

The Daily Nebraskan

Property of THE UNIVERSITY OF NEBRASKA Lincoln

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The DAILY NEBRASKAN purposes to be the free voice of student sentiment; to be fair, to be impartial; to seek advice as well as offer it; to truthfully picture college life; to go further than the mere printing of news by standing for the highest ideals of the University; in short, to serve the University of Nebraska.

Thursday, February 5

CONVOCATION.

Are you going to Convocation today? Mozart's "Symphony in C" is the program. This, the "Jupiter" symphony, is generally considered his greatest work. You know what this means—or at least you should. Yet how many will be there? Memorial Hall should be too small to hold them. But we know it will be plenty large enough.

There is something the matter. Either the programs are not interesting, not worthy of attracting us; the hour is an unfavorable one, or we have been grossly negligent. Which is it?

Today's program dispels the first possibility. But of the second, more can be said. Kansas University has made an extensive study of this matter. They tried the ten o'clock hour, but there was no improvement. Perhaps the same would hold true at Nebraska, and perhaps it would not. There are probably many more students on the campus at ten o'clock than at eleven. If we had all ten o'clock classes at eleven, and no classes at ten, most of the students having early classes would remain on the campus the ten o'clock hour. And that might mean more at Convocation, and again it might not. We realize that it is a sad state of affairs when we must resort to such methods as these to attract ourselves to this important feature of a college education. But if a change in the hour would mean more students at these meetings, more students to take advantage of something really worth while, it would really mean a great step for the University.

But we believe the real fault lies within ourselves. We don't even take the time to find out what is being presented. We don't care. We are entirely too busy. We must either "spoon" about the campus, "shoot" a game of pool, hurry home for lunch, just "kill time," or—very rarely—do a little work. So Convocations come, and Convocations go, but we pass them by forever. And what is the real reason? Kansas is advocating closing the Library and absolutely for-

bidding all conferences during the hour. Perhaps this might help some. But at the bottom of it all is the fact that we don't want to go, and so we won't go. And this because we do not realize what it should mean to us. Did you ever go and come away feeling that your time had been wasted? Rarely. The trouble is, you have, in most cases, never gone. What you don't know about, you don't miss. How many students we have heard declare, with some air of distinction, that, barring football rallies, they had never been to Convocation. Why don't you go once and give it a fair trial? We believe you will go again. Let's turn out today and fill old Memorial Hall to the doors. What do you say?

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CONVOCATION THURSDAY

Second Symphony Program

Symphony in C (Jupiter)  
.....Mozart  
Allegro Vivace  
Andante Cantabile  
Menuetto  
Finale—Allegro molto  
Edward J. Walt, first violin.  
Mrs. August Molzer, second violin.  
William T. Quick, viola  
Lillian Eiche, cello.  
Mrs. Raymond, organ.

This is the second of a series of Symphony programs to be given at Convocation. Hayden's Symphony, the first rendered, was well attended by the student lovers of good music, and it is expected that the remainder of the ten numbers will be even more popular. Mozart was born in 1756 at Salzburg and died in 1791. His musical ability as a child was most remarkable. Both he and his sister were considered prodigies. His first Symphony followed by three others were composed when he was only nine years old. He has written forty-one Symphonies in all. The last three, in E flat, G minor and C (Jupiter), were composed in 1788. The Jupiter is generally considered the greatest of his works.

TODAY IN NEBRASKA'S HISTORY

February 5, 1913.  
Mystery concerning long awaited comic University magazine is out. First issue out February 17th. To be on the order of "The Cornell Widow," "Harvard Lampoon," etc. Has since come to be known as "Awgwan."

February 5, 1909.  
Women are good voters as discussed by Miss Lexon at convocation. The present government is not fair to half of the population. It puts women in the position of a disfranchised laboring population having no part in the laws. Look what they stirred up!

COLLEGE DAILIES.

Nebraska Publication Completes Data on the Papers of the West.

The "Daily Nebraskan" recently published some interesting data on college newspapers in the west. In a list of nine, the Daily Missourian leads with a circulation of 2,400, while the Purdue Exponent is sixth with a circulation of 1,600. Michigan, which has an enrollment of 5,500, supports the Daily Michigan with a circulation of 1,900. Purdue, with an enrollment of not quite 2,000, supports the Exponent with a circulation of 1,600. The Exponent is as large as any daily mentioned in the list, which includes from the leading schools of the middle west.—Purdue Exponent.

The Forum

Grenoble, France, Dec. 15, 1913.

Editor of the Daily Nebraskan:  
Dear Sir—While still at Lincoln I promised somewhat rashly to write an account of how the "collegiate system" which exists in Oxford and Cambridge solves some of the social and educational problems which are pressing in our own universities. Lest I be misunderstood, let me say now that Oxford, too, has its problems, and very acute ones, but they are, for the most part, different in nature and origin from ours.

For those who did not read the former article, I must rehearse very briefly what I mean by the Oxon-Cantab "collegiate system." The university is broken up into twenty-one colleges of eighty to three hundred and fifty men each. Generally speaking, the university is only the collection of these colleges, bound together about as closely as the states before the Constitution.

The university exists primarily to examine you and, perhaps, to give you a degree. Into the nature and extent of these examinations we need not go. They, too, are very interesting, especially to the pedagogue but from our present object.

But, besides these two all important functions, the university does some teaching. University professorships, highly endowed as a rule, are given to men of experience and learning. As prizes they mean much in the way of honor and not a little in the way of money. As a rule, the professor must deliver two or three lectures a week during each of three terms of eight weeks, and must meet any students who desire it once a week in informal conference. Most professors do much more.

It was not long ago that this was all that the university did to prepare students for exams. With the growth of experimental science, however, the inevitable inadequacy of college laboratories was foreseen and the university—somewhat reluctantly, for science has had to force its way, into Oxford at least—established what my scientific friends, American and English, insist are first-class labs.

Attendance at labs (except in the case of medics) and at lectures is entirely voluntary. There is no trouble about cutting classes. In fact, since very few men in Oxford have even the slightest notion of how to speak interestingly before students, most lectures are poorly attended, especially from the middle of the term on, when the dullness is seen clearly to be habitual. But lectures need not be dull, as some professors illustrate.

Meanwhile, what of the college? Well, each of these has, besides executive officers, a certain number of Fellows, usually called "dons." These also lecture to members of the college and any others who care to attend. But they do more. They are tutors. Each student is assigned to some tutor. There are tutors who specialize in each of the branches of university study—and these are indeed multitude—and if your own college hasn't one in your branch, they send you to a tutor in another. Each tutor has about ten or twelve pupils, I believe. Once or twice a week you make a little business call on your tutor. He asks you what books you are studying or what lectures attending, tries to help you solve any problems arising therefrom, and advises upon your future procedure. Finally, you read him an "essay" or theme as we should call it, upon some phase of the subject in hand. A student in economics writes a criticism of bimetalism, or a student of modern history writes of the results of the Treaty of Utrecht, etc. This essay is then discussed with the tutor. The whole is delightfully informal. You call on him in his room and sit in a cosy chair before the open fire

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WILLARD KIMBALL, Director

while he (my own tutor at any rate) walks nervously up and down, puffing at his pipe in deep thought as to the best means of answering your attack on his favorite philosopher. It is rather fun. Incidentally, since you have to read the original work and two or three authorities in comment, you usually do a fair bit of work for each essay. Naturally it is written in a great rush the last two hours or so, whatever it takes, just before your "private hour" with the tutor.

Such is the method employed. Most of your work you do by yourself. You are much more independent than in an American university, while at the same time your relations with your instructor are such that you can get much more from them—including the flavor of personality. My own case, if I may be permitted a personal word, I regard as peculiarly fortunate. In philosophy my tutor is a brilliant young upholder of Hegelian obscurities and paradoxes and it is a pleasure to fence with him even when he wins, as he usually does. In psychology, I have the university professor himself, one of the leading psychologists in the world, William McDougall. To have known well such a scholar and man is indeed a rare privilege.

I am not proposing that we should substitute this system for ours. But I do feel very keenly that it has features which can very well be added, and with advantage, to our American method. One of the great complaints of our professors is that they have no personal touch with the great majority

of the students. How many students there are who go through their four years without ever getting into vital relationship with any of the big men on the faculty. It is a pity for the student and worse for the professor, who tends to become a teaching machine. Had I dealt with the Oxford method more in detail, I could have shown how the greater thoroughness of which we hear comes from this tutorial system. And so on with other advantages.

(To be continued.)

GEN. G. H. TORNEY



Brig. Gen. George H. Torney is the retiring surgeon general of the army.

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