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 SUNDAY, APRIL 30, 1922.

A FACULTY COMPLEX

A book-writing complex—that's what most faculty members the country over are suffering with.
 In this great age of achievement, tangible and dollar-realizing achievement, even college professors have become obsessed with a great ambition to achieve and to "get ahead." The accepted way to do this is "to write a book." So we find practically every faculty member from the oldest with his unfinished manuscript at death to the youngest chirp of a neophyte, fresh from graduate seminary, treasuring notes and storing ideas for "the great book."
 It is only natural that it should be so. All their lives these men and women have been studying from books, they have been reading books. Books are their Bibles. What more fitting than, than that they should themselves some day write a book to stack up on the same shelves with other books of the great?
 An even greater reason, though, exists for this book-writing mania among professors and instructors. It is the plain, hard, practical fact that writing of a fair book, good and thick, is the best way of gaining recognition. The ranks of the profession have become so crowded with the growth in popularity of higher education, that some such method must be resorted to to attract attention among the many. It is a recognized fact that writing of a successful book almost invariably results sooner or later in promotion of some kind or other by the governing board of the institution or in a call to other fields where "real" ability is recognized.
 So we have the book-writing mania or complex among faculty members.
 And in this book-writing activity, among other reasons, may be found some of the causes for the decline of the professors, and for many of the defects of mass education.
 Instead of becoming good professors and great teachers, many instructors as a result of book-writing activity become poor teachers and poor book-writers as well. The great mass of books published, without mention of the equally great or greater mass of unpublished manuscript, are mediocre to say the least. They will hardly live out the student generation during which they were written. The hours of effort devoted to mulling over notes, writing and rewriting, which might more profitably have been spent reading and storing up greater wisdom for the benefit of future classes, are in great part wasted.
 A professor writing a book is only about 60 to 75 percent efficient as a professor. He rushes from class to class, thinks about his great effort, has little if any time outside of classes for his students, and above all, loses for the time being that interest in the student which should be the paramount concern of a real professor.
 As a result of this book-writing mania the man who is a great teacher and inspirer of youth in his classes is unrecognized as such. The teaching and inspiring functions of the professional office have been subordinated to worship of gold-embossed designations on library volumes.
 What is needed is a reawakening among educators of a realization of the importance of the teaching functions of the profession. A realization that mere perfunctory delivery of lectures goes only a short way to the development of well-educated men and women; that personal contacts and interest in the progress of each and every student are a priceless contribution to their development and growth into men and women.
 What is needed even more is increased recognition for those men and women in faculty chairs who are conscientiously devoting themselves to this teaching and inspiring office, and who are imbued with a genuine and sincere interest in the progress of the students whose plastic minds are entrusted to their care.
 There will always be plenty of opportunity for writing of real books—great books inspired by genuine genius of mind and accomplishment. Great minds which really have something to give to the world can do so without serious loss to their other duties. The gains in their case will far outweigh the losses. But in the case of less endowed minds, students as well as printing presses would be better off for less typewriter activity, and more concentration on teaching.

Pathetic figures—students who had dates last Friday night and forgot about the midnight show for flood sufferers, and didn't take advantage of the opportunity of staying out till 2:30.
 COED POLITICS VERSUS THE CHANCELLORSHIP
 At a neighboring western university last week occurred two major news events. The chancellor of the University resigned, and the annual student election was to be held, featured by the aroused political action of the women students. In the student paper the political story about the uprising of the co-eds was given a big headline across seven columns at the top of the front page. The story about the resignation of the Chancellor was given a subordinated four-column headline.
 The relative significance of the two events for the future of the university can be predicted without any great effort at thinking. The student election will come and go, and will be forgotten in the whirl of other student activities. The resignation of the Chancellor means election of a new one after a period of uncertainty, and possible new university policies under a new administration.
 It is quite surprising then to find the student paper featuring just about twice as prominently a story of a student election as that of the resignation of the head of the institution.
 And yet it is not so very surprising after all. The run of students are interested like most people in these things which concern them most directly.

Classroom work, studies, dates, activities—those are the things which occupy the attention of most students most of the time. A student election happens to be one of these things. The government of the university managed as it is without any student voice, goes on affecting only indirectly the students for whose sake it exists. To most students the work of the university executive is mighty hazy. They are not concerned. Therefore, when he resigns, the importance of the event hardly looms as prominent as the exciting election of the moment.
 Explained on this basis the news judgment of the paper seems quite proper. But in another way the editors of that paper were sadly lacking. As stewards of the news columns of their university paper, their responsibilities are greater than mere reflection of campus sentiment as it is. In a sense the college paper should not only reflect student sentiment, but it should guide it in the right channels as well. If light-headed students, sophomores, freshmen, and immature juniors are flighty enough to regard a student election as of more importance than the resignation of the executive head of their university, it is the duty of the editors of the college paper, as the only medium by which all may be reached, to jolt them out of their puerility, and lead a bit at least to a more serious-minded evaluation of the events of the day.
 It takes a billion dollar flood to relax the 12:30 "back home" rule.
 FOR THE FOLKS BACK HOME
 Following the lead of Wisconsin and Illinois, the University of Michigan is beginning next fall publication of a four-page, four-column weekly paper for parents of students attending the University. The aim of the paper will be to keep the parents informed as fully as possible about the affairs of the University, in the belief that newspaper accounts and letters from students themselves are often exaggerated and incomplete.
 Establishment of a Michigan Parents' association will also be shortly undertaken, it is believed, following the examples of parents' associations at Illinois and Cornell.
 This movement to bring college back to the family home, and somehow keep up a personal contact between the University and the parents of the young men and women who are attending, is part of the effort country-wide to combat the coldness of gigantic institutions of learning.
 It brings back to mind the days twelve or more years ago when our own Dean of Men was still able in part to keep up personal contact with the parents by means of letters. Since that time the student body has grown so large in numbers that it is almost impossible at times for the deans and other officials to answer personal letters sent by the parents themselves.
 The movement is a refreshing reminder that educators realize more than ever their obligations to the parents of the boys and girls who are sent to their care for the last four great formative years of their lives. So long as educators are alive to their responsibilities in this respect there need be very little alarm about the future of higher education.

In Other Columns

Winsome Wisdom
 College students and college life have been greatly misinterpreted and misrepresented to the general public through the well-meaning efforts of novelists and dramatists who have seized upon the sensational and caused it to assume the character of the casual and ordinary. Oh, that we had a Boswell to properly understand and interpret us!
 George Jean Nathan, the congenial dramatic critic, has delivered his opinion as to the advantage of a college education in a recent publication. He says: "If the American university doesn't teach a man wisdom, it at least teaches him how to loiter through life gracefully, and how to make other men do his work for him, and how to laugh and sing, and how to make love, and how to remember just a little more romantically than any other man, and how to smile tolerantly and pleasantly at his critics."
 This is far from a discouraging picture. That the much-aligned life of a college student, with its over-emphasized temptations, its mythical pits for the unwary, and its too-sudden freedom for men and women at an age when freedom is apt to whirl the brain, can, by some strange associations, whether with other students or members of faculties, foster a sense of the joy of living is, indeed, a fulfillment of a greater purpose than we could expect. Our living has become too commercial; we have begun to aspire to too-great ends in industry as well as life. We have come to think that nothing is impossible. That college teaches a man or woman to turn back and recapture some of the old joys and simplicities of life is not to be derided. Nor is it to become condemned that a person can enjoy life while he is in college.
 To loiter through life! What does it depend upon? It is not always a matter of financial independence; rather it is a condition of the mind which makes it possible for a man or woman to accept the finalities of life and never lose the sense of spectatorship. From the sidelines of their own minds, they can watch others, less wise than they, hurrying, fighting and scrambling blindly toward climaxes they do not understand. To be able to plunge into life and still maintain a psychological distance is an accomplishment worthy of study.
 Since earliest ages, the strong have dominated the weak. Physical strength has been supplemented by mental strength, and men with superior ability to think and plot have been able to use to their advantage, individuals not so gifted. That the time should come when men generally—and college men in particular—should have acquired in their short term of study, the ability to think and remember the energies of others is also an accomplishment for which colleges can justly be proud.
 Is it a sin to laugh and sing and make love? The greatest enjoyment of life comes to those who have learned to make life enjoyable. When, in the disappointments of the day, men can turn their faces, calm and unperturbed, to public view, hiding their personal dissatisfactions, and laugh and sing and make love, it is a sure sign they have learned a fundamental lesson—the ability to manipulate themselves in relation to their environment for the best interests of themselves.
 And, a splash of romantic recollection for what has been pleasant in the past is always a welcome attitude. Men who can remember better days and look forward to better days to come, have conquered an enemy of life.
 Above all, the ability to smile tolerantly upon critics is to be desired. The man or woman who can stand unmoved by unjust criticism and not blinded to constructive ideas has attached to himself a gracefulness—a "sang froid"—in living. It is almost a sense of humor which makes this toleration possible. Lincoln had it; Burns found solace in it. Both of these men, because of their generous and tolerant acceptance of criticism, were able to continue a none too pleasant task in the face of popular disapproval. To invite and understand the processes of others' thought which comments upon their lives, is a virtue to be encouraged.
 This justification is a seal of approval and the new race of men, bred of this spirit and fashioned in this mould, can but be a credit to the system which gave them inspiration for being.

Notices
 THURSDAY, MAY 5
 Pi Lambda Theta
 Meeting postponed until Thursday, May 6, in T. C. 310 at 7 p. m.

NINTH ANNUAL FAIR HELD SATURDAY

(Continued from Page One.)
 Miss Brinton is Goddess
 Florence Brinton of Lincoln, was chosen goddess of agriculture. Her attendants in the order of their rank were: Alice Klein, Gladys Martin, Kressie Kingsley, Hazel Banning, Elmerdean Wynkoop, and Helen Hildebrand. These girls were chosen by ballot from among the seniors of the home economics department.
 "The Quest" written by Edna Benson, assistant professor of home economics, was presented to large crowds both afternoon and evening. It was an allegorical dramatization depicting the enrichment of life that a home economics course offers to those who choose to take this course. Viola Hall of Bethany played the leading part in the role of Life as symbolic of every homemaker.
 Following the pageant, a parade of seventy-five cattle and horses from the animal husbandry and dairy departments of the college was held on the main quadrangle of the campus.
 Follies Has Clever Program
 The Follies girls presented their program several times. They showed the old and new in follies in dancing old fashioned and modern dances. The Snorpheum boys gave their program in the form of an old time Friday afternoon country school program.
 Preceding each presentation of the pageant, a style show was held in the grotto in front of Davison's fountain, the scene of the pageant.
 Several hundred people were shown interesting points on the campus in the sightseeing busses which left every fifteen minutes from the main depot. These busses were accompanied by guides which explained the important points about the places which were visited.

question of "Who won the war?" Nations Fight Owa War
 "Each major nation was fighting its own war. England had a war, concerned with her own problems, those of the English Channel. France was concerned with the road to Paris. Italy was concerned with the safety of her people and the country. When the United States entered the war the other nations each had their own armies and their own war, Dr. Paxson declared.
 "From the first the Americans wanted a single line in France, they wanted the fighting bodies under one head. The Allies would not even let the Americans fight under their own leaders, they shoved them in under English and French officers. They said the Americans couldn't fight, and they couldn't be taught to fight. But Pershing would not give in, and the Allied forces gave the Americans a section that neither the French nor the Germans had pushed very hard.
 "The single line at home was a matter of great importance in winning the war, the speaker declared. The United States was organized from top to bottom on the fact that organization at home would win the war.
 Single Idea Necessary
 "In the spring of 1918 it was finally decided by the allied forces that the only thing that could make the war anything but a total loss was a single idea. Up to this time each country was fighting its own battle, but the Americans fought for a unified purpose among the Allies, Dr. Paxson continued.
 The fourth point was the idea of a single army of the United States. A miracle took place in the change from the handful of soldiers when we entered the war to those in service on that Armistice Day. The men did better than they knew how. They were thinking in millions instead of tens and twenties and they did well. The determination of the United States for a coordinate unit finally worked out.

BIG SISTERS TO INITIATE

Large Group Expected at Affair at Ag College Thursday
 Big Sisters will hold their annual picnic and initiation on the College of Agriculture campus on Thursday afternoon, May 5, according to plans announced Saturday. More than 500 Big Sisters will gather on the campus at 5 p. m. Initiation will follow the picnic, and will be in charge of the advisory council.
 Tickets may be secured at Mrs. Lantz's desk at Ellen Smith hall.

HISTORIAN TELLS OF WAR CONDITIONS

(Continued from Page One.)
 The war, it was not the United States.
 "The Americans exerted a great influence on that last battle. They stood for a single line in France, a single line at home, a single idea, and a single and intact army of the United States," he pointed out.
 The war might have been lost here or there, but no one can say who won the war. The person who can say which blade of the shears does the cutting may have the answer to the

WEAVER NAMED BANQUET SPEAKER

(Continued from Page One.)
 Mr. Weaver is known as "Richardson county's leading citizen" and has received numerous honors in his home country. The new Hotel Weaver at Falls City was named for him. Mr. Weaver's address will be of

YOUNG MEN and YOUNG WOMEN

Business is as old as the human race itself. Business training is nearly sixty years old. Business training in the VAN SANT WAY is thirty-six years old.
 Education is a Partnership of Maturity and Youth, Experience and Inexperience. We have two of these. You have the other two.
 Invest those two, together with a small amount of money and a few weeks' time in a Van Sant Partnership and secure a return highly satisfactory to your parents and yourself.

Talks of eating at the



An A La Carte Dinner
 Perhaps you do not care for the vegetables included with the three-division plate dinners served at the Central Cafe and would prefer to order everything a la carte.
 That is probably the better way for those who know exactly what they want, "and want what they want when they want it."
 Nevertheless, the plate dinners, "ready to serve," are prepared under the Chef's directions with care and contain usually very harmonious combinations.
 But we will assume that you are a steady-eater.
 Let us order a T-Bone Steak with Onions, French Fried or Shoestring Potatoes, Cold Slaw, Apple Pie a la mode (or with cheese if you prefer) and Coffee or Milk.
 That will "set you back" \$1.40.

(To be continued) 1325 P

ally decided by the allied forces that the only thing that could make the war anything but a total loss was a single idea. Up to this time each country was fighting its own battle, but the Americans fought for a unified purpose among the Allies, Dr. Paxson continued.
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Davis Coffee Shop
 108 N. 13
 Doubled Decked Sandwiches, Home made pastry, Unexcelled Coffee
 Day & Night

DO YOU LIKE STRAWBERRIES?
 This is FRESH STRAWBERRY WEEK at RECTOR'S. Every day our special luncheon will feature a delicious dessert made from strawberries. As usual, we will have Strawberry Shortcake at 15c; Club House Shortcake at 25c.
 Monday May 2
 25c
 Minc'd Ham Tostette
 Strawberry Shortcake
 Any 5c Drink
 Rector's Pharmacy
 3-308
 S.W. COR. 13th and PSts.
 LINCOLN, NEB.

The Upper Classmen Know
 The Under Classmen
 Think It a Tradition—
 That to be in Style
 They Should Wear
 CLOTHES
 From
 Rudge & Gruenzel Co