

The NEBRASKAN

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Are They Afraid?

ARE professors afraid, completely disinterested, or merely unable to make up their minds on any subject until they have been able to discover what the general consensus of opinion is?

It seems obvious that there is something the trouble when nine out of ten professors on the campus refuse to be quoted on any subject whatsoever. The stock answers to student queries are careful "Is this off the record?" or "You aren't going to publish what I say?"

It can easily be seen why instructors might refuse to discuss their personal attitude toward smoking, alcoholic beverages and the like. What is not so easily understood is why professors of political science are unable to determine whether or not the national debt is increasing.

THE other day a Nebraskan reporter attempted to get some interviews concerning the President's Youth Program, not a very controversial subject . . . at least at the time. He was slightly facilitated by the fact that Dr. Willis Sutton had made a statement to the evening papers the night before, which many had undoubtedly seen.

Nevertheless, out of some ten professors who were called, five refused absolutely to comment on the thing, two asked that their statements not be printed, two merely said they thought it a "good idea" and one had an intelligent, enthusiastic comment, although he murmured when he had finished, "I don't suppose I should be saying all this."

THIS was only one of many occasions when students were laboring under the impression that members of the faculty might have something worth while and interesting to contribute to campus thought and were promptly corrected.

Do faculty members realize that many of the impressions, ideas, opinions, and much of the knowledge with which the student leaves college is derived from his teachers rather than from his books? Don't they see that an informative, intelligent comment on any subject will be a better way to help the student to form his opinions than refusing to comment at all? The more different opinions the better; the men and women reading them can see more clearly the logical and reasonable points on each side.

IF a member of the faculty was ever discharged because of an expression of opinion that did not go beyond the bounds of decency and common sense, we have not heard of it. If one has ever been discharged, it stands as a monument to stupidity, bigotry, and narrow-mindedness. If none ever has been discharged, the professors are afraid of their shadows.

If any man who has had a college education and has specialized in some particular line can't make up his mind as to what he thinks about some development or change in that field, he is either a moron or a jellyfish.

YOUNG people should be taught to recognize intelligent observation and opinion. They should realize that because there is an issue at stake, one need neither hide nor fight. They should be helped to form sane and sensible opinions. An example of cravenness, fright, or complete indecision will hardly help them.

ROBERT Maynard Hutchins, president of Chicago university . . . "My view of education is to unsettle the minds of the young and inflame their intellects." See, professor?

Here and There

TOMORROW we have the birthday of the nation again. Let all of us pray that those who haven't already been killed in wars, automobile accidents, or some other stupidity, aren't maimed or annihilated by fire-works. Remnants of barbarism are obvious everywhere in our so civilized world but the danger to human life that comes every Fourth of July is a ridiculous and incredible thing.

With all this talk about relief, and with all the students trying to get jobs, one can't help but think of the telephone situation on the campus. We can't decide who needs the relief the most . . . we poor folks the relief the most . . . we poor fools who are trying to get our numbers or the telephone operator who's trying to get a hundred of them.

It's easier to run over to the office and give her your call than to try to get her to take it over the phone. But once you get there you see that there are two sides to every question; you may be one out of fifty trying to get her at the same time.

Couldn't we use another operator or two?

Oliver Wendell Holmes: "Hereditity is an omnibus in which our ancestors ride, and every now and then one of them puts his head out and embarrasses us."

Old Sam Johnson had a melancholy view: "There is more to be endured than enjoyed in human life." . . . but Pope declared, "Whatever is is right."

And then there's always "Gulliver's Travels" Swift who believed that "Happiness depends on being well deceived."

STUDENT PULSE
 Brief, concise articles pertinent to student life and university matters will be welcome in this column under the rules of sound newspaper practice which excludes all libelous material and personal attacks. Letters must bear the name of the writer which will not be published unless desired. Letters should not exceed two hundred and fifty words.

Why Be Bored?

TO THE EDITOR:
 In a recent letter to the editor the bored attitude of certain students at the Friday mixers was pointed out. This attitude is marked, especially in comparison with parties during the regular session. The serious note is also shown in all campus activities this summer.

Why not take part in these activities and at least appear to have a good time? It is not necessary to neglect school work to enjoy these programs, for the summer school curriculum is designed to give time for both study and recreation.

Don't wait until too late to take part in the summer recreation program or you will miss one of the most important parts of the university extra-curricular schedule. By taking an interested part and enjoying yourself you may help some disgruntled summer school student have a better time too.
 S. S.

FORMER STUDENT RECALLS AFFAIRS ON UNIVERSITY CAMPUS TWO DECADES AGO.

(Continued from Page 1).
 one get in by ten-thirty on week nights, twelve-thirty otherwise. However, Dean Mary Graham and Dean Engeberg gave helpful rather than critical interviews. And Chancellor Avery proved not to be ogre but a kindly man who had been seriously embarrassed by a reporter's carelessness.

Journalists Publish Whisk Broom
 While in the administration building the reporter visited the alumni office in the northwest basement corner. The alumni secretary, Annis Chaikin, had received an old photograph of a man setting type for the first Alumni Journal. Before he left the building he visited the student activities office to get his copy of the Whisk Broom, published for the first time by Theta Sigma Phi, women journalists. They proposed to "brush the dust from the campus."

As he left the building he ran into an indignant student, a Filipino, adept with gestures. It seemed

ed that a local store was displaying negligee embroidered in his home country. The display window had been livened up by what they labeled "A Filipino Lady's Comb." It was a huge affair, according to the student, not a lady's comb at all, but something used to separate cotton threads from the cotton.

League of the Golden Fleece.

The social life of the school must not be neglected. He would find out about the dinner the red-haired coeds had given the night before . . . "League of the Golden Fleece," they called themselves. The story was out that they served pink ice cream for dessert. Dr. Louise Pound, a faculty member, would know. In her office, she confirmed the report and added that they had cake with pink frosting, too.

Dr. Pound reminded him of the tea the dramatic club was to give for Count Leo Tolstoi that afternoon. He must meet the distinguished visitor from Russia, son of the novelist. The party was in the Club's rooms in the Temple. They were serving tea from a huge samovar, in an atmosphere heavy with increase. Even a busy reporter had to stand in line to meet the gray-haired man. He did not regret doing so when the woman ahead of him asked the Russian what he thought of women being given the right to vote.

Tolstoi Opposed Womens Vote.

The outburst that followed was decidedly indicative of the fact that Tolstoi didn't believe in women's voting at all. As the reporter got his interview from some one else's questions, he wondered what the university woman's suffrage club thought of Tolstoi. He set out in search of a school suffragette, discovered that they were serving on Sheridan Blvd. The state legislature was considering a bill allowing women to vote, and Mrs. Woods, an ardent suffragette, was entertaining the wives of the legislators.

Tho he didn't find a suffragette, he did get some information about the clothes the girls would wear at Friday night's Junior Prom. There would be several hoop skirts, and at least one pair of ruffled pantalettes. He understood they would dance to Billy Sunday's "Brighten the Corner Where You Are," and sing it, too. Billy had come over from Omaha the week before and had taught the students the song, and asked them to sing it at every school gathering of the year.

Visits Dr. Barbour.

With interest, he climbed the steps to Dr. Barbour's office in the crowded museum to get a drawing of a prehistoric animal whose skeleton had recently come in from western Nebraska. Dr. Barbour was pleasant, and it was a pleasure to visit his office. He stopped by to see Professor Gass in the rhetoric department about his article "Machinations of the Music Box," lately accepted by the Atlantic Monthly.

A most satisfactory world, the reporter mused, as he went to write up his stories. True, there was a war in Europe, but the United States would not get into it. Woodrow Wilson had been re-elected because "he could keep the country out of war."

It was late that night when the reporter went thru the gate in the high iron fence that surrounded the campus. He knew his dinner, if they had saved him any at the house would be cold. He didn't mind. The day had been interesting, one to be long remembered.

College reminded him of climbing along a high mountain. In places, the going was difficult, but the views along the way to the top were worth the struggle. One got a perspective of life from college, got visions which would make it easier to cross the shadowed valleys in life ahead.

UNIVERSITY REGENTS APPROVE BUDGET OF NEARLY \$3,000,000

(Continued from Page 1.)
 proved. Miss Clara Conklin, professor of romance languages, will retire with an emeritus title; Miss

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Questionnaire Reveals Trends In State Educational Systems

Editor's note: This is the first of a series of four tabulations derived from a questionnaire study relative to finance, program, and personnel trends in Nebraska during the past two years. The questionnaire was recently sent to every school superintendent in the state by the Nebraska State Teachers Association. Out of the approximately 650 blanks, which were sent, 300 have been returned and the answers compiled by the organization.

There were twenty-four questions in the survey, which revealed that there is a slight improvement in finance, replacement and some expansion noticeable in the programs, and working conditions generally better, less harassing criticism, although the tenure of administrators is somewhat below normal.

Yearly Salary Paid High School Classroom Teachers in 1934-35.

Classes of schools	No. schools reporting	Highest (Median)	Lowest (Median)	Average (Median)
46 teachers or more	12	\$1,737.50	\$1,050.00	\$1,344.00
21-45 teachers	14	1,412.50	1,000.00	1,160.00
11-20 teachers	70	1,080.00	800.00	985.00
4-10 teachers	171	787.50	720.00	810.00
3 or less	12	1,548.00	900.00	1,170.00
Special	288	1,000.00	810.00	890.00
All schools	283			

Yearly Salary Paid Grade Classroom Teachers in 1934-35.

Classes of schools	No. schools reporting	Highest (Median)	Lowest (Median)	Average (Median)
46 teachers or more	12	\$1,312.50	\$785.00	\$1,043.00
21-45 teachers	14	1,000.00	807.00	908.00
11-20 teachers	70	765.00	700.00	735.00
4-10 teachers	171	630.00	630.00	630.00
3 or less teachers	12	646.25	585.00	573.75
Special	4	945.00	742.50	796.50
All schools	283	675.00	630.00	650.00

Yearly Salary to Be Paid High School Classroom Teachers in 1935-36.

Classes of schools	No. schools reporting	Highest (Median)	Lowest (Median)	Average (Median)
46 teachers or more	11	\$1,737.50	\$1,050.00	\$1,325.00
21-45 teachers	13	1,500.00	1,000.00	1,142.50
11-20 teachers	65	1,100.00	900.00	980.00
4-10 teachers	165	900.00	800.00	850.00
3 or less teachers	99	1,457.50	810.00	985.00
Special	8	1,000.00	822.50	1,170.00
All schools	277	1,000.00	810.00	900.00

Yearly Salary to Be Paid Grade Classroom Teachers in 1935-36.

Classes of schools	No. schools reporting	Highest (Median)	Lowest (Median)	Average (Median)
46 teachers or more	11	\$1,312.50	\$800.00	\$1,020.00
21-45 teachers	13	975.00	837.50	910.50
11-20 teachers	65	800.00	650.00	764.00
4-10 teachers	165	630.00	630.00	630.00
3 or less teachers	8	63.00	607.50	613.13
Special	4	945.00	742.50	796.50
All schools	266	693.00	630.00	675.00

Elizabeth Reese, associate professor of romance languages, who will retire on account of health; and Dr. A. L. Candy, who will retire as professor of mathematics emeritus.

Miss Conklin has been on the university staff since 1892 and was chairman of the department of romance languages from 1905 until 1934. Miss Reese has been on the staff since 1905.

Dr. Candy has been a member of the faculty since 1893 and is the oldest active faculty member. He has been acting dean of the college of arts and sciences, chairman of the department of mathematics, and chairman of the course of study committee.

L. F. Garey, associate professor of agricultural economics at the University of Minnesota, was named professor of rural economics for one year. He will replace Harold Hedges, who resigned recently. From 1915 to 1917 Professor Garey served as head of the agricultural department of Peru Normal.

Mr. L. L. Zook, who for the past year has been acting superintendent of the North Platte substation was named superintendent Saturday. He was named acting

superintendent upon the death of Supt. W. P. Snyder last July. Superintendent Zook has been with the station since 1919.

Just because one man has reached a hundred in spite of abjuring cuss words all his life long it does not follow that the rest of us can risk it.—The Boston Evening Transcript.

Congressmen must cross their fingers when they swear to support the constitution.—The Miami Herald.

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