

# BEGIN LAST LAP OF GRID DRILL

**Bearg Puts Men Through Hard Scrimmage; Four Lines Are in Action**

## OAKES MAKES CHANGES

The spring grid squad was run through a stiff practice yesterday, beginning the last week of practice for the pigskin aspirants until next fall. They now appear as true football men, having worn off the rough spots by an extensive drill on the fundamentals.

Yesterday's practice gave the line-men some strenuous work. Coach Oakes is giving the big boys some very valuable pointers, in some cases changing the style of play altogether to produce better results. Four lines were put to work on the "sled," Coach Black watched the punters. There was some passing practice.

The squad scrimmaged on the end zones of the grass field, and Coach Bearg gave them a good stiff workout.

The offensive eleven lined up with Reeves at Center, Druth and Reller at guards, Lucas and Lawson tackles, and Lee and Hunt on the flanks. Bronson called the signals, Lindell and Wostoupal were stationed at halves with Presnell at fullback. Bronson was slightly hurt and Howell was sent in, Presnell going to half and Lindell to quarterback. There were also several changes in the line. The defensive men were shifted considerably.

## Husker Debaters End Season at St. Paul's

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ment of their laws, insufficient laws and that the evils resulting from their failure were of national concern.

### Negative Upholds States

George A. Healey, in opening the negative case, pointed out that the affirmative must not only show that the states were failing to handle the problem but that the Federal government would be more successful than the States. He then endeavored to show that the States were making rapid strides in handling Child Labor evils, that they are better fitted to do so than the Federal government, and that Child Labor regulation requires a local cure since the problem varies from state to state.

Edward G. Jennings took up the case of the affirmative, declaring that the Federal government should control Child Labor because it was beyond the competence of the states. He pointed out that the interstate aspects of the problem and economic competition actually penalized the state which really tried to protect its children. He closed with an analogy in which Child Labor was declared to be identical with other problems which the National Government had been forced to take over.

Ralph G. Brooks furnished the humor for the debate with clever sallies and apt illustrations in pointing out the impracticability of giving Congress power to regulate Child Labor. He pointed out that public opinion was insufficient to make Federal control satisfactory and he showed that effective statutes are

those that spring from the lives of the people rather than being imposed by outside agencies.

### Affirmative Case Closed

David Sher, in closing the constructive arguments for the affirmative, declared that the federal law would aid the present situation, basing his argument on the small number of children employed under the first two federal laws and the statements of state officials who declared that federal laws had made the enforcement of state laws much easier.

Lloyd Marti capped the negative efforts with a forceful exposition in which he pointed out that the Federal Government was already overburdened, both Congress and the federal courts having more work than they could handle already. Likewise he pointed out that such an amendment would open the way to further demands on the Federal government, which would actually threaten its ability to carry on its work.

Rev. Aitken remarked at the close of the constructive arguments that the fireworks were just ready to begin. The rebuttal speeches fully came up to expectations, both teams effectively cleaning up the weaker points in their opponents' arguments. In rebuttal the debate hinged on the need of the Federal Government's taking control and its ability to handle the situation.

### Debate Last of Year

The debate marked the close of the debating work for the University this year. This was the first time in several years that the University teams had appeared otherwise than in the regular intercollegiate debates with the University of South Dakota and with the University of Iowa.

It was the first time in the history of intercollegiate debating at the University, declared Prof. M. M. Fogg, in charge of argumentative composition and debating, that two opposing teams, both from the University, have gone against each other in a forensic tilt before a Lincoln audience.

Professor M. M. Fogg, who has directed Nebraska debating teams since the inauguration of the Think-Shop, was unfortunate in being detained at his home by illness and was unable to hear the debate between the two teams trained under his Think-Shop system.

## Letters to Chancellor Defend Military Drill

(Continued From Page One)

and purposes of the college as a whole."

President Charles A. Lory of Colorado Agricultural College: "The work of the R. O. T. C. is on the same standards of scholarship as in our basic science and technical departments. The courses in military history and military policy are good training in citizenship. The subject matter has great informational and cultural value. The practical work develops leadership, habits of neatness and orderliness, ability to take and give orders and is conducive to health and skill. . . . I am particularly in favor of this training at state institutions like our own because I believe students trained at public expense should have an obligation to fit themselves for effective service to their country in time of national need. This is certainly true of the students of land-grant colleges which receive both state and national support."

### Georgia Favors Drill

President Andrew M. Soule of the State College of Agriculture and Mechanic Arts of the University of Georgia: "We would not think for a moment of dispensing with military training in our institution. Every red-blooded American wants to be prepared to serve his country acceptably in case it is attacked. Where can we look for the effective leadership of our traditional volunteer army save to the boys trained for military leadership through the agency of our land-grant institutions

. . . . No real friend and patron of the youth of America is afraid of military training affecting his interests adversely."

President John C. Futrall, of the University of Arkansas: "The University believes that military training as given in the R. O. T. C. has a distinct educational value. It believes also that in the present condition of international relations there is a necessity that the United States should have available a large body of young men, well trained in the fundamentals of military art, who could, in time of war, be quickly converted into competent army officers. . . . The question whether the University should continue to have compulsory military training was recently discussed in the general faculty of the University and was re-

ferred to the University Council of Administration. The Council has voted unanimously in favor of a continuance of the present policy.

## Engineering Students Return from Chicago

(Continued from Page One.)

Kesner, inspected some of the most modern equipment in the places in Chicago. A trip was taken down the Chicago river, where many types of bridges are represented. The method by which Chicago gets its water supply was also studied. A trip was

made on Lake Michigan to study the means of drawing up the water out of the lake and the equipment used in the process.

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