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STUDENT LEADERSHIP.

RECOGNITION of the conflict involving the faculty committee on student affairs, the Student council, the Innocents society, and the Mortar Board organization came from the dean of student affairs in a lengthy letter to the Student council at its last meeting. This statement from the administration was the first frank discussion of a situation that has been in sad need of remedy for some time.

Dean Thompson has put the matter entirely in the hands of the students—where it should be. He has indicated that the faculty does not wish to interfere in legitimate enterprises as long as they remain such—which is also as it should be. He sets forth clearly two needs in the field of student government. First is the necessity for a "renaissance" of school spirit, now overshadowed by individual allegiance to minor organizations within the institution. Second is the necessity of co-ordination between Innocents society, Mortar Board and Student council with the powers and purposes of each organization clearly defined.

Now that the matter is up to the students it will be interesting to note what will happen. Will representatives from each organization and the faculty advisory committee make a thorough investigation into the existent situation with the idea of recommending constructive alterations, or will it dabble along the remaining two months of school without getting to the crux of the predicament in which Nebraska's student body finds itself?

Will each group be willing to surrender a bit of its prestige, if need be, for the welfare of the university, or will each cling jealously to its old "traditions" rather than surrender them to the best interests of their school? Will this committee bring forth a new constitution for the students to ratify at the May election, or will it be content to work under the old one with duties, powers and authority undefined?

Now is the time for student leadership to make itself apparent, if any remains for such a demonstration. The Nebraska has insisted that the subjection of the Student council to the will of the faculty committee in all matters has tended to stifle leadership. Today a new era of student government is at hand if the students will only seize it—a new opportunity for this leadership to make itself manifest.

Failure to make the most of this will give the faculty the perennial right to say students are incapable of forceful, constructive leadership and of assuming accompanying responsibilities. Students must throw aside their apathy and cast off their spirit of complacency in order that they may check the downward toboggan of student government.

The crisis of this situation is at hand. The voice that the student body of today and tomorrow will have in extra-curricular affairs depends on action of student leaders at this time. Now is the opportunity to show everyone that student leadership is not dead at the top.

GET MARRIED, MEN!

COLLEGE marriages and Phi Beta Kappa honors walk hand in hand, according to John H. Muelser, professor at the University of Oregon. Records have shown that the highest grades are made by married students, says Muelser. One married woman at Oregon made a 95 percent average during the past semester.

Married students are more prone to realize exactly why they are in school, the professor says. Most couples who are not living in luxury know that they must make the best of their opportunities while they can. Few married couples are supported by their parents as are the average unmarried ones. Single students think too much about dates and a good time, while married students know that work comes before play.

The married folk are advancing their standing in life by securing a higher education, Mr. Muelser concludes, while the average single student attends college merely because he hasn't anything else to do.

While we hesitate to recommend immediate marriages for those down in hours, there certainly seems to be adequate grounds for Mr. Muelser's statements. Perhaps a four-year marriage might be arranged for those who are persistent flunkers. Then, at graduation, they would once more become independent, free to go out and conquer the outside world.

THE NEWEST GENERATION.

A FELLOW by the name of Jesse Lynch Williams, in an article in a recent issue of a college humor magazine, announces his discovery of a "newest" generation that has discarded the bad manners of the post-war bunch and the bunk of that period for truth and beauty.

His story is designed to make the college boys and girls today appear sanctified in a sublime atmosphere of carefree existence. He is another one of these dabblers who sketch youth of today as finer, freer, more noble, and more chivalrous than ever before. The collegiate press is filled with their comment just as it is practically devoid of the criticisms heaped on the "coming" generation of an opposing legion of narrow-minded fogies. "The novelty of bad manners, it seems, has worn

off for those who inherit breeding and good taste. Total depravity is no longer such a blessed luxury," Mr. Williams writes.

And then Mr. Williams waxes eloquent as he soars upward: "This new bunch is beginning to see that truth includes beauty as well as bunk. They will face and accept grim facts with the rest, but they don't revel so much in grime and gloom. They are essentially a healthier, more normal brood because they have come to their intellectual birth in peace times."

Mr. Williams exaggerates. Young men and young women in colleges today are hardly as high-minded as he contends in his flattering article, goosy with taffy for militant youth whose honor is impeccable. The new birth that this "newest" generation experiencing and the new light it is supposed to be seeing are rather common platitudes that mean just nothing.

In talking with youth, it is nice to be optimistic and laudatory. But what does Mr. Williams say outside the article? If he doesn't see plenty of bunkum and a reckless carelessness that is appalling among a goodly share of those who "inherit breeding," he had better take off his rose-colored spectacles and look at the situation in light of the glorious sunshine under which college youth is basking.

Giggling coeds who chortle unceasingly in front of Social Sciences these warm days, are worthy rivals for the howling hounds in campus dog pound, i. e., the barnlike structure affixed on the leeward side of Pharmacy hall.

After all the hardest thing to deal with—is an old pack of cards.

STUDENT REFLECTIONS

THE SCIENTIFIC MIND.

The scientific spirit is a mental and emotional attitude which places truth above all other considerations. It looks within, into the intrinsic merits of the object of observation. External gloss it takes for what it is worth. Blind predispositions, inherited prejudices, and empty dogmas it brushes aside. Avoiding snap judgments, it seeks causes and consequences. It burns with the passion of sincere learning for the attainment of pure knowledge.

This scientific point of view is too frequently taken for granted as a natural and long-established part of man's intellectual equipment. It follows from this that its importance is generally underrated. It wasn't so many years ago that churchmen argued for days, and searched feverishly in the books, on the question of how many eggs can be put in a basket, and stoned an enterprising young empiricist who suggested that a basket be procured, and its egg-holding capacity be measured. The method of induction and experiment is of very recent origin. Its revolutionizing of man's ways of thinking is distinctly one of the crowning achievements of modernity.

Nor has the scientific mind become so common that it may be considered a fundamental factor in our present culture. Our empty mouthing of outworn and meaningless political creeds, the ease with which we are victimized by current propaganda, our distrust of the expert and the specialist, our blind worship of rugged individualism in a day of collectivism, our emphasis upon property rights rather than human rights—these are but a few of the indications which may be adduced to bear out the proposition that the scientific spirit has been but thinly diffused among the people.

The development of this intellectual point of view is a prime function of the university, and a first charge upon the student. In part, the university has been eminently successful. In the laboratories of the physical sciences, the application of the scientific method almost attains perfection. In the realm of social, economic, and political thinking, the scientific method is conspicuously lacking. This may be due in part to the youth and immaturity of the social sciences, but there are other causes for this situation.

A fundamental cause for the student's inability to think scientifically along social lines is his lack of information. Very few students read anything that is of real social significance, aside from what is required to be read in the text-books. A small minority of the students read the intelligent portions of the newspapers. A still smaller section of the student body read the current magazines which are grappling with the momentous issues of the day. How many students have read one thoughtful book dealing with a topic of economics, religion, social institutions, education, or politics, during the past semester, purely on their own volition? How many students ever read such magazines as The New Republic, The Survey, Current History, The Nation, Harper's, The Atlantic, nay, even the Literary Digest and The American Mercury?

The magazine room in the library, small as it is, is generally empty. It is stating it conservatively to assert that fully half of the students of this university are not aware of the fact that there is a magazine and periodical room on the second floor of the main library. There is old saying, "What you don't know can't hurt you." A corollary to this may be stated thus: "If you don't know, you don't realize there is a hurt." Intelligent thinking about social problems is impossible if the very existence of those problems is not comprehended.

The reason for this lack of consideration of the genuine problems of the day by the student body are many. One may cite the sprawling size of our institutions, the lack of proper financial support, the over-emphasis of extra-curricular activities (most of which are of doubtful cultural value), the stress upon specialization of study, the lack of high and selective entrance requirements, the indiscriminate mixing of serious and frivolous students. Of course, back of these factors are others which are part of the foundation of our whole modern civilization, such as the widespread exaltation of material wealth, the emphasis upon external power and show, the general lack of poise and social integration, the rawness and confusion of our culture. The stream of thought among university students is but a reflection of the world's stream.

While the undergraduate may feel unequal to the task of enlarging the material bulk of the knowledge which he has, still he may catch its spirit and spread it. To know that the realities of life are to be actively sought for, and not to be glossed over or ignored, to meet each fresh idea with an inquiring mind—to do this much will go a long way in helping to raise the general standard of our social institutions.

Abstract knowledge is not an end in itself. Given a fact, what of it? And given a prejudice or dogma, what are the facts? Education and the educative process should lead one out of the darkness and blindness into the domain of scientific thinking. The scientific mind should be the student's moral and intellectual goal.

MISS HOFFMAN NAMED AS METHODIST HEAD

Staff of Council Is Selected at Friday Meeting of Religious Group.

The Methodist Student council at its regular session Friday noon in the Temple cafeteria, held election of officers for the coming year. They also took action on a number of important matters of interest to the council members.

The council is organized to coordinate the religious life and activity of the Methodist students representing the nine Methodist churches where there are active student groups. The activities for the council have been varied during the year. It has been successful in strengthening the student program of each church represented and also in sponsoring a number of religious projects among the students of the Methodist preference.

The council is organized, president, vice president, secretary, treasurer, and nine departments of religious activity. The officers elected were as follows: president, Bereniece Hoffman; vice president, Mildred Miller; secretary, Ingeborg Neilson; treasurer, Myron Kelley.

The department heads were elected as follows: visitation and church relation, Mildred Miller; world missions, Avis Alden; religious education, Howard Bonnett; vocational guidance, Mildred Rohrer; social activities, J. Howard Brown; student organizations, Neva Beth Turner; publicity, Adele Eisler; business administration, treasurer, Myron Kelley.

Among other items of business that were taken up was the coming of Dr. E. Guy Cutchall, Tuesday, Wednesday and Thursday, April 8th, 9th and 10th, next week. The group was also asked to express themselves regarding the observance of Holy week for students and faculty at the University Episcopal church, where plans for united services are being made. The council unanimously approved both of these events and pledged their hearty co-operation for their success.

ALEXANDER WILL ADDRESS SPECIAL STUDENT MEETING

(Continued From Page 1.)

everyone of them would testify that without Alexander the group would have been very different; it would have lost in zeal and helpfulness. With Alexander in the group, it could never be ineffective or dull."

The magazine account brings out a close association between Alexander and Keene Abbott. "The young writers wanted to publish a periodical," states the author of the writeup. "I was for delay, until we had manuscripts ahead for a year's numbers. Alexander was for prompt action and got it. So the Klotz appeared. It was offered to the public as mature literature, not as apprentice work, and it was well received."

From Nebraska, states the article, Alexander went as a student of philosophy to the University of Pennsylvania and later to Columbia university, where he received the degree of doctor of philosophy. In each of these universities he held a fellowship.

For some years after his work as a student, Alexander was an editor, first of the New International Encyclopedia, then of Webster's dictionaries. "One result of this hard labor," the story brings out, "was writer's cramp; in a letter he announced it as the first recognition he had received." When Dr. Alexander had completed his work for the publishers of Webster's dictionaries, he came to the University of Nebraska as professor of philosophy. Here he became chairman of the department of philosophy, which position he retained until his formal resignation from the staff.

Appearing in the same issue of Present Day American Literature were three other articles devoted to Dr. Alexander. Some excerpts from his long list of contributions to the poetical world are also published in the July, 1929, issue of this magazine.

Especially pertinent is the article "Alexander, the Man," by Ruth Stanley Moore, which sets forth the former Nebraska in the light of an educator and a scholar. This is what Miss Moore has to say regarding Dr. Alexander:

"Whether at seminar or in class, one secret of his success as a teacher is the genuine interest he has in his students. For twenty years his famous philosophy courses at Nebraska, liberal educations in themselves, drew into them from all departments of the university the most brilliant and gifted of student minds, until now these students may be found in collegiate positions all over the country, them-

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"Whether they finished in 1908 or 1928, Dr. Alexander keeps in touch with them, remembering their changed addresses, their marriages, and their professional achievements in a catalog of graduates which is one of his lighter employments."

Among the many students who have taken work under him is Dr. C. H. Patterson, at present affiliated with the University of Nebraska philosophy department. Dr. Patterson, aside from his teaching, has already gained recognition in the field of writing and lecturing, having been an author of philosophical textbooks and also being sought as a speaker for many occasions.

Dr. Alexander, the scholar, is presented in these words, taken from Miss Moore's account: "Not alone because he is a learned scholar have so many great universities called him to be guest-lecturer—the Sorbonne in Paris, Columbia university, the School for Social Research at Chicago,

held in the city auditorium, 1905.

The debating board picked the members of the 1905 intercollegiate debating team.

The Omaha Western league baseball team defeated Nebraska, 5 to 0.

The Hon. W. J. Bryan spoke to Ag college students.

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"Times" will be the subject of a lecture to be given by Roy E. Cochran of the department of history in Cozad, Friday, April 11. Tuesday, April 15, he will speak at Craig on "The American Idea in Government."

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MILESTONES AT NEBRASKA

April 6, 1925.

Spring vacation; no paper.

1920.

Spring vacation; no paper.

1915.

Spring vacation; no paper.

1910.

W. L. Stephens, superintendent of the Lincoln schools, delivered the convocation address, using "Preparation of Teachers for Secondary Schools" as his theme.

Xi Delta, honorary sophomore girl's society announced the names of ten pledges.

A huge temperance rally was

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