are welcomed by this department. Opinions submitted should be brief and concise.

POLITICAL REFORM.

To the editor: "It was writ in the saga of Eric the Red," that the bolshevik, Lenine II, was rather asinine and that I, God forbid, had disturbed the sanctity of my classmates' mind. Eric, your satire is biting, though it is a good weapon. I choose to combat with a blunter, firmer instrument—logic. I choose to digress from the fields of personal reflections and to base my arguments on plain succinct talk.

If my glasses be amber-hued your spectacles are stygian. You present one side of the case and render a verdict. I stated that freshmen were apt to look at political affairs in the light of a farce. You say, "Yea, 'tis such." For shame, you are not only cynical but your radicalism amounts to anarchism.

You jeopardize our sacred institutions and precedents. Your mistake has already been pointed out by our revered and sagacious editor. A few of our institutions have escaped the clutching talons of that monstrous ghoul—corruption. On these you turned a frigid shoulder, your condemnation was too wide sweeping.

You agree with me in the majority of my issues, namely, that political conditions at Nebraska are in the main faulty, that factions should use greater care and judgment in selecting candidates and that the majority of the honorary positions are gained by factional rather than by personal triumph.

My analogy to the contiguity of national and school politics may seem a little far-fetched. However, I still maintain that the habits formed in college have a tremendous effect upon our future activity. If we as students ignore or abuse the privileges of voting we have formed a habit that will largely influence our voting in public elections. The demand for intelligent and educated voters is one of the crying needs of our national government.

Why pass up the opportunity of receiving profitable training at the university? We as university students have carried over high school ideas into our collegiate politics, as voters we will be acting in accordance with our university training as we will in the other affairs of life. Students of yesteryear are at the helm of the ship of state. Our time will come soon. Will we be prepared?

I do not know the usefulness of our schoolboy opinions but I do believe that a revision of this political muddle will occur only in an era of political reform. LENINE II.

TESTS AND EXAMINATION.

To the editor: Next week we will go through a period of cramming for examinations, ransacking archives, consulting notes and outlines, and a period of strained uncertainty. Lights will burn far into the wee hours of the morning, schemes and devices will be worked out to assimilate enough information to "get by" the instructors. Real students will rely largely on the work they have done in the past weeks; gettersons will concoct some sort of pseudo-information at the last minute. They must get passing grades.

The casual observer may ask, "Well, what's wrong with the grade system based on examinations?" One who has been subject to this regime for years cannot help feeling there is something wrong with it. To the writer it is this:

The frequent tests enable the fellow bent on just getting by, to get enough information at his command for the test. He may or may not have so much as opened a book before the test stared him in the face. He sits down for a few hours and gets together some superficial knowledge of the materials covered, reproduces it at the given time, gets a passing grade, and "lives happily ever after." A very similar thing takes place when the examinations are impending. Often he gets a better grade than the fellow who worked on each lesson assigned. He is ranked higher than the other fellow by the instructor.

How shall we get away from this situation? We might free the student from the piecemeal tests and let him pursue his own course in running down a problem he is interested in. We might give him his choice of following the usual routine of tests and examination or letting him tackle a major problem and then taking an examination on this problem.

The test-a-week scheme makes it possible for those to remain in school who have no higher ambition than getting by. Dr. W. O. Thompson made a statement to this effect: "The ability of the average student to resist an education is the marvel of the age." This states the situation in a nutshell but it does not give the cause. This state of affairs is but a natural outcome of instructors taking the position that they are going to be sure the students get the materials presented. The students take the position that they are going to be sure they don't get any more than is absolutely necessary. So the contest goes on, hampering the real student at every turn by being jerked away from his interests. Much remains to be done in this field.

A. T. B.

BETWEEN THE LINES

By LASELLE GILMAN.

SECOND EXPERIMENTAL REPORT: WAVING THE RED FLAG.

WELL, I never! We're still with you. How long, we wonder, will this phenomenon exist? Our own Noble experiment is proving a success, and proving to our amazed and astounded ego that there is such a thing, after all, as a certain modicum of press freedom. We're losing our bet to our trusty lieutenant, but we should worry.

IN VIEW of the fact that the Student Pulse column and the editorial column have been bubbling with opinion recently concerning the late lamented Awgwan, we have an overwhelming desire to stick in our own unwieldy oar. Let us set forth our individual opinion, even though it isn't worth the price of a 1917 Awgwan.

THE AWGWAN, then, admitted, we don't know so very much about it even though we once held the dubious position of associate editor on its august board. We didn't do so very much work consequently left the magazine with about as much knowledge of it as when we came.

WE haven't taken the trouble to look up its history. We know that it was a venerable publication, that it had been discontinued by request of the Powers a time or two prior to its demise, that it had been run by several very efficient and witty editors in its day, and that it had been sponsored by Sigma Delta Chi, professional journalistic fraternity. We know that it was an official magazine, offering homage to the university, and that its staff was appointed by the publication board.

SO MUCH for nothing, And P. S. We recollect that shortly after its last gasp, in December, College Humor honored it in some way or other—we've forgotten the exact honor.

IN NOVEMBER the Awgwan was tried by a jury of its peers, namely the publication board. It was charged with obscenity, lewdness, lasciviousness, and vagrancy. It was found guilty and condemned to death. Whether it is quite dead remains to be seen. Suffice it to say that our school humor magazine was discontinued, and the staff disbanded. (Ochone! We never got paid, more's the pity!)

A GREAT many students want it back; a number do not want it back; part of the faculty have no hatred for it; and part of the faculty and the Powers will have none of it. Thus we have the situation in a peanut shell.

THOSE who oppose the Awgwan say that it was low, and written by low-minded persons. They say that the funny parts were borrowed from exchanges, and that the stuff written by the staff was the punk, putrid, rotten and bum. They say it wasn't witty. In short, they ask what good it did, what position it filled. They say that it was a drain on some treasury or other.

WELL, we say: True, brothers, true. However, we were never in favor of abolishing the Awgwan and we are in favor of bringing it back. Why? The Awgwan, during its last gasp, was low. But that was due to those who wrote it. Why make the magazine suffer? Why not kick out the staff and appoint a new one? A word to the wise should be sufficient. It could have been made a very good humor magazine, it could have been pungent and witty and original and as clean as necessary with the right staff.

ALMOST every state university publishes such a magazine. Most of them, by the way, are far more frank with their jobs, quips and cartoons than ever was the Awgwan. They say that if we want to read humor, read College

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Humor, but College Humor is based on college magazines. The Awgwan fills as definite a place, in certain respects, as does the Prairie Schooner, the Cornhusker Countryman, and the Blue Print.

BUT the Powers, their taste off-ended, conceived a great dislike for the magazine, so they wiped it off the map, instead of changing staffs. They felt that it would corrupt our Youth.

IMMIGRATION officials can ban imported literature, using their own idea of morality as a judge, and the Powers can ban the Awgwan. And this column, for that matter. But, as a last word, consider the Yale Record, the Harvard Lampoon or the Dartmouth Jack-o-Lantern. Nebraska could put out just as good a college comic if the Powers would give it another chance. But they won't. It costs too much.

FACULTY IS TOO PATERNALISTIC. SAYS OLDFATHER.

(Continued from Page 1.)

rectly with student activities, believes that there is need for some faculty supervision. The mothers and fathers of the state send their children to the university and expect the faculty to see that the true purpose of the university is given to the children, he says.

Harmonious Relations. That he is strong for harmonious student and faculty relations was stressed by the geography chairman. "The trouble is, however," he declared, "that both students and faculty members are to blame. They do not try to develop as much of this personal contact as they could and for that reason

there is the belief that one is working against the other. "The ideal situation would be complete cooperation between faculty and students," he continued. "As a whole, I should say that professors are willing to have this cooperation but for some reason or other there never seems to be anything great accomplished in this direction."

Students are at fault as far as faculty dominance is concerned, according to Dr. Pool. "If there were some genuine student leaders on this campus, there would be no question of giving them the right to govern their own affairs, but as long as they are not capable of handling things themselves it has been found necessary for the faculty to be the guiding hand."

The botany professor is willing to see some student activities, but when they begin to take most of the students' time, he believes the university suffers. "We get the reaction from the student both in the classroom and in his point of view on life," he declares.

In expostulating on this point,

Dr. Pool pointed out what he believed to be the modern philosophy among students, that of just trying to "get by." Students of this type usually have extra-curricular activities as an excuse for their ignorance or laziness and as a result they are experiencing a type of intellectual immorality, he remonstrates.

"We hear so much about freedom in England," continued Dr. Pool. "Freedom there is more impressive than it is real. The students there know that something is waiting for them at the end of the line—they know that they submit to knocks which American students could never tolerate."

"I believe the faculty has a perfect right to interfere as far as curricular matters are concerned, and it has equal authority in those extra curricular activities which detract from the true and genuine purpose of the university—to study. And true school spirit is that which breathes the spirit of the purpose of the university—education—not athletics, rallies or the like."



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