

EDITORIAL * * * COMMENT

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Letterip

Letter to the Editor:

During the past year, our school has grown to a size of nearly ten thousand students. But with the increase in size came a corresponding increase in student responsibility to its own university and to society itself.

We owe our faculty and our administration a great debt of gratitude for the manner in which they have expanded the educational program with what little facilities they have had, and we owe them a greater debt of gratitude for the vision which they have employed. A student, returning to this university after two years of absence, looks with pride upon the rebirth of the institution in which he took much of his undergraduate work. Truly the stature of the University of Nebraska among the nation's institutions of higher learning has increased.

But to give meaning and life to the vital forces which our university can nourish and maintain is, above all, the responsibility of the student body. To bring to life that which our university gives us is essentially our problem. We are adequately trained in our selected field of study, and we are adequately trained for our professions. However, the university does more than merely that. The university is an institution of education and "higher learning."

Too much of our education, at present, consists of the formal process of taking an array of courses, studying for them, and passing an examination. Our college life is divided into two parts: One part consists of the job of attending classes and studying, and the other is our social life outside of our intellectual interests. In the process of getting a degree and having fun on the way, we have a tendency to forget that a college education is not only a good excuse for a white collar job or a valuable addition to the family album. A college degree does improve our chances for a white collar job. Training in a profession is likely to lead to employment in that profession. But aside from its economic value, the degree itself means nothing and our college education even less, unless we continue to make use of it.

Of what possible use can medieval history be unless we can see in it the roots of our present civilization? And how many of us think of our history in that manner? What possible good can the acquisition of philosophical terminology and a perusal of Plato's "Republic" do us if we have no concern for the issues which give rise to it, and if we have no understanding of the influence which his ideas had? What good does a first course in economics do the science student if he never had any interest in economics, and if he does not apply what he has learned to our economy? What good does any course do us if we forget nearly all, and at best remember a few tidbits of knowledge with which to associate sentimental memories of college days in the future? And what good does education do any of us if we are not going to continue an interest in the issues with which we were concerned, if we are going to retire our intellectual life to the nationally approved selection of the "Book-of-the-Month Club" and the predigested outpourings of "Newsweek" and H. V. Kaltenborn at best, and the comic strip and the society columns at worst? How many of us will do that?

To integrate our education and to give meaning to it is our job as students. That job does not require exceptional intelligence nor does it require the cessation of all social life. It does require a vital interest in what the university has to offer. It requires a re-examination on our part of our educational process and the contributions we can make.

I offer the following suggestions to accomplish that end: (1) closer co-operation among students within a particular field of study to further the interests in that field. That means discussion groups, forums, outside speakers, and faculty speakers on a much larger scale than we have heretofore attained. (2) closer co-operation among students in different fields of study to exchange information and consider problems with the special knowledge of each. (3) a closer examination of the function which any profession or field of study performs in our state and the country. (4) a greater interest in the problems which face all of us today, viewed in the light of our varied background, leading to greater political interest and political activity. (5) a closer examination of the function which the university should perform in the state and more publicity for its activities.

I believe that a serious effort in this direction would do much to enhance the values which we derive from our education and the contributions which the university can make to Nebraska and the country as a whole.

PETER E. F. LOEW

First Panel Endorsed By Council Initial Laws List Executive Duties

Following is a report on the recommendations of Panel 1, concerned with the organization of the National Continuations Committee, and which was one of four panels meeting as an integral part of the Chicago Student Conference. The Conference proceedings will serve as a basis for this series of articles.

I. Organization of the NCC: The NCC shall consist of the executive officers, the executive committee, 30 regional committees and a staff committee.

The Executive Officers, a president, a vice-president, a treasurer and a secretary, were elected by the convention as a whole and serve only in an ex officio capacity.

The Executive Committee is comprised of 30 members, each representing one of 30 regional caucuses of the delegates to the Chicago Convention. In addition to the 30 regional chairman, the Executive Committee will seat three representatives of existing national student organizations sending delegates to this conference, and elected at an organizational caucus.

The Regional Committees will be comprised of delegates from each of the 30 geographic regions. Each group will elect a chairman, who will become a member of the Executive Committee.

The Staff Committee shall consist of the chairman of the Executive Committee plus four other Chicago conference delegates not members of the Executive Committee.

II. Duties of the NCC

The Executive Officers are directed to carry on the administrative work of the NCC, subject to the approval of the Executive Committee.

The Executive Committee is directed:

1. To set the date for a national student convention at which time the NSO would be formally launched, the date of which will be no later than Sept. 30, 1947.
2. To approve the draft constitution drawn up by the Staff Committee and to send it out by April 30, 1947. This constitution must be approved by 2/3 vote of the Executive Committee.
3. To prepare and send out by April 30, 1947, a draft program, based on the recommendations of the Chicago Student Conference.
4. To send out a complete report on the Chicago Student Conference to all delegates attending as soon as possible.
5. To raise funds to carry on its activities.
6. To carry on publicity activities relevant to the proposed NSO on a national scale through newspapers, magazines, radio, etc.
7. To set up an arrangements committee for the National Student Convention.
8. To carry out in the period between the conference and the convention any other relevant activity in accordance with the mandates of the Chicago Conference, which would further student interest and participation in the National Student Convention.
9. To make available to all participating schools and organizations a financial report of the Chicago conference, said report to be distributed by Feb. 28, 1947.
10. To carry out any activity recommended by the Chicago Student Conference in the period between the conference and the convention.
11. To establish a commission to determine the most equitable regional distribution, this commission to submit its report to the Constitutional Convention.
12. To assume the responsibility for seeing to it that regional committees invite all schools in their region to participate.

regardless of race, creed or color.
13. To seek the counsel, advice and assistance of the National Student Organization and maintaining liaison therewith, by means of a National Coordinating Committee, composed of representatives from the NCC and the existing national student organizations.

The Regional Committees are

directed to organize in the scope of the National Executive Committee's activities and to plan speaking arrangements in universities and colleges.



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