

# Editorially Speaking

## An Imaginary Wound Fester; Library Versus Union Building

To The Editor:

Why the sudden interest in the condition of the university library? Certainly the university needs in this direction are not markedly greater than they were a year ago at which time a new library building campaign might have had the success that was won by a foolhardy Student Union campaign.

I say foolhardy and I mean it. The Student Union building was the largest case of wholesale squandering that our national government has ever been privileged to foster. Spending with blind, reckless abandon and never a thought about decaying books under a leaky roof.

Today, however, a new editor lolls upon the throne. Perhaps he is trying to show that he is educationally minded, but I strongly suspect that his motives are similar to those of the vagrant who was at the helm before him. "I'm editor now, and I must promote something."

However, I'm for the editor 100 percent. And the point of this editorial seems lost. It will not be, if I can make we mortals realize what fools we be.

There are nine pieces of construction needed on the Nebraska campus, or rather nine were needed a year ago. Ninth on this list is the Student Union building that is now nearing completion. First, in all manner of intelligent thinking, was the university library.

Today the temple of the coke sippers is being gloriously erected. The glad house of the Greeks—a deprecation of any contemplated construction within the next five years, and paid for, in part, by those who will seldom, if ever, have occasion to enter it. It is an everlasting monumental tribute to the ignorance of the press and the lengths to which an editor will go to "promote something."

CARL R. YOST.

To Carl R. Yost:

The Nebraskan's interest in a new library is not sudden. As explained in yesterday's editorial we did everything but bribe the legislators to pass the ten year building bill last spring in order that the university's plight might be ameliorated. We failed, the administration failed, and numerous friends of the university failed—by one vote.

Since the need for a library is the most crying of the many needs, and since the state planning board is now active and will eventually recommend legislation, we hit upon the leaky old book barn as the best means of dramatizing the whole building situation.

Your letter, Mr. Yost, calls up once more the old question, "Why a Union building when a library is needed so badly?" Why has the Nebraskan over a period of six years campaigned for the Union, when other buildings are a matter of life or complete decay to the university? The present "promoting" editor's three years experience as a recalcitrant reporter and staff worker concerning this campaign may typify your own attitude, Mr. Yost.

In the bitter light of the facts, however, the Union drive was not foolhardy. Frankly, it was the Union or nothing, a building that is

any hope of getting almost half the cost from the federal government. They chose the practical course and won. If the next six years are favored with as many "promoting flagrant" as the past six have been, the library too may be realized. It will have to be done thru the state legislature, not the students and the federal government, but we have been making friends at the state house for a long time now.

admittedly a luxury to an institution like Nebraska, or no building at all.

To understand this anomaly of luxury amid dire poverty, it is necessary to know how the Union has been financed. The federal government made an outright grant of 45 percent of the \$400,000 cost. The remaining 55 percent is carried as bonded indebtedness, the bonds to be retired by student assessment.

Financing any building by student assessment is questionable. The structure is paid for by a few generations of students, who are pinched for funds to support themselves, and used by many generations. This is unjust. Financing a Student Union, an extra curricular activity building that will house student phases of university life over and above the regular educational needs which should be provided by the state, may come under the line of justification.

Furthermore, the Union is something a large number of students wanted. Whether we like it or not, most students do not consider the university as primarily an educational institution. To many it is a social service institution—a time marking haven where one can probably enhance one's earning power while acquiring the social graces and having a good time. The Union is not inconsistent with such a conception of a university.

Because upward of 3,000 students signed petitions calling for a Union, the building has been built with the understanding that students will pay for 55 percent of it. Student agitation for the activities center reached a head just at the time that the government was making its 45 percent grants to other schools for two and three buildings. This was fortunate. We have a Union because we could match the federal grant. Nebraska clings to a maddening pay as you go plan, and for all the state provided, the university would have gone without any building.

The agitation for a Union might just as well have been for a library, you will say, Mr. Yost. No. A library will cost a million dollars. It doesn't have the appeal to the students nor to the alumni, who are paying \$75,000 for furnishings in the Union, that the activities center has. You can't ask a few generations to pay more than a million dollars. You would even have trouble getting sorority and fraternity donations and \$10,000 from the publications board as the all important start toward a library.

This task looked too big to the Nebraskan editors six years ago when the agitation was started for a Union before there was

### Inquiring Reporter

by Merrill England



We used to want to be school teachers.

It would be swell, we thought, to say, "study this," and then give a spine-roller of a quiz on the assignment—to sort of get even with the instructors we've had.

But we don't want to be any more.

We don't know just how, but you can tell a school teacher, at least during the convention. A lot of them look as though they had been freed for a few days from an awful task.

We asked them about their experiences as instructors. Are they jammed into conventional ideas by the pressure of public opinion? How much free thinking and free teaching may an ordinary teacher do?

Necessarily, these statements are anonymous, with classification only as to sex. Take them for what they are worth.

Number 1, A Man: "I have taught for 14 years, and I have yet to have anyone tell me what I can or cannot teach. Beyond fulfilling the requirements of the state, there have never been any restrictions placed on my courses. Naturally, I follow the text, but I have so far been free to interpret that text to my pupils in my own way.

"A teacher is just expected to behave himself. If he gets into trouble, it's his own fault."

Number 2, A Woman: "In the 13 years that I have been teaching—and they've nearly all been in one school—I have been subjected to school board criticism but once. At that time, I, as a teacher of science, dared to criticize the theory that the

world was created in a matter of a single week. Immediately, the board was up in arms, and I was called upon to explain by atheism. A little healthy curiosity didn't hurt their blessed children any, but their parents failed to see it that way.

"I was finally able to get out of that difficult situation, and since then have avoided trouble by staying away from that subject. I do feel that that incident is typical in the smaller towns in the state, where school boards dominate the faculties."

Number 3, A Man: "I think that in the smaller towns, as a general rule, the teacher, in a majority of cases, has a chance to express himself. I've never been in a community yet where I couldn't teach a subject as I pleased.

"In the larger schools, I have heard you can't, but in the 11 years that I have been teaching, if I have wanted to teach a course a certain way, I've found that I could. I have had no trouble with school boards."

Number 4, A Woman: "There has never been any particular pressure brought to bear on either myself or my teaching methods. I have found that the teacher who knows her subject

may go ahead and teach it as she sees fit.

"A teacher is in rather a difficult spot. One element in any community expects her to take part in all the church and social functions, while another group does not want her to take part in any; so, whatever she does, she is between two fires.

"Whether she wants to be or not, a teacher is looked up to as a model of behavior, and as such she is expected to do the impossible—to please everyone."

Number 5, A Man: "As an instructor of 17 years standing, I have found myself in a number of difficulties in towns in which the general attitude toward a teacher was anything but good.

PRE-GAME RALLY

TOPS PEP SHOWS OF YEAR TONIGHT

(Continued from Page 1.) organization may enter in rally competition. Winds Up in Stadium. The parade will follow 16th from U to R where it will head east for one block. Down 17th the crowd will go to O street and march west.

### IN THE INFIRMARY.

Nadine Boodlean, Deadwood, S. Dak.  
Marvin Plock, Lincoln  
Eugene Shanahan, North Bend  
Robert Hansen, Lyons  
Ario Klum, Lincoln  
Dismissed.  
Philip Kleppinger, Beatrice  
Ogden Riddle, Bartley  
Andrew Oliver, Grand Island

for four blocks. When 12th is reached, the parade will turn north for the stadium.

That everyone on the campus may attend the pep gathering, the rally committee requests that all houses delay their hour dances until after the rally is over.

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(A poem as perfect as the library.)  
Canto I to R. A. Miller.  
Expecting a modern building  
With shelves of books really  
Now sits beneath weak flooring  
A Miller racking his brain.

Chorus.  
Just one more librarian  
Lungs full of breath  
Campaigns and earnest  
Proposals for breath.

CANTO II.  
He was an anxious custodian  
Stopped one day at three.  
By a curious quizzical questioner  
In the basement of the library.

"You know all the dirt I suppose,"  
said No. 2 "about this old basement?"  
"Yes," said the questioner, "and in between."  
"I've pushed down every inch,"  
said No. 2.

"You've pushed down every inch, you say?"  
"Yes," he said, "with every wall and door."  
"No," he said, "I could, but I haven't."

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### DEAN BURR PRAISES POTENTIAL AID IN 'EVER-NORMAL' GRANARY.

(Continued from Page 1.)  
five year, paying freight charges to get it to market; and the next farmer is forced to buy it back, paying freight charges to return it to the farm. "Chief advantage of the ever-normal granary," Dean Burr stated, "is that it will tend to keep the corn in the neighborhood."  
In the operation of the ever-normal granary the government will loan the farmer a sum equivalent to a fair price for his grain. His corn crib will then be sealed and held as property under a mortgage. If the market price on corn goes up, the farmer will sell out at a profit and repay the government loan. If the market goes down, he will simply let the government have the corn.  
No Effect on Students.  
Passage of the ever-normal granary measure will have little effect on the number of students able to go to the University of Nebraska, Dean Burr thinks.  
"We have the heaviest registration this year in the agricultural college that we have ever had," he declared, "although the crops in

the state have not been good. Students are coming down on a shoestring and a lot of them are working their ways through. I don't see how they get by, but they're here."

### 22 Attend Wednesday Meeting of Orchestras

Twenty-two girls attended orchestra Wednesday evening at Grant Memorial at 7. Adel Iverson, president of the club, gave the instructions. This is the third week of the six weeks' trial period for freshmen. After that there will be try outs to see who is eligible for the club.

### Daily Nebraskan

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