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Offices
News, L-8416 Basement University Hall
Business, Basement Administration Bldg.

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

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Reportorial Staff

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During a convocation on April 4 a message was sent to General Pershing: "Our hearts and hopes go confidently with you into battle." General Pershing immediately cabled his appreciation: "Appreciate your stirring message."

University women who have charge of getting girls for the Ivy Day exercises are having difficulty getting the required number. A number of University women seem to feel that securing the robes and going to the practices is more or less a bother that they have not time for.

A person's time is his own to do with it as he wishes, of course. The final examinations, the work that must be done before that time, the daily work to be prepared, it is easy to understand that a student may think that to do these tasks creditably will be all he has time for. Courses this year have been unusually difficult it seems. Many professors have required that the same amount of work be finished in this year's shorter term as was accomplished last year.

But the standing of the college graduate, the position he or she will be able to secure, depends largely on the standing of his or her school. A school is judged by the sort of school activities it has as well as by its professors. Ivy Day is one of Nebraska's most significant days and every student should do his or her part gladly and not leave the work for someone else to do.

Criticism and discussion of governmental policies in wartime may be valid or they may be harmful. It all depends upon the judgment and information possessed by the individual who does the talking.

The much-exercised American prerogative of free speech has found and will continue to find a vast field for its outlet in war situations. College students and college professors—the same as everyone else—are talking about the war. Nor is it wrong that they should be. They may be, it is true, great offenders if they take a stand on grounds of ignorance or misinformation. But college men and women may just as truly be powerful defenders if they labor in the promotion of accurate knowledge about the war—defenders of the Allies, of their own country, and of the colleges as places of learning.

There is nothing more ludicrous or pathetic than to hear a man argue about some great question of the world war about which he possesses absolutely no definite information. True, even the highest officials and greatest thinkers can not tell us definitely of the future. But what knowledge there is available of the past and present should be a constant field of inquiry for the college man.

The United States government, fully realizing the importance of the dissemination of correct knowledge, has, through the committee on public information, issued the war information series of pamphlets. These handbooks are issued because of a belief that "this war is not to be won by an established doctrine nor by an official theory, but by an enlightened opinion based upon truth," and furthermore that "the facts of history and life are the only arsenals to which Americans need resort in order to defend the justice of their cause."

Men and women of the colleges, it is up to you to get busy and know the facts before you tell what you would do "if you were president."

F. W. ROGERS,
Chairman of the Committee on College Publications.

WHERE CAN THEY BE FOUND?

A recent chapel speaker made the forceful statement that the "greatest intellectual sin is not found among the ignorant, but among the people who refuse to be told anything." It struck a vital point and it carries a world of meaning to everyone in the thinking world.

Where can we look for the intellectual sin? Can we limit it to the workshop and mine? Is the man committing this sin the man who, on account of finances or opportunity, has never had the privileges of an institution of learning, or can we search our campus for the guilty party?

How many times do we find a person among the students of Iowa State college who have that self-knowing attitude and refuse to listen to reason. The man who never doubts does not have the reputation of getting very far in this world, while the man that wants to learn is the man who seeks knowledge and is willing to listen to the men who do know.

The attitude of "refusing to be told" does not come with hard work and conservative thinking. The student who has been forced to endure hardships and think out his own problems is the person who will change his mind until he knows he is right—then go ahead.

We have mastered one of the greatest principles of an education when we have learned to think and to think correctly. To be able to think we must be on the alert. If we are told we must be able to apply the words of the speaker in a practical manner. We are here to learn and to learn we must listen to reason. We do not have to believe, but we must consider if we are to attain the greatest possible educational possibilities.—Iowa State Student.

COLLEGE MEN SHOULD ADVOCATE UNIVERSAL MILITARY TRAINING

By Lieutenant-General S. B. M. Young, U. S. A. Retired

(From the Patriotic News Service of the National Committee of Patriotic Societies, Union Trust Bldg., Washington, D. C.)

Today allegiance and devotion to our country require a declaration of loyalty, and while I firmly believe the love of country and the patriotic spirit of our people are as strong as they ever were, yet much of the spirit is dormant because of the general apathy due to a lack of realization of the gravity of our national situation. If our people do not bestir themselves voluntarily, conditions are at hand that will suddenly awake them to the realization that our long period of self-indulgence since our last ordeal by battle has so undermined the moral as well as the physical fiber of every community throughout the land as to make it a matter of personal concern to each individual.

With universal military training and equal service established by law, militarism would be impossible. Military training of every American boy between the ages of eighteen and twenty-one, for one year, would not interfere with his career, but would result in hardening the muscles and co-ordinating mind and body; and, also, it would teach habits of punctuality and neatness, prompt obedience and respect for proper authority, and make a more valuable and successful citizen.

The charge has been made that we are losing our national ideals and that we have forgotten how to obey—if we ever knew. If we are to overcome the onus of these charges, we must do so through training our young men in the ideals which have been handed down to us from an ancestry which was willing to fight for them, sacrifice for them, and when need arose, to die for them. They died that we might rest secure, as we have rested secure for many generations; and if we value this sacred heritage we must qualify to answer the call of our country and answer it fully equipped for the task.

Military training will teach the young men in all stations that government is not an agency from which something is to be had, but an institution with first claim on them for the best they have to give.

It is a truly democratic ideal that every young man should prepare himself to a reasonable degree of efficiency to defend his country. Sectional feeling will gradually disappear before an ideal founded on service to the state by citizens of every locality. Only through service in a common cause may we hope to unite the widely different elements of our population, and instill into them the conviction that democracy and service are one.

If every young man knew that every



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other young man with whom he comes in contact has been through the same intensive course of military training, each would have greater respect for the other—would have greater respect for the rights of the other and all together would have greater respect and love for our country.

When the sons of the wealthy, the sons of the laborer, the sons of the poor and the sons of the immigrants, live together, train together and serve their country together, only then and not before will we become a truly democratic people.

The establishment of obligatory military training for all our young manhood will create a furnace of patriotism that will fuse the varying elements of our population and prove to the world that we are a mighty nation, able and ever ready to uphold and defend the great democratic principles of equal liberty and justice to each and every loyal citizen within the jurisdiction of our government.

Patriotism is love of country. If we won't fight for it, we don't love it, and if we don't love it, we won't fight for it.

In conclusion, I believe it to be our duty to provide a permanent system of universal military training for the youth of our country. It will stimulate the people of every section, and, in time, America will become the "Great Mother of Liberty," to a posterity which will rejoice in her, even as we, today, rejoice in the heroic achievements of those hardy pioneers who gave to the world the spirit of independence "which, please God, shall never die."

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