

EDITORIAL PAGE

Student Opinion Needed

Trustees of the University Foundation have established a \$1,000 award to be presented yearly to the faculty member "who exhibits superior teaching quality." The \$1,000 plus an inscribed medal will be presented at the annual Honors Day ceremonies and is to be known as "The University of Nebraska Foundation Award for Distinguished Teaching."

This action by the Trustees is laudable. Their interest in teaching quality at the University is truly fine, and backing up that interest with cash is practical.

However, we believe the Trustees made a serious error in establishing the requirements for consideration for the honor when they set up the methods of nomination and selection for the award. Students, the persons who receive the teaching from University instructors, have been left out of the nomination picture entirely. It is questionable if they will even have a word in selecting the winner.

Students should have a voice in the nomination and selection of the "distinguished teaching" award winner.

Nomination and selection procedure, as per-

Might Have Been

This past year, the nation has been shocked by the merciless deaths met by many youngsters who had innocently played in discarded ice boxes.

It is alarming to think that if a few persons had only had the foresight to perform the simple task of taking a screw driver and removing the two screws that hold the latch stops on the ice box doors, 28 children who suffocated in abandoned refrigerators last year might be alive today.

Now, to bring this figure a little closer to home, consider these 28 children maturing to college age.

Had they chosen the University, they might have made up the Student Council, part of the Nebraska staff, or half of a fraternity.

This is just a speculation, but it shows the tragedy to be, that had only a simple task been performed, these children would be able to live their normal, happy and full lives.

Acceptance Vs. Fear

"A community of men and women, possessing vitality, courage, sensitiveness and intelligence, in the highest degree that education produce, would be very different from anything that has hitherto existed."

This statement perhaps is familiar to a segment of the University student population because it was taken from an education reference book.

But have we stopped to consider what it means? Have we stopped to consider one of the big reasons why our communities aren't like this? There is not enough education. Thus through our ignorance another factor is introduced—fear. We use this power of fear to force people to "behave" and not break our laws.

Yet our mixture of fears destroys the chance for an ideal community before we begin.

We fear social censure, losing our jobs, getting bad grades—mostly little things, but when the whole list is added up—what we seem to fear most is fear itself.

As well as a fear-all, we look on fear as a cure-all. It is used to make women virtuous, children behave, people worship and John Doe stay at home with his wife and children. Thus fear prevents giving way to temptation.

What would our society be like if people were not constantly living in fear? Possibly we would have a complete freedom—no laws or anyone making them or attempting to rule or govern. We have laws to protect us from fear, yet we fear the laws! That is, we fear the consequence if we were to break them.

In a complete freedom there would be no fear of laws. There would also be no family groups as we know them. Children would fight if they felt like it and do what they wished. If there were family groups, they could easily be broken up if one member of the family or another decided to go elsewhere and join another group.

Yet in this fearless society, there would be no security. Therefore, the result would be fear. Our solution to this problem has been a cooperative freedom rather than a pure freedom. In our society we work together to gain freedom from fear.

We learn to fear from birth. This fear of others and of the "Bogey-man" is not easily dispelled by a democratic society. If these foolish fears were not taught us, would we grow up differently? We certainly would; it would also save society the job of re-educating us.

Why not teach our children acceptance instead of fear?

We must learn to obey, but we would be a step farther towards an ideal community if we behave because we respect and not because of fear.—G.H.

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Margin Notes

Disappearing Females

The female sex, formerly considered an utter necessity in every Broadway production, is rapidly disappearing from the latest hits.

"Mister Roberts" was thought a sort of anomaly with only one representative of the fairer sex. But then "Stalag 17" came along and only made a passing reference to feminine pulchritude.

The clenchy appeared last month when "Caine Mutiny" opened—again, no women.

The oddity, to every loyal Nebraskan, is that Henry Fonda, born and reared in the Cornhusker state, has starred in two of the three single sex hits.

It would be a pity if the disease spread.

LITTLE MAN ON CAMPUS

by Dick Bibler



"You'd think they'd want a 'picture window' like that in front of their house."

Slide Rule

Student, Advisor Roles Receive Careful View

By JOHN MARKS

Occasionally we wonder what the function of faculty advisors should be. They do have a purpose, else the University would not provide each student with the name of a faculty member to whom he may go for help. But the question is, in what matters should the advisor help the student and to what extent?

After asking several students as well as faculty members this question, I think there must be a compromise between student and advisor in order for either one to gain by the association.

The primary function of an advisor is to guide the student in his choice of a curriculum, particularly in the freshman and sophomore years. In order to guide the student, the advisor must know or sense the direction in which the student intends to go. If the student knows, he should try to tell the advisor, but seldom if ever can a freshman determine his own goals. The advisor should be aware of the capabilities of the student in order to encourage the student to enroll in courses suited to the student's interests.

After a student gets to the junior or senior level, he may wish to take courses in other fields in which he is interested. If he has not cleared the prerequisites for these optional courses while in the freshman or sophomore years, he is unable to take any courses at the junior or senior level in other than his own, special field after he becomes an upperclassman.

Thus, it is important for the student as well as the advisor to determine the interests of the student as soon as possible in a college career. The advisor must see that the student does not set a trap for himself in later years of college.

After the student has become accustomed to planning a curriculum, his schedule will not require so much supervision, so long as he fulfills the requirements for a degree by the

time he wishes to graduate. Certainly the student should not wait until the middle of his last semester in college to check with the senior checking office as to the requirements for graduation.

It may be wise to set one's courses in order two semesters before graduation. The preparation of the data sheet necessary for graduation should be started by the student in ample time before graduation.

The advisor is not responsible for reminding the student of his responsibilities with respect to the senior checking office or any other administrative details.

The advisor often has no conception of the various requirements set forth by the senior checking office in every case. Therefore, it is important for the student to complete the liaison between the administration and the advisor when an analysis is being made of the student's graduation requirements. When the student performs poorly in completing arrangements with the senior checking office, he is bound to run into a lot of red tape.

Also, during the junior and senior years, the advisor should serve to answer any questions the student might have. For instance, the student may have a question as to whether a course will be applicable to his field of endeavor, or the advisability of choosing one course over another. The student may not be aware of several changes in the requirements for his intended degree over a period of four years. The advisor should also be able to answer questions concerning work on the graduate level.

One more point might serve to emphasize the importance of co-operating with his advisor to the student: the advisor stands to lose nothing without the student, but the student may waste four years without the advisor.

Copped Copy

Poll Of Drake U. Males Registers 'No Knee Sox'

By BRUCE BRUGMANN

The Drake University Times-Delphis took a poll of "15 qualified male students" to determine opinion on the latest feminine fad—knee-length socks. The general agreement was: "They do serve their purpose... however, we still prefer more leg with less sock." One student added, "I'm not for them—I'm for what's under them."

According to the Nebraska York College paper, the "Reason we have so many pennies in the church collection is because we have no smaller coin."

Of the dormitory food, a columnist in the Iowa State College Daily said, "I wouldn't say the food was bad, but last night in a bull session when I got a frog in my throat it was the best piece of meat I've had since coming to college."

Quite a demonstration of alchemy was performed recently in a chemistry class at Texas University. A cabinet-like experiment table was brought into the class. On the table were crystal balls filled with red and blue liquid, a pair of scissors, a large funnel, and an egg. Included mysterious motions, which included inserting a plug into a socket, the red and blue water began to bubble vigorously. As was silent as the professor broke the egg into the funnel and watched it disappear into the inner regions of the cabinet. Then the results! From the cabinet came a full-grown duck.

Comments on Iowa State College prof of his 8 a.m. class, "My one faithful student is a basketball player who says he just gets up early to keep in shape."

One of the sororities of the University of Wyoming campus decided to have a pledge-active turnabout during which the

pledges ruled the roost. The actives, however, did not dress for the occasion and when one came attired in a sheet, the pledges "picked her up bodily and carried her down to the police station" where she was booked for indecent exposure and vagrancy. Shortly after, two riled actives paid the \$150 bail and freed the "vagrant."

Comments California State College paper: "The Republican administration celebrates its first anniversary this month. Supporters will wish it a happy birthday and many returns from outlying precincts."

Ken Stein, writing an emotional appeal in the Iowa State Daily said the school needed not only "Brawny football players with padded uniforms and padded heads, a coach with a big salary and a big name, or a gridiron power with an impressive record. They need girls," he laments. To combat the 3:1 ratio some of the fellows have formed a blind date club in which all members contribute \$1 to the jackpot. The jackpot and distinction of "Pig of the Week" winner goes to the man whose girl most closely matches these requisites:

FEET: So big that when she takes off her shoes and stockings she's half undressed.

PERSONALITY: Brightens up a room... when she leaves it.

OVER-ALL APPEARANCE: So ugly that she could be considered for Little International Champion.

Stein does not complain about the "Pig of the Week" club. "It pays for my tuition," he concluded.

Student Forum

A Second Look

By PAUL LAASE

When the Korea truce was signed on July 27, 1953, it marked an end, at least temporarily, to a long and costly war in which the United States neither suffered a total defeat nor won a smashing victory.

But in spite of the military outcome, it can be said that the United States did win a decisive victory at the conference table at Panmunjom. On almost every major issue involved in the course of the negotiations the United States position was the one which was written into the agreement.

The first issue of importance was the question of where the armistice line would be located. The Communists wanted the 38th parallel to mark the demarcation zone, while the United States contended that the actual line of battle at the time of the armistice would be the logical place to fix the armistice line. After strenuous argument, the Communists agreed to the U.S. position.

After this issue was settled the Communists insisted upon an immediate cease-fire while negotiations were conducted. While continued fighting undoubtedly caused increased casualties, the United States held her military power in reserve as an additional bargaining agent and refused an immediate cease-fire.

This was an important factor in securing an armistice, for while the fighting continued the Communists stood to lose more territory under the agreement over the location of the armistice line.

The most vital issue of the whole negotiations was the question of prisoners of war. While the settlement regarding the other issues was achieved in a comparatively short time, this issue tied-up negotiations for 18 months. The United States insisted upon voluntary repatriation of prisoners, allowing each prisoner to determine his own fate. The Reds demanded the return of all prisoners, by use of force if necessary.

When it became obvious that

the Communists would not readily shift their stand, Major General Harrison, our chief negotiator, made one of the shrewdest diplomatic moves ever pulled in any negotiation with the Communists. He abruptly called off further negotiations on Oct. 8, 1952, until the Communists would accept one of the U.S. proposal or offer something new.

In so doing he reviewed the Communists' actions of the previous months and placed the entire blame for the lack of progress upon them. This move forced the Communists to take the next step and placed them, propaganda-wise, on the defensive. On March 28, 1953, the Communist commanders assented to voluntary repatriation of POWs.

The Communists made this concession only after a UN advance along the fighting front and after suffering heavy casualties. The loss of territory and the drain on their resources proved too much.

The POW agreement also illustrated the judiciousness of the previous US positions. Had the US agreed to let the 38th parallel form the demarcation zone or permitted an immediate cease-fire it is probable no POW agreement would have ever been reached, since there would have been no "ace in the hole" to play at the proper time.

The POW agreement, based upon the principle of voluntary repatriation, was well worth the cost. The agreement means that the Reds cannot trust their soldiers, particularly those of the satellite countries, for now desertion is rewarded by freedom. Any dissatisfied Communist soldier engaged in combat now has a new path to freedom.

Although Korea was not unified, since a military victory was not complete, the United States did do a credible job at the conference table at Panmunjom. All things considered, the United States won a decisive victory at Panmunjom.

PAUL LAASE

From Texas A&M

Army Commission Policy Suggested To Air Force

(Reprinted from the editorial pages of The Texas A&M "Battalion")

The Army-Navy Air Force Journal's estimation that the Air Force will only accept 7,000 officers during the next fiscal year makes the commission situation here more doubtful than ever before.

This figure includes all officers, not just AFROTC cadets. If the Journal is right, this means that many students who would have received commissions will not get them.

A total of 16,000 students taking Air Science will be graduated in June, according to Air University figures. In December the figure for AFROTC cadets outnumbers this latest prediction which includes all officers, by 1,500.

To meet the Journal's number, the cuts in student officers would have to be great. And A&M is only one college out of hundreds which now offer Air Science.

The Air Force plans to give the surplus graduates certificates of completion. The student will enter the service as enlisted men. After two years service they will be offered a commission. But during those two years, they will not hold the privileges they expected when signing their contracts.

However, Army surplus cadets may receive a much more attractive award for their ROTC training, according to the Journal. The Army expects a 10,000 surplus of students graduating from colleges this June.

The Army plan would commission these students. They would serve as little as a 90-day indoctrination period. Then they would go into active reserve units as civilians for the remainder of their two years' service.

It would be fairer to AFROTC students, if the Air Force would also adopt such a plan. Much of the trust and respect the service has lost in colleges would be regained.



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