

THE DAILY NEBRASKAN

THIRTY-SEVENTH YEAR

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ON THIS ISSUE
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\$1.50 a year
 Single copy 5 cents
 \$2.50 mailed
 \$1.00 a semester
 \$1.50 semester mailed

Under direction of the Student Publication Board.

Editorial Office—University Hall 6.
Business Office—University Hall 4-A.

Telephone—(Day) 87181. (Night) 87193, 85333 (Journal).

1937 Member 1938
 Associated Collegiate Press
 Distributor of
 Collegiate Digest

Published every Tuesday, Wednesday, Thursday, Friday and Sunday mornings of the academic year by students of the University of Nebraska, under the supervision of the Board of Publications.

REPRESENTED FOR NATIONAL ADVERTISING BY
 National Advertising Service, Inc.
 College Publishers Representative
 420 MADISON AVE. NEW YORK, N. Y.
 CHICAGO - BOSTON - SAN FRANCISCO
 LOS ANGELES - PORTLAND - SEATTLE

Mr. Fling, Your University!

Wentworth, my friend, I see by the paper that you're leaving your beloved alma mater. Since that fine course in second year French I stuttered thru under you, I've imagined you as a man who would go ahead and do things. Besides a little more than an over-sees soldier's comprehension of French, I still remember some of the interesting digressions on the effect the scientific study of phonetics is having on the history of the language. Anyway that was an interesting and stimulating class. And I am glad you're going up in the profession.

But Mr. Fling, speaking both yours and my official capacities, how could you have been persuaded to leave your position at Nebraska? If you will turn to the Inquiring Reporter column for today you will find a number of reasons why your decision seems unwise. It is true that you have the precedent of a lot of other vigorous young men to follow in leaving Nebraska. Messrs. Doane and Stoke and Hicks and many others have gone out into the world to win reputations, which, of course, they expect to bring back to Nebraska for her glory and good name.

There are reasons, however, besides the salient facts in the Inquiring Reporter column why you, Mr. Fling, should not leave Nebraska. Your teaching quarters were in the traditional educational atmosphere of the oldest building on the campus, University hall. How, Mr. Fling, can you trade your exciting life in Ye Ole Halle, paragon of architectural perfection and beauty, for a job in an endowed eastern school? What has Hamilton college in New York to offer to compensate you for the loss of your association with numerous giant cockroaches? Your blood will stagnate without the stimulation of dodging falling bricks and mortar as you enter your building daily. You will miss interesting curves in the paintless and warped woodwork, to say nothing of the great rolls in the linoleum, and the homey melodies of the creaking floors. And too, you will probably develop a number of foolish hobbies minus the inordinate Nebraska teaching burden and plus the extra time you will have when the wind never comes thru the cracks and blows your papers helter-skelter several times a day. And if

you leave now, you'll miss the fun when the building caves in.
 Think about these things, Mr. Fling, and reconsider!

Most significant reply in the Inquiring Reporter column today is the last one, condemning the policy of no bonded indebtedness maintained by the state of Nebraska. The state is advertising Nebraska as the white spot on the map of the country, free from excessive taxation. The argument of the advertisements may be sound, but the fact that Nebraska's taxes are low is reflected unfavorably here at the university. It is true that economy has been at the expense of youth.

Incidentally, the "no bonded indebtedness" policy of Nebraska netted particularly dire results in the matter of the recent federal financing thru the PWA and WPA. The state's failure to match federal funds for buildings was a contribution to the 47 states that did, which Nebraska could not afford to make. Other state universities got three and four buildings, financed jointly by federal and state funds. Nebraska needs buildings.

The one charge in Mr. England's Inquiring Reporter which is probably least well founded is the one pertaining to a poorly planned curriculum. Since several of the colleges have recently reorganized their curriculums, and that of the whole university is kept under competent surveillance, the objections tendered in the Inquiring Reporter are most likely little more than personal difficulties with the system.

Concerning the charge of poor administration as well as something of the reason for poor support of the university by the legislature, Paul T. Babson speaking at the June 1937 alumni roundup, offered some good suggestions.

"This criticism of administrative leadership," said Mr. Babson after his statement that the middle west lagged behind the east in administrative leadership, is not personal, but a criticism of a system that makes it necessary for a chancellor to devote more time to politicians than to students."

Mr. Babson went to the heart of the matter when he laid the fault for the school's lack of support at the feet of the alumni, whom he charged with failure to attend reunion meetings, to boost the university with legislators, and to make donations to the school.

"I believe that a loyal body of alumni is essential to the good of the university," he declared, "and that such a body can be developed if the authorities set out to do it."

Inquiring Reporter

by Merrill England



Catechism of Gripes

The net gains of this university during the year 1937 may be summarized by the various ratings she received. Ranking 16th in size among the universities of the United States, her football team rated the 14th spot on the national grid roster, and scholastically she ranked in the upper tenth, but what else did she gain?

It might be a little strong to say "nothing," but what is there about this institution of higher learning that gives rise to the oft repeated definition, outside the territorial boundaries of this state, which says: "Nebraska is the state with Miss Louise Pound, the capital, and the football team."

Facing the problem frankly, and one cannot say that there is no problem, we see that there must be something definitely wrong with the University of Nebraska. We must lack some things necessary for the makeup of a truly great school. These student opinions are not offered as vitriolic would be witticisms; they were made by students who have an active interest in their university.

From the student angle, the faults of the university are four fold:

1. Poor equipment, out of date physical plant, outgrown buildings.
2. Inadequate teaching staff of questionable administrative ability in places. An easy going executive department.
3. A poorly planned curriculum.
4. Insufficient funds for keeping in step with education.

These are directly traceable to: The attitude of the people of the state. As it is symbolized by: The unicameral legislature.

Arts and Sciences senior: "I find fault with the saintly attitude of the deans. We college students aren't exactly angels, but neither are we as immoral as we're cracked up to be. We object to being told that we must go to bed at such and such an hour, and that we may smoke just so many cigarettes a day."

Bizad junior: "This is a hell of a campus. If you traveled all over the United States and made a survey of college campuses, I doubt if you could find one in the country where buildings are in such rotten shape. I want to be proud of my school, and who can point with pride at this collection of condemned shacks?"

Arts and Sciences Junior: "We lack professors—I mean real ones. The poor pay given to professors here makes this university just a proving ground for pros. As soon as an instructor gets to be good, he is snapped up by some school which pays its men salaries, unless he has either a personal fortune or an overdose of love for Nebraska. So most of our profs are just cold potatoes, left overs—if they could get a better job they'd take it, but they can't, so the students are stuck."

Arts and Sciences senior: "In certain respects, the curricula is all wrong. For example, why should a pre-legal student just because he is registered in a certain college be forced to take chemistry and a lot of other courses which will be entirely useless to him in his work? He is merely wasting his time and his money. The same is true of the pre-med student who, because of the college in which he is registered, must take such courses as biz org."

"Courses should be correlated to form a vocational background for the profession. This can be done without narrow specialization. The pre-law student should be allowed

to get as much history, political science, journalism, English, economics, speech and such courses as he can. His time is too short to adequately cover all of them anyway, so he shouldn't have to go off on a tangent, and fool around with subjects like chemistry."

Arts and Sciences senior: "The trouble with the university is that instead of going forward with other educational institutions of its kind, it has just stayed where it has been for the past 10 years and marked time. Comparisons are odious but inevitable, and when this school is placed beside others, that fact is proven. "Chicago, for example, with its marvelous equipment, can't even be compared with Nebraska. I'll admit that equipment doesn't necessarily make a fine school, but it helps."

Arts and Sciences sophomore: "In the good schools of this country, students are offered the opportunity to study under international authorities on various subjects. Their interest is stimulated by pride in their school, and an impetus to work is given by the fame of their instructor. We do have two or three, but there ought to be 20 or 30."

"There, the competition for posts is terrific and instructors put everything they have into their work. The benefit goes to the student."

Arts and Sciences junior: "So many of the instructors, some of the best ones in fact, have unpleasant habits which make it hard or even impossible for a student to keep up in his classes. For example—talking too fast for accurate note-taking, covering material so slowly that it is boring, failing to discuss important topics, stressing trivialities, talking as if the class weren't even there, failing to speak loudly, clearly, and distinctly, putting his hand up in front of his face so that students hear only a mumble instead of words—and a lot of other things."

Arts and Sciences senior: "Even if we do have some men rather lacking in drive and initiative at the head of things, it's not so much their fault as it is the fault of the attitude of the state in general. "Maybe we're too proud of that statement 'No bonded indebtedness.' I think it would be just as well to go a little into the hole to give the young people a chance to get an education. I read somewhere that last year, this state spent twice as much on relief clients as it did on the university and the normal schools. It seems sort of funny to concentrate on the result and let the cause go. It isn't the trained and educated people who are on relief—and it does seem that the state should be a little less proud of its economies at the expense of its youth."

"This is an agricultural state, all right, but is that any reason why we can't have brains and education here?"

AROUND AND ABOUT

(Continued from Page 1.)
 are aware of the translated meanings, we may lose our enthusiasm sheepishly. As a former "Vieni Vieni" fan puts it, "You feel awfully silly when you know you've been saying 'Come, come come.'"

"The almost magical appeal of 'Bei Mir Bist Du Schon' bears close dissection little better than the swifter 'Vieni Vieni.' Although the harmonies call forth glowing eyes from the musicians, it is supposed to be hard to sing. And altho the lyrics seem part of its fatal fascination, they are characterized by repetitious simplicity. Sheet music for the pieces gives forth this information:

"Original lyrics by Jacob Jacobs."
 "Music by Sholom Secunda."
 "English version by Cahn-Chaplin."
 "Copyright by Harms, Inc., New York."
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Lincoln

If that means anything to you. The Song as She is Sung. A running account, as it were, of the verse would read thus: "Of all the girls I've known—and I've known some; until I first met you I was lonesome; and when you came in sight, dear, my heart grew light and this old world seemed new to me. You're really swell, I have to admit it; you deserve expressions that really fit you, and so I've racked my brain, hoping to explain all the things you do to me!"

"BEI MIR BIST DU SCHON"
 "Please let me explain."
 "BEI MIR BIST DU SCHON"
 "Means that you're grand."
 "BEI MIR BIST DU SCHON"
 "Again I'll explain."
 "It means you're the fairest in the land."
 "I could say Bella Bella,
 "Even say Voonderbar;
 "Each language only helps to tell me
 "How grand you are.
 "I've tried to explain
 "BEI MIR BIST DU SCHON
 "So kiss me and say you understand."

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STUART

There will be at least 1,000,000 fewer children in the United States aged 9 to 16 in 1940 than in 1930, and there are only half as many children under 5 in Manhattan now as in 1920, according to studies made by Provost Rufus B. Smith of New York university.

Five University of Kansas students, charged with having disfigured property on the Kansas State college campus in violation of an interschool pact, are being tried before the student supreme court.

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 Coming—KING SOLOMON'S MINES

Contemporary Comment

Innes Prefers 'Goose Step' to Goose Flesh In China

...In yesterday's Daily Nebraskan an article appeared in which some worthy Montana muse and liberal was getting quite uneasy about his inability to make up his mind concerning the Chinese situation. Finally, however, he simmered it down to: "The liberal must choose between a heroic, gloriously foolish idealism and a sordid and ugly, but very practical idealism." His conclusion sounded something like a young girl trying to decide whether she should marry for money or love. His assumption is that if we don't dedicate ourselves to the business of ducking Japanese bullets in a gloriously foolish idealistic way, we shall all be doing the goose step in double quick time.

Now, personally, I am an idealist; in fact, a gloriously foolish idealist—I even believe in the limitation of human offspring, but when I find myself on the verge of offering my old Kentucky blood in defense of Chinese rights, including their rich, mellow culture one hears so much about, I just go to a news reel showing the conflict, and somehow I become less war like.

Despite the close up shots of the American flag flying on a sinking gun boat, accompanied by Gabriel Heatter's insinuations and the stirring background music, my red, white and blue emotions are curiously absent. All around me, however, thoughtful, patriotic liberals are shouting and display-

ing considerable animosity toward the Japanese. All I can do is sit there and wonder at the Jap facility for removing Chinamen from the landscape without having had the misfortune to have removed a few nationals before this late in the game. A little later, tho, my wrath was thoroughly aroused as a newsreel shot showed an old Chinese woman crying as she tried to wish her dead husband back to life; that is, I was mad after I discovered that the Nipponese were responsible, and he hadn't starved to death after all in the fashionable manner of their rich, mellow culture. I cooled down a bit, when I observed the Chinese giving the Jap soldiers a hearty welcome to their city. Here I sat righteously indignant and the Chinese seemed to enjoy the idea—maybe they like a parade.

But we liberals must stiek together, as always. Last year we identified ourselves with the rich, mellow culture, or was it just rotten culture of the Ethiopians; this year we feel the Chinaman is a fellow liberal in need of our moral aid. It appears that the next logical chromatic step will be to sympathize with white people somewhere, but not those unfortunate white people in America, of course—that wouldn't be heroic, and gloriously foolish; besides, only a damned realist would notice that thousands of American children are undernourished. But we don't owe them a thing, because we know their parents have dirty communistic tendencies, as they are always wishing for something to happen, in order that they may buy their children warmer clothes. Even so, we liberals may give these people something to do. We may herd them off to defend the Chinaman's rights, and our fight slogan will be—"Make the World A Cleaner Place to Live In—every Chinaman You Save May Open a Laundry."

MARTHA MORROW TALKS BEFORE FRESHMAN A.W.S.

Martha Morrow, president of Tassels, spoke on the organization, work, and membership requirements of Tassels at the first freshman A. W. S. meeting of the new year, held Wednesday afternoon at 5 o'clock in Ellen Smith hall. Edith Knight gave a report on parliamentary law. Jean Simmons presided. Judith Leonard acted as secretary. Miss Leonard will act as president of the next meeting and Evelyn Long, secretary.

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