

SUMMER NEBRASKAN

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LOWERING EDUCATION COSTS

In Missouri, students in the high schools are required to buy their own books. None are furnished for their use without charge.

In Nebraska, high school students buy nothing but note book paper, pencils and fountain pens. If they are lucky enough to have a lot of friends and at the same time themselves possess the necessary nerve, they do not even buy these much of the time.

Missouri has a law requiring students to attend school. Nebraska also has such a law. Nebraska does not inflict the penalty of forcing her children to go to school and then to buy the necessary equipment to continue that schooling. It at least makes it comparatively easy for students to secure an education.

Books, especially text books, are not cheap. University students know that. High school books are, as a rule, of impractical value once the student has passed the course. University text books, most of them at least, are excellent reference books even after one has completed his school work.

It is not fair to the students in Missouri high schools to force them to attend school and then to scrape together the money to buy their books. Missouri should, if it is to have enforced education, which it most certainly should have, appropriate a sum sufficient to enable the public schools to buy her text books which can be used by their students. Missouri owes that much to the students.

Many children find it almost impossible to get enough money to buy suitable school clothes; where are they to get the money to buy books, a not small item of expense?

Missouri certainly is as capable of equipping its schools with books as is Nebraska. In fairness to the students it should do so; it should buy books for every public high school and charge the students only for the damage which they do to the books loaned them. The books, as a rule, are not injured. Missouri would then materially lower the cost of education for its children.

SPORTING THE GREEN

University of Nebraska students, sophomore men especially, will read with interest the following paragraph from the Notre Dame Scholastic:

"The freshmen get their deserts at Oregon. Seven of them who failed to wear the traditional green canopy were recently ordered to report at the library to receive their punishment which takes the form of strenuous wielding of paddles by the member of the Order of O. The day of corporal punishment has not yet vanished."

Each year at Nebraska, there is a certain number of the incoming men who regard themselves as just a little better than the average. They cannot lower themselves to the extent of wearing the traditional green caps. In the past no complete check of the

freshmen has been kept and these "high-brows", as they are regarded by their classmates, get by without having to do the traditional.

Some measure of requiring every freshman to wear the green caps should be adopted. It is a distinctive custom and the first year men should be proud rather than ashamed to wear the emerald headgears. Other schools, especially private institutions, maintain strict adherence to similar customs. Nebraska freshmen should be required to wear the green caps. Every last one of them, not fraternity pledges alone, should observe the time-honored tradition. Some method of enforcing the custom should be worked out.

WORDS

"No man can be master of his own thinking unless he is a master of words."

That is the statement of writers and speakers. It bears much truth. How can a man form an opinion without words in which to form it? A man thinks with words and a lack of words means a lack of thinking power.

Kipling once said that every night, before retiring, he took a few minutes in which to make himself fully acquainted with two new words. Just two, not much of an addition at any one time. But in a week it meant fourteen new words, in a month sixty, in a year 730. And in a very few years several thousands. There is no wonder that Kipling became one of the best writers of his day.

Writers and speakers everywhere make it a point to memorize every new word which they hear. They become familiar with it, they use it in sentences. Then when the time comes in which they could use no word but that, they are not lost, they had prepared ahead of time. They form their opinions, their thoughts, with the words which they have mastered. The more words they learn, the more deeply they think. William Jennings Bryan is a brilliant orator because he is a master of words.

So it is that any man who wishes to become a great writer or delightful speaker must master words, not the scientific words, the unpronounceable words, the frightfully long words, but the words which the people with whom they deal understand. They must learn how to use words in such a way that they can state clearly and quickly any thought which they have, any idea which they wish to introduce.

REALIZATION

Realization! Its meaning is three-fold. Sometimes one may realize that after hard work he has accomplished an end; again one may realize that, through idleness, he has never accomplished a single deed; and one may also realize that talents once possessed have, from sheer thoughtfulness or waywardness, been lost. And of all these, the last is the saddest, if not the worst.

To realize that one has accomplished an end is an incentive to further work. The realization that one has never accomplished a thing may serve as a stimulus to work. To realize that through waywardness, one has lost talent once possessed is to realize that he is lowered in the estimation of business associates with whom he was once well established. To regain a reputation lost in this way is no easy matter.

If people would realize the comforts they possessed and be content with their possession, there would be less strife in the world.

The same might apply to nations. Nations that are prone to annex territory rightfully belonging to other nations may sometime find themselves stripped of their own territory and disgraced.

Realization of the value of one's possessions is a virtue too seldom seen.—Columbia Evening Missourian.

DAWSON RETURNS FROM VACATION

Fred T. Dawson, director of athletics, head coach of football, and dean of men, has returned to the University of Nebraska following a vacation

trip to Colorado. Dawson arrived at his office Tuesday afternoon and immediately started his duties as director of athletics and dean of men. Neil F. Chadderdon, until August 1, agent of student activities, and Track Coach Henry F. Schulte handled the work of the head coach during his absence.

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