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Offices

News.....Basement University Hall
Business, Basement Administration Bldg.

Telephones

News, L-8416 Business, B-2597
Mechanical Department, B-3145

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Only fourteen more letter-writing days until Christmas. This week every student should make a list of every Cornhusker soldier he knows—not only his chums, but his acquaintances—and should send them next week a Christmas letter. This is to be considered much more in the light of a duty than is the customary remembrance of cousin and uncle and aunt. Our good relatives, most of them, will have a cheery fire, a cozy dinner, and a Christmas tree, to remind them that the world still hopes that some day there shall be peace on earth, good will toward men. But Sammy Jones, in the harness of war and close to the grim job that must be done to bring to the earth this peace and good will, has nothing to remind him that hope is burning in other hearts besides his own stout one. Then surely he has a letter coming from every one of us; a letter optimistically brief, but filled with Christmas cheer, and expressing a wee bit of our pride in him.

Nebraska co-eds, who have been giving a fair part of their time to sewing for the Red Cross, are now asked to "do double time" in a final drive to complete Lincoln's allotment of bandages for the hospitals in France. Distressing news is coming across the sea that the supply of bandages at some of the points behind the line is completely exhausted, and that, for lack of proper materials for dressing wounds, Red Cross surgeons are compelled to use newspapers to close the wounds of soldiers. This is the condition of affairs which demands that the bandages Nebraska had planned to make more leisurely during the winter must be produced immediately and sent to relieve the situation, and calls upon University women to devote more than their accustomed time to the work. The urgency of the situation is evident, and that is now, as it has been in the past, all that is necessary to bring from Nebraska co-eds the necessary sacrifice. In this case it will be sacrificing an evening date or an hour's extra sleep in the morning. It will not be much—it would matter little anyway, the size of the task—but whatever it is, they will do it, and do it gladly, for that is the way Nebraska women, like Nebraska men, respond to the call of their country.

The 1917 crop of freshmen has reached the "cussing" stage. Not that every new student that came up this fall was lacking in this branch of knowledge—some of them were proficient enough to earn Bachelor of Profanity degrees without further study. But several hundred others were, when they first began to adjust themselves to their college environment, relatively clean-mouthed, thanks to an early-impressed sense of propriety. It is these who are fast learning the lengthy vocabulary of the circus-hand and the carnival rustler and are achieving a glib and sang-froid volubility in its use. They find that it is just the thing. Their upperclassman room-mate swears at everything; in fact, he expresses all the range of human emotion—joy, sorrow, rage, contemplation and repentance in a strikingly expressive, if garish, tongue. They hear profanity whispered, shouted and sung; and they look upon it as a necessary accessory to any great amount of learning or prestige. What they do not know, and what their upperclassman room-mate does not tell them—for he probably has forgotten—is that the upper-

classman himself acquired his taste for profanity because he, too, thought it was one of the accomplishments of a college man. It is a sad fact that the owners of the most dazzling and original vocabularies would sell them for a song upon the one condition that they were to forever forsake the tip of the tongue. Freshmen should be advised of this fact; otherwise they will acquire, like the most of us, a habit that does not really become a gentleman—not even a Kentucky gentleman—and adds little weight to one's authority. It is hardly likely that any judge, human or divine, will pronounce a life sentence for the sin of voluble vulgarity, for it is not a question of morality; it is a matter of good taste, of mental and moral cleanliness.

EXCHANGE EDITORIALS

GERMANY'S "BEST BET"
(Minneapolis Tribune)

Germany's great weapon today is intrigue. She has gained no notable advantage by force of arms alone since the defeat of the Roumanian armies. The temporary success in Italy was due to the successful dissemination of clever falsehoods among the ignorant and impressionable and unsophisticated Italian soldiery. They were fooled by reports skillfully spread among them of disasters at home and perils to their families and with the idea that their allies had deserted them. It was only after the false impression thus created had been eradicated from their minds that the Italian soldiers, who are usually good fighters, were able to rally and check the advance of the enemy. This, however, they have done successfully without help, unless it be true that troops have been withdrawn from the Italian front to meet the pressure on the western.

Germany has employed intrigued so skillfully in Russia as to put Russia out of the war and bring about the proposals for a separate peace. Whether the element in control, from which peace proposals have emanated, will be able to maintain itself or not, the diligent spread of the idea of non-resistance and the fraternizing between the troops of the contending nations has given Germany at least temporary control of the Russian situation.

Bulgaria and Turkey are in the central alliance as the result of intrigue with Ferdinand and with the young men's party of Turkey. Apparently that same influence has been at work in Sweden; for, altho the great majority of the people of that country are democratic in spirit and in sympathy with the allies, the official class and the king are under German influence and seeking to turn the Scandinavian union in the interest of Germany.

There are also persistent reports of efforts being made by German emissaries in Switzerland to corrupt the sentiment of that country and, if possible, either bring Switzerland into the war or effect a passage for German troops thru that country.

German agents are busy in Mexico, in South America, in Canada, in our own country and wherever they have any hope of accomplishing anything, seeking to plant dissension and sedition among the people of the nations with which Germany is at war and to stir up sentiment among the neutrals in her own favor.

This is the most difficult aspect of the situation. Germany is no longer dominant in man-power or fighting ability and must rely in large part upon the weakening of her enemies thru the use of various forms of intrigue in which she is so eminently successful. Upon this ground she must be met in the future. But how? Perhaps the general council in Paris may find a way.

WHAT SHALL HE STUDY?
(Collier's Weekly)

Writes a young man from Chicago: "I am a student in my fourth year of high school, and am eighteen. I propose to study further and to become a journalist. Please advise me about my course—and especially about studying languages. * * *

Now, we don't like to give people advice, any more than we like to take theirs. It seems much safer to advise a million subscribers in a general way than to advise one reader in a specific way. However, we do try to answer young correspondents. Here goes:

Elect plenty of science. Science wins wars and crowns peace, and most journalists are very nearly ignorant of very nearly every science. Get ahead of them there!

Your future competitors will probably be specializing on history and literature while you are studying science. In other words, they will be studying forms while you are mastering materials and methods. You ought to be able to distance your competitors if, while concentrating on the sciences in your classroom

and laboratory hours, you fit your readings of history and poetry and fiction into your leisure hours. Reading history is not work. History and biography are the most fascinating subdivisions of romance. If you don't feel the truth of this simple statement, you were probably never intended for a journalist.

You ask about languages. In our opinion, the languages to know after this war will be French, Spanish, and English. You should be able to read a' three languages rather fluently. If, at your college, there is a Spanish club or a Cercle Francais or a cosmopolitan club, join it (or them) for the sake of the practice in conversation. That practice and companionship are likely to be worth more to you than helping to edit the college literary paper or the college daily would be. It will be useful, no doubt, if you can speak and write Spanish and French, besides reading them. One advantage of your learning to speak, read, and write English is that you will probably be cured thereby of your present desire to go into journalism. And never forget during your college studies that a good journalist is invariably a human being; he must be a man who makes acquaintance easily, and he is fortunate also if he knows how to make and hold friends. In becoming something of a scientist, don't become a machine!

In every great or even respectable university there are certain teachers who can inspire a young man and can kindle ideas in him and draw out the fine wire of his intelligence. We sat under several teachers like that; the first of them was a yellow little man who smoked too many cigarettes but made Cyrus and Xenophon and the heroes of Homer real men for us—and not just excuses for learning the Greek verbs and prosody and what the yellow little man called in his bantering way "the Gospel according to Goodwin." (Dr. Goodwin was the author of the Greek grammar the yellow man prescribed.) Then there was a certain Shakesperian with a white beard; he smoked long black cigars instead of cigarettes and read detective stories by way of relaxation from philology. And the Kentucky geologist—who spent his evenings writing the history of his state or explaining the duties of the citizen or perhaps composing an epic in Elizabethan blank verse, partly because he liked to spend evenings that way, and partly to disprove Darwin's notions about the brain of a scientist drying up so far as the appreciation and creation of beauty go. To hear the geologist talk about volcanoes and cleavages was, perhaps, not so very important—much of what he told about volcanoes could be found in black and white in books on a shelf of the college library—but to hear the Kentucky geologist talk on any theme at all was very important indeed: for he had the spark.

Go to the college, if you cannot go to the war, and study what you will—some one else's opinion is just as good as ours. But this we do insist upon: men, not subjects, make real education.

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