

EDITORIAL PAGE

Athletics And Scholarship

A problem which has disturbed The Nebraskan, conscientious students and Nebraska educators generally has been called to the attention of the general public by screaming headlines in The Lincoln Journal.

The problem is inadequate high school preparation for college-level work and the high percentage of students who drop out of school.

The reason this situation suddenly became of vital interest, a topic covered by two banner headlines, is football.

Football—the most discussed word in the

state in recent weeks. Football—the non-academic topic which probably enters more classrooms than any other. Football—the reason for which scholastic standing of University students becomes important.

One basis, and a primary one, for the two copyrighted stories in the Journal (a total of 75 inches) was a study conducted by Henry M. Cox, director of the Bureau of Instructional Research—a study which The Nebraskan reported early in January.

This study was based on experiences of 1,184 students who were graduated from high school in the spring of 1952 and entered the University the following fall. Its results included the following points:

- 1. Only about half of entering students are graduated.
2. The highest rate of drop-outs comes during the first two years in the University.
3. An estimated 31 per cent of the drop-outs occur during the first year.

According to the University Bulletin Board, source of this information, these findings show that the attrition rate now remains about the same as it was in 1947 when the Bureau made a similar study.

Thus, it may be seen, loss of students from the University, and particularly loss of freshmen, is not a recent phenomenon.

Another basis which could have been used was a controversy started last semester by Col. C. J. Frankforter. The discussion soon became labeled "What's the Trouble With Our Freshmen?"

This subject was the topic of a Union seminar held early in December at which Dr. J. P. Colbert, dean of student affairs; Dr. J. M. Reinhardt, professor of sociology; Wilbert O. Gaffney, assistant professor of English; Miss Katherine Parks, head resident of Women's Residence Halls, and others entered the discussion.

A point brought out at that time by Dr. Reinhardt was lack of "motivation for scholarship" when students enter the University.

He cited the example of high schools during weeks preceding the state basketball tournament when "school boards, principals, teachers and students" abandon all "pretense of scholarship."

The only motivation concerned, he believed, was to "win the basketball tournament."

The point is obvious and need be labored no more. More public emphasis is given to athletics than to scholarship—both in high school and in college.

The Nebraskan believes the sudden front page attention given the dual problem of faulty college preparation and of high student attrition is based on this premise: Nebraska education is at a stage in which a football or basketball team is no longer just an attractive appendage of a school, but the entire school, in the public eye.

The Lincoln editors recognized this situation and the dual problem suddenly became front page news.

If Nebraska education, or lack of it, becomes front-page news copy only when detrimental effects are felt by the Department of Athletics, the time has come for some serious re-evaluation.—S.H.

Moter Murder

It's not a pretty picture. Last year 38,300 Americans lost their lives in traffic accidents. That is almost one and a half times as great as the battle death toll of Americans in the Korean war.

And the grim figures don't end there, for not all the motor vehicle victims died. Some were more fortunate—only maimed or injured. 1,350,000 people were included in this group.

Secondary in importance but nevertheless a factor to be considered is the monetary loss entailed in such a vast motor holocaust. According to the National Safety Council, this sum was estimated at \$1,600,000,000. That's a lot of television sets down the drain!

The 1953 accident toll is due principally to carelessness behind the wheel. Human nature being what it is, there will probably never be a time when there are no auto mishaps. There will always be the sad fellows who believe crashes only happen to somebody else; and they will always be careless, angry, speedy, unskilled or drunken drivers on the nation's highways.

It's becoming more and more apparent, however, that—whether individuals like it or not—something must be done to save their lives. Americans don't like restrictions, and stricter traffic laws would undoubtedly be unpopular. And yet most people seem incapable of realizing the importance of improving their driving habits on their own.

Therefore, if these two conventional solutions won't work—and they haven't so far—only two alternatives remain. The first, to abolish said vehicles, would meet with immediate protest from the anti-pedestrian league which has become a part of our mechanized culture.

The other seems the perfect answer. It would abolish the parking problem, too. Take to the air!—M.H.

LITTLE MAN ON CAMPUS

by Dick Bibler



"Boy you should have seen her clobber that guy yesterday."

On The Light Side

So What?

By JERRY SHARPBACK While rummaging through a stack of old English themes Saturday, I ran across the following, which, since it is so fabulously insignificant, must be reproduced. It is about modern art, a subject which has never ceased to confuse, thrill, and amuse me. Here it is in its two-year old entirety—

This classification of art, in regard to paintings, will be somewhat different, at least, from a classification by one who may write with a knowledge of what he is writing about. Art consists of small paintings, medium-sized paintings, and large paintings.

The paintings I shall refer to (were) to be found at the Sixty-Second Annual Art Exhibition at the University of Nebraska's Morrill Hall.

Under the classification of small paintings (no larger than 8 inches by 12 inches) is to be found a wide variety of style, color, and subject. A typical example of this group is a painting by Corrado di Marca-Relli entitled Cavallo which is a mis-spelling of "horse" in Spanish. I should think, however, a more fitting title would be Detrasde Cavallo meaning, translated freely, "Horses Fanny." This painting quite colorfully situates an out-proportion horse in a posteriol-accentuating pose.

The medium-sized group of paintings consists, to a great extent, of the infamous modern art.

The other medium-sized pictures merely are of landscapes, portraits, and the like, all of which are found to be disgustingly naturalistic, having the quickly fading and now questionable quality of having a meaning. Something, I am afraid, should

be said of the splashes of our contemporary artists. The purpose of their works is, I imagine to impress. I must admit, I was impressed.

Paintings such as Emerson Woeffert's "Hour Past Two" impressed me as being a reasonable facsimile of what the mind of a man might contrive immediately prior to, or more likely, after being smashed by the local mail express. As far as I could discern, the intention of the title of this colorful framed blob was to be as confusing to the viewer as the painting itself, and thus keep within the general theme of the maze.

The large paintings are few, but startlingly noticeable. "Woman of the Crucifixion" is a huge eerie painting by Rico Lebrun. It features a standing figure which fills the canvas, thus eliminating the bothersome need of a background. The figure's facial expression is that of horror, which is the same expression as that of the viewers of the painting. I expect the purpose of the large paintings to be that of covering unseemly and embarrassing smudgey walls.

The exhibition (then) showing at the University is an accumulation of colorful canvasses painted by many notorious modern artists. I must not neglect to mention, however, the numerous contorted welded and bronzed figures, and the bent pottery which are also a part of the aggregation.

These works of art are gathered together to mystify, amuse, confuse, horrify, and in a few cases, by those educated to the deep secrets of art, to convey pleasure. But, then, I am a layman.

From Detroit U.

Inter-Collegiate Football Popularity Declining?

(Reprinted from the letters-to-the-editor section of the "Varsity News" of the University of Detroit student newspaper.)

To the Editor: "What possible connection is there between inter-collegiate football and academic endeavor?" This is a substantially correct quotation, not of a disaffected undergraduate

or of a discouraged faculty member, but of a second-generation sports writer, John Lardner.

If there has been one consistent theme running through the masterful essays appearing on the sports page of the VARSITY NEWS lately, it is to the effect that student support of the teams is not what it might be.

It might be time to look into the possibility that the elimination of this phase of campus life would not be attended with too many ill results, and perhaps seem even to be called for.

No doubt the question has been considered by all the faculty members, a majority of whom, it would appear, could suffer the absence of athletics quite stoically.

The silent majority of the students—who are yet a majority — by staying away from the games cast their votes against athletics. If faculty and students agree, why cannot appropriate action be taken?

What happens to a school when it loses its national ranking or when it abandons intercollegiate competition altogether?

We still, occasionally, hear about Chicago (Seems they had something to do with atomic development), and Wayne, even at this distance.

As long as the Notre Dame spirit is impossible to obtain on a streetcar campus, why continue to tax students and faculty in a futile pursuit for a poor substitute?

University Bulletin Board

- WEDNESDAY
Pershing Rifles Pledge Smoker, 5 p.m., Military and Naval Science Lounge.
AWS Mass Meeting 5 p.m. Union, Room 316.
Ag Union Workers Mass Meeting, 5:30 p.m. Ag Union.
THURSDAY
Joint YM-YW Public Affairs Discussion, 3 p.m. Ellen Smith Hall.
Mass Farmers Fair Rodeo Meeting, 7:30 Ag Union.
FACULTY RECITAL, 7:30 Union Ballroom.
Phi Sigma Iota, 7:30 Union Faculty Lounge.
BABW Interviews, Ellen Smith Hall.

Student Forum

Where Are We?

By BERT BISHOP

To paraphrase T. S. Eliott, the dominant attitude of the administration has been: we decided that if the giggling in the corners could be stopped, some fragments of the four-year period might be salvaged, and we set ourselves subtly to that end. And it is not their fault; for the inherent silliness of the university student is appalling to anyone who knows that his job is educating.

The two prime groups of outstanding foolishness are the "society crowd" and the so-called "avant-garde." Each one holds the other in utter contempt; each one is guilty of a kind of misdirection which is defeating to the idea of seriousness at a university.

THE RATIONALIZATIONS of these two groups are extensive and belong to the group itself, not necessarily to all individuals within the group. Hence there are the speech students, but no typical speech student, the fraternity system, but no typical fraternity man. With the avant-garde, individuality is the keynote, with every action designed to advertise "I won't conform."

With the society crowd, "all work and no play" justifies plaid bells and "cool" maneuvers in the back seat. The individualists sit with crossed legs, sipping James Joyce to the background of Alben Berg's twelve-tone nonsense.

The social set finds a wicker chair, a pitcher of beer, and a background of "Ricochet" more soothing and probably just as enlightening in the long run.

A moon-faced, not yet masqueraded freshman coed is a worker for YWCA, when she

probably has not yet discovered whether she is a Christian or not. Coming from high school into the social whirl of rush parties, dates, pinnings, and Mortar Board as a misty, ethereal absolute, she soon picks up the jargon of the system and its affections before she can realize just what an institution of learning is and why it exists. Within a semester she has reached the ideal of performance, having been schooled well by her sorority in social-matters, and cannot be confronted with a situation for which there is no pattern.

On the other hand, for instance, an intelligent, sensitive person arrives and is filled with disgust at the shallow determinism of activities and fun.

He seeks out those who are obviously different and vociferously intellectual, and escapes into Bohemianism before he comes to know that learning first of all requires compromise with culture. At the end of his first semester, he has either come to terms with self-disgust or has attained a new high of "transcendental knowledge" in a vacuum, where there is a divine (or rational) ringing in the ears and "beauty in the abstract."

Meanwhile, the dowdy old men, who must first of all break down the superficialities of students in their late adolescence before they can begin to teach, sigh thoughtfully and wonder how far they can go in lowering standards to make their job conscientiously possible. It is no wonder that professors welcomed the influx of veterans; after all, ideas of "dear old Rho Rho Rho," "Dadism" and a bloody foxhole are incompatible, and the blood was recent in the veteran's memory.

The Challenge

The Hidden Side

By DR. W. I. BRILL, M. D. (Dr. Brill is the chief of the University department of mental hygiene. He was appointed to the position approximately a year ago to aid in cooperation with the University Student Health Center.)

College education, in itself, is a guarantee of exactly nothing. It is no guarantee against the many unpleasant and bothersome feelings that any human is likely to experience. It is no guarantee against disappointment, inferiority feelings, inadequacy feelings, feelings of emptiness, depression, futility, guilt, anxiety, tension, restlessness, excessive worry, loneliness, estrangement, lack of sustained interest in anything or anybody, or feelings of our own rejectability—to name only a few. It is no guarantee that we will live an enjoyable, emotionally rich life. College education is occupied primarily with teaching us about things but very little about people and their very human feelings and problems. To get some satisfaction from life we must feel some relationship to people around us, or life will be sterile and impoverished.

The problem, then, is our emotions—emotional health, adjustment or whatever terminology you use makes little difference. Emotions are with all people at all times and in all situations, awake or asleep. They exert a profound influence on our life.

Consider a few of these influences. To some extent they determine: 1. Our choice of work or study; 2. Our ambitions; 3. Our ability to concentrate on studies; 4. Absurd mistakes on examinations; 5. Our manner of walking and talking; 6. Our choice of a marital partner; 7. The way the reader reacts to and understands this article. Emotions may actually contribute to physical illness and they exert an influence on everything we do or want to do.

The usual tendency is to avoid or hide the emotions or the feeling side of the individual. There are several reasons for this, but if we recognize feelings in others then we must recognize them in ourselves. This may not be pleasant to the individual, even though his emotions might be quite normal. One of the few times emotions are acknowledged is when they cause manifest and recognizable illness. Emotions then, are not something added to the individual. They are there and exert a profound influence—very often an unhappy one.

The problem, then, is first an awareness of emotions; — an awareness that an individual is not purely a surface phenomenon but has within himself a very complex feeling life which may be pleasant or unpleasant. Furthermore, that the individual is not what you see of him at the moment, but a continuum of many life experiences. One reason we are not aware of the problems in others is that we are largely occupied with our own struggle.

Next we must appreciate the significant force of emotions and make a concerted effort to help and be interested in every individual by a deeper understand-

ing of him. When this comes about there will be a different reaction between individuals with more sensitivity to each others feelings.

This will create an atmosphere or a soil for emotional growth. Such emotional growth, we would hope, would better enable the student to enjoy and become more interested in the educational process. It might increase receptivity to the subject matter taught and lessen the aspect of drudgery involved. Perhaps the student could then leave college having gotten something out of it and achieved a maturity in his relationships that will help him substantially for the remainder of his life.

This of course, is an ideal, but to be healthy one needs to be emotionally as well as physically and mentally healthy. Too often we hear the statement that the physical sciences and technology have outstripped the understanding of the individual so that we are threatened with atomic destruction.

The methods of bringing about the goals set out here are somewhat more difficult and require time for achievement. A Mental Hygiene Program, integrated with the Student Health Service because of the close relationship of physical and emotional health, is in operation. Our program is many sided, ranging from attention and help to the individual to research in basic emotional problems.

We are particularly aware of the special difficulties that may bother the college student. Because of age, relationship to home and studies, he is in a very special situation. College time is a crucial period in which to consider the emotional well being of the individual.

Our goals represent an ideal, inch by inch we hope to come closer to them.

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