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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
Aifred 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
Willis Norris
E. Royal Ogden
Lois Kay Patterson
Joseph Francis Pavlik
Eryin Olive Peterson
John Thomas Phelan
J. Robert Pilling
Ruth Amelia Preston
Norman Eduard Prucka
Wm. Falston
William Thero Reekmeyer
Bernard H. Reents
Lucille 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. Shudbolt
Winifred Agnes Shallicross
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
Gerald 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
Elsine 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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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 Pinney, 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:

- Poet's "History of Music."
"Gov't of Europe," Munro.
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"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.
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