

TWO The Daily Nebraskan

THE DAILY NEBRASKAN

TWENTY-NINTH YEAR

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The Best Way Out.

"Nebraska freshmen will be given an opportunity to discard their green caps if the Cornhusker freshman football team defeats the Missouri yearlings on stadium field next Saturday."

The intentions behind this edict are above reproach. There has to be some occasion to replace the annual freshman-sophomore olympics tussle which last year went the way of the much referred to horse and buggy.

Tuesday, The Nebraskan, in a short editorial quip, stated that the announcement of discarding the caps came a bit late due to the fact that already most of them have disappeared from the heads of the freshmen.

Why hasn't the tradition been observed this year? Why haven't the freshmen who paid a dollar each at registration time worn the green lids? It is not the freshmen who are to be blamed for this lack of observance; in fact, they are to be commended for their lukewarm interest in the thing.

At a western university a few weeks ago the first year men rose up in protest to all of this foolish and silly ballyhoo about traditions and demanded a vote to be taken among their fellow classmates.

Nebraska freshmen did not have to go so far as to hold a special election to determine whether they should abide by the old, antiquated rules. The University of Nebraska has disposed of practically every useless tradition, with the exception of the wearing of green caps and there was no organized effort needed this year on the part of the frosh to refuse to comply with that stipulation, since there was no attempt whatever at complete enforcement—the last few weeks, especially.

True, the fraternities were instructed at the outset of the school year to require each freshman to wear his green cap at all times. But this enforcement, while it lasted, only took care of a fraction of the freshman student body. How about the large number of nonfraternity men who likewise were inveigled into buying the headgear?

The Nebraskan can see no justification for a thing like this if there is to be no observance of it. Hence, we recommend, and recommend strongly, that the university authorities, who heretofore have kept to the background in the matter, come to the front and effect complete abolition of the wearing of green caps by Nebraska freshmen.

First of the Month Is Here.

A little more than a month ago Lincoln business men welcomed the return of the fall term students, dusted the cobwebs off the revolving doors, and told students to come in and "charge it!" Credit was extended lavishly upon the mere identification as a student.

"With a few exceptions we gladly extend a limited amount of credit to any student," says the credit manager of one of the leading Lincoln stores. "Our greatest trouble is with those who represent themselves as students in order to receive the consideration we show for them."

Now that the first full month of school has ended, students are receiving statements of account. The greater majority, feeling their obligation, attend to their bills promptly. Others think that since the merchants were so willing to extend credit, they should be just as willing to wait for their money. The fact that it is but the first month causes many to defer payment.

While securing a cultural or technical training, students may well incorporate a training in the essentials of business. To many, especially among girls, going to college means the presentation of brand new check books. For the first time in their lives they have "a lot of money all my own." Parental cautions are forgotten, and when the checks begin to return marked "insufficient funds," the easy alternative is to "charge it."

No student should go further into the year without a conscientious attempt to budget or estimate expenses, and decide what he can have and what he must do without. No purchase should be made without a clear understanding of just from where and when the money is to come.

Not the individual's standing alone, but that of the entire student body is involved when one wilfully neglects rightful obligations. The misuse of one overshadows the honesty of a dozen. Thoughtful consideration of matters of credit and finance now may save embarrassment and worry later in the year and may make future courtesies more easily secured.

Culture vs. Specialization.

Two thousand young men and women make up this year's freshman class at the university. Of that number, 1,400 are registered in the professional colleges. The other 600 are matriculated in the college of arts and sciences, but more than two-thirds of the members of that small group are entered in the various semi-professional departments within the college. Thus, the total number of first year men and

women whose activities are not directed along specialized lines does not exceed 150.

These statistics have been revealed by Dean Hicks. To him such a trend towards professionalism seems unsatisfactory and undesirable. His belief is that a system which includes unlimited specialization throughout the entire period spent by the student in college as a result of the granting of degrees to individuals whose education is yet incomplete and inadequate.

Belief is expressed by Dr. Hicks that the growing tendency for freshmen to enroll at once in one of the professional colleges has now reached its highest point. Public opinion throughout the state, he predicts, will soon rise to a realization that the movement is not for the best interests of the state or the student.

Meantime, he propounds the idea of a required two year all university course as a desirable official remedy to the existing situation. The name given any college which might be organized under such a policy is unimportant, he says. The thing that does matter is that it shall embody general cultural studies tending to make every student's education as broad as possible.

The criticism voiced by the dean relative to the present system is heard frequently, both within and outside university circles.

"Ob, yes," one man may be heard saying to another, "So and so is very gifted in his own line and all that, but he's a terrible bore when it comes to ordinary conversation." The fact that the subject of the discussion has two or three college degrees after his name only makes the situation that much worse, inasmuch as it is generally conceded that the college trained man is the one from whom most may be expected.

In the university, the criticism emanates not alone from the arts and sciences student, whose remarks may sometimes be adjudged prejudicial, but from within the ranks of the professional colleges themselves. More than one student therein has been heard to remark: "I'd like to take more English, and some history, or philosophy, or economics, but it's impossible to work in any of those courses with the numerous requirements for graduation from my own college."

From such statements it may be inferred that Dean Hicks's proposition of a required two year all university course would find considerable support from all groups, including the professional minded students.

The one big objection to any such proposition, beyond a doubt, would be the time element involved. The dean states, as is obviously true, that while the adoption of such a policy as the one he advocates would not necessitate a six year college course for students entering every branch of specialized endeavor, it would require such an extension of school work for students entering certain of the professions.

Students complain that it is hard enough to finance themselves for four years in the university, without putting in another two years in undergraduate education. That such is the truth cannot be questioned.

However, under the present system, students who aspire to certain of the professions, notably law and medicine, succeed in some manner or other to carry the six years work required in their fields. Is it not reasonable to assume that those who wish to enter into other specialized fields where a great amount of technical work is necessary could do as well?

And, in the final analysis, may not the whole question as to the advisability of a required two year university course as suggested by Dr. Hicks be summed up in the old, old problem as to what the purpose of a college really is? If it is solely to enable the student to make a better and easier living for himself, why should anyone object to the present trend towards specialization? If, on the other hand, its purpose is in part at least to give the student a broad and cultured education, it is surely worth some sacrifice and inconvenience to make possible the realization of that purpose.

Contemporary Sentiments

Buttered Parsnips.

Omaha World-Herald: Dean Hicks of the University of Nebraska is distressed about the popularity of vocational specialties over cultural generalities in the college curriculum. But he sees a ray of light. He thinks the people of the state will soon realize that it isn't the best thing to start in college with the sole idea of learning things that will land a good job at the end of four years.

If he can see that Dean Hicks has better vision than we have. What the people will do, either in the near future of the far future, must of necessity be pretty much of a guess. Our guess is that instead of backtracking on emphasizing the vocational side of the college curriculum they will demand bigger and better vocational courses and departments.

The old college with its emphasis upon the Latin and Greek classics and mathematics existed chiefly for the sons of the well to do. It was the place where one acquired either a scholarship of that savior faire which a gentleman needed to support inherited wealth. Its doors were closed to youth of limited means except where one showed evidence of a scholarly bent. There was a place for him under the patronage of endowed scholarships or fellowships.

Today the college doors are wide open, particularly those of the state universities. Anybody can hope to get a college education and almost anybody with a little grit, ingenuity and perseverance can realize that hope.

The consequence is a popular interest in higher education that never existed before. That interest manifests itself in a compelling demand that the college justify itself in a practical way. While it is teaching let it teach something which the student can make use of after graduation. If language is essential let him learn modern languages which may come in handy rather than Latin and Greek for which he will never have any use.

The whole trend of our American civilization is toward practicality rather than toward culture. Not that we do not value the latter, but we esteem a thin veneer to be sufficient, just enough to get by in business with. We are strong for education, but we want an education that butters parsnips.

Between the Lines.

By LARALLE OILMAN.

STUDENT DIRECTORY OF PROFESSORS

Compiled for the benefit of those students wishing a general division of professional types for future reference in choosing courses.

Type 1: The Orator. This person comes briskly into the classroom at ten minutes after the hour. Undoubtedly he has been standing outside the door for ten minutes waiting for the class to hopefully gather up its books in preparation for leaving. Laying his watch on the desk, and spreading his notes and references, he calls the roll in snappy tones, glances sharply about the room and launches his address.

The sentences which roll from his lips are staggering under the freightage of great words and lengthy phrases. There is no hesitation or pause. Visualizing himself as a second Daniel Webster, he talks on and on, allowing no intermission for questions, and at the end of the hour he snaps out a huge assignment, walks rapidly out of the room, and leaves the class writing in the seats.

Type 2: The Interlocutor. He works on the theory that questions not only sharpen the student's wits but drive home the lesson in a better manner. He is a disciple of the sarcastic dialogue. More than this, he is frequently one who would qualify to put the third degree to sweating criminals. He feigns ignorance, and asks for an immediate and intelligent answer.

He walks about the classroom in a thoughtful manner, while the class eyes him silently and fearfully. Suddenly he uncorks and springs. Thrusting his face close to the victim, he shoots a question. Taken by surprise, the victim hesitates, attempting to formulate a fair reply, but the professor believes in the maxim that "he who hesitates is lost." The professor rarely gets an intelligent answer, so he has the pleasure of answering the question himself.

Type 3: The Poser. The title does not fully describe this specie. True, he has various favorite postures and gestures, but generally his other characteristic is wandering, literally and figuratively. He may sit at his desk and cock his eye at a corner of the ceiling, clasping his hands behind his head. In this manner he lectures. His lectures frequently are unintelligible. He digresses. He starts out with the material the student is there to get, but soon he begins to go on a sidetrack. He puts in an irrelevant remark. The rest of the lecture becomes a growing maze out of which he may never find his way.

He has a multitude of things to say on a multitude of subjects and he attempts to compress them all into one speech. He may rise in the mist of his lecture and pace the floor. Then he sits on his desk. He raises a window. He shuts the window. His voice falls to a whisper and the students lean forward to hear. The whisper suddenly becomes a booming shout; the class hastily retreats to the backs of the seats. Some lecturers of this type may be dull; some may be interesting. The majority are dull.

Type 4: The Humorist. There are two divisions of this type—the true humorist and the pseudo-humorist. The true humorist generally has a large class, which is kept in an uproar. Because of the respect the student has for him, his courses are digested thoroughly. If he has anything worth while, the humor is a good ballyhoo for his goods.

The pseudo-humorist is the bane of all students. Like a great many students themselves, he once got the idea that he was funny. He's not. He is pathetic, for when the class laughs, he grins broadly, while the joke is himself, not his story. He tells ancient stories, and the class smiles politely. He tells stories with a dull point and laughs alone. There are very few true humorists, and luckily there are not many of the second type either.

Type 5: The Savant. This genius professor supposedly possesses great knowledge. His lectures are punctuated with footnotes on the source of the material. "As Socrates once said..." or "According to Schopenhauer..." He lets it be hinted that he knows all the great philosophies and theories backwards with his eyes closed. He is thought to speak several modern languages, to say nothing of half a dozen dead ones.

Possibly he engages in an argument with an intelligent student over some point in Persian poetry. The student has him about bested. "Do you read Persian?" asks the Savant. The student admits that he does not. "Then you don't know what you're talking about!" announces the Savant, hastily dismissing the matter. Cheap victory. The Savant probably doesn't know the Persian alphabet in English. He may be an assistant instructor with a young M. A.

Type 6: The Mass of Educators. Fair, square, tending slightly toward pessimism, delivering brief, intelligent lectures which are to the point a bit harassed but always willing to lend a helping hand, and above all, honest in their dealings with students, and attempting to attain as high a degree of sincerity as possible.

SPEAKER DESCRIBES RACE PROVINCIALISM

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also from "those poor, washed out white people, who gnaw on bones and live in caves." "The Chinese can give much to us," he declared, "and we can give much to them." It seemed too natural, he said for the race, which was the most advanced to look down upon their poorer neighbors. Dr. Weatherly pointed out that it was also natural for people to become attached to the country, in which they lived. He told of his experience during the war, when he became acquainted with a soldier from New York state, who had been stationed on the Mexican border, in Arizona.

Soldiers Are Examples. This soldier was not in love with the country on the Mexican border and spoke rather disparagingly of the rattlesnakes, alkali dust, tarantulas, and the terrific heat. He said that he would like to be back in "God's country." When Dr. Weatherly asked him where that might be, he designated his particular part of New York state as "God's country."

A second soldier also remarked that he too wished he could go back to "God's Country." This soldier was a Minnesotan and his native state comprised "God's country" in his estimation. Still a third soldier voiced his desire that he might return to "God's country" and to Dr. Weatherly's surprise he considered that part of Arizona, on the Mexican border, which the first soldier had so unfavorably described as "God's country."

Selfishness Declared. Dr. Weatherly declared that as a person did not allow his affection for his family to interfere with the well being of the community in which he lived, that he should not permit his love for his native land to interfere with the welfare of the whole world.

This was the first of a series of talks on "Patriotism" which will be given at the World Forum luncheons. Marion Wilkerson, co-chairman of the World Forum announced the month of November, had been set aside by the national Y. M. C. A. and Y. W. C. A. for the discussion of ways to promote world peace.

Miss Wilkerson also announced that there would be no meeting of the World Forum next week. She urged all people, who were interested in world peace to attend the International Fellowship banquet to be held in the First Christian church, Friday evening Nov. 8, at 6 o'clock. Ben Cherrington, a member of the faculty of the Denver university and a graduate of the University of Nebraska, will speak on "A New Day in International Relations."

COUNCIL FAVORS PRINCIPLES OF FELLMAN PLAN

(Continued From Page 1.)

States to have this plan of representation in school elections," said David Fellman, who placed it before the council. According to Fellman, this is a decided step of the university towards real democracy in the school. "This plan will give representation according to strength to each political party on the campus," added Fellman. "By this plan the smallest faction will have representatives on the council."

Elusive Barb Document. The Barb constitution, which was scheduled to come up for approval of the council at last night's meeting, was not voted upon because of the failure of the Barb council to have it completed in form to be presented, according to Raikes. "The fate of the barb constitution will definitely be decided at next Wednesday's meeting of the council," said Raikes.

A discussion was also held in last night's council meeting of the class officers. The committee which was to report on possible activities for the class officers reported that nothing had been found of sufficient importance to keep class officers active. According to the opinion of the council at the present time, as given by Raikes, it appears that class officers will soon be dispensed with. "Since they have nothing to do, it seems foolish to continue to have officers elected by the various classes," stated the chairman of the council.

FRESHMEN PLAN FOOTBALL RALLY

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the class," he said, "and getting the proper spirit behind the team will go a long way toward gaining the victory. This is the most important of the freshmen games this year since it is to be played with Missouri, the traditional rival of Nebraska." "Another angle to consider," he continued, "is the fact that if we win Saturday we can discard our green caps which otherwise we will have to continue wearing. If this rally is a failure it will certainly be a black eye on the spirit

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ORGANIZATIONS CO-OPERATE TO EFFECT SAVING (Continued From Page 1.) Elliott at the Sigma Phi Epsilon house. The board will select a treasurer-buyer from the applications submitted Sunday afternoon, Nov. 10. Other officers of the association and a faculty adviser will also be elected by the board in the near future. With the completion of this business, Elliott stated, the association will commence functioning in an active manner. Schramm Comments. Prof. E. F. Schramm, professor of geology, addressed the meeting in Morrill hall Tuesday night. When questioned as to his opinion of the project he stated, "It is a good plan to try and I see no reason why it won't work on some of the major articles such as coal, oil, etc., at least. It is certainly a fact that no two fraternities are paying the same amount for the same commodities and that is what the co-operative buying system proposes to remedy. The system should be given a fair trial and I repeat—I see no reason why it can't work."

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