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## A Peculiar Educational Requirement.

STUDENTS who have been or are taking compulsory drill merely as a matter of course, and an essential to completion of the university requirements, were reminded last Wednesday of some of the questions which have recurred from time to time as to just what compulsory drill means. Although the question is an old one and has been settled as far as this university is concerned by the repeated edict that men students must take two years of drill before graduating, it was stimulating to hear a discussion by Kirby Page of what he believes to be the significance of compulsory drill.

Mr. Page, it was admitted by many who heard him, is extreme in his viewpoint, but his consistency and his sincerity could not fail to inspire admiration from all who were fair enough to listen to him without allowing preconceived prejudices to block their thinking. He regards the R. O. T. C. as an inherent and important part of this country's war machinery, and opposes it on the grounds that it makes students accept war, not like it.

But leaving aside for the moment Mr. Page's entire criticism of the R. O. T. C. and its tendency to maintain the idea of war as a necessary instrument of national policy, is there not another element involved in compulsory drill in colleges which has scarcely been touched upon? If we accept the premise that a college is an educational institution, what justification is there for confining compulsory drill for young men to college students only?

THIS question has been answered by many supporters of the R. O. T. C. by pointing out the educational value of drill. It has been praised as a means of teaching citizenship, neatness, order, discipline, care of the health, and probably a large number of other virtues. If it were stripped of these supposed values, it would perhaps lose the support of many who are now fostering its maintenance in colleges and universities; it would, in short, become nothing more nor less than what Kirby Page termed it, an essential part of the war machinery.

To those who have taken a full two years of the course, the argument that it teaches citizenship, neatness, or care of the health sounds absurd. It does teach discipline and order—of a certain type, namely obedience to military commands, and maintenance of order in marching. It seems ridiculously far-fetched to assert that such discipline and order has any effect, permanent or temporary, on any other phase of life.

But assuming that it does teach any or all of these desirable qualities, is it necessary that these be taught thru the medium of military drill, or that they be taught in college? If by the time a student

has reached college age he is unable to dress neatly, is it likely that a weekly inspection of whether he has his shoes shined, etc., will have much effect upon his personal habits? If by the time he has reached college, he is not a good citizen, (whatever that may be), is it likely that a military instructor can mold his career by instilling such intangible qualities in his mind as to make of him this so-called good citizen?

WE think not. And we think that any honest exponent of compulsory drill will discard these artifices and admit that the course prescribed for military students is one designed primarily to teach military discipline and the fundamentals of military tactics, including approved methods of attack and defense in time of war. Why then, if there be so negligible a quantity of educational value in the course, should it be made a requirement for graduation from a university or college? The argument that students are attending an institution supported in part by government funds and gifts of land and must therefore take drill has been exploded.

If it be necessary to our national policy of "defense" that all young men be trained in military science, it is the perfect right of the government to require such training, opinions of some individuals to the contrary notwithstanding. But why college students should be singled out to take this training, not by governmental edict, but as a supposed educational requirement, is a question which still deserves a more satisfactory answer than has ever been given.

Advice from psychology professors, which is traditionally given out just preceding examination week, is actually more pertinent now. Such advice is in effect that study is more effective if scattered in short sessions over a long period of time than if concentrated into one long session all at once. To those just recovering from the effects of some of those long sessions, it will hardly be necessary to add that whether scattered study sessions be more effective or not, they are certainly a lot more comfortable.

## Recognition of Education's Value.

Representative Trenmor Cone, of Omaha, admitted Tuesday that his bill to abolish certain departments or divisions of the university was introduced solely to emphasize the necessity of retrenchment at the institution. Cone stated that he is "not against higher education."

It is evident to the legislators that the purpose of a university would be defeated by lopping off any of its functions. Even with their prime purpose in mind of reducing state expenses, it is a relief to know that they understand the importance of having concentrated in one school all the branches of learning which go to make up a "university."

The ability to see the relative importance of things in a time when certain necessities are being stressed is a rare ability. The legislature will be eligible for heartiest congratulations if in the turmoil of paring expenses they keep ever in mind the danger of going too far. The interest of the state as a whole is the interest which they are promoting. That interest could be as easily harmed by saving too much money as by allowing for unnecessary expenses.

More appropriate for discussion than the forgotten man is the forgotten assignment which is the reason for an incomplete in certain courses instead of a grade.

It was a relief to find that the letter sent from Dean Thompson's office to the Daily Nebraskan advising abstinence from strong drink (if you know what that is) was sent to all other campus organizations too.

## A Bogey You Can Slay.

IT seems unfortunate that the beginning of each semester is invariably the signal for general disorganization and considerable reluctance to get forward with the business of study, but that is the system, and few are the individuals strong enough to ignore the invitation to laziness.

By Wednesday, however, most students will have attended some classes, texts will have been made known, and first assignments will probably have been announced. The introductory excuse for not studying will have been pretty well undermined, and other excuses will have to be sought. That they will be sought may be stated almost axiomatically.

The ordinary procedure is one of procrastination, but there are a number of variations. Faced with an assignment, it is not difficult for the student to find something else which needs doing. And when that's done, it's pretty certain that something else can be distorted into an obstacle of study. The net result, of course, is that very little work is done.

It cannot be denied that in the matter of study, infinite pains are taken in order that study may be either minimized or completely discarded. The amount of "rationalization" which students are capable of inventing to excuse themselves for not studying is tremendous. It would be funny were it not so pathetic.

At the bottom of these attitudes toward study is the assumption that study is a thing inherently distasteful, unpleasant, and hence to be avoided. The student with even a spark of the urge for knowledge is a rarity. Institutionalized dissertations by instructors may have had something to do with the dying of the spark, but every effort ought to be made to rekindle it. Study, after all, is not the bogey which most students picture it.

## REVISED SCHEDULE FOR VARSITY DEBATE TEAM LISTS EIGHT CONTESTS

(Continued from Page 1.)  
 will also debate St. Louis university.

Delta Sigma Rho, national forensic fraternity, is sponsoring a tournament at Iowa City, Ia., on March 3 and 4 in which the Nebraska debating team will compete. Nebraska will meet North Dakota in Lincoln on March 15 and on the following day the Cornhusker team will go to Hastings where they will meet Hastings college in a demonstration debate before the high school tournament. March 27 marks the coming of the University of Wyoming to Lincoln and on March 31 Nebraska will debate South Dakota in Omaha.

"This year it has been difficult to arrange a debate schedule," stated Dr. White. "Fewer teams are travelling because of reduced budgets and Nebraska is not planning any extensive trips during the second semester."

The subject used in most of the debates, according to Coach White, will be cancellation of all intergovernmental war debts and reparations. Nebraska will put two teams into the field, and if student interest demands, there is a possibility of one or two additional teams being organized.

Two or three practice debates are being arranged with neighboring colleges for Lincoln audiences. Clubs which desire debates will be accommodated, and one or two teams will use the radio.

The composite schedule follows and in each case the team mentioned first has the affirmative:

- Debates in Lincoln.**  
 Feb. 3—Morningside vs. Nebraska.  
 Feb. 7—Nebraska vs. Drake.  
 Feb. 23—Maryville Teachers College vs. Nebraska.  
 Feb. 23—Nebraska vs. St. Louis university.  
 March 15—North Dakota vs. Nebraska.  
 March 27—Nebraska vs. University of Wyoming.

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versity of Wyoming.  
**Debates Away.**

March 3 and 4—Delta Sigma Rho tournament at Iowa City.  
 March 16—Hastings College vs. Nebraska at Hastings. (Demonstration debate—high school tournament.)  
 March 31—Nebraska vs. South Dakota at Omaha.

"Long's Trade Slips," are good for anything at any time at Long's College Book Store and Buck's Coffee Shop.—Adv.

## FRATERNITY OFFICERS APPEAR IN YEARBOOK

(Continued from Page 1.)  
 John Charles Kennedy  
 Dorothy H. Keller  
 Kenneth M. Kent  
 Robert Ben Kiffin  
 Mary Frances Kingsley  
 Valentine Eijene Klotz  
 Alberta L. Koon  
 Otto Koloue  
 John B. Krahl  
 Grace M. Kratky  
 Dorothy Alice Kunz  
 Frederick Dee Koehne  
 Betty Ladd  
 Rosalie Lammé  
 Lucille M. Lampert  
 Helen Elizabeth Landis  
 Lynn Ralph Leonard  
 William A. Letson  
 Martin Fries Lewin  
 Maurice Lloyd Loomis  
 Jane McLaughlin  
 Herma W. McMahon  
 Louise Ann MacIntyre  
 Woodrow R. Magee  
 Alfred C. Jensen  
 Neil Radcliffe McFarland  
 Gail Elizabeth Miller  
 Pat Miller  
 Muriel Darlene Moffitt  
 Richard A. Moran  
 James D. Morris  
 Kathryn Ann Murray  
 Frank L. Musgrave  
 H. DeY Myles  
 Richard Phillip Nicholson  
 Willa Norris  
 E. Royal Ogden  
 Lois Kay Patterson  
 Joseph Francis Pavlik  
 Evelyn Thelma Peterson  
 John Thomas Phelan  
 J. Robert Pilling  
 Ruth Amelia Preston  
 Norman Eduard Prucka  
 Wm. Falston  
 William Thelmo Reekmeyer  
 Bernard H. Reents  
 Lucile V. Reilly  
 Frances E. Rice  
 Phyllis M. Ridle  
 Carol Raye Robinson  
 Leslie L. Hood  
 Mildred Root  
 E. Stuart Ross  
 Sylvia Vilmar Schaefer  
 Raymond Henry Schoening  
 Clarence Eldridge Scriven  
 George W. Shadbill  
 Winifred Agnes Shalcross  
 Virginia Showalter  
 Esther D. Shurtieff  
 Florence Louise Smiley  
 Merle E. Smith  
 Helen M. Smrha  
 Marie Soukup  
 James Frances Steel  
 Ariene Marguerite Steepie  
 Dorothy Jean Stewart  
 Alex B. Stoddard  
 Dale E. Taylor  
 Robert J. Thiel  
 Gertrude Couser Thomas  
 Mark Winfred Thomas  
 Elbert Arbor Thorne  
 Carolyn Margaret Van Anda  
 Willard Henry Waldo  
 Orville Edw. Walla  
 Orrin John Webster  
 L. Le Roy Willis  
 Harold L. Winquest  
 Elaine Woodruff  
 Rollin G. Wyrens  
 Glenn Loree Yost  
 Lee P. Young  
 Dorothy Louise Ziegenbusch

## SCHOOL OF MUSIC HAS CONVOCATION TODAY

Original Compositions of Teachers in School Are Featured.

The University of Nebraska School of Music will present its thirteenth musical convocation in a program of original compositions by Hazel Gertrude Kinsella and Howard Kirkpatrick at the Temple theater at 4 o'clock Feb. 1.

The program will be presented by a vocal quartet consisting of Altinus Tullis, soprano; Mary Shocky, contralto; Reuben Walt, tenor; and Edward Boehmer, bass. Soloists will be Mary Shocky, Altinus Tullis, Katherine Kimball, and Francis Morley. A string quartet consisting of Emanuel Wishow, first violin, Conway Beaver, Lee Hemingway, and Marjory Baty will play.

The instrumental ensemble will be under the direction of Rudolph Seidl, director of the Lincoln symphony orchestra.

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## SWAP SHOP HAS BIG DEMAND FOR BOOKS

Does Not Have Some Books Called For on Hand; Asks for More.

The Swap Book Shop, sponsored by the Y. W. C. A., is having a great demand for books that are not in stock. Anyone possessing any of these books and wishing to sell them is asked to bring them to the Swap Book shop at the Temple before Tuesday evening.

The following books are needed: Accounting Vol. II by Keister, Principles in Accounting by Pinyne, Political and Social History of United States, Ideas and Forms in English and American Literature Vol. I, History of Ancient World by Rostortziff, Latin Literature by Howe and Harter, European History Atlas by Breasted-Huth-Harding, Exercise for English O, Organic Chemistry by Williams, Shorter History of England and Great Britain by Cross, Political Science by Munro and Business Physics by Mitchell.

Is a Clearing House.  
 The Swap Book shop has been organized by the Y. W. C. A. as a clearing house for all books that the owners no longer need. It has been arranged so that the students can leave their books at the shop and as soon as the books are sold the students will be paid. Eighty percent will be paid to the students and 20 percent is to be retained by the Y. W. C. A.

**MAGAZINE PRINTS ARTICLE.**  
 The January issue of the Indiana Law Journal carries an article on "Writ of Error Coram Nobis," of which Prof. Lester B. Orfield of the college of law is the author.

## Books Wanted

We can sell your books for you. Especially wanted:  
 Proet's "History of Music."  
 "Gov't of Europe," Munro.  
 "Ideas and Forms in Eng. and Am. Lit.," Watt and Munn, V. 1.  
 "Elementary Psychology," Gates.  
 "Principles of Sociology," Ross.  
 Goode's Atlas.  
 "Principals and Methods in Sociology," Reinhardt and Davis.  
 "Elementary Ec. Vol. I," Fairchild, Furniss and Buck.  
 Shorthand, Accounting, Typewriting, Geography and Engineering books are greatly needed.

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