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UNIVERSITY OF NEBRASKA IVY DAY ORATION.

During the Golden Spike Celebration one week ago today, the president of the Union Pacific railroad in an interview said, "The railroads were built by strong men. The cowards never started and the weak fell by the way." In celebration of those builders, Omaha dressed up in frock coats, beaver hats and calico dresses. But we all knew that a frock coat, a beaver hat and an unshaven face does not make a strong pioneer. Rather the garb was symbolic of those qualities.

But we do know that a black robe, and square hat, and a sheepskin do not make a scholar. Do we know that even as the costume of the 60's did not conceal the weak and the cowardly of Omaha, neither will the costume of the scholar conceal the weak and the cowardly of this graduating class.

And do we realize what will happen to this class upon their graduation. There are between eleven and sixteen million young men and women, between the ages of nineteen and twenty-nine, living on relief. . .

These are the only unemployment statistics I'm going to give you. Unemployment doesn't seem to mean much any more. . . For what we do not comprehend we substitute a word and let it go at that. That's what we have done with youth, labeled them "The Lost Generation," and let them go at that.

But the maladjustments in living which have come as a direct result of these economic facts may not be so easily ignored. Richard Hellman, as a Ph.D. candidate in banking and finance, points out with the cold candor of the scientist that this so-called lost generation constitutes a rotting population, and he concludes with a tocsin of warning, "Rot Spreads."

No one in this audience is untouched by this problem. No man who speaks from this platform can be sure that he will not join this lost, this rotting generation. . . We can't get jobs we are fitted for, we're lucky to get any job. . . Enforced idleness inevitably brings maladjusted living conditions which in turn introduce a third social corollary; namely, crime. Crime is becoming increasingly a youth problem.

When you and I of this graduating class were throwing our rattles out of our cribs, the average age of the criminal was thirty-six. When we were boy scouts the average age was twenty-six. Now that we are about to receive our degrees from this University, the average age of the criminal is less than twenty-one.

Such social factors as idleness, maladjustment and crime, culminate to form a political problem which cannot be overlooked. Look at the youth of other nations under hunger and oppression. Russia found herself in the grasp of a young mob shouting, "We are changing the world." Italy's Lost Generation donned black shirts and cheered Il Duce when he shouted, "You don't want liberty, you want jobs." German youth swell the ranks of the

brown shirts, Sturm Abteilung; and the Schuttsz Staffeln chant the "Song of the Black Banner."

"Black is our bread and our misery
Black is the flag of the peasantry
And black is the earth of the plowshare
throws,

Black goes the peasant in mourning clothes."

You don't think that American youth would ever put on a shirt and take up a song deafening their ears to liberty. I hope you're right. But there are radical and discontented elements at work in society. If you doubt this statement, go to the library; pick up the reader's guide; look under the heading, "Social Revolution!" From 1900 to 1920 there were only two articles on social revolution. . . Since 1930 there have been one hundred thirty-eight.

Is it unreasonable to suppose that young people may join this radical element demanding a change from a political system which doesn't give them an even break?

The government can't force youth to stand idle like the land the Kansas farmer failed to put to wheat. . . Solution? I would like to be able to tell you that the solution to the problem of the lost generation lies in the colleges and universities of today. I believe in all truth that educational institutions could offer the solution to the problem—and I believe, too, that they are not today doing all they could do toward the solution.

We must admit that today, since the great American Desert has been colonized—we still have the strong—and that now we have also the cowardly and the weak. And we must admit, too, that our colleges are compelled to offer entrance to all who wish an education. But I submit that the type of education we receive in undergraduate colleges does not make the cowardly more fit to face life's problems—and it does not strengthen the weak.

And these are the discouraged, bewildered "yes-men" who are willing to trade liberty for security.

The same type of "yes-men" used by Hitler, Mussolini and Stalin in rebuilding nations. The same type of "yes-men" Mussolini spoke to when he said, "You don't want liberty, you want jobs." I submit that the solution of the educational problem will be the first step in the solution of the problem of the lost generation—if there are more young people in the United States on relief or unemployed than there are inhabitants in the entire dominion of Canada—I submit that among them you will find graduates of colleges and universities—men and women who went to college and were given the false security of a degree—men and women who are dissatisfied with the cold reception they have received—men and women who are willing to trade liberty for a job. . . I submit that the solution to the educational problem lies in bursting the bubble which says that every person has an inherent right for a college degree. If you must admit every person qualified for admittance as a freshman, admit them with the understanding that only one-half of them will be permitted to come back as sophomores.

Yes, my solution is delivered with youthful enthusiasm and Swedish egotism. I'll admit it's theory—and idealism too—and yet, what of democratic government—idealism, once but a theory—religion?—idealism. Radio, television, the airplane—theory formed by an idealist.

You may accuse me too of being an ungrateful student because of the accusations I have leveled against the undergraduate college of this and other universities. I am sorry if I have given that impression. But I do not apologize for making this statement. Since the legislature has seen fit to cut the appropriations of this and other schools, only one result can follow. Either lowered standards of training, or good education for the best students. . . Such a policy on the part of educational institutions would injure only the professor who is not capable of teaching.

The majority of professors are those who have made this square hat and gown a thing of respect, that we may be clothed in a shadow of that respect. They are the instructors who teach us—they are fair minded—they treat us with respect. To them we owe our thanks. And finally, to our parents who have been proud of our accomplishments—who have helped us financially, some day maybe we can show our appreciation in some other way—for now, believe us when we say—thank you.

Miss Keefer first freshman ever to be Ivy Day poetess

THE IVY

A symbol:
The ivy symbolizes growth;
Slow growth, but sure.
Her seeking arms climb haltingly
Across and upward on the wall.
Among the cracks and crevices.
Of each and every brick
She makes her way—sometimes
Seeming to stop, but ever
Going up—up to seek the light
And freedom there beyond.

The ivy clings to wall or tree
To seek a foothold strong and sure,
On which she pins her every hope
Of life—of growth—of shelter
and
Of strength.

Just as the ivy, so must we,
Seeking the meaning of our lives—
Seeking the light and freedom
There beyond—

Reach ever up, halting, aye,
But pushing on o'er every brick
or wall.

Just as the ivy, so must we
Cling to some strong foothold,
some
Belief or lasting thing.
New generations melt into the old—
New customs, habits, penetrate
our lives—
But the symbol of the never
changing truth,
Of worth and value and the
ageless growth,
The ivy shall our inspiration be.
The ivy: symbol of this day.

As the Ivy Day poetess, Frances Keefer, teachers college freshman, broke a long standing precedent for she is the first freshman ever to deliver the Ivy Day poem.

Altho freshmen are not barred from submitting entries, the Ivy Day poet has been an upper classman since the origination of the Ivy ritual.

Miss Keefer, a DAILY NEBRASKAN reporter, delivered her poem from the dais where was seated the May Queen and her attendants.



Frances Keefer, —Lincoln Journal.

Her poem was broadcast over the KFAB-KFOR hookup.

Was very surprised. "I was never so surprised in my life, I didn't think I had a chance," was Miss Keefer's only comment when interviewed. The Ivy poetess is the participant in many college activities. She is a member of the Delta Delta Delta social sorority, a Coed Councillor, Y. W. C. A. staff member, freshman A. W. S., Alpha Lambda Delta, freshman honorary scholarship fraternity, and Sigma Alpha Iota, musical sorority.

Miss Keefer is the daughter of Mr. and Mrs. C. E. Keefer of Lincoln.

College must teach thinking claims Wilson

Ivy orator blames system of education for "lost generation"

Lashing out in oratorical fury against the 5 percent of the college professors who seemingly spoiled the very purpose of college Willard Wilson, Ivy day orator declared that college was a place where young men and women should learn to think and not to memorize as the small percentage of university instructors compel their students to do.

By learning to think, he implied college students thus learn to live And with great emphasis the Ivy orator declared, that the youth of the nation today wants to live now and not to waste years of life in preparation.

College holds back youth.

At the present time a college life is partially used as a means of slowing the flow of youth into the already crowded business and professional life, he declared. Continuing, he opined that if the period of preparation is to be lengthened, the youth of today cannot become the normal citizen of tomorrow.

Turning to the effects of the enforced idleness, he said idleness inevitably brings maladjusted living conditions, which in turn introduce crime. More than ever before, he pointed out, crime is becoming increasingly a youth problem.

When the graduating class of this year were babes in arms, the average age of a criminal was 36. Ten years later the average age was 26, and now, as the graduating class is about to receive its diplomas, the average age of the criminal is less than 21. Ironically enough, the Ivy orator stated, our penal institutions are graduating more than four times as many graduates as our colleges and universities.

Educators can help solve problem. As to the solution of the problem, the blonde orator believed that the problem of the "lost generation" can be found in the colleges and universities. He accused the educational institutions of not doing all they could toward solution.

The education that a college stu-

dent receives today in an undergraduate college does not, he emphasized, make the cowardly more fit to face life's problems—it does not strengthen the weak.

Not prepared to face problems. Since it has been the recent policy to reduce educational appropriations, the result is to lower standards of education, the result of which merely gives the strong a chance and lets the weak fall into the already enormous "lost generation" of youth who are not fully prepared and educated by the system to face present problems, both social and economic.

Come to Church

Sunday, May 7

First Baptist

14th & B
Clifton H. Walcott, Minister
9:45 A. M.—Student Class.
10:45 A. M.—"Candles of the Lord."
6:00 P. M.—Beger Williams Club—
Rev. Ray Magnuson.

First Christian

16th & A
Ray E. Hunt, Minister
9:45 A. M.—Three Church School
Classes for University
Students.
11:00 A. M.—"The Church and the
Good Life."
6:30 P. M.—College Group, Rev. Hunt.
"Marriage and the Christian
Home."

First-Plymouth

Congregational

20th & D
Raymond A. McConnell, Minister
11:00 A. M.—"A Plea for Intolerance."
7:00 P. M.—Interpretation of "To-
bacco Road." Ray Mc-
Connell, Jr.
8:00 P. M.—Social Hour.

University Episcopal

13th & H
Rev. L. W. McMillan, Priest in Charge
8:30 and 11:00 A. M.—Regular Ser-
vices.

First Presbyterian

17th & F
Dr. Edmund F. Miller, Minister
9:40 A. M.—Bible Class for College
Age. Prof. E. W. Lantz.
11:00 A. M.—"Goats and Camels."
5:00 P. M.—Meet at Church for Pic-
nic at Pioneers Park.

Westminster Presbyterian

Sheridan and South
Melvin V. Orgel, D. D., Minister
11:00 A. M.—"Inside Braces for Out-
side Pressure."
5:00 P. M.—Fellowship Picnic.

Torrey receives Nieman award

1926 Nebraskan chief among 12 honored

Volta W. Torrey, DAILY NEBRASKAN editor-in-chief in 1926

and present news review editor of the New York Associated Press office, stands among 12 selected newspapermen in the United States who were awarded Nieman fellowships Tuesday night.

An endowed fund of over a million dollars bequeathed by Mrs. Agnes Wahl Nieman to the Harvard foundation commemorating

her Milwaukee publisher husband, makes advanced education possible at regular salaries for a group of outstanding newspapermen every year.

As work may be carried on in any field desired, Torrey will take advanced study in political economy.

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