Daily Nebraskan

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Further Discourse On Compulsion.

IN regard to the declaration by J. C. L. that the editor should permit "anti-crusade material" in the editorial columns of the Nebraskan the editor wishes to state that such contributions are welcome, and upon condition that they deal with the matter at hand and not lapse into a tirade on personalities. The more contributions offered on each side of a question, the better is the conclusion finally reached.

J. C. L. in his Student Pulse letter appearing in the editorial columns today goes about refuting the editorial "Compulsory Drill Must Go" that appeared in the Tuesday edition of the paper. He offers his rebuttal under the six heads under which the editor classified his arguments of Tuesday. Those points on which the editor bases his arguments against compulsory military drill are:

1. Compulsory military drill impedes progress made in the direction of establishment of a peace program because it involves military fatalism.

2. The necessity of conscientious objection caused by the existence of compulsory drill is harmful in effect to both the department of military science and to the student body in general.

3. The course at present is a farce in several

4. Military instructors give the student the idea that there is only one way in which he can express his loyalty and patriotism. That way, they say, is to pledge oneself to go to war if the country calls,

and in peace times to help build a war machine. 5. The military department has been rather departments of the university. Students actually do put in more than the specified three hours time a week in drill during the spring.

6. Too much display is permitted by the university in connection with military functions.

The champion of compulsory military drill writing in today's Student Pulse column declares that the editor has failed to stick to a discussion of the principles of compulsory military education. The editor stuck to those as much as such attention was merited and then proceeded to point out other reasons responsible for his determination to help rid the campus of the compulsory element.

Please, J. C. L., don't mistake illustrations for points. Illustrations are used as a means of making a general point clear to the reader. Such an illustration is that pertaining to the honors convocation. How a man walks doesn't matter a whit one way or the other in this argument.

If you felt that the discussion was made up of pot-shots why don't you bring up some new points of your own on which an argument could be based?

The editor has stated his real objections and if need be will enlarge upon the exposition of them. There is plenty of incriminating and conclusive material at hand, and it will be used if necessary.

.

J. C. L's arguments as to academic freedom are at best feeble. Judging from the tone of his letter, we take it that he believes that academic freedom is the ideal of any university, or at least should be. Before a student comes to the university he is entitled to the right to choose his major course-engineering, Bizad, dramatics, journalism, etc. But he is given no choice in regard to military drill, being forced to submit to the training. Such a situation means that there is an entire lack of academic freedom because of that one black mark on the university record. Academic freedom involves guidance,

War has always been inevitable declares our contributor, and therefore, says he, we should teach that it is such, and prepare as men have been preparing for several milleniums. J. C. L. puts his be-Hef in preparedness in a bad light when he offers the argument referred to above. It is natual to assume that something causes war to be inevitable. What can that reason be? Perhaps war is inevitable because of this eternal preparedness. Arms cause fear, and fear causes hate. One needs only to review histories to understand the inevitable ineffectiveness of preparedness.

In referring to argument number two of Tuesday's editorial J. C. L. forgets that a man need not be sincere to have a certain mind-set developed in him by an instructor. There is psychological proof for that statement. A baby is not affected mentally by his environment because he sits down determined to let that effect take hold. One involuntarily develops a mental outlook according to what set of situations predominates in his environment. Therefore, the editor's second argument is not inconsistent with the first. Mr. J. C. L., you should make sure that there are errors before you condescend to over-

look them The editor repeats contention number two as follows: If military drill were made optional instead of remaining compulsory as at present both the student body and military department would be better off than at present. Conscientious objection is the only basis for exemption from drill now. No allowance is made for a student with intelligent objections to taking part in war sducation. (The latstorment is made in all seriousness.) A man

conscientious objections, certainly is put in a bad men when a young man proves that he has conscientious objections to entering a field in which the former have earned their living.

In objection number three, as J. C. L. terms it, the editor referred to military science being a farce in several ways. The instructors, conscious of the fact that students regard it in such a light, are lax in their discipline in many instances, particularly in cases of examinations. If students took the course because they wanted to, instructors could adopt a more scholarly attitude, and develop a bit more faith in their course. Although the editor disagrees with the theory of military training in any form on the campus, he believes that if there is to be a gesture it should be a serious and good one.

J. C. L.'s attitude concerning the influence of college youth in the field of politics is objectionable. It is untrue that college youths are any more hotheaded than their older contemporaries, and it is true that young people of today are building themselves a better foundation for useful living than have past generations. "We are too young to influence peace but we are not too young to insure peace by preparing for war," declares the contributor. In the state of Kansas the fact that politicians seriously heed the student's word is being demonstrated. It is also regrettable that he should bring up the 'insuring peace by preparation' idea.

Far be it from the editor to be jealous of the publicity meted out to an advanced student at honors convocation. The point of importance in the editorial is that a military bureaucracy threatens to gain a hold in any educational institution where it receives the emphasis accorded it at Nebraska. The presentation of honors to the outstanding advanced student occupies the position of primary importance in the honors convocation, and it certainly isn't the most important phase of the program. The influence of overemphasis is an insidious one and must forms.) be stopped as soon as possible.

STUDENT PULSE

Brief, concise contributions pertunent to matters at student life and the university are welcomed by this department, under the usual restrictions of sound news-paper practice, which excludes all libelous matter am-personal attacks. Letters must be signed, but names will be withheld from publication is so desired.

Answer on Military Drill. TO THE EDITOR:

You publish in Tuesday's paper a long article on the oft hashed-over subject of Military Training in this university. You say you are "determined to see of armies and favor the reduction the establishment of optional military drill." I hope in your crusade you will not be so narrow as to use your influence in the paper to permit no publication | tion.) of anti-crusade material. After all we form opinions from hearing both sides of a question.

First let me say I am in no way connected with the military department at this university nor have I even been connected with them. I received my military training in another way. This letter is not propaganda from the military department.

I would like to take up your objections to compulsory military training in the same order as you Court. present them. First the abstract proposition of cancelling academic freedom. It seems to me that there exists no such thing as academic freedom of the type you indicate. If we had academic freedom es it happen we are required to take certain courses for certain degrees? Why not lift | manufacturers of war materials. the ban on academic freedom and allow a student to take voice and piano or home economics and get an engineering degree? Simply because those who are wiser in experience than we are, those who have studid and know more than many of us ever shall, those whose minds are recognized as being exceptional have determined that certain definite courses are required for an engineering degree and we accept their courses because we know they know what they are doing. To allow academic freedom of the type you seem to wish would be to turn the school over to a number of inexperienced young people. We are not old enough to know what is the best for us. I believe academic freedom should be curtailed in the choice of wnether to take military training or not the same as it is in the choice of whether we should take applied mechanics and get a law degree.

Objection number one. Military drill impedes peace progress because it builds up military fatalism. You say that it is not fair to teach that war is inevitable. I ask is it fair not to teach the truth? History and the experience of civilization have taught us that war is inevitable just as it is inevitable that human beings should fight between themselves. It is not unfair to teach that we need to be prepared for any emergency. It is not unfair lasting" and "The Arrow and the that we teach the danger of war. We place freshmen under men whose purpose is to teach the truth of physics, ethics, medicine and law; should we abhor the thought of teaching them the truth about human nature and human relations on an international scale any more than we abhor the thought of teaching them the other truths? My dear editor when you can prove that war is not inevitable then you can decry the fact we expose freshmen to the teaching that war is inevitable.

Objection number two. You here state that the fact that the students are not sincere in their taking of the course or their application for exemptions is a reason for taking the compulsory feature from program. Mrs. E. A. Burnett, wife drill. This is directly inconsistent with your objection in the first paragraph. If the students are not mincere in their taking of the course then how can their minds be affected by the military fatalism which you set forth as an evil? On the other hand if your first objection is sound and the course has such a mind-set as you claim then your second objection cannot stand at all. Overlooking that error in your argument I do not see that lack of sincerity is an objection to the fundamental purpose of the course. Many students take courses just because they need certain required hours for a degree and not because they sincerely like the course. If we only took courses that we sincerely wanted our edusation would be lop-sided.

Objection number three. This seems to be a continuation of the second objection. The course is a farce because the students are insincere. I do not claim the military department is perfect. At the outset I stated that I had no connection with the department. Other courses which students are not sincere in taking become serious to them and if the military instructors on this campus cannot do the same for their classes it should be remedied, of course, but that is hardly an objection to the theory and purpose of military training.

Objection number four. This again is an objection to the military instructors and may be well founded as far as I know since I am not acquainted with the men. If 'he instruction is going on it is false. There are more ways than that to show patriotism but how many of those other ways are open

basing his objection on intelligence, and having no to university men? We are able and better prepared physically to do the job of fighting if necesspot. It also is a reflection on sensitive military sary than any other set of people in the country. Our only way to show patriotism is to show it our best way and we are best fitted to show it in actual warfare if that becomes necessary. Our efforts for peace should be unavailing but we are hardly able to do much in that line. What statesman is going to listen to a bunch of hot-headed college youth who stage a riot after a hard fought football game and the next day send in their efforts to further the cause of peace? We are too young to influence peace but we are not too young to insure peace by preparing for war.

Objection number five. This objection is to the fact that three hours is devoted to the course a week. In the opinion of many this course is worth spending much more time than that which is objected to. It is a matter of opinion. Of course you think three hours too much and of course I think it is not. That is a natural result of our ways of thinking on the whole problem and can hardly constitute an objection to the principle of compulsory military training. That is an administrative matter which is easily settled if it needs to be.

sonality, and hardwork to succeed," she emphasized, "and the lack of positions make it evident that you should prepare yourself Tap-Dancing Hobby Group.

now. One should study for the p 2. Local press and study of true ure it gives, she added, as ki edge adds zest to living. I' facts (cause and cures of war). In-3. Arouse individuals to need of

peace action and their part in the she stated. "There is no doubt that modern sororities have helped to raise scholarship," she concluded. She a. Exert efforts to eliminate compulsory military training, and commend conscientious objectors.

1. Steady contact with congress men and senators. Local inter-

GROUPS FORMED

(Continued from Page 1).

groups for and against war.

ternational Relations clubs.

machinery. YM and YW.

2. Election of people with right view points. (Questions and plat-

REGIONAL PEACE

3. Cooperation of interested groups in state. National-1. Support and encouragement

for the continued investigation of munitions manufacture. 2. Support future measures on "Arms Embargo" and the "Non-

Aggression Pact," etc. 3. Education of the group in national and international affairs. 4. Education of the group in

causes and cures of wars. 5. The support of all efforts for the substitution and arbitration and cooperation for military conflict (Adherence to World and joining of League of Nations.) 6. Opposition to any increase in the building of fleet and equipment

of armaments by agreement. 7. Steady contact with congressmen and senators (political ac-

8. Opposition to the exclusion of aliens on the grounds of race. The regional program for peace education and peace action in-

1. Supporting of all efforts for the substitution of arbitration and

armies and favoring the reduction of armaments by agreement.

3. Supporting and encouraging the further investigation of the ures such as Arms Embargo and building. a Non-Aggression pact.

5. Exerting the efforts of the organization to eliminate compulsory military training from state educational institutions. 6. As a matter of principle op-posing the exclusion of aliens on quired to attend.

the grounds of race. (Particularly we oppose the Japanese Exclusion The group of delegates at Man-

hattan also went on record as con-scientious objectors to compulsory military drill, particularly com-mending those at Kansas State college. Peace Action committees in the

state of Kansas have already gained a fair degree of success in working thru political channels, according to Paul Hoff, Kansas state chairman. Organization is very extensive in that state.

ZETA TAU ALPHAS WIN SCHOLARSHIP CUP SECOND TIME

Continued from Page 1.) Pepple, assisting artist, sang "Only Song.

Scholarship ratings of the sororities were presented by the use of a large five foot book with Barhara Jeary and Dorothy Chapelow

acting as pages. Mrs. Leon Larimer was general banquet chairman, assisted by Miss Marshall, tickets; Mrs. Haecker. program; Mrs. Chapman, menu; Mrs. Morton, seating; Mrs. Bard-well, charts; Mrs. Keefer, caps;

and Mrs. Drath, decorations. Mrs. V. A. McEachen, president of the city Panhellenic, was toastmistress and presided during the of the chancellor, was first intro-duced, followed by Miss Amanda Heppner, dean of women. Committee chairmen for the banquet were then introduced to the guests by Mrs. McEachen, and also Mrs. Lewis, treasurer of the city Pan-

Reasons why one should attempt to get as high scholarship as possi-ble were outlined by Mrs. Frederick Coleman, speaking on "Scholar-ship." "It takes brains, charm, per-

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Objecton number six. I think here Mr. Editor you show yourself in a very unfavorable light. Either you are jealous of the publicity or you let a very small thing loom as a major objection. Because one student among a huge number at the honors convocation walks in a manner you object very strongly to, up to receive an award, you would abolish the whole course. Why should not the military functions you mention be permitted military display. If people object to such display let them stay away from the military ball and the parades and the band marches. Let members of the knot-hole club in boy scout uniforms do the ushering at football games, let the one course with the most enrollment of them all be shut up in a dingy pasement. Stick to a discussion of the principles of compulsory military education. There are undoubtedly a great number of details that could be corrected, there are such things in every big organization, but before the whole training system is abolished let the campus know your real objections to the fundamental principle under discussion and don't content yourself with pot shots at minor issues unfavorable to the

All those who signed up for Big

helps to make leisure time useful,

ended her speech with a toast to Nebraska girls.

OFFICIAL

Free swimming hours for women have been changed from 4 to 5 pus to insure the growth of foliage, as the soil on the U. grounds was o'clock on Monday, Wednesday and Friday to 4:30 to 5 o'clock on those days due to the increased demand for instruction the forepart of the hour. Other recreation hours are as previously announced.

Corn Cobs.

Corn Cobs will meet Wednesday evening at 7 in U. hall, room i Be prepared to check in tickets. Money should be deposited immediately at Student Activities office

Staff Meetings.

Hours for the Y. W. C. A. staff meetings are as follows: Ag presi-dent, 5 o'clock Monday, Helen Lutz; Church relations, 5 Wednesday, Mary E. Hendricks; Conference, 5 Friday, Breta Peterson; Finance, 4 Monday, Marjorie Shostak; International, 4 Monday, Lor-raine Hitchcock; Membership, 5 Wednesday, Arlene Bors; Nebras-ka in China, 4 Thursday, Laura cooperation formilitary conflict. McAllister; Posters, 5 Wednesday. League of Nations and the World Court.

2. Opposing any increase in the building of fleets and equipping of armies and favoring the reduction

Lutheran Bible League.

The Lutheran Bible league will Erck from 7 to 8 Wednesday eve-4. Supporting of future meas- ning in room 205 of the Temple

Gamma Alpha Chi. Gamma Alpha Chi will meet Thursday night at 7:30 at Ellen Smith hall. All members are re-

A. S. M. E. A. S. M. E. will meet Wednesday evening at 5 o'clock in Mechanical Engineering, room 204.

Outing Club.

Outing Club will sponsor a roller skating spree, Wednesday, Oct. 17. The group will start at 5:00 from the Armory. Y. W. C. A. Discussion Groups.

Y, W. C. A. freshman discussion times are Tuesday at 11 o'clock, Lois Rathburn and Bash Perkins; Tuesday at 1 Faith Arnold; Tuesday at 4, Anne Pickett; Thursday at 11, Violet Cross and Elaine Fontein; Thursday at 1, Corinne Claflin; Thursday at 5, Marjorie Smith. Ag discussion groups are on Thursday at 12:30 under Gladys

Nebraska-in-China Staff. Nebraska-in-China Y, W. discus sion group will meet at 3 this aft-

LLOYD HENDRICKS

J. C. L.

lister tap-dancing hobby group

rom 7 to 8 in Ellen Smith hall.

Upperclass women are also invited. Lois Rathburn is in charge.

Student Council.

Postponement of the regular

College World

More than 2,000 cubic yards of

Kaw river bottom soil were moved

to the University of Kansas cam-

found to be too sterile even for

The primary duty of organized society is to enlarge the lives and

increase the standards of living of

all the people-Herbert Hoover.

hardy plants.

are to meet Thursday

Ending a ten day journey the Kansas Aggie football team arrived home at Manhattan, Kas. Monday. They began immediate preparations for their game with Kansas this Saturday. During this jaunt the K-Aggies had seen parts of New York, Michigan, Pennsylvania, Ohio, Illmois, Iowa, and Kansas. That made quite an itiner-ary for the state gridders from the cornflower section.

SPORTSING

The K-Aggie game with Kansas is known as the "football classic of Kansas." It will be the thirty-second annual meeting of the two schools in the past thirty-three years. The first game was in 1902 but the two teams did not play in 1910.

The game on Saturday will be the major attraction of the annual Homecoming celebration for the Manhattan school. Parading bands, a pep meeting Friday night registration of alumni and reunion of friends Saturday forenoon, a luncheon for alumni at noon Saturday, followed by the game, and dances and parties are only a few of the events which annually attract thousands.

Several hundred Kansas newspapermen will be guests of honor

We do not see how the Kansas meeting of the Student council to-day until Wednesday, Oct. 24, was announced Tuesday by Jack Fisch-er, president always the ancient rivalry between the two schools to be considered. Out of the thirty-two games play-ed, Kansas has won 20, Kansas State has accounted for eight wins, and three games ended in tie scores.

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Carl von Brandenjels, Mgr.