

Swabbing the Decks

with Paul Svoboda

This hot weather brings about the problem of what women should wear and how they should dress. On the beaches and the street the girls are showing the new styles—let's put it another way—on the beaches and the street the new styles are showing th girls.

As for myself, I feel sure that the only way a woman can dress to please a man is with the shades up, still I'm only one in a million.

Most of the summer styles are designed for coolness, but they get a lot of men hot under the collar. Someone once said that in girl's clothing it is the little things that count. Yes, and the littler they are the more they count. But let's look over the well dressed girl from scarlet toe to plucked eyebrow.

God gave women feet to walk on. Evidently, shoe designers kept this in mind. The new shoes are all feet, and the more costly they get the less there is of them.

Women will continue to wear silk (plug) Nylon

stockings for millions of reasons. All of them men. Cotton stockings are definitely out. You know darned well a girl with cotton stockings never sees a mouse.

As for underclothes, I can say this. Not so long ago, underclothes were unmentionables. Today they are nonexistent. Back a couple of decades if a girl wore less than a dozen petticoats she was underdressed. Today if she wears one she is overdressed.

As for gowns and dresses. Some of them are fitting and proper. Some of them are just fitting. And the ones that are proper aren't fitting.

Hats?...OUT TO LUNCH.

Practically all women think that sealskin is the thing in coats. Five skunks, a few cats, a couple stray curs, and you have one sealskin. A sealskin in the closet may swell mamma's ego, but it deflates papa's bank roll.

I am convinced that women dress to displease other women. They are all very successful. Just to show how conscious women are of their clothes and appearance the other day in Biology class the professor asked, "What is the purpose of the skin?" A bright lassie raised her arm and said, "A base for powder."

If the above dissertation rouses female ire I have this excuse. I am a person who appreciates something I don't like, and deprecates something that everybody likes.

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Professors say . . .

Ideal student non-existent, but it's possible to be similar

Judging from the dubious expressions and murmurs, as well as unmodified declarations, "There is no such thing as an ideal student," according to willing-to-talk summer faculty members. In the words of Prof. H. A. White of the English department, "The ideal student is as much theory as is the concept of the average student."

Some qualities discoverable in students nearest the ideal, the professors did have to offer. Summing up his ideas on the matter of ideal student, Prof. A. Bower Sageser, visiting prof in history from Kansas State, cited a motto once seen on a dormitory wall: "Work like Helen be happy." "Seriously," said Sageser, "I believe the student approaches closely the ideal who appreciates the gains to be received from broad reading. He must be able to correlate what he reads around the subject he is taking at the particular time. It is most satisfying to have a student who will relate readings in economics, sociology and political science to his history."

Prof. C. J. Frankforter decided the ideal student is not only interested in work but has a pleasant personality. He is intelligent rather than educated, which does not mean he must be brilliant. Frankforter does not admire conceit any more than he admires laziness and apple-polishing. Conclusion: "Give me the average man who is ambitious."

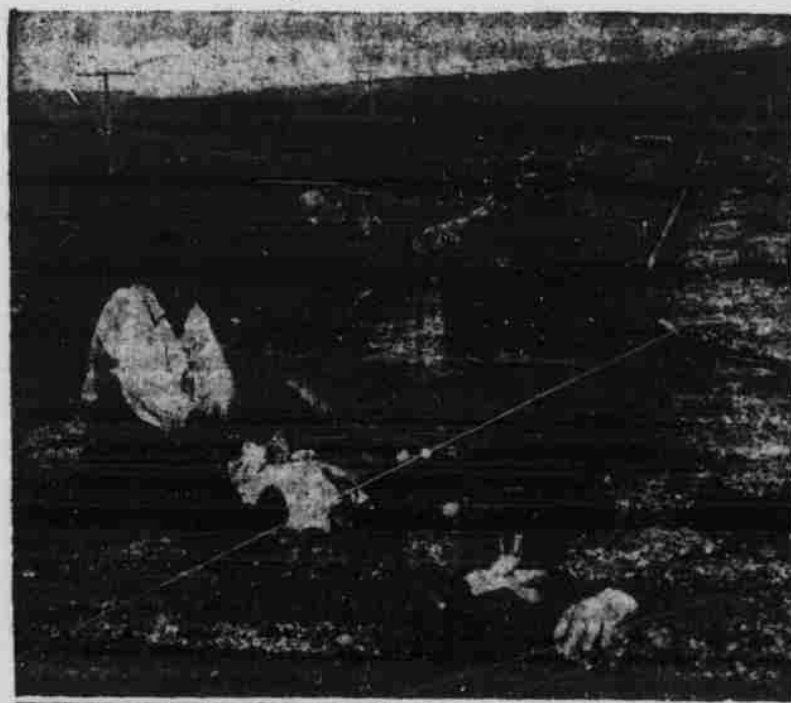
"Intellectual curiosity, making the most of one's opportunities, willingness to work are a few of the attributes of the student who will finally succeed," summarized Dr. H. A. White. "I like the medium student especially interested in things in general—bright and liveable."

Interest first. As important in the make-up of the ideal student, T. N. Stout of the art department stressed whole-hearted interest in the subject and a well-rounded personality. Arvid Jacobson, visiting professor in art from Kansas State, further defined the well-rounded personality as including both social and intellectual sides. Jacobson is especially gratified to find an alert mind, a person who receives joy from his accomplishments, and is just glad to be alive. He delights in an independent student, able to stand on his own convictions, who is possessed with curiosity to seek more than the instructor gives. "The professor should be more of a guide," he maintains.

One who asks questions. Preferring more to judge the ideal student according to the demands of a class in classics, Prof. A. H. Reents finds the question-asker the most satisfying. This type of student "keeps the class going and helps to clear up any doubts in other's minds as well as more clearly defining the processes learned in my courses."

Dr. C. E. McNeill expressed idea that the person with an active, vigorous interest to do hard work not necessarily because it is required, approaches the standard of the perfect student more nearly. He believes it is the bright student who more often sees the value in hard work, who has a more native interest in the course. The plodder more often works on a subject out of a sense of duty or because he thinks it is the right thing to do. It is drudgery to him. Dr. McNeill appreciated an artistic sense in a student, that sense which works for a high grade product of finished quality.

Rock-explorers rest . . .



Lincoln Journal and Star.

Not working on the railroad, but consuming food before resuming their trip, the group above shows rock-sniffing faculty members of the university, the late Prof. P. A. Barker; Dr. R. J. Pool, chairman of the botany department; and Dr.

G. E. Condra, director of the conservation and survey division. The group below is listening to something about topography as shouted by Dr. N. A. Bengtson, chairman of the geography department, through his megaphone, on an early field trip.

With modern comforts . . .

Geography field trips come out of dark ages of 1920's

When seventy summer geography students travel on a field trip tomorrow and Saturday it will be a much different trip than their predecessors in the geography department took.

Begun by Dr. George E. Condra, director of the conservation and survey division, the field trips were very small at first but have developed into the large tours they are today. Dr. Nels A. Bengtson, chairman of the geography department, has been one of the leaders behind the trips, and is largely responsible for their present standing.

The first trips were undertaken by a few persons who started out across the country on foot. Stops for food and rest were made at farmhouses and nothing was planned ahead. Later the camping parties became more organized with their own tents and food. Sometimes as many as 55 were in these early groups.

Transportation has developed from traveling by foot to the modern buses, in which this summer's group will travel. Wagons

and horses were an early method as were trucks and railroads, proved ineffective. . . . and insects.

Many of the early trips were made hazardous because of the dirt roads and the heavy rains. The buses of today have little engine trouble which bogged down many field trips. Sun burn and insect bites also cause little grief today as compared with the trips in the 1920's.

Along with the comforts of transportation, the members of the party this week will be dressed more comfortably than the early explorers. These clothes were very rugged and were planned for safety and not comfort. Today the group will travel in hiking clothes.

Traveling along Salt Creek valley to Ashland, the group will inspect the valley concerning transportation, farming and town sites. Bed rock will be inspected as well as the quarries of Louisville. Points at Bellevue will be studied and an overview of the entire valley will be taken from Lincoln Point the highest spot in Council Bluffs, terminus of the

New library books center on democracy

War, dictatorship, democracy continue to be the main subjects in the recent additions to the university library, according to the list released by the reference librarian.

- Last Poems and Plays, by William B. Yeats.
- Americas to the South, by John T. Whitaker.
- Plans of Men, by Leonard W. Doob.
- Bonapartes in America, by C. E. N. Macartney.
- Alcoholic Anonymous.
- Hopi Child, by Wayne Dennis.
- Masters of the Drama, by John Gassner.
- Americans in Process, by William C. Smith.
- Science Today and Tomorrow, by W. B. Keampfert.
- Democracy or Despotism, by James H. Keeley.
- Look Back on Happiness, by Knut Hamsun.
- Awakening of America, by V. F. Calverton.
- Recent Trends in Rural Planning, by William Earl Cole.
- Wasted Man-Power, by Corrington Gill.
- Economic Causes of War, by L. C. Robbins.
- Mechanics of Prosperity, by H. C. Dickinson.
- Pre-Fascist Italy, by Margot Henize.
- Short History of Sweden, by Ragnar Svanstrom.

Union Pacific railroad.

The lay of the land. While in Omaha the students will observe the pattern of city development and arrangement according to topographic features. They will then go to Nebraska City to note orchard developments. At Syracuse a tour will be made of surrounding soil conservation demonstration farms.

In the early years, the stress was placed on geology and physiography with inspection of land forms, but today more time and study is given to the cultural pattern of the inhabitants as related to the physical setting.

Three visiting instructors on the summer faculty are in charge of the trip. They are Dr. Bert Hudgins, Wayne university, Detroit; Professor Durfee Larson, Kearney teachers college; and Professor Ralph Olson, teachers college, Moorhead, Minn.

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