

THE DAILY NEBRASKAN

THIRTY-SIXTH YEAR

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A Blind Student 'Looks at Society.'

"Blissession" is the name of a column in the University of Washington Daily to which students and faculty contribute discussions written in conversational style. In an issue last week, a student contributor told of his acquaintanceship with a blind fellow student, and the latter's views of society. They are provocative, and hardly optimistic. Popular conception has it that physical affliction embitters one toward life. Like Phillip Carey in "Of Human Bondage," a handicap, coupled with disillusionment, will turn idealism into a hateful cynicism. But popular conception is often shot with inconsistency and exception, and if the following article is to be of value as a commentary on modern life, it should be considered as such an exception. His accusations stand on their own feet. He may present only one side of the picture, but he presents it with insight that ordinary vision cannot give.

We met in a political science class. He was not a jolly fellow. I have never seen a jolly blind man, have you?

"Well," he said to me as we left a discussion on the sources of the law, "I'm going to try something I've been thinking about all my blind life. I'm going to divorce myself from my blindness for a day, and see."

"By all means do, and tell me tomorrow what you saw," said I.

"Agreed," said he.

"I didn't go to class the next morning, for I had to do a little imaginative thinking of my own. But, the following day, Mr. B. S. spoke to me and said he wanted to tell me about his day of seeing. He said, "I arose early that morning, and saw a city for the first time. I saw the rain pouring itself lavishly on the features of the earth. The water seemed unhampered by the precedence of other rainy days."

"I descended upon the campus. I wanted to see the sharp tongued professors whom I had heard expound with learned pomposity."

"I saw reflected in every classroom the clash of interest; students caught in different moods. I saw college life try to break some of those

mores. I saw that the university was not a bell-jar where its tenants escaped the pressure of the larger community.

"I saw philosophers caught in the web of their intellectualism, reducing everything to force. And I wondered where could one hope to find the prince of men that Plato dreamed."

"I saw intellectuals trying to be objective about the chaotic crisis of modern thought. As if one could be objective in a vacuum."

"I saw millions re-embrace the concept of the Godhead. And I saw millions denounce that concept."

"I saw science about to put on the cloak of superstition."

"I saw intolerance rampant, and the minds of men warped by their lack of understanding."

"I saw battalions marching, marching, marching."

"I saw a family album—a study in gas masks."

"I saw want, crimes, maladjustments, heartaches, poverty, despair."

"I walked into great hotels where waste was merely the evidence of a certain well being. And I saw at the feet of those hotels, the human debris of an unsocial society delving in ashcans to live."

"I went into the courts and I saw young men condemned to death, but I didn't see the courts condemn the forces that drive young men to the one way track."

"I saw millions stop dreaming the American dream."

"I saw a president hand down a dictum that may change the wellsprings of a nation."

"I saw nature rip her belly open and spew across the continent."

"I saw the mighty wheels of entertainment grounded in the belief that wool can never be taken from the eyes of man in the mass."

"I saw men praising the fearless fighters for human improvement in an older day, and in the next breath damn those of today."

"More I saw but my day was ending, and in the fading light I returned to my blindness. Now once again I can feel my way in the cut forest of human thought, and try to learn what the founding fathers had to say about their day."

"Damn!" I said, rubbing my eyes. "The times must be out of step."

Student Pulse

Another Nebraskan Critic Goes Down for the Count

To the Editor:

Here's to the University of Nebraska Men's Glee Club! May they continue to give this campus as interesting and entertaining programs as they did in the Wednesday afternoon convocation. That they can sing fearfully was well evidenced in this recital.

The Nebraskan Reporter says "they sang in characteristic glee club fashion, with an abundance of volume and maverick artistry." Typical and characteristic of what glee club?

I would be interested in knowing how many men's glee clubs this reporter has had the opportunity of hearing and coming in direct contact with. He will undoubtedly say "Many! That's why I can judge their singing." Yet, his is only his opinion, as mine is, I grant you, but because he happens to be the reporter and not I, his judgment rules. However, we sail away our own opinions of fine male group singing shown by this convocation.

I am glad he grants the idea that they displayed "an abundance of volume." However, reading Mr. Kimball's article, one is lead to believe that it was not due to any special training on the part of their director, or any extra work on the part of the fellows who participated. It was only "in characteristic glee club fashion." Apparently it can't be helped and is only because of the act of opening their mouths to sing these men displayed such volume and enthusiasm.

Secondly, Mr. Kimball declares that there was "maverick artistry." I wish that he would define those terms. Does he stop to consider that the director is, to some extent, working under a handicap by taking over the supervision of this men's glee the first semester?

He had before him the job of testing a group of 60 or 70 fellows' voices, some experienced, others not. That in itself cannot be accomplished in a day or two. All eyes were on their new director, wondering whether or not he could prove himself worthy of handling these men, determining their voice registers, and training them to the best of his ability. eh has accomplished that—now concede him that point! The men's glee club has reached a pinnacle that has been reached only by hard work and proper training.

This is the first time that this group has sung an entire recital

before the student body and outsiders, as well. First appearances are never as good as the they had been doing it for years. The glee club has sung songs for different occasions which merits attention, but was never directly responsible for an entire program. They carried off high honors in their singing, personal appearance, soloists and their professional attitude.

Any group that works as hard as this glee club has will accomplish things. The Bach selections were lovely. Their quick change of tempo and mood in the second part of the program made it a delight to listen to. Here's to more Nebraska spirit in all lines of endeavor.

This group does not mind comment or criticism, constructive or otherwise, for they are helped by it. I have no connection with this group, so the occasion for these remarks cannot be attributed to any of their personnel.

However, I believe that if people tried to boost Nebraska products, not knock them, they would all be encouraged. A group could see just how much they are appreciated, and would try so much harder.

Give the men's glee club a hand for their good work!

—A Subscriber.

The Nebraskan Errs On Hygiene Courses.

To the Editor:

On page 2 of the Nebraskan for Feb. 25, 1937, I find in the last paragraph of "Inquiring Reporter" this statement: "Do you favor a general course, available to all students, in sex education and marriage hygiene as proposed in yesterday's (Feb. 24) Nebraskan by Dr. Lyman?"

If you will refer to the Nebraskan of Feb. 24, you will see I made no such suggestion. Courses in sex hygiene have been given for both men and women for many years in the department of Physiology. I have always insisted that they should be elective courses only.

What I did say was that I am advocating a health course that would give an understanding of the problems of physiology, hygiene and disease so that the student will be able to protect and improve his health. I question the wisdom of forcing health instruction upon people if they do not want it, just as I question the wisdom of forcing medical service upon people who do not want it. But such educational courses as

well as medical courses should be offered for those who care to take advantage of them. I might add that such a health course as I have indicated will be offered next year by the staff of the department of student health.

Rufus A. Lyman,
 Director Dept. Student Health.

Bulletin

Music Schedule.

Because music classes are held in part of the art galleries part of the time, the art department is sending over a schedule of hours when students may view the Nebraska Art association exhibition.

Charline Dein

Tasseks.

Tasseks will meet in room 105 of Social Science hall at 7:00 o'clock tonight.

Lutherans.

Lutheran students will meet with Rev. H. Erck for their regular Bible class at 7:15 Wednesday evening in room 203 of the Temple theater.

Le Cercle Francais.

Members of Le Cercle Francais will meet Thursday noon at the Grand hotel for the usual bi-weekly luncheon. Tickets are 35 cents. Any student wishing to attend is asked to notify either Miss Lenore Teal, president, or Miss Katherine Piazza in the romance language library in University hall.

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Inquiring Reporter

For years, freshman lecture has been the common "gripe" on the campus. The air has been filled with noisy avowals of love or hate for this subject, the purpose of which is allegedly to "orient the incoming freshmen."

Consequently, when the question, "What do you think of freshman lecture?" was put to a group of undergraduates, the answers varied.

Millard Rosenberg, Arts and Sciences freshman:

"Some of the lectures are good, some are bad. The course, however, does serve to introduce many of the Arts and Science courses to the freshmen. Thru it, students are forced to do outside reading and to utilize the library."

Deborah Philipp, Arts and Sciences sophomore:

"I can see that the course is of some value, but I didn't like it. So many of the lectures are just plain dry. If lecturers could be secured who would be a little more interesting, the course would cover such a range of subjects as to give the freshman a glimpse at the entire university curriculum."

Robert Shepard, Pre-Med senior:

"It no doubt has its advantages, but I consider it a waste of time. When I came here, I knew exactly what I wanted to take up, and freshman lecture dealt with a lot of things in which I had no interest. Usually, however, the course is disliked because of a more or less personal opinion. If a fellow just came here without knowing what field he wanted to enter, it would aid him. But if we must have the course, why not make it elective?"

Elaine Morrow, Arts and Sciences sophomore:

"Before I took the course, there were certain fields about which I knew nothing at all. Freshman Lecture does not give one a general acquaintance with the various departments of the University."

Robert Roach, Arts and Sciences Senior:

"I can see no reason for the course, and I don't believe that anyone else can—it's nothing but a waste of time. When I was a Freshman, it was merely a place in which to catch an extra hour of sleep. The students copy passages out of books, copy other papers, anything to get a grade. The speakers don't organize their talks, and rarely if ever finish them in the allotted time. I know of no way to improve it."

Sophomore:

"I didn't care for more than two lectures during the whole year. A few of them were interesting and perhaps instructive, but the course as a whole had no value except that of acquainting one with the lecture system. All one ever does, is check out a few books, copy a few pages, and hand in the "long paper" or the "short paper." If one would read all that was assigned, the course might have some value, but the average student reads just enough to get his grade."

Don Moore, Arts and Sciences freshman:

"You have to do too much work for the little credit that you get. Then, too, the time is inconvenient. If the best course in the University were offered at 8 o'clock or 9 o'clock, I'd still dislike it. The lecturers seem to be trying to sell their departments to the students rather than attempting to inform them on the subject of the lectures. Reorganize the course, offer it at a decent hour, schedule some lecturers that would sincerely try to help their listeners, and the course might be valuable."

Bill Hughes, Arts and Sciences freshman:

"I don't like the references. The outline, supposedly helpful, lists references, all of which are practically alike. It's impossible to organize or systematize your material. Too much time is spent in the earning of one hour's credit. It rather spoils a day to get up at 6:30 o'clock just to attend that course."

Edith Krasne, Arts and Sciences freshman:

"Library facilities are inadequate. There are insufficient references available, you have about a 100-to-1 chance of getting the material you need. Too often, the references fail to connect with the lecture, and they are absolutely useless in the writing of a paper."

Josephine Rubnitz, Art and Sciences sophomore:

"The lectures aren't so bad, but

the writing of the papers is assinine. You are forced to go into detail on a subject about which you know nothing. The outlines take up the subjects from such a funny angle, and the lecturers often fail to explain the connection which supposedly exists between the lectures and the outline. The lecturers either talk to the students as though they were babies and practically nothing they are delivering a treatise before a group of Ph. D.'s and wax so technical that the student hasn't a chance."

Sid Hoadley, Arts and Sciences freshman:

"I think the course is obsolete. A well-supervised orientation course in smaller units would perform the function without the inconvenience that now exists. The University has neither the library equipment nor the staff to adequately handle two such large classes."

Dorothy Bentz, Arts and Sciences senior:

"It's a pretty good orientation course. It serves its purpose in getting the freshmen reasonably well acquainted with the various fields open to him, and aids him in his decision on the subjects which he shall take."

ANSON WEEKS PLAYS FOR KENTUCKY BALL, SOONER, JAY PROMS

(Continued from Page 1.)
 Senior Prom at the University of Oklahoma Thursday, March 4, at Oklahoma Statehouse. An advertisement in Sunday's edition of the Oklahoma Daily read in part: "But to a great popular demand, 100 additional tickets to the Prom have been placed on sale at the treasurer's office..."

At Lawrence Friday.
 Anson Weeks and his orchestra come closer to the Cornhusker state Friday, March 5, when they appear for the Junior Prom at the University of Kansas at Lawrence. Press reports from the Jayhawk institute indicate that an overflow crowd is expected, and before the evening is completed, the "S. R. O." sign will be out.

A gala assemblage too is expected for Nebraska's Junior Senior Prom on Saturday to usher out another formal season and to witness the presentation of the Cornhusker Prom Girl for 1937. June Butler, Helen Fox, Adrienne

Griffith and June Waggener are the four candidates for the coveted honor.

Tickets to the Prom may be purchased from any member of the Prom committee or from Corn Cobs. Members of the Junior-Senior Prom committee are Jane Walcott, Dave Bernstein, Betty Cherney, Web Mills, Virginia Anderson, Bob Wadhams, Marie Kottou, Bill Clayton, Rosalie Mott, Bob Martz, Genevieve Bennett and Al Moseman.

"The worst thing that can happen, it seems to me, is to have a school deal principally in terms of fear, force and artificial authority." Dr. Albert Einstein of relativity fame suggests a doing away with the "I'll flunk you if you aren't good" set-up in schools.

"I have never been drunk in my life—not necessarily because I thought it was wrong but because I could always think of forty better things to do." Charles Emerson Brown, dean emeritus of Yale university school, asks a DePauw university audience to do one-fortieth as well.

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