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**CRITICISM OF UNIVERSITY**

A pamphlet criticising the College of Arts and Sciences of the University is now on sale at the College Book Store. The report was drawn up by a committee of five students who held a series of open meetings in criticism of the Arts College last year, and it was read before the Arts faculty last May. It has been printed by the University Press for faculty members and for students who are interested enough in their own education to pay fifteen cents for a copy of the pamphlet. The report is divided into three sections. The first attempts to lay down a definition of purpose for the Arts College. The second section is devoted to criticism of the College in view of the standard set up. Proposals and suggestions for improvement comprise the third section, which is concluded by a selected bibliography of the most interesting and cogent books on contemporary American education.

In defining the purpose of the Arts College, the report declares the students should be given: a common background of ideas and information, including a comprehensive survey of the history of civilization and of the natural sciences; full development of their powers of discriminating thinking; the philosophical point of view; good knowledge of one field of concentration; and contact with "what tradition and convention have associated with 'gentle living'—good taste, culture.

The report finds that the lack of an adequate definition of purpose for the Arts College makes a mess of the curriculum. The College tries to meet the needs of students and persons who have no business belonging to it. Subjects that are not truly germane to the purpose of the College are taught, and some proper courses are turned sour by the lecture and single-textbook methods.

Purely scholastic and entrance requirements are too lax, while over-insistence upon administrative requirements—absence slips, credit-hours, etc.—exacts irrelevant virtues. The report scores the faculty for their quarrels and dissensions, and concludes the second edition with particular criticisms of the various departments of the Arts College.

The third section, which includes the proposals and suggestions of the committee for improvement of the present chaotic situation, is too lengthy for abstract in this column. It purposes to point out means of remedying some of the defects pointed out in the preceding section. Two suggested Arts College curricula are given.

But the most important thing is not the actual matter of the report; it is condensed to give the cream of the discussions held in the meetings, and necessarily leaves out much in the way of justification and qualification. The happiest thing is that the report proves the existence, if only among a small group of students, of a discriminating and critical attitude toward their college.

There is a lot of talk about this thing of school spirit. To some it means no more than wearing an armband of the proper colors and singing in classrooms. But there are others who believe that school spirit means active and intelligent work—with the emphasis upon the "intelligent"—for the best interests of the University of Nebraska. Now if Nebraska is an institution of higher education (and there is good precedent for thinking so), then whatever makes for the best education is to the best interests of the University.

Such intelligent interest in the Arts College as this report shows, then, would seem to be real Nebraska spirit. But the same isn't over yet. In the intense and lively and critical discussion of the criticisms involved in this pamphlet and other criticisms yet to be raised, real loyal Cornhuskers have a chance to prove their mettle. If students secure this report, and talk it over pro and con until they have an intelligent opinion about whether the University is doing the work it should, then they will have got at least one thing an education is supposed to give—the ability to do discriminating thinking.

The Physics Club at Boulder, Colorado, offers a prize of ten dollars for the best three or one-act play written by a University student.

**Notices**

**Awgwan Contributors**  
 Awgwan contributors are requested to begin turning in copy for the Christmas number, to be issued December 10. All contributions must be in by November 30; copy turned in before Thanksgiving will be considered first. It is suggested that contributors look over the exchange magazines in the office for ideas. Copy may be submitted at the office or given to Betty Bell or Dwight Wallace.

**Kappa Phi**  
 A dinner meeting of Kappa Phi will be held at the Lindell Hotel from six to eight Monday evening, Nov. 22. This dinner is given in honor of the Grand Sponsor, Mrs. E. V. DuBois, Kirksville, Missouri. Members, pledges and friends please telephone reservations to Louise Snapp B-4990 or A. M. Hill L-4721 by Sunday evening.

**Military Ball Committee**  
 Meeting of the executive committee of the Military Ball Monday afternoon at 5 o'clock in Nebraska Hall Room 205.

**Silver Serpents**  
 Silver Serpents will meet Monday at 5 o'clock at Ellen Smith Hall. Very important.

**Rifle Shooting**  
 All students interested in rifle shooting meet at Nebraska Hall Room 205, Tuesday November 23 at 7 o'clock. Plans for organizing a rifle club and for affiliating with the National Rifle Association will be discussed.

**Classics Club**  
 The Classics Club will not hold its weekly tea Thursday, November 25. The next tea will be given Thursday, December 2, in the library on the second floor of the classics building, from 4 to 6 o'clock.

**Other Opinions**

The Daily Nebraskan assumes no responsibility for the sentiments expressed by correspondents and reserves the right to exclude any communications whose publication may for any reason seem undesirable. In all cases the editor must know the identity of the contributor.

**TO THE STUDENT BODY—**

To the Editor:  
 The members of the R. O. T. C. band wish to take this opportunity to thank the student body, Lincoln business men, and the "N" club, for their support of the efforts of the bandmen to send a part of their number to the Washington game at Seattle Thanksgiving Day.

The bandmen fully realize the difficulties in financing such a trip as this, and will endeavor to give the team all the cheers, songs, and backing they can in the absence of the student body. The band will strive to give the west a true representation of the Nebraska spirit and will always be mindful of advancing the ideals of the institution.

The band especially wishes to thank, and to let the student body know, that the "N" club has sacrificed much to the band in this movement and was, finally, the one who made it possible for the band to go on this trip.

In behalf of the band, I offer this statement of hearty thanks to all who have aided us in this undertaking, and especially the "N" club.

Very respectfully yours,  
 R. J. MAASKE, Captain.  
 For the University of Nebraska  
 R. O. T. C. Band.

**BENGTSON WILL GIVE ILLUSTRATED SPEECH**

Prof. N. A. Bengtson of the department of geography, who is now doing graduate work at Clark University, Worcester, Mass., while on leave of absence from the University will give three illustrated lectures before the graduate seminar in geography at Clark. The lectures will deal with the geography of Norway, Honduras, and Ecuador.

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**Chancellorship Links Faculty With Regents**

(Continued from Page One.)

the fact that under normal conditions he is the chief advisor of the Regents. Knowing the actual conditions of the University, he is in a position to offer the Regents valuable advice on most questions of University policy. In the case of a deadlock between the Chancellor and the Regents in regard to policy, the Chancellor either would be removed or would become a mere figurehead. A former chief university executive well analyzed the position of the average Chancellor when he said that one of the difficulties of the Chancellor's office comes from the fact that his responsibilities are greater than his authority.

As the conspicuous officer, the Chancellor is often expected to satisfy large influential groups, having very divergent opinions. This condition in America has resulted in a general tendency toward reducing the tenure of office. Eleven years seems to be about the average for the presidents of state schools and seven years for presidents of private schools.

**Demands on Chancellor Varied**  
 The demands on the Chancellor are so varied that at times they become almost humorous. A typical instance of the impressions of some people concerning the Chancellor's duties is illustrated by a story told by President Emeritus Wheeler of the University of California. He tells that shortly after going to California as president of the University he was called on the phone at two o'clock one morning. He heard a voice say, "Is this President Wheeler?" "Yes," he answered.

"Well, we're having a little earthquake down our way and we wondered what we ought to do about it."

In one day recently, our Chancellor was asked to pass opinions on such divergent questions as whether a Shakespearean document discovered in England by a professor on leave of absence was important enough to warrant a subsidy for clerical help in pursuing the investigation further and whether the agricultural college should manufacture hog-cholera serum or purchase it in bulk from commercial concerns, test it for its purity, and act as a dispensing center for the benefit of the farmers of the state. He has to handle, not a few, but many problems as divergent as these.

It is evident that no one man can individually determine the correct policy in regard to all such divergent matters. The Chancellor must take an intelligent interest in all of them. He must be in a position to give wise and sound advice to the

Regents who are considerably more remote from intimate knowledge of the facts than the Chancellor.

**Represents Institution to Student**  
 In his relations to the student, the Chancellor represents the whole institution, just as the deans represent the individual colleges. His immediate representatives to the students are the dean of men, the dean of women, the committee on student affairs and the registrar. His direct contacts with the students occur through his position as official public spokesman for the University and in the presenting of degrees, etc.

The University is in one sense an immense corporation of which the Chancellor is the chief executive, chosen by the Board of Regents which is the board of directors for this corporation. Like other directors they are chosen by the stockholders of the corporation—the people of the state.

In any orderly and efficient corporation the chief executive assumes relatively few routine duties. The same thing is true of the University of Nebraska. The Chancellor's time is kept free for general development of policy and advice in regard to the many divergent problems constantly arising. The University is largely managed by subordinate officials caring for its business in their respective fields. Thus, for instance, while the librarian is responsible to and reports directly to the Chancellor, the attention of the Chancellor may not be turned to the internal affairs of the library more than a few times a year and then only at the request of the librarian. Theoretically, the Chancellor could interfere with and direct the work of any portion of the University. Instead, the work is turned over to competent aids leaving his time free for problems which could be settled by no one else.

**Chancellor a Compromise Agent**

The Chancellor is in one sense the compromise agent of the University. Personal or departmental misunderstandings are often cleared up through his aid. In the building program each department sees its own needs better than any other department. It is the duty of the Chancellor to be familiar with these needs so that he may advise the Regents which is the most urgent need when an opportunity is presented to satisfy one of them.

In brief, it might be said that the Chancellor has to deal with all cases that are difficult, irregular, or where there is dissatisfaction important enough to come to his attention.

The Chancellor is an administrator. As such his duties are constantly varying. He needs to be a man of genius to see and act wisely in all questions coming before him. He has at once one of the most interesting and varied positions on the campus and one of the most exacting. A Chancellor of broad interests and views, sound judgment, and ability to

deal with people and their problems is an invaluable asset to those responsible for managing the University, and consequently, to the state.

**Avery Here Nearly Twenty Years**

A discussion of the Chancellor's position would not be complete without reference to Chancellor Avery. A product of the state and the institution, he is nearing the completion of a chancellorship which has conservatively, but steadily and resourcefully, built up the University. For almost twenty years he has guided the affairs of the institution with the willingness of the people. Educational progress has been accelerated by the wise and careful guidance of Chancellor Avery.

His work has been an important factor in encouraging and developing that idealistic spirit of scholarship and service to the state which is the outstanding asset of the University. Under his chancellorship, the general welfare of the state has been continually promoted by the development and extension of the University and its ideals. In untold ways, Chancellor Avery has worked for the development of a better state and a better citizenry. He will complete his chancellorship next year with both state and University united with common aims and common ideals—the development of a better Nebraska and better Nebraskans.

**FRESHMEN WIN OLYMPICS WITH DECISIVE SCORE**

(Continued from Page One.)

freshman fighting spirit was shown in the fight put up in the Bull-Pen. Every man fought hard. The majority of the sophomores had to be carried by the freshmen to the goal.

**Push Ball is New Event**  
 The Push Ball, an event introduced

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this year in the events of the Olympics, proved a very interesting sport. Fifty men from each class were to participate in the event. The event was given to the sophomores on default of the freshmen.

The last event of the Olympics, the Pole Rush, was easily won by the freshmen. By the time the last event was reached, there were very few sophomores to defend their class president. A scarce fifty tried to defend the pole from the entire freshman class.

The points were awarded as follows:

	Total Pts.	Fresh.	Soph.
Boxing	15	15	0
Wrestling	15	10	5
Relay	10	0	10
Tug-o-war	10	10	0
Bull-Pen	10	10	0
Pole Rush	20	20	0
Co-ed Support	5	2.5	2.5
Push Ball	15	0	15
Totals	100	67.5	32.5

**REPORT FAVORS MAINTENANCE OF R. O. T. C. UNITS**

(Continued from page one)

because we do not wish to be responsible for possible calling of untrained citizens to military duty with the awful wastage of human life inevitably consequent therefrom, we re-affirm our position in support of

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the National Defense Act, the maintenance of R. O. T. C. units on a required basis, and appropriations adequate for their maintenance at the utmost possible efficiency, and we request the Executive Committee of this Association to call to the attention of Congress our firm stand on this subject and the need of more officers and of larger funds for equipment of our R. O. T. C. units."

**Freshmen Earn Money**

Last summer nearly two hundred freshmen at Case worked and earned money wherewith to attend the school this year. They worked at forty-two varieties of jobs and earned \$41,021, or more than \$340 each.

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