

★ ★ Article

Contributions from the student body.



★ ★ Verse

The age-old question . . . What good is subsidization to college football teams?

By Jean Sanders.

Every Cornhusker who played against Minnesota lives within the boundaries of the state of Nebraska. This fact appeared in one of the sport columns of a Nebraska newspaper and was used to show the difference between the teams made up of subsidized players in other universities and the Cornhusker team.

Nebraska has maintained her football standing at a normal level, using the players that report for practice. These students usually come from within the state or from neighboring regions. This results in a football team representative of Nebraska.

Haven't we won?

These Nebraska teams have won and lost from the best schools, but have upheld a consistent standard of playing ability. This ability can be credited to good leadership and good football material, composed of the leading football players from Nebraska high schools.

Some universities gather students from all sections of the United States to make up their teams. Though these combinations usually mass a large number of winning scores for their school, they are often losers to teams with little prestige.

These subsidized players are playing for money and not for the school or the state they represent. Football to them is a business, but to the football teams that play for the school, it is a part of their college life.

Millions of words.

Millions of words have filled many editorial columns on the favorite topic "Subsidization of Football Players," whether it is right or wrong, ethical or unethical. No definite conclusions have ever been reached, for both sides

have their own beliefs to uphold. However, what is to be gained by subsidization of players has never been decided by these arguments.

Teams composed of untried players have beaten the high-ranking teams of schools that believe in subsidization. Universities and colleges in the United States could save great amounts of money by using the youths who register at the school voluntarily and offer their services for football.

College football should be reduced to its non-professional level and the ideals and spirit of the game upheld once again by all schools.

Use WPA funds where uni really needs repairs!

By Mildred Storer.

President Roosevelt has approved allotment of \$101,424 for a WPA campus improvement project at the University of Nebraska. The money will be used for reconditioning the stadium, for orchard irrigation pipes at the college of agriculture, for putting in new drives on the city and on the ag campus and for improving and replacing lawns and shrubbery.

If it is possible to get such a large sum of money from the government for such incidentals as these, why is it not possible to get enough money to replace the antiquated buildings on the city campus or at least put them in repair? The need is certainly much greater. Reconditioning the stadium is perhaps necessary but it is not as imperative as it is in the case of such buildings as Mechanical Arts or University hall. It would seem, too, that that job should and rather easily could be taken care of by the athletic department. Orchard irrigation pipes might be a necessity, too. But again, are they as important as a new library?

As for improving and putting in new drives, enough money has already been spent on the "alley" which runs along the south end of the stadium to pay half the expenses of a new building and it still is in a bad state of repair. Why waste more money there? More new drives on either campus are not necessary. Finally, more shrubbery would indeed be pleasant but the campus needs new buildings much more. WPA money is easily gotten for several small projects, but the allotment of the same amount of money for something essential like new university buildings is regarded as an impossibility.

Union official finds . . .

Rooming houses cheerless, crammed; a campus situation that still holds hope

By Peggy Cowan.

Last week a canvas of boarding houses for university students was made by a Student Union official. These houses, she reported, were devoted only to "living." The first floors were cheerless, consisting merely of a dining room, kitchen and hallway. Every other available space was used either for bedrooms or baths. There was no place to receive visitors properly, all guests being shown into the bedrooms of the students. The buildings were all frame construction and for the most part sadly neglected—veritable firetraps.

This housing problem for unorganized students on the campus is one that calls for immediate reform. It is possibly one of the most serious of campus problems. A recognition of the need for more suitable living quarters does exist. Despite the common opinion, however, that there is need for reform, there has been no whole-hearted attempt to better conditions. These conditions have existed for many years and will continue to exist

EDITOR'S NOTE This page from time to time is to be given over to the publication of themes and articles which the staff feels are of merit and of interest to the student body. All themes appearing here are by students.

Youth must look toward new frontiers

By Robert Gormley.

About a year ago, the graduating class of one of the high schools in this country took as their class motto, "W. P. A., Here We Come!" Readers all over the country saw this and laughed; laughed because they considered it a mere jest.

Perhaps on the surface it was just a jest, but down deep it reflects a state of relative defeatism all too common in the young people of today.

"What are we to do?" they ask. "All the frontiers have been conquered, and we are left without anything to work toward—there is nothing new to discover."

Great achievements ahead.

This is all pure nonsense. Look at the new discoveries and achievements that have taken place within the last year. 1939—clipper ships flown safely across the Atlantic ocean establishing mail and passenger service; manganese, so important in the making of steel, discovered here in the United States; diesel engines and air conditioning advanced still further; new synthetic substances being made from milk, soy beans and coal; and the perfection of television to the point where it actually works.

The men who were instrumental in these advances have no such mental attitude that they consider every frontier conquered. They continue to look forward. These men know that success has to be worked for.

Work for liberty.

Work will protect our liberty as nothing else will because the minute we accept a relief check as just as good as a pay check—then we surrender our right ever to reach the frontiers of tomorrow.

This feeling of "what's the use," so common in our high schools and universities, has to be put down, and the students turned toward the future, not toward the past.

Sinfonia officer visits School of Music

Cearles E. Lutton of Chicago, supreme secretary-treasurer of Phi Mu Alpha Sinfonia, national music fraternity, visited the school of music recently.

In steady resistance . . . China finds the answer to block Japan's invasion

By Stephen Jelinek.

In more than two years of warfare in China, Japan has made tremendous sacrifices and investments. Her army has achieved many brilliant victories and now holds two-fifths of the sum total of Chinese territory. All major ports, coastal cities, roads and communication lines of China are now in the hands of the invaders. Why, then, does China not listen to the peace overtures broached by the Japanese militarists and cease the destruction and bloodshed? Why does she continue to fight the Japanese army, which is equipped with all the modern devices of warfare, when peace could be so easily obtained?

Neutral observers on the scene, taking into account China's vast expanse and population, are convinced that Japan can never raise armies large enough to take over all of China, and can never sustain the financial and economic burden of supporting the maximum forces which here population can furnish. Japan now has only 500,000 sol-

diers in China, and upon this army falls the responsibility of holding a line 3,100 miles long, stretching from Hangkow Bay to the borders of Outer Mongolia.

None can advance.

The Chinese army leaders know that the Japanese are unable to advance their lines deeper into China unless great numbers of reinforcements arrive to strengthen Japan's army. The Chinese also know that these reinforcements can not be spared at the present time. The Japanese army in Manchuko must be maintained to protect Japanese territory against Russian invasion. Japan proper can not spare more manpower because, even now, women and youths have been drafted into industry and farming to supplement the drain which the army has made upon her male population.

The Chinese can make the war last indefinitely, merely by retiring to the central and northern portions of China and ignoring the war. If the Japanese army dares move into the interior, her lines will be so weakened that the Chinese guerilla units will have an easy time in wiping out garrisons and cutting communication lines.

Japan can not advance and she can not retreat in her invasion of China. She must maintain her armies by levying huge taxes against the population in Japan proper, for she is unable to make profits from the lands she has invaded. If ever she does learn to "pay as she goes," it will be far distant in the future, and, by that time, China will be rearmed and reorganized, ready to continue her stubborn resistance against the Japanese invaders.

Modern girl finds stag line to be a serious problem

By Marion Wilke.

At Student Union dances, on Wednesdays and the week-ends, the majority of students go stag. The stag line includes both boys and girls, not a few comely and able to "shake-a-leg."

But why do people go to these dances unless they want to dance? I'll make a wager that there are students that go twice a week every week and never dance a dance. This group includes both boys and girls, but it is of the fellows that I ask, "Why go?"

You want to meet girls. There are good-looking girls on all sides and yet you don't ask them to dance. In the long run, it really depends on the fellow because the girls can't ask a boy to dance.

You want to learn how to dance. The only way to learn is by practice and practice can't be gotten by standing in the stag line.

You like to watch people dance. Of course, you can get a better view from the middle of the floor, but if you don't dance, isn't it a bit selfish to hinder others?

Girls go to dances to dance. Yet they can't do anything until asked.

Again I ask, fellows, why go to dances unless you intend to dance? Give the girls a break and ask them to dance. You probably will hit on something pretty good.

Advertising helps manufacturer and consumer alike

By Camille B. Shire.

"Smoke Chesterfields because they satisfy." This is one of the many slogans patented by advertising. This commercial medium arouses in the public today a feeling that there are many things which are necessities that in the past were mere luxuries and this in turn has benefitted public progress.

To be sure, advertising has indirectly helped in lowering the price of many articles. A few years ago only the wealthy had automobiles. Today, this means of conveyance has become a necessity in almost every family in United States.

Advertising benefits public.

From this creation of a demand for articles that heretofore were almost unknown, one may believe that advertising is only a benefit to manufacturers and salesmen. This is not wholly true. Advertising has set before the public a nationalized product and the public knows that they can get this product any place at the advertised price.

Advertising on one hand keeps everyone reasonably dissatisfied with what he has, in order to keep factories busy in making new things. In this light, advertising may be indirectly the cause of putting more money into circulation. No matter what media of advertising is used, men are employed just as they are in all of the fields of producing and selling of the article.

Changes brand preference.

On the other hand, advertising may be designed to persuade customers to buy one particular brand of goods in place of another brand of goods to which they have been accustomed. It seems probable that advertising of this kind simply transfers one's allegiance of a brand of goods to another. Of course, advertising of this kind may conceivably result in initiating a non-user to the joys and benefits—in which case there has been an increase and not merely a shift in desire.

Faults of culture training result of compulsion

By Jon Pruden.

The university has opened another season of lectures and recitals as by noted authors and musicians. And the students are given every chance to take advantage of hearing and even of meeting these men. In nearly every college in the country, school officials have given to the student opportunities for enjoying just such cultural programs.

And yet, in general, the most discussed criticism of education today is that it lacks in cultural advantages. It has been said that schooling is tending more and more to become mere vocational education. The student is herded thru classes that teach him to do a certain job well. But when he is graduated he has little or no appreciation or enjoyment of the arts. Beyond the specified field of concentration, knowledge is so limited that the critics of the educational system deny the graduate any claim to being truly educated.

The secret.

But these critics fail to note that culture is not a matter of compulsion. A student forced to take a course in art or languages will gain nothing. He will, rather, develop a profound disdain for real education.

What could be more pleasant however, than going freely into a discussion led by a man who is rightly famed for his brilliance in one of the arts. Such men give students new outlooks. They lead the few who take advantage of their presence into more intelligent ways of thinking. It would seem, then, that those who mock at our system of teaching are overlooking the fact that opportunities for real education are present. It is not for the school to force an unwanted culture upon the student. Rather the one who really cares to learn will find plentiful opportunities in the present sys-

is on foot to correct the situation. Students coming to the university, not having enough money to pledge any organization, or in the case of girls, to live at the dorm, have little choice in the situation. They must find a place to live which is cheap and conveniently located close to the campus. They find on inspection that these quarters are for the most part, comparable to those found in slums. They must live in old frame houses, dilapidated, drab, offering little or no comforts, no opportunity for living with a compatible group, the only common denominator being, as it were, an unsympathetic landlady. The radical change from home life proves distressing, to say the very least.

Between two evils?

True, there are dormitory facilities for girls on the campus, but it is almost as expensive for a student to live in, say Carrie Belle Raymond hall, as it is for her to join a sorority.

There is not, however, even a

is made for their living quarters at all. It is they who suffer most from the existing conditions, who must live in these veritable holes of boarding houses.

Other state universities have made provisions for the housing of unorganized students. For example, the University of Minnesota has a boy's dormitory which is comfortable and inexpensive. Iowa State college has provided several houses for girls, smaller than the dormitories found on this campus, similar in appearance to a sorority house, with the price well within the reach of the limited financial resources of the students and located close to the campus. This type of house has an advantage over a large dormitory in that the students are divided into smaller groups.

Surely the situation on the campus is not irremediable. Definite, concentrated action would bring results. Sons and daughters of taxpayers who attend a tax-supported institution should not be made to endure this horrible situ-