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**Graduate Schools Cover  
Extensive Field of Work**

Since the year 1914 many of the leading universities of the country have established strictly graduate schools of education open only to persons possessing at least a bachelor's degree from some reputable institution. The attendance in these institutions has been large and the product excellent. A year or more of graduate study under such favorable circumstances brings out the latent talent of the student sufficiently to make his after years of teaching experience far more efficient and helpful. The opportunity for research and original study of vital educational problems under the sympathetic direction of able leaders develops the teaching spirit as nothing else can.

The most successful students in this graduate work are those who have had a fair foundation of undergraduate study in education and psychology, and next to these are the teachers, principals, and superintendents who in connection with the bachelor's degree have had sufficient—but not a surplus—practical experience. One may be too young or too old to do this work efficiently and to profit most by graduate study. Much depends on the right foundation and the majority of students do not have it. Most of the undergraduate work in education has been given without that of foundation or preparation for further study. Many students present themselves with at least forty hours credit in undergraduate courses in education not one of which has laid the foundation for graduate work in education. Twelve hours of undergraduate courses in education wisely selected will fit the individual far better for efficient graduate study than any number of courses selected at random without that or aim. To the student of ambition, aim, and latent strength the graduate schools of education offer a most fitting opportunity.

That these schools are appreciated is shown by the many and earnest calls for the product. During the last three weeks the graduate school of education, university of Nebraska, has had three calls from normal schools alone for every candidate properly fitted to fulfill the positions. The time is not far distant when normal schools will demand of all members of their faculties at least a master's degree in the subject taught with a graduate minor in education. The best teachers in the high schools, principals, and superintendents should have equal preparation to the best teachers of the normal schools. Such preparation is shown by the graduate teachers diploma based on a master's or doctor's degree with the major in the subject to be taught and the graduate minor in education.

Excerpts from a few of the recent calls made on the Graduate School of Education for teachers may be of interest to students desiring to prepare for that type of work:

"We have need of three men for principal and superintendents, salary \$1400 to \$1800. Must hold first grade professional certificate granted on university degree plus twenty-five hours of professional training in education."—State Commissioner of Education.

"Can you furnish us with a suitable person for general critic work—Latin and English—in model school; also professor of mathematics, normal school? Both should be college graduates with special preparation in education, the latter to have a master's degree in mathematics."—President State Normal.

"We are anxious to secure a strong woman to head our Home Economics Department. We want an experienced and well educated teacher with at least a master's degree and graduate credit in education."—President four-year State Normal.

"We are in need of director of Physical Education, one who is able to do constructive work, diagnose physical conditions, and direct the whole plane of physical education. You understand the broad requirements in this line. He must be a college man with special training in the above subjects."—State Normal President.

"We need an expert in education, must have a master's or doctor's degree in that subject with special training in psychology."—President four-year State Normal.

"We need a teacher who has professional training, to teach English and Latin in the eighth and ninth grades of our training school. \* \* \* Must possess a bachelor's degree from a university or a diploma from a good normal school."—President two-year State Normal.

"We are looking for a Supervisor of Practice, a woman. \* \* \* Should be a college graduate with special professional training in education; successful teaching experience in elementary schools, superior personality, temperament, etc."—Principal two-year State Normal requiring graduation from a four-year high

school for entrance.

"We are in need of a director for our ten grade practice school. Will be given some classes in the Education Department of the Teachers College; must have at least a master's degree in education. Salary \$1800 \* \* \*."—President State Normal School.

"We want a man well trained in education for our teachers college faculty who can teach and supervise the elementary courses in science \* \* \* We want an all around, wide-awake, energetic man who is not afraid to take hold of things \* \* \* the man will be rapidly promoted to a full professorship in the University, provided he makes good Salary for the first year \$1500."—Dean of Teachers College and Normal School, State University.

These calls for high grade teachers represent but a few of the many received by the dean of the Graduate School of Education, University of Nebraska, and they are no doubt duplicated many times by every first-class graduate school of education in the country, the initial salary varies from a thousand to twenty-five hundred. The war tends to decrease rather than increase the number of the above calls. The normal schools are not to blame for poorly prepared men and women on their faculties. They try to procure the best available. The state normal schools alone need over five hundred new recruits annually to replenish their faculties, not to mention the many other public institutions looking to the graduate schools of education for help. If these graduate schools of education study carefully the fields to be served by their product, how close to the line, never give for truth what is not truth, they will win the confidence of our best educators and greatly stimulate the development of true education.

**FIRST ALL-UNIVERSITY  
PARTY COMPLETE SUCCESS**

(Continued from page one)

port they were giving. He remarked that the mixers were a sort of melting pot of the University and that great good could not help but come from them.

After the song "Nebraska," Miss Townsend and Miss Appleman entertained the audience with a clever little skit which had for its theme "The Ninth Waltz." Following this the program was wound up by the University band, refreshments were served, and at about 10:15 o'clock the dancing began. Although there were a large number who did not dance who left at this time the floor was crowded and there was hardly room enough to accommodate those who were left. The dancing lasted until 11:30 o'clock.

**Decorations Complete**

Both of the rooms of the Armory were very carefully and completely decorated in true Cornhusker style by a committee headed by Harriet Ramey and Leo McShane. Sumac branches, big Nebraska corn, and pumpkins tastefully arranged added much to the spirit of those present, and was a big factor in the success of the party. The entertainment was in charge of Rose Anderson; the program in charge of Dwight Thomas; the reception, Edith Yungblut; the refreshments, Lucile Wilcox, and the dance, Wayne Townsend.

Dean Amanda Heppner is very well pleased with the outcome of the party

and if there is a demand for such programs during the year will arrange for a number of them. The only regret of those in charge is that so many had not been counted on and that there was hardly room enough to entertain all that attended. It is very probable that the next one of the parties will be held at the city auditorium. At any rate the All-University committee has fully decided that whatever is needed to please greatest number of students in the University, that particular thing will be done if it is possible in any way to accomplish it.

**NEBRASKA JUDGING TEAM  
WINS AT NATIONAL CONTEST**

(Continued from Page 1)

The college judging teams were banqueted Thursday evening at the Castle hotel by the national swine growers' association. When the prize winners were announced old U-U-U-I rang through the banquet room with as much enthusiasm as was ever heard on the gridiron. W. M. McFadden, president of the association presided and one of the principle speakers was Dean E. A. Burnett.

The contest, the first purely swine contest in the world was under the management of the committee. Ray Davis, N. M. Gordon, Chicago, and Robert Hill of Columbia, Mo. Plans are already made for a bigger contest next year, with prizes aggregating \$1,000 and several cups and trophies additional.

The Nebraska team will take part in the international live stock show to be held in Chicago in December and in a similar contest in Denver in January. The team was accompanied to Omaha by Taylor Lewis, D. Moulton, R. A. Draper, S. A. Bigelow, Glenn Snap and Carl Dale.

Following are the team and individual rankings.

Team Ranking		
State	Points	Prize
1. Nebraska	2,879	\$125
2. Missouri	2,877	100
3. Iowa	2,745	85
4. Kansas	2,507	60
5. South Dakota	2,306	50

  

Individual Ranking		
Contestant	Points	Prize
1. Ira Hepperly (Neb)	639	\$50
2. C. L. Morain (Ia)	617	40
3. Earl Hague (Neb)	615	35
4. J. H. Longwell (Mo)	582	25
5. A. E. Anderson (Neb)		
9. Chester H. Grau (Neb)		

**NEBRASKA PILES UP BIG  
SCORE AGAINST WESLEYAN**

(Continued from Page One)

All the ground gained through their positions put together would lack more than a centimeter of being an inch.

Kositzky, DuTeau, Young and L. Shaw, at guards, looked like young mountains to the Methodists, who were thrown for losses or short gains at every attempt at the center of the line.

The game shows little of what the Cornhuskers can really do. They were at no time forced to extend themselves and the forward pass was worked only in a half hearted manner. On the other hand the Coyotes did not offer enough real competition to give the Nebraskans the workout they needed.

**The First Kickoff**

No doubt was left in the minds of the Nebraska supporters from the time of the first kickoff until the end of the game, as to how the contest would end. Wesleyan failed to gain on the first two downs and fumbled on the third. Nebraska recovered the ball and on three downs had carried it across the line to the first score, Dobson going over the final chalk mark. The kickoff was low and no try was made for goal. Score: Nebraska 6; Wesleyan 0.

After the next kick-off the Coyotes made their only real bid for a score when a fumble allowed them to get to Nebraska's thirty yard line. Here they tried two drop kicks, both of them missing the bar. After the second trial Nebraska took the ball on the twenty yard line and on the second play Schellenberg went around end for 80 yards and a touchdown. Munn missed the goal. Score: Nebraska 12; Wesleyan 0.

Cook returned the next kick-off thirty-seven yards after a spectacular run and a little later went around end for 17 more yards and a touchdown. Munn kicked goal. Score: Nebraska 19; Wesleyan 0.

On the next kick-off Day returned the ball 17 yards. Schellenberg added 65 yards on an end run and after 10 yards on line bucks were added. Otoupalik went over for the next score. Munn missed the goal. Score: Nebraska 25. Wesleyan 0.

After a series of end runs and line bucks following the next kick-off Dobson went over for the touchdown. Munn kicked goal. Kellogg who went in at this stage of the game made the next touchdown on a line buck after several end runs and line smashes. The half ended just after Dobson had missed two tries at goals from the field. Score: Nebraska 39; Wesleyan 0.

**The Second Half**

The second half was a repetition of the first only more so. The first touchdown was made by Schellenberg on a 27 yard run. The second by Wilder on an intercepted pass. The third by Hubka on a recovered fumble. And the fourth by Otoupalik on a line buck. Score at the end of the third quarter: Nebraska 73; Wesleyan 0.

At the opening of the fourth quarter Dobson went over for a touchdown and was followed a short time later by Kellogg after a run of eleven yards. The next score was made by Schellenberg after a run of 32 yards, and Otoupalik added the final score on a line buck.

Munn kicked all the goals in this half but two.

Score: Nebraska 100; Wesleyan 0.

**The Line-up**

Nebraska	Wesleyan
Rhodes	Holman
DuTeau	Gentry
Kositzky	Kallemyne
Day	Warren
Wilder	Shelley
Shaw (c)	Tesh
Hubka	Baney
Schellenberg	Hauser
Cook	Harper
Dobson	Carman
Otoupalik	Grove (c)

Referee—Johnson, Peru Normal.  
Umpire—Griffiths, Drake University.

Headlinesman and Timekeeper—Jones, Grinnell college.  
Time of quarters—15 minutes.

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