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IMPROVING THE CAMPUS.

CONTINUED howls for a thorough-going campus beautification program that would remove at least the more conspicuous eyesores has elicited a statement from Chancellor Edgar A. Burnett.

"It's money we must get if we're going to improve the campus," the chancellor declares in effect. It is money—or rather the lack of it—that, commonly enough, blocks every progressive move that is undertaken in a public institution. And in such a large state concern as the University of Nebraska, there are so many things to be done—all calling for money.

Until a little more than a year ago the legislature wasn't even providing enough so that the university could retain its best professors. One by one they were slipping away to other schools who were able to pay more than the pauperized University of Nebraska. But that leak now has been stopped. Desired professors no longer leave because of inadequate stipends, and the instructional force of the university has shown a remarkable elevation in prestige and increase in numbers of truly learned men and women.

Certainly the faculty of an institution is more important than its physical plant. The administration is to be commended for first taking measures to bring its faculty to the highest possible level.

Campus improvement comes next, but it will come slowly and only with increased appropriations by the legislature.

SOME of the first things to be done include the following:

- 1. Purchase of considerable land north of the stadium and coliseum for a drill field, athletic field, and tennis courts.
2. Running another mall, comparable to Memorial mall, up through the present drill field which will be removed.
3. Closing Twelfth street from R to Memorial hall to auto traffic and making it a pedestrian walk only.
4. Tearing down the old heating plant, removing the coal stacks, demolishing Mechanic Arts hall and the already decapitated Nebraska hall.
5. Erection of a new engineering building on the sites of Nebraska and Mechanic Arts halls.
6. Construction of a student union center somewhere on the campus.

Present students in the university will not see these tremendous improvements wrought in their undergraduate days. They must be content, or at least pacified with the situation today.

It does seem, however, that something could be done to eradicate some of the apparent monstrosities on the campus. Classed among these are (1) Canine hall, doghouse shanty of barn-red hue affixed on the east side of Pharmacy hall. 2) Two "ticket booths" looking as grotesque and out of place in their position before the imposing portals of the stadium as a couple of mice before an elephant.

FOR THE more important development projects pertaining to campus beautification, the university must bide its time until holders of the people's purse, i. e., legislators, see fit to loose the strangling strings a bit.

Simple improvements which require little expenditure, however, should not be put off so indefinitely. The dog house surely should be removed and without delay. Shrubs should be set out in barren spots about the campus, the small amount of lawn left should be kept in fine trim, flowers and vines should be planted around campus buildings.

Dreams of today of a truly beautiful campus and an enlarged physical plant will not be realized for many years. And while 'tis well that those far visioned plans have been drawn, while expenditure on campus plots which will be taken care of under the new campus plans would be foolish, there are certain improvements costing little but meaning much in presenting an attractive campus that could and should be made.

The drill field may remain in its barrenness, but along the sides stately poplars might be planted and across its soggy in rainy weather a decent walk might be laid. Other walks, like the stretch between Social Sciences and Bessey hall, should be relaid. Other spots need closer attention of gardeners.

For the advancement of such simple effective expressions of campus improvement should beautification work be promoted today.

WHEN COEDS WED.

THREE-FOURTHS of the senior women in the University of Nebraska intend to get married. Asked about marriage and their plans for the future in a questionnaire sent out recently by the Lincoln Star, seventy-five percent of the senior coeds avowed their expectancy to wed. Delving into statistics which cover the past score of years, it is interesting to note that between 75 and 80 percent of the women who come to college do so to get married.

That means that about 2,000 of the 2,800 coeds now enrolled in this university may be expected to grab off a mate. Before this event, however, most of them intend to teach, to be stenographers, to do some kind of work. During this interim between their life as students in college and their lifework as homemakers, their contact with home life will be minimized. Nothing they do in these various lines of business or professional enterprise will aid in their task of homemaking. All of the background will come from a few years around home during high school and grade school days.

When The Nebraskan some time ago suggested compulsory home economics courses of a practical nature for coeds to remedy this situation, said coeds tittered and tossed their fluffy heads.

They do not seem to realize the tremendous significance of making a happy home—their big job in life. They chortle at the new scientific developments and prefer to think they can do the work efficiently with a little experience gained during girl-

hood—that their simple, subtle, womanly charm can accomplish all that's really necessary.

SWELL FELLAR.

"Dave's a good boy," comments the college man as he brushes his teeth carefully with a brother's tooth paste.

"I don't know what he's good for," returns the brother.

"Well, he's a good boy, anyway," and, warming to the discussion, "you can be a good boy without letting everybody know about it."

Brother number two gropes for a towel and, having wiped elusive suds from his ears, continues his line of discourse.

"Yeah, he's got a nice personality—and he's smart. But he isn't doing anything with the looks and the brains he has. Plenty of fellows aren't lucky enough to be gifted with what he has, but they try to do something anyway. He's just getting by on his surface stuff, without trying to improve himself."

"Well, according to your argument I guess a man has to get out and knock down a lot of public utility and offices to amount to anything. That stuff's a lot of bunk. Dave could hold plenty of jobs on this campus if he wanted to."

"Sure—that's the idea. He doesn't deserve any credit for what he gets from heredity or environment, or something. If he's been given brains he ought to appreciate 'em enough to use 'em. What're brains for?"

Such arguments are common in fraternity houses. Activity men are panned by those who have the brains and ability to do things, but lack the ambition and tenacity which make for success in college and in life. They arrive at the conclusion that campus leaders, being no more intellectual or able than themselves, are "chicken" because they attempt to use their wits. To have talent is a blessing; to allow it to grow stagnant and useless is a crime. Those who do the latter console themselves by panning their associates who strive to accomplish something.

It is easy to identify the owner of the car; he is the one who, after you pull the door shut, always opens it again and slams it harder.

The good old woolen army suits that kept out so little cold in the winter days now keep the cadets comfortably warm as they do their goosestep.

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.

THIS COMPULSORY DRILL.

To the editor: An editorial appeared in the Nebraska for May 16 which I cannot refrain from answering. This editorial gives three benefits from military training and decries the criticism which some students make of it. I have long desired to write or say something with regard to military training on this campus, but because I realized that nothing would come of it and because reformers and critics are usually regarded as, and often are, crack-brained individuals, I have said nothing. However, when the subject is brought up directly by the Nebraskan itself, I desire, if possible, to refute the statements.

The Nebraskan says that students who grumble about spending three hours a week at drill are probably the ones who are lacking in ambition and do not like their work in other courses any more than their drill. In reply, I would say that not a better place on the campus could be found for students lacking in ambition than the typical class in military science. Personally, I enjoy drilling. It is rather pleasant in nice weather to get out and execute in nice formation platoon and company commands. But the majority of the year is spent in the classroom listening to so-called lectures which are not only dull, they are illiterate. They are not only uninspiring, they are full of militaristic propaganda. (I realize that sounds like an alarmist.) Possibly one test during the whole semester is given, after the answers to all the questions have first been read by the instructor. If a cadet cannot remember all the answers, he has merely to ask either the instructor or else any of his fellow students. The other periods, he sits sleeping or smoking while the instructor reads from a manual various kinds of junk. Is this a course for ambitious students?

The Nebraskan next claims that the physical uplift received from the R. O. T. C. is very beneficial. Even the army officers themselves have given up this perfectly absurd argument quite a while ago. They used to use it but on being pinned down to facts they admitted that little or no physical benefit could possibly result from spending only one day a week in marching, even if cadets marched all three hours every week, which they do not. The purpose of drill is certainly not physical exercise as any cadet who has had it can tell you; it is "success in battle," for that is what is taught as the purpose of all military drill. Anyone knows that a regular physical education course which meets regularly and provides real bodily exercise as well as recreation is an effective way of getting "physical upliftment."

Finally the Nebraskan thinks that students must get much benefit "from association with such inspirational men as Lt. Col. F. F. Jewett and others on his staff." I am perfectly willing to agree that Mr. Jewett is a fine man. Even if one does not entirely approve of the profession in which he is entered, there is considerable excuse for men of his age being in such a profession, which was more necessary when he entered it than it is now. (Someone will surely dispute that.) But Colonel Jewett does not teach any classes whatsoever. I do not wish to say anything here of a slanderous nature, but I am positive that there are military science instructors on this campus who, supposing they had any ability, would not be tolerated in any other field as instructors of university students. Is an instructor an inspiration who in a classroom yells: "If there's any more of this God-damned foolishness somebody will go over to the Dean's office." I assure you that I am not a puritan who is shocked by such things. Mr. editor, but I merely wonder if such instructors, for there are more than one, are true inspirations.

I hardly expect this to reach print, it is so long. Yet there is much more I should like to say. If I receive encouragement by seeing this in print, perhaps I may get riled enough to write some more. I admit that I am a pacifist. I believe in a necessary standing army, and if desired, I have no quarrel with elective military training. But it seems to me that students with their own ideas who come to the university to be educated, supposedly, should not be forced to take military training and learn all the militaristic propaganda. Military training does not make students like it, nor like the idea of war; it makes them accept it.

BETWEEN THE LINES

By LABELLE GILMAN.

The following Campus Nursery Rhymes, or a Student's Garden of Verses, were written before the perpetrator had the pleasure of reading the Cornhusker's humor section. We understand, however, that we are trespassing into the Cornhusker's private field of verse. Sorry, Cornhucker, but you're trespassing on our's.

Sing a song of crib-sheets, A sheet for you and I, Four and twenty sophomores Peeping on the sly; When the sheet is opened, The answers come with ease, And thus we have the formula For earning our A. B.'s.

Baa, baa, teacher, have you any grades? Yes sir, yes sir, but not for you young blades; One for the greasy-grind who gets them with ease, And one for the front-row-girl who crosses pretty knees.

Little Boy Candidate, blow your horn, And praise yourself from morn to morn; Where is the boy who got the votes? Out in the street shaking hands with the goats.

Peter, Peter, big cake-eater, Had a gal but couldn't keep 'er, Put her in a rumble seat And there he kept her very neat.

Mary, Mary, quite contrary, How do you get that way? You're so high-hatty And awfully catty, And yet you're declassé.

Humpty Dumpty went to a brawl, Humpty Dumpty had a great fall, All the dear chaperones, all the frat men, Couldn't get Humpty on his feet again— (For he wash a jolly goo' feller, etc.)

Little Bo Peep, she needed some sleep, But her studies kept her up all night; Just leave them alone—it does no good to bone, And I'm sure that they'll come out all right.

Jack Lath could not get math, His friend could write no theme, But then, they roomed together So they made a team supreme.

Little Jack Horner sat in a corner Listening to his prof; The prof was telling us how to live But Jack was dozing off.

Little Miss Sophie sat over her coffee, Caking a class away, Along came a boy-friend and sat down beside her And he had the bill to pay.

Jack and Jill went out to bill, For she was a wayward daughter, Of course they both are silly oafs And they really hadn't oughter.

Tom, Tom, the dirty son, Stole my girl and away he run, The girl was dumb and he was scum, And I wish them pandemonium.

Old Mother Dollege she went to a college To get her young daughter enrolled, But when she got there, the girls were quite bare, So the daughter stayed home, I am told.

Hickory, dickory dock, To bell with my alarm clock, The clock strikes six, It's a crucifix, Hickory, dickory dock.

The engineers were home in bed, Sawing off some wood, The watchman was knocking off, What little sleep he could, The model cement mixer, Was sitting there so quaint, And along came a lawyer And daubed it up with paint.

Hey diddle diddle, a musician's fiddle, Is played in the school of mu-sic, The noise that they make is sufficient to shake The nerves of a flatfooted dick.

Hippity-hop to the Commencement shop To get a nice diploma, One for me and one for you And one for the folks at home.

Lunnon Bridge, Now the rain is falling down, Falling down, falling down, Now the rain is falling down, My fair lady.

Now the rain is falling up, Falling up, falling up, Now the rain is falling up, Yes—well, maybe.

Lament, There's always sumpn wrong, I'm just one of the throng, Term papers got me going, But then it won't be long.

Semesters always end, And so this week I'll spend, In writing greasy papers, That's my Fate, as I contend.

Linjs Writtjn to Givj Couragej, Thj fact that our machinj is brokj And 'j's' rjfsuj to mark thj shijt, Dojs not injducj us to injvokj The gods, or to admit djfjat.

Thj kjbjboard, as you may havj sjjn, Has ljttjrs up to twjnty-six, And if onj kjbj is actjng mjan, Wj'll makj anothjrdj do its tricks.

So thus you sjj thj moral plain: That onj should njvjr bj in doubt, For thogh thj kjbj is down, I fanj Would njvjr say thj kjbj was out.

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ARE 'CHAIN METHODS' USED IN AGRICULTURE?

Underbidding in Teaching Game Is Subject of Wisconsin Inquiry.

"Chain store practices" or normal school graduates in agricultural courses, underbidding university applicants for teaching jobs, characterized an editorial of the May issue of Wisconsin Country magazine.

"To meet an emergency the normal schools of this state, later designated teachers' colleges, were encouraged to prepare students to teach agriculture. The supply from that source has now increased to the point where, instead of supplementing the work of the university, it is attempting to supplant it.

"Whereas practically every state requires that teachers of agriculture in high schools have a degree of Bachelor of Science in agriculture, and California requires a Master's degree; Wisconsin's board of vocational education is content to mark time.

Expensive? The question occurs to us as to how one of these institutions can justify the expenditure of \$40,000 for a barn when it has twenty-six students in agriculture. Or, how can one man be a specialist in all the branches of animal husbandry, dairying, genetics, poultry, and a few miscellaneous other subjects, as is necessarily the case in these teachers' colleges? Is the board of vocational education keeping its sights on the mark of furnishing a quality product for its high schools?

In conclusion, the editorial writer summarizes with "We do, however, deplore the fact that some of the seekers for jobs from these institutions are unable to sell their services on a quality basis, but have found it justifiable, to undersell the other candidates for the same job. Chain store practices seem to have invaded the teaching profession. Such teachers are to be entrusted with the task of instilling in farm youth the idea of co-operation so that as farmers they may secure greater returns for their labor."

SCHRAMM PRAISES WORK OF BURNETT IN CAMPUS BEAUTIFICATION; SUGGESTS THICK EVERGREENS, AND CURVING DRIVES.

(Continued From Page 1.) for several purposes. They might be placed at the ends of the mall between Morrill hall and the Coliseum, or they may be grouped to form the background of an outdoor Greek theatre. He feels that they are fine and that they should be used, and used immediately.

Burnett's Work "Our Ag college has a campus of rare beauty and with the elimination of two or three old buildings it would be one of the beauty campuses of the midwest." Professor Schramm. "This beautification was due largely to the work of Chancellor Burnett while he was dean there, and he will do the same for this campus in time.

But to do so he must have the cooperation of the taxpayers, students and alumni."

A union building to be located at the head of Thirteenth street, for the use of both students and alumni would be a very good thing in Professor Schramm's opinion. If we are to get it it will mean a lot of consistent and hard work on the part of students and active alumni, he believes.

A union building is almost a necessity and its value is not to be questioned for we have but to look at Michigan, Oklahoma and some of the other schools which are having unlimited success with buildings of this type. They develop a university consciousness and provide a connecting link between students and alumni.

To make our campus beautiful the thing to do is to have students set out evergreens as quickly as possible, avers Schramm. The landscaping makes little difference, the main idea is to get a tree covered campus. "I believe that a lack of campus beauty accounts for the small amount of school spirit which students sometimes show," asserted Schramm.

In conclusion Professor Schramm said, "I think we will see a wonderful change in the beauty of our campus, because Chancellor Burnett is doing all he can to promote beautification, handicapped as he is by lack of funds."

NORTHWESTERN PREXY HAS NO 'RED' WORRIES. Northwestern University, Chicago—Prexy has worries galore, but who can guess which of them worries him the least? The new

library? The vanishing campus? The coeds? No, none of these.

"The least of my worries is that Northwestern could ever become a supporter of communist teachings," he said yesterday when a Daily reporter queried him about Judge Francis Allegretti's denunciation of American colleges as breeders of communists.

The Chicago jurist made the accusation when a student and a graduate of the University of Wisconsin appeared before him, charged with circulating communist literature. They were released after Judge Allegretti delivered his beration of universities for permitting communistic ideas to grow in the minds of their students.

Glenn Frank, president of the University of Wisconsin, returned the judge's fire with the comment that, "This is a sample of the utterly loose and idiotic kind of statements in which loose-minded public officials sometimes indulge."

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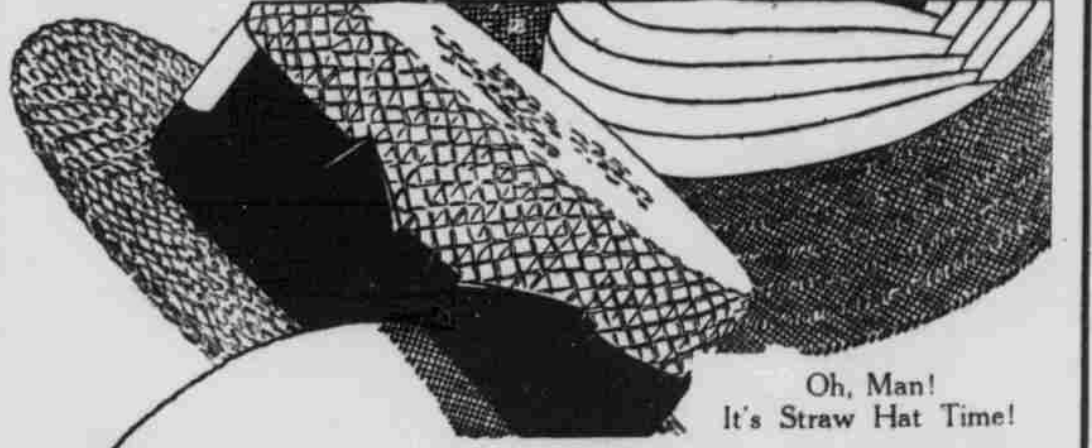
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