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BETTER RUSHING?

"Laws are made to be broken." That's an old saying, 'tis true, and often doubted, but there is one group on the University of Nebraska campus that is defying any truth that the adage may bear.

Following a study of the rushing methods used in various other institutions of higher learnings, the interfraternity council last spring decided to draw up some stringent rules to be followed by fraternities here, and, incidentally, to be strictly enforced.

Whether the council will succeed in its idealistic program is difficult to foretell, trial being the only way of testing the matter.

The action of the council, which has been subjected to considerable amount of criticism during the past few years for alleged inactivity, is being received with favor by students and faculty alike.

But making rules and obeying rules being so far apart, judging from previous experiences with fraternities, makes it seem impossible for any real untainted rush week to pass.

The difficulty lies not with the council but with the fact that so much of the "dirty" work is done undercover and evidence of any such tactics is hard to get.

For example, if the council could put a ban on the number of pledge buttons that are put in the pockets of rushees prior to the hectic week, more than half of the problem could be solved.

STUDENT PULSE

TURN ON THE HEAT.

To the editor:
How long must the childish buffoonery go on within the student pulse and cow-barn-dog columns of The Nebraskan?

To my notion these popinjay chattering express nothing more than the primary ranting of a group of individuals who feel they must find fault with something, and being of slightly lazy natures they seized the only outstanding things on the summer campus and attempted to undermine them with verbose chirpings.

Not because I have any particular interest in the fate of the teachers college—for I haven't—but merely because I believe that it has been the innocent recipient of unjust remarks, do I spring to its defense.

Teachers college is not to be condemned for its methods. Method is the only accurate means by which knowledge can be accurately instilled into adolescent minds. Method in the field of instruction is a comparatively new experiment and it cannot be expected to show unqualified successes within a part of a decade. This method must first be carried past the experimental stage and standardized until it comes into universal practice.

So I say, simply because the knowledge fountain of our pedagogs appears to be overflowing with a deluge of seemingly nonsensical experiments is no reason that it should be subject to such ludicrous comparisons as made by our friend Mr. Gostelow in last Friday's issue.

As for the hilly-hollying hootsnorts of Mr. Deming and Kings X, who admits he is merely playing a game by the very signature which he tacked on the end of his epistle, I can only say that their opinions were gorgeously bedecked in wildly crimson phrases which reeked banefully of undiluted Pecksniffery. However, by giving the same reproach to both the King and the Dog I do not mean to intimate that they come within the same category.

I ask, editor, that you suppress those student pulse comments which are so evidently mere yapping of pseudo-critics, and en-

deavor to build the student pulse columns into a seat of constructive criticism which has as its purpose the betterment of things on the campus, not their destruction. J. E.

MUD OR CRITICISM?

To the Editor:

The last issue of The Nebraskan carried a column of opinion in which King's X, whoever that might be, launched a "would-be" attack against teacher training and the "average superintendent." Every man has a right to criticize. Fair criticism is a good thing. Criticism and "mud-slinging" ought not to be confused, however.

King's X pounced on teacher training without giving facts to substantiate his statements. His words just reeled off like a magic stream, lacking both thought and fact. His whole contention was that teacher training and teacher colleges are trying to fasten their methods on teachers and prospective teachers with no regard to academic training.

Contrary to King's X opinion the teachers college is not thinking of method only. The directors of the teacher college and teacher training have stood firmly for requiring its graduates to have 105 hours of academic training. They have also made a stand along with city superintendents requiring a teacher of high school subjects to possess a minor in the subject which is taught.

Does that look like method was the "whole show?"—King's X no doubt knows how many hours are required for a degree, and no doubt knows that teachers, like every other line of professional workers, require professional training. He should prove that twenty hours credit which teaches the science of learning and how to present subject matter is really a wasted amount of credit.

Such a group of "average superintendents" according to King's X! They are just a lot of mechanical men, posing as serious minded chaps, with no ability to think, and gullible as the most gullible. He also tells us that the superintendents have a false idea of culture.

It may be that the "average superintendent" is different than the "regulars." He ought to be. He is older. He is more experienced. He has seen enough of life to make him a little more serious minded. Just a lot of these "average superintendents" saw more in one hour of the World War than some people will see in all their life. They have met up with problems of life that are real.

One of their problems is to squelch explosions like that of King's X which have a lot of mud to throw and nothing to offer.

I feel quite sure, King's X, that a good many of these sterile minded superintendents are able to take the floor against you single handed and answer all of your criticisms in short order. Why don't you try one?

W. C. JACKMAN.

DEFENDS TEACHERS COLLEGE.

To the editor:

As one with years of actual teaching experience, I feel qualified to take part in the debate initiated by your budding young columnist, the dog. In the first place, let me admit that I too feel that any teacher should have a thorough training in the subject matter he is to teach, but I cannot look upon "methods" with the same scorn as does the "dog."

I feel that anyone will grant that it is admirable for one to know a subject thoroughly, but this in itself never taught a group of pupils anything. It is the technique of attractively presenting understandable subject matter that makes the successful teacher. Without this, the most learned of teachers is a miserable failure.

It is for these reasons that I feel that the teachers college is rendering a vital service to this state, and I personally feel that I owe a great debt to this institution.

A TEACHER.

MISS PERRY ON EUROPEAN TOUR

Dr. Winona Perry, professor of educational psychology and measurements, left last week for Europe on the tour sponsored by the Kiwanis club.

West Point Instructor Attending Summer Term

Lieut. Otto L. Nelson, instructor at the military academy at West Point, is in Lincoln taking summer school work at the university. Lieutenant Nelson intends to teach economics in West Point the next two years.

DOG IN THE MANGER

By Joe Deming.

WELL, the mailman comes giving me a little gift of roses and brick bats.

Here they are:

Dear Doggie: Oh, how we long for someone to take the dog out of the manger which we gather must be a rather uncomfortable place not to mention the un-couthness of the companions which must be his. We yearn to bring him into more refined atmosphere.

Of course, the "dog" is having a hard enough time to get his column written (he has told us so himself), but we ask, and a little sadly, too, why he feels so keenly the need to rail so bitterly and so harshly about everything. We are sorry, for we know at heart that our "dog" is not such a vociferous cynic, and, with this awkward skirmishing, we hasten on to the attack.

While we do not feel so strongly about teachers college, we start with that. Now he admits that his high school diploma was earned there, but that he was through at sixteen, since he had no classes in going there, which is seldom, is to meet someone. (No, he does speak to some people in that college.)

Now as a matter of logic and reason (to which the male sex lays great claim), we wonder if he really thinks himself to be the age when judgment is keen and reliable and perspective infinite? P. S. Joe! We blush for you at your lack of modesty.

(Signed) H

AH, H. This is not at all like you. I have always thought you a most illogical woman, but this is the worst yet. Surely you know that I take my own opinions rather lightly. The only thing that ails me is that I am fond of the sound of my own voice.

After all, there is no reason why you should take anything I say too seriously. In a similar way, I choose to disregard your remarks, although it does seem rude of you to bite the hand that fed you so recently. Well, no more free lunches until you apologize.

Dear Sir: At last it seems you have come to your senses. It took you a mighty long time, I'm sure, but just the same, you've started—now let's see you keep on. I don't exactly agree with you on your last exposition, but that's the kind of stuff we need—controversial matter. LaSelle Gilman did that with his "freedom" experiment and was quite successful in stirring things and I can't see why you, as a professed columnist, can't do the same.—A. Red.

The answer is that I am stirring things up. Just read the Student Pulse. "After me, the deluge."

JUST a word about the matter of student government during the summer. I feel we need to inject a little more interest into the veins of the average summer student. It would create a council of students who would force action upon such issues as the drill field parking reservations and summer athletics.

Here's Lots of Sights for the Curious Student

Few summer school students avail themselves of the opportunity of visiting the art galleries in Morrill hall, according to Clarissa Bucklin, librarian of the fine arts department.

The University of Nebraska has many valuable paintings among its collections exhibited on the second and third floors of Morrill hall.

The paintings hanging in the corridors on second floor have been purchased from time to time by the Nebraska Art association from the annual art exhibits sent to the university by the American Federation of Arts. The two paintings purchased this year were "Siesta" by Leon Kroll and "Decorative Bird Panel" by Jessie Arms Bothe.

Collections Are Varied.

The F. M. Hall collection, which was presented the school of fine arts after the death of Mrs. Hall, has been arranged on the walls of gallery A, room 204, and other rooms and corridors on second floor. The paintings in gallery A

consist in oil, water color, and pastel.

Outstandingly valuable exhibits in this gallery are "Summer" by Frederick Carl Frieseke and an oil painting by Edward W. Redfield, who is one of America's greatest winter landscape painters.

There are several paintings of the Hall garden done by Elizabeth Dolan. "Topsey" is one of the pictures painted by Mrs. Hall herself. On the north wall of the gallery are large portraits of Mr. and Mrs. F. M. Hall painted by N. R. Brewer, an American portrait painter.

Of the etchings in the Hall collection the most valuable is the Rembrandt, "Christ Among the doctors." The Whistler etchings are also worth large sums of money. On the north wall of this room is "The Panama Canal" by Joseph Pennell, American etcher.

In the third floor corridors are reproductions of famous Greek, Renaissance and Modern sculpture. These statues are used as models by students.

Plaster casts sent by Lee Lawrie to be used as models for the sculpture on the outside of the state capitol have been mounted in the music rooms in Morrill hall. The department also owns the original cast of the bronze statue of Abraham Lincoln, by Daniel Chester French, which is located on the west side of the state capitol facing K street.

Another collection of art is of student work done during the regular term. These exhibits have been placed in cases in the corridors and on the south and west walls of the third floor corridor.

The pictures on the south wall of gallery B are done in oil and water color, while those on the west wall are charcoal work. As compared with the exhibits which have been sent during the year from artist's colonies and other fine arts schools, Miss Bucklin states these student paintings compare favorably.

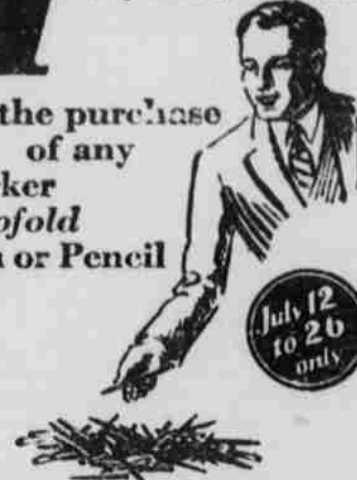
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