

Contributions from the student body.

Article



Verse

What about point system and politics?

By Peggy Cowan.

Last week the names of several boys engaged in activities were published in the DAILY. These boys were all over-pointed according to the present system.

What about this point system? The idea behind this limiting the number of activities seems to be that the activities obviously will be better distributed, that more people will stand a chance of winning a much-coveted membership in the Innocents society, and that it will help keep politics out of the picture. But will it do this last?

Here are 13 possible memberships in the Innocents society. Each aspirant to membership must or can have six, seven, or eight activity points, respectively, his sophomore, junior and senior years. Here again we have any number of men who can easily gain this number of points, without winning any considerable or notable prestige. The choice is to be made from this number

Which will be innocents?

How does worth become the determinant then instead of politics? Take this large group of men who have done some smattering of activity work. Which ones of this group will be innocents? A member of a smaller fraternity or a barb group has the same number of points as a member of a larger fraternity. But what happens? The member of the larger organization has behind him a wealth of support, a "push" that the member of the smaller organization cannot have, though, perhaps, he be twice as sincere in his own personal efforts. Does this plan take politics out? Of course, it doesn't.

System should set a goal.

If the point system were to set a goal high enough that it would actually require effort on the part of activities men to reach it, then the choice could be made without politics. If ten bars or ten members of a smaller fraternity reached this goal, let them be the innocents. It would draw disapproval from the larger organizations but if the aim of the point system is, among other things, to free activities from politics then this system would certainly come nearer to effecting it.

Should library open Sunday? Question draws arguments

Pro

The main library of an educational institution is of very much importance to the students pursuing courses of study in the institution. By going to the library, students may satisfy their curiosity on nearly any question that arises while they are at work on their academic or specialized courses.

Furthermore, instructors make definite assignments that direct the student to the library to read certain books to prepare his assignments. There are very few students who acquire a degree of any kind that do not become thoroughly acquainted with the library.

Library is important.

The library is of such great importance to students that it seems unfair that a university library should be closed at hours that students would like to use books. There are seven evenings in a week, but our main library is only open on four of these evenings. Many students would welcome an opportunity to use books at the main library an hour or one-half hour before eight o'clock in the morning.

The fact that the library is closed more hours over the week end when students would like to study is a severe handicap to almost all students at some time or other. For those that work part time, the fact that they must get the library assignments read in such a limited amount of time as they find at their disposal is a great inconvenience to say the least.

We aren't primitives.

Primitive people are usually able to use the materials at hand to good advantage, but the students of our institution who are in a very cultural environment are denied the privilege of using the library to the best advantage, for the chances are that the library will be closed when they have time to while away.

Con

In a recent cross-section poll of student opinion conducted by the DAILY, consensus had it that the university library should be kept open on Sunday. Various reasons were given by the students in support of their opinions. Some thought that last minute preparation of Monday's lessons on Sunday was reason enough to keep the library open; others decided that it would be a good place to pass an otherwise dull day.

Altho the proposed plan has its feasible aspects, it has drawbacks that more than offset them. Chief among these is the lack of need for extended library hours. The statements of the students interviewed do little to lend credence to this need. In a manufacturing plant, the managers do not build new extensions and install new machinery unless the plant is working at capacity, and the demand still cannot be met. If they doubt the efficiency of their workers, surveys are made to determine whether or not speeded-up production might not alleviate the congestion. At all events, new factories are not built unless there is proof of absolute need.

Likens need to production demand. In the case of the library, the presumably pressing need for daily service can be likened to the manufacturer's need to satisfy the demands on production. It can hardly be said that the students' demands on the library's services warrant the extra expense of keeping open on Sunday. During the week days, neither the main reading room nor the reserve room are over-crowded. There are, of course, rush hours, but the majority of the time there are many vacant chairs and tables. During the afternoon, the library is usually well-populated, but mornings and evenings are dull. And on Saturdays the patronage of the library is almost non-existent.

So - - -

With conditions such as these existing, it is hard to believe that the library should stay open on Sundays. Before demanding additional services, it would be wise for the students to ascertain whether they are making full use of those now available. The library is open for business 76 hours a week under the present schedule. The best thing for students to do is to utilize these hours to the best advantage; after that, the need for additional hours to study on Sunday might not be so great.

Writer decries inefficiency of advisors, untrained student help, as registration faults

By Wharton Myers.

It is Sept. 19 and 20, any year, at the University of Nebraska and the campus swarms with college freshmen and transfer students who are as ambitious as they are unknowing, and as illusioned as they are uninformed. These freshmen must become accustomed to their new surroundings, get acquainted, and above all, become members of the institution by taking entrance examinations and registering.

To register, the freshmen must go to his respective college and see his advisor, get his credit slip, fill out his schedule, and have the schedule signed by the dean of his college, the dean of men or women as the case is, his advisor, and the assignment committee. Exhausted from this first lap of the race the student spends a restless night of wondering what to do on the next day.

Comes the dawn.

Dawn comes and he stands in

No more easy money for education?

By Frank Hallgren.

Chancellor Boucher was quoted recently in the New York Herald-Tribune as stating that no longer could one make a plea for funds in the name of education and expect great results. Apparently the days of easy money for education are over.

The time has come when educational institutions must evaluate their functions as only a part of the multifarious functions of government. Education can no longer hope to receive funds on the basis of its needs alone. All through the nation educators are making impassioned pleas for additional funds on the basis that the very foundation of American life is being undermined. The Herald-Tribune stated that when \$10,000,000 was cut from the \$226,000,000 budget for education in New York a great cry went up from educators saying the education of the state was hopelessly crippled.

No denying importance.

No one will deny that education is one of the most important phases of American life and that it deserves all the financial support it can justly be given. Yet every person has the right to ask (See EDUCATION on page 8)

line bright and early at 7:30 in order to be one of the first on hand. He is one of the first, he and 800 others. He fills out his class and society cards, has them checked, pays his fees, has his picture taken, is attacked by salesmen of various campus publications and emerges with a peculiar feeling of discouragement and hopelessness.

Where is the fault of the registering system? Upon what, if any single thing, is the inefficiency of the plan based? I believe that there are two faults: The advisory system and the employment of untrained students for the registration period.

Advisor first.

The advisor is the first person the freshman contacts when beginning registration. His efficiency may make the freshman's task an easy one; his inefficiency may make the job an unnecessarily difficult one. It is the advisor's duty to the student and to the colleges of the university to arrange a schedule for the student that conforms with the rules and regulations of the college as well as with the selection made by the student. When the two cannot be made to coincide, it is the student's selection that should be overlooked and the college's regulations conformed to. This will make it possible for the student to avoid conflicts in his work later on.

The advisor's work should not yet be finished, however. He also outlines the system of registration to the freshman and makes his task as easy as possible. This would facilitate quicker handling of registration and give the freshman an encouraging start in college.

Many complaints made.

Many complaints have been made, too, about the incompetence of those students who are unemployed for the two days of registration. The fault lies with the university rather than with the individuals themselves. They are given their position in the line of registration and merely told to stand there, checking one particular item. They are not instructed in the workings of the whole registration setup and know little or nothing of its functioning. For this reason they are unable to give desired information to equally uninformed freshmen.

The registration device, as a whole, is well organized, but until these two factors are corrected, it cannot possibly reach its maximum efficiency.

America looks south, asks 'Polar possessions--why?'

By Carroll Browning

Yesterday the motorship North Star sailed quietly out of Boston harbor and headed southward toward Philadelphia on the first lap of its long voyage to "Little America" at the South Pole. Loaded down with everything from phonograph records to a 27-ton snow cruiser, plus a crew of 45 men, the North Star represented the advance first half of the United States Antarctic Expedition.

Just what is the purpose, the reason, for congress to set up the necessary funds to send an expedition to the wastes of Antarctica? The purpose seems little hidden, for it has been generally admitted by all concerned that "Little America" will be held for a number of years and finally claimed as United States territory. It seems a pity that the scientific research which will be carried on is simply an excuse for further conquest and penetration of other continents; it would have been so nice to send down an expedition which was purely scientific to increase the helpful store of knowledge for mankind.

Air bases?

The idea that the United States needs more territory for air bases and the like is quite nonsensical; for experience has proved to us that governing distant territory brings more grief than benefit—witness the Philippines, Cuba. We who deny conquest to European powers in the settled Americas forget that our invasion of the

Antarctic is not justifiable, even on the grounds that the country is sparsely settled.

Do we in America want far-flung territories which may in the future bring us in conflict with foreign powers, or which in the present would require tremendous sums to be spent to make it tenable? Admiral Byrd argues that "Little America" might provide a new and safer base for a United States-Australian air route; yet improvements upon the land and proper study of atmospheric conditions would require an expenditure of large sums of money for a planned airline which "might" prove successful.

Scientifically worthy.

The Antarctic Expedition will undoubtedly uncover many scientific facts and figures which will explain the origin of polar winds, their direction, velocity, and so on, as well as other helpful facts. For scientific gain the expedition is noteworthy, but for territorial gain, which is admittedly its major purpose, the expedition is selfish and open to condemnation. It is not to the credit that the United States should send an expedition to the South Pole for the expressed purpose of adding territory, and incidentally to increase the store of human knowledge. Certainly the order should be reversed. In matters which concern the welfare of humankind, selfish interests should be pushed to the background.

Why text book 'robberies'?

A discussion presenting both sides and solution

BY MATILDA HALLEY.

Nels H. Bengtson, head of the geography department and William Van Royen wrote a text book on geography which is used by various classes having to do with that subject at the university. The new book costs \$4.25.

Second or third hand copies are from \$3 to 75 cents depending upon the condition of the text. These authors receive royalties from the book sales as well as their regular salaries.

The only requirement in regard to buying books is that the student find one in which the map in the book of the volume has not been used. The same map may be found in a geography outline. There are over 700 pages in the text. Technical books of this size average from \$3 to \$6.

Is system fair.

Is this system whereby the professor writes the text books fair to all concerned? Is it right that professors write the text books fair from texts when they require the students to buy the books? Is it an acceptable practice in this

particular case of the Bengtson and Van Royen text?

The student should have the best text possible, written by a competent author and priced as inexpensively as possible. The professor should teach from a text with which he is familiar, one by a good author and one easily understood.

The procedure.

The professor writes a text. He puts the work into it that any other author would and requires the students to buy copies while he receives a royalty. This seems unfair. This seems unfair, but who would be more competent in writing a text than a professor? He knows students, what they understand, and what they are interested in. Many of the college courses are more general than fields outside of college. A geography class involves geology, physics and other specialized subjects. A research man in the United States weather bureau would be concerned with only a small part of the geography taught and would not be as able in writing a text as the professor.

An instructor is completely familiar with the text he writes, and should be able to put in across to the students. He may be antagonistic to another author's opinion and may not be able to present it as well as his own ideas. However, this presentation of his ideas in both text and lecture may give the student a biased viewpoint.

The student, as well as obtaining a broad viewpoint, should have a good text at the least possible expense. The price of a text book written by a professor will not be, and is not, higher than the average texts because of competition. The department must accept the book.

It is in all consideration a fairly good idea for professors to write texts for their own pupils, if other reading is given to supplement the books. This is not as necessary in scientific texts, however, as they deal with strictly scientific facts. The geography text of Bengtson and Van Royen may be considered to the advantage of both student and professor.