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Russell, W. S. C., Iceland Tours in Saga Land.

Shortt, A., Canada and its Provinces.

Tont, T. F., Advanced History of Great Brit. from Earliest Times to Death of Edward VII.

Volterra, V., Lecons sur les fonctions de lignes professees a la Sorbonne en 1912.

EXCHANGES

A Student

The other day we ran across a student. He was playing when we found him. We were trying to have him do something. Of no avail. We discovered he was carrying an average number of hours, worked by a schedule—enjoyed the company of girls. Used his thoughts when he studied, slept eight hours every night, spoke little and loafed less, knew what he was after and saw a definite goal beyond his commencement day. He does not realize his good fortune.

If all the undergraduates were like him—what a mess of nonsense would be swept from the campus. What a saving to time!—Ex.

Education and Creeds

Attendance at state schools has increased 3,524 in the past two years. This indicates several tendencies. One of them is the decline of small denominational schools.

Among other causes, the cold, frank, penetrating studies of modern thought have done a great deal of damage to the small church school. What students are interested in now is fact, not a creedal form of one religion. Recent developments in psychology and sociology have turned so much light on conditions that were formerly dismissed with a Scriptural reference that the denominational school is hard pressed to reconcile its own peculiar history and interpretation of the universe with the results of research. One small school recently wrote to a large university to secure a professor of biology but specified that he must not believe in evolution. That illustrates the difficulty. Having a set of doctrine to uphold, that is the first interest Fact can be brought in only so long as it harmonizes with preconceived ideas.

This is not an incrimination of the motives of denominational schools. They mean well, but they have not Helen Davidson.

yet caught the spirit of modern education. They do not yet realize what science has been doing for the past half century.

Students are merely walking around the well meaning professor who mixes his Calvinism, or Methodism, or other ism with his biology and sociology and psychology. Students prefer the truth—facts. They can make their own creeds later.—Ex.

"After School"

The Freshman's head is in a whirl. He is surrounded by strange faces, strange places, strange custom. Many strange and apparently impossible things are expected of him and he must learn to know all and do all before he can hope for the recognition of those who, one, two or three years ago proved themselves better than their own Freshman problems. In a week or so the little girl who is proud to place a '19 after her name rejoices in the fact that she no longer needs the aid of those gallant upper classmen in searching out her lecture room. A short time later a glimpse into almost any dark corner will reveal a tearful youngster stripping his coat

and vest of a dozen or more dear jewels of "prep" school days. But there are trivial signs of growth and understanding while the Freshman still holds to the use in thought or speech of the term "after school."

In the language of the University student there is no "after school," and strange as it may seem the forgetting of this formerly useful phrase is the one imperative step for the new comer who would live the life which Cincinnati offers. The Freshman looks with a frown upon afternoon and Saturday classes. He wonders with some anxiety when his college work will end. The only answer which he can ever get is "In June, after the final examinations."

The life of a university consists in a class room of an institutional and a social activity, none of whose parts carry an "in paly" or "out of shop" distinction. Of course, students do not regard dancing as a highly intellectual achievement in itself nor do half backs plunge through tackle with miltonian sonnets upon their breath. But all that we do, we do together—study together, play together. Our hobbies are university activities, our most serious purpose is firmly attached to college work. When a man steps from lecture room to student office he is not going from work to play, but merely from one opportunity to another. The Cross Town car, to the university student, is no longer a vehicle for transferring him to school and from school, for this man or this woman has entered a college life of which they do not take leave in the evenings. So strong is the university tie in the case of the loyal Cincinnati student that often whole families are brought within the influence of our community.

This is the college life. Entrance into it is not to be made in a day, but its benefits are surely worth the loosening of a few old bonds. The years that have gone before it were simpler in their requirements, but these years are rich for him who would enjoy them—rich in friendships, rich in intellectual opportunities with a richness which is greater than any his most promising anticipation could picture.

League to Enforce Peace

In connection with a membership campaign which it has just begun, the League to Enforce Peace, recently organized by Ex-President Taft and others, has just issued a pamphlet entitled, "An Appeal to Public Opinion," written by A. Lawrence Lowell, President of Harvard University. President Lowell points out that it is no part of the organization's aims to make any effort to stop the present European conflict, but that it is the duty of the United States to lead in the movement for a league of the great powers, who shall agree not to go to war with one another until their quarrel has been submitted to a court or council of arbitration.

German Club Try-outs

The tryouts for the German Dramatic Club will be held at the Temple Theatre, Wednesday, October 6th at 7 o'clock. All those intending to register should report at once to Miss Amanda Heppner in U. 110.

Frankforter at Minnesota

Prof. C. J. Frankforter, associate professor of chemistry, spent most of his vacation in research work in the University of Minnesota. He spent some of his time in the Cuyuma Iron mines, in northern Minnesota, where he did some personal research work. He also spent some of his time fishing in the northern lakes, and tells some big fish stories.

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