

THE DAILY NEBRASKAN

THIRTY-SIXTH YEAR

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The Youth of the State—A Sound Investment

During the past two weeks, the Daily Nebraskan has attempted to reflect an accurate picture of the physical plant in which the university tries to bring higher education to the youth of the state. Knowing that the force of student opinion alone is not sufficient to obtain needed improvements, we expanded our daily audience to include legislators and hundreds of citizens outside. This is the final editorial of the series, but the Nebraskan will continue to report the campaign for a better university both in the news and editorial columns when pertinent legislation reaches the senate floor.

Today, Nebraska's senate faces responsibilities paralleled in few other sessions of the legislature. During the seventy years of state history, pioneer families have faced every pestilence from grasshoppers to droughts, but youthful courage and new frontiers carried them into greater prosperity. The situation confronting our legislature today has no precedent in state history. There are no more virgin fields to till, no more homestead rights to claim when the going gets tough. We are faced with the limit of our resources, and must plan an intelligent future with what we have at hand.

We are facing recovery, but that recovery must be on a sound basis. Expenditures must be investments, not inflation. Conservation of the resources we now have must characterize the new rules of the game.

Nebraska's youth is the most valuable resource the state possesses. But youth and education are now being sacrificed on the altar of false economy. Little more than a political football the university has sunk into a steady decline in standards, equipment—everything but enrollment.

During the drought period, university officials realized the emergency confronting the state, and voluntarily reduced teaching forces and salary scales—already at a minimum. But the money thus saved would never justify the

loss through depreciation to the state's most valuable investment. The university again wants to deal in futures. That is its business. It gives the state its professional leaders for twenty years hence, and has the alumni record of seniors twenty years ago as its recommendation. It asks only ample equipment to carry out its work. It offers incontrovertible evidence to prove its needs.

Basis for this future policy is Legislative Bill No. 334, which would provide "a fund to be known as the State Building Fund to consist of the proceeds of an annual tax of one-half of a mill on the dollar valuation of the grand assessment roll of the state; provided for the separation of said fund and the allocation thereof on a percentage basis to the use of the respective institutions which are under the general control of the Board of Control, of the Board of Regents and the Board of Education for the State Normal schools, to be expended by said boards, respectively, for the purchase of lands, construction of new buildings and for permanent improvements; providing for the acceptance of and assent to the acts of congress which offer, by way of grants, aid to the state for agencies of the state government in aid of construction for use of state institutions."

This bill provides for other state institutions, as well as the whole system of higher education. No excessive financial burden is caused by its method of distributing the cost over a period of years—the Nebraska pay-as-you-go policy.

Long thwarted by political maneuvering the bill makes possible the democratic ideal of education. It is a concrete plan for adaptation to future needs, and meets one of the state's primary responsibilities.

No measure before the legislature is more consistent with a sensible solution to the problems confronting the state than Legislative Bill No. 334. Because it provides for the welfare of the entire state, opposition can come only from special interests. And in the face of the record set thus far by the first unicameral legislature, there is little chance that the passage of this bill will not be among its accomplishments.



Meet Your Senator

For the past month members of Nebraska's unicameral legislature have been reading the Daily Nebraskan with varied interest. Senator E. M. Von Seggern has had a special interest; two of his sons served as editors of this publication in 1931. Both were also innocents.

The West Point senator's hobby, as far as the legislature goes, is taxation. Altho he has introduced none of his own bills, he has urged more than a dozen bills for his constituents. Five of these were suggested by the governor. Senator Von Seggern is a member of the drainage, irrigation and water power committee; the committee on enrollment and review; the government rules committee, and the revenue and taxation committee.

On looking thru the 1933 files of the Nebraskan, an editorial written by Senator Von Seggern was found. When the editor of that semester took issue with some of the actions of Nebraska's bicameral legislature, he was condemned by the faculty, which feared that the criticism would have some effect on the university budget. Senator Von Seggern immediately backed the editor's right to make such criticism.

One hundred percent in favor of the unicameral system, the senator does, however, believe there are several changes which should be instituted. In the first place, he believes the work of the unicameral should be separated so that matters of the same substance will all be considered at the same time. The other change, which at first brought considerable comment, is the proposal that more than one session of legislation be held each year.

IN THE INFIRMARY

Thursday.
 Ethelle Wiese, Cascade.
 Virgil Poch, Geneva.
 Myrna Athey, Wauneta.
 Ruth Green, St. Francis, Kas.

not be considered until the next session, I feel that our legislation would be even more successful," Senator Von Seggern maintained. "On the whole the unicameral system is more successful than the bicameral system, however, because of the fact that interested parties have a chance to appear before committees."

Student Pulse

Secession Vs. Debt
 Writing to an Open Forum, Roy A. Wood, Moorhead, Ia., says that the citizens of the 46 states of America should unite in asking Nebraska to secede from the union.

Says Mr. Wood: "I think we should ask Nebraska to leave the union. A state that is out of debt has no place in our nation. We are spenders. We believe in spending. We are embarked on a gigantic spending program. We endorsed that program 46 to 2 at the polls, Maine and Vermont dissenting."

then we could trade her to Canada for the quintuplets." That is from an Iowan. The story reached us through South Dakota. Both states are good American bond floating states. The story is spreading. Should we stop it by doing a bit of bond floating of our own next time the legislature meets? W. S.

Inquiring Reporter

Different students, we learn, study in different ways. After a little questioning, we find that some prefer solitude, some must have a crowd about them, a few prefer library, and there are countless idiosyncrasies, such as keeping one's feet off the floor, having the radio on, and seeing that diffused light comes over one's left shoulder.

But why enumerate the peculiarities of studying collegians? Whether you study or whether you don't, you might be interested to know how those around you are concentrating.

Nancy Jane Kehoe, Teachers college junior:
 "When there's a chance of a mistake in calculation, I prefer to work with someone else, but if I have something to learn, I don't want anyone bothering me. When I'm concentrating, I want to be as comfortable as possible, so I lie down on a bed and prop myself up with some pillows. I prefer to study in bed because I know that I'll go to sleep anyway, and if I'm going to sleep I want to be in an appropriate position. Then I have the habit of putting off lessons till the last minute because I have only a certain time in which to finish a lesson, I'm sure to get it done."

Sam Swenson, Arts and Sciences junior:
 "I like to get my feet up off the floor, and have the book tipped toward me just a little bit. Then, I've got to have the right kind of light—different light—and it's got to come over my left shoulder. I'm working on something extremely interesting, the house could fall down and I wouldn't know it; but if I'm studying a lesson on which it's hard to concentrate, a crowd of people will drive me nuts."

Frances White, Teachers college senior:
 "After studying at the library for a few days, I can become accustomed to having people around, but when I'm in my room I prefer to be alone. The conversation that I hear in the library doesn't interest me and doesn't take my attention from my lessons, but when people who are in my room begin to talk, it's usually on some subject in which I'm interested and I can't concentrate on my studies. I prefer to sit in a comfortable chair—as long as I have so much to do anyway, I feel that I might as well be comfortable while I'm doing it. I usually set aside a limited time in which to study, because I

Bulletin

Lutherans Meet.
 Lutheran Student Fellowship club meets in 203 Temple on Friday evening, March 19, 8:15 p. m. Prof. W. F. Weiland will speak. All Lutheran students are invited.

Ernie Grossman, Bizad freshman:
 "I seek solitude, though it's hard to find. I want no outside interference such as the radio. I prefer to assume a comfortable position; I always drop off to sleep anyway, the position makes no difference. How do my study habits differ from other people's? Oh, I never get my studying completed."

Lloyd Kronick, Arts and Sciences sophomore:
 "I find that if I can begin to concentrate, nothing disturbs me, but it's a little hard to get started when I'm in the library. When I'm studying, I prefer to sit at a study table where the light is good and there is no glare on my paper. I don't like to sprawl out in a chair; if I'm too comfortable I'm apt to fall asleep."

Mary Eileen Campbell, Arts and Sciences freshman:
 "If I really want to study, I prefer to be alone. I like to sit at a study table, then I'm not tempted to doze. I feel that if the radio is on it helps me to concentrate. I always study my hardest assignment first, go on to the next, and then go back and repeat the first lesson. This fixes the more difficult assignment in my mind."

Manley Hawks, Bizad freshman:
 "When I study I prefer to be in my own room. Music on the radio helps a lot, but the minute a speaker comes on, it's practically impossible to concentrate. I've found that I can get more out of my study if I am a little uncomfortable; in an easy chair, I can't concentrate on a problem. When I have several assignments facing me, I usually sit down and go right through them. However, when I've

There's no gamble in drinking ROBERT'S MILK

an English theme to write, I let the ideas simmer in the back of my mind for a few days before attempting to put my ideas on paper."
Janet Campbell, Teachers college senior:
 "I find it quite easy to concentrate at the library. That has its drawbacks, however, most of my work consists of outside reading and so many of the books that I really need for a longer period are put on reserve and are only available to me for a few hours."
Eldred M. Winter, Bizad freshman:
 "I'd rather be by myself. I do most of my studying in the evening, and have the radio on. When I have a stiff assignment, I like to study it in an easy chair because I think that my mind works better when my body is in a comfortable position. If I get rather bored with one assignment, I usually leave the subject, go on and study another lesson, and then come back to the one that gave me the trouble."

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Come In and Feel The Fabrics In These Triple Test Worsted Suits



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