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Thanks for Thanksgiving.

Today and tomorrow most of the students will be going home for the annual Turkey day vacation and wondering, if they ever trouble themselves to that extent, what they have to be thankful for in these trying days.

The fraternities and sororities are thankful that orchestra and ballroom prices are reduced. Students are thankful that mid-semester exams are all over, and some of these are thankful that they passed their exams while others are thankful that the dean says they won't need to return after vacation.

Girls can be thankful that the boys haven't made them walk to parties. Boys can be thankful that they get a fifty cent reduction in Military ball tickets for wearing their uniforms to the party, while girls, again, can be thankful that none of the boys are going to wear these suits.

Looking at another side of the matter we find that when the early settlers of this country started this Thanksgiving business they were glad that they had enough to eat, and a warm place to live. The hardships that they endured made them glad for a mere existence without luxuries and extras. But thru the years we see a change that has come over the observance of this custom. Thanksgiving has changed from a time of giving thanks to a national gluttony contest.

We are not thankful anymore unless we can eat as much as our neighbor does. The more we can eat the more thankful we are, and at the same time we make business for doctors and undertakers to be thankful for. These early people were glad to have turkey and cranberries. Now turkey and cranberries are becoming mere details in this gluttony contest.

Anyway, Thanksgiving makes a fine holiday. It gives students a half week's vacation and a chance to catch up on their sleep. It gives them a chance to visit their family and the home town friends.

While students are at home and have resolved themselves to a siege of excessive eating, they would do well to think over their situation. Compare their conditions with the conditions of others. Think of all those less fortunate themselves, instead of only those who are more fortunate. Perhaps they can put on the philosopher's spectacles and get a broader and better view of life and things.

The Age of Specialization.

Every once in a while someone insists that the training one receives at the university does not do much good when a person gets out of school and into actual life. Examples are cited of how an engineer, for instance, utilizes little of what he has learned, and that which he has learned is not enough to do him much good out in the field. The engineer in his lab courses cannot cover very many things in a thoro manner and very likely he will find that the particular things he has covered are not the ones he comes in contact with when he gets a job.

As a result of this situation, not only in engineering but in other lines also, we find that our education is getting more and more specialized all the time. The universities want to fit the student so that he will be able to step immediately into a job without any more training. The business and professional world shall be able to use the graduate as an experienced man.

But no matter how specialized the university gets, it is certain that a school of this size and with the limited financial background that it has, cannot teach everything, nor can it teach many things and teach them thoroly enough so the student will be able to step right into a job as an experienced man. Many subjects can be covered but experience in these subjects cannot be given. The average laboratory, for instance, consists of three hours twice a week or ninety-six hours, twelve working days of eight hours each. Not a great deal of experience can be gained in twelve days, especially when they are scattered over a semester of sixteen weeks.

Then, the specialized education advocate would say, if we don't have money enough to teach all subjects, cut down on subjects offered and teach more thoroly and in greater detail those which are offered. Let some other university cover those subjects that this university does not offer.

All this is very fine and good, but there is still doubt as to whether such a plan would really develop experienced men. And then, supposing that it was successful in developing these experienced men, it would tend to fit the graduate with a technical mind. He would have learned only his one subject and his interest in acquiring a broad education would be lacking.

This age of specialization is already tending that way. Everywhere one hears that the thing to do is specialize. We can't learn everything, so pick out a profession and specialize in it.

We can make more money by specializing so let us specialize.

The idea of learning for the sake of cultural purposes is fast being supplanted by learning only to make a living. The university should not turn into a machine for manufacturing vocations, but should become an instrument for developing minds and characters. It should open up the student's mind, and not close it by narrowing, technical courses.

Ed Note: All contributions to the Morning Mail or letters to the editor must be signed if their author wishes to have them published.

MORNING MAIL

Picking on the Players.

TO THE EDITOR:
 What, one may politely inquire, is the university coming to anyway, when our campus, yes, the Lincoln public at large, has to have inflicted upon it such a play as the University Players just completed at the Temple theater? How we wish they had never presented it.

It is a shame that the girlish talents of Miss Dorothy Zimmer should be spent on such an outlandish excuse for a play. Are plays getting so scarce, is there such a lack of material from which to pick, that the dramatic department has to choose "Trelawny of the Wells" to inflict upon the poor theater going public?

Mr. Read is a very talented young actor. He does justice to any part but the poor fellow has not a chance in such a production as this last one. The powers that be say: "Here is the play. Good or bad, you are in it. See what you can do." And alas, Mr. Read along with Miss Zimmer and Mr. Mickle and the rest of them, struggle on. Struggle is the word. The audience struggles, too; struggles to learn after two long hours what it is all about; is still struggling like the writer, to ascertain why it was ever produced.

It is not the players, but the plays. In this day and age of too many cheap talkies, the slogan "Keep the Spoken Drama Alive" is very fine. That, I understand, is the goal of the University Players. Shades of Hark Jenks! If only they would make a very feeble effort to live up to this ideal. Instead, under the banner of "Keep the Spoken Drama Alive," they hurl at us this thing called "Trelawny of the Wells." Stilted in lines, trite situations, lacking in plot structure, it leaves us with a sinking sensation at the end; leaves us asking ourselves: "What is the dramatic department coming to?"

A few more like this one and the spoken drama in Lincoln will be as dead as the Dodo bird. How can anything be kept alive with nourishment which, from the pen of Pinero, is dead from the first line to the last? Was he, like Poe, drunk when he produced this monster called a play?

MacFAYDEN.

NEWSPAPER TALK

Attributes of a Scholar.

One of the nation's psychologists recently announced what he considered to be the fundamental requirements of a scholar. We pass his opinions on to our readers:

Ability and disposition to weigh evidence in controversial matters.

Understanding and appreciation of other races and cultures, contemporary and remote.

Ability and disposition to mentally project an undertaking thru its successive steps before undertaking it.

Skill in explanation and prediction.

Ability and disposition to look beneath the surface of things before passing judgment.

Ability to do reflective thinking.

Disposition toward continued study and intellectual cultivation.

Critical and questioning attitude toward traditional sanctions.

Clarity in definition.

Discrimination in values in reacting to environment, social and physical.

Analytical approach to propositions leading to the detection of fallacies and contradictions.

Ability and disposition to observe accurately and systematically.

Understanding and skill in the use of processes of induction, deduction and generalization.

The ability to see relationships and accuracy in their interpretation.

A freshness of interest with respect to the developments of knowledge.—Purdue Experiment.

Envy of Love.

"Envy is a sure sign of inferiority, envy is a disease which neither the physicians' medicine nor the surgeon's knife can cure; envy rots the heart and brain of all who are guilty of it; envy finds fault but never praises; envy tears down but never builds; envy is never happy except in making others unhappy and you may envy everybody until nobody envies you," once said John J. Lentz.

How true he struck the blow that cuts us all. The very truth of his words, the directness with which they are uttered burn into the being of all individuals with few exceptions. He has righteously trod on toes.

One hundred percent of the cutting, mean remarks made with the intention of hurting someone else can be attributed to envy and its lurking allies. All verbal daggers in the back are products of enmity incurred thru envy. Envy is a hot bed of hatred.

How much easier it would be to give credit when credit is due instead of looking for points on which to project destructive criticism. How much happier we would all be if we would pat each other on the back and say "Well done."

Even in studies we have envy. Those who, thru sheer laziness or lack of intelligence, fail to do well in classes gain great delight in criticizing work done by the better prepared. They count it a mark of distinction to make light of the superior work of others. They count it a star in their crown to be envious.

Before we say anything but the best about those around us, think whether or not our remarks are prompted by envious motives. Most of the time, if such is the case, we will choke the words and substitute a good word instead.

Then we could say with Lentz, "Love is a sure sign of superiority. . . ."—Daily Lariat.

TWO ANNOUNCE THEIR ENGAGEMENTS



MISS EVA PEAIRS.

Informal announcement was made last Saturday of the engagement of Miss Eva Peairs, Des Moines, member of Kappa Alpha Theta, to Bob Finn, McCook, who is affiliated with Delta Upsilon.



MISS MARJORIE RICHIE.

Miss Marjorie Richie, Theta Phi Alpha, has announced her engagement to Elmer Durisch, member of Tau Kappa Epsilon. Both are residents of Lincoln.

ACTIVITIES HAVE THEIR VALUE SAY FACULTY, ALUMNI

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gives him some recreation.

Mr. Sorenson said: "I believe that if students participate in activities, they will receive a benefit from such work. Activities have a definite value in later life in that they complete the student's education. This type of work helps him to keep in touch with the world around him so that when he gets out of college, he knows something besides books."

Mr. Sorenson took an active interest in student activities while he was in college. He was editor of the Daily Nebraskan for one semester. In addition he served as a member of the debate team for two years and was president of a departmental club for one year.

Develops Personality.
 Dr. A. F. Jenness, special advisor to freshmen and assistant professor of psychology, declared that there are certain psychological benefits to be derived from participation in activities. One of the most important results of taking part in activities, according to Dr. Jenness, is that it helps the student to develop his personality.

In a statement, Dr. Jenness said: "Activities help to develop habits. The contacts made, the friendships formed in the participation in student activities are all beneficial. The habits which a student forms in college are those which he will keep in later life.

"If the student takes part in those activities which have some connection with the work which he plans to do in later life, those activities will be of benefit to him," Dr. Jenness concluded.

Should Limit Interests.
 Miss Amanda Heppner, dean of women, believes that students should not take part in any activity but work on only those which are along the line of the student's major interest.

Miss Heppner said, "There is some value in the participation in activities provided that it is along the line of the student's major interest. If he has some aptitude for that type of work or if he is majoring in that line, he would get considerable training. But to go into activities in which he has no future interest is foolish. If he is planning to work in activities, he should work along the line of his major interest."

Ray Ramsay, secretary of the alumni association, believes that students are supporting activities. He said that they are just as interested, but that the size of the university has made the number of those participating appear to be a very small number.

Ramsay Differs.
 Ramsay said, "We seem to have developed somewhat of a big city atmosphere here on the campus. By that I mean the atmosphere in which one student doesn't know another and doesn't seem to care a great deal. Considering the fact that we are such a large university, I believe that the students follow the campus activities and support them very well. To point out an example, I have noticed from observation that the Nebraska football team can draw large crowds to a game regardless of the quality of the team. Other schools will not support their team unless it is a winning group."

Mr. John Agee, president of the class of 1910 and now general manager of the Lincoln Telephone and Telegraph company, emphasized that studies must receive first consideration at all times from the student, but that activities do have a value if students can afford to spend the time on such work.

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game will go on the air.
 An examination of the records shows that 1926 was the latest away from home football game for the Huskers at Thanksgiving. That year the team journeyed to Seattle accompanied by the band. Since then the Huskers have met in successive years, New York University, the Kansas Aggies, Iowa State, and again last year the Kansas Aggies.

Full Program.
 During these five years a number of events have been sponsored by various campus organizations as added attractions to the Turkey day program. Thanksgiving convocations were held on the day before Thanksgiving for a number of years. A torch light parade traditionally preceded the Thanksgiving day game on Wednesday night. As late as 1927, All University "Turkey Trots" were held the night before the game. The Kosmet Klub morning revue added in recent years has also been one of the chief features of the day and has usually provided an outlet for student spirit to display itself before the game.

With the Missouri Tigers playing here next Thanksgiving day, bringing together the two traditional Big Six rivals and most consistent producers of championship teams, the Turkey Day festivities will probably be revived again in full force. With the game as the major attraction next year, the Kosmet Klub will in all probability return to its custom of presenting its morning revue on the same day.

INTERFRATERNITY COUNCIL TO HOLD CHRISTMAS FETE
 (Continued from Page 1.)
 view of this situation, the night could not be closed. It was suggested that an effort could be made to shift the dates of these parties to February 6, the night

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