

EDITORIAL PAGE

Spirit Of The Age

A refreshing note has appeared in the midst of the long-term wave of articles be-coming attitudes and characteristics of the present college generation.

"Lo, the Old College Spirit" (New York Times Magazine) is a partly humorous, partly serious bit of writing. The theme is that the Old College Spirit "has gone wherever old raccoon coats go, giving way to a new kind of campus pride."

The life of the old grad is characterized as that of "flamboyance and exhibitionism of the do-or-die-for-dear-old Rutgers type." The grad also spent "half the day in unhurried conversation, smoking a pipe and sipping beer."

The change is obvious. Except for "a handful of collegiate dinosaurs," the present college student knows that only a game is being played on the football field; the honor and reputation of his school are not at stake.

Again in contrast to the past, today's student has little leisure time. "His existence has been accurately described as 'lurching from crisis to crisis.'"

Reasons for the change are less obvious. Perhaps the most important reason is the unsettled condition of the world in general and the college student's world in particular. The only thing to be certain of is some length of time in the service.

Our world is like the weather—it is unpredictable; talking about it does no good; we must learn to live with it.

Adult persons, today's college students, were automatically produced when we took hold and learned to live calmly in a situation of uncertainty and confusion. These college adults are not concerned too vitally with out-moded conceptions of "spirit." They are developing a new spirit—one to fit the age.

This spirit is in a period of transition. Vestiges of the rah-rah school spirit remain but outlines of the new one have appeared strongly.

The new spirit has three chief qualities, according to the Times article, and we can do no better than to echo these:

1. "It will be soundly 'conservative' in the best meaning of the word. Mere change will not be confused with genuine reform. Conclusions will be tested with sound principles; tradition, per se, will not be embellished with false sanctity.

2. "It will be a spirit of faith. Our fathers went to college in an era of starry-eyed optimism. They had no faith because there seemed to be no need for faith. Now our fathers are disillusioned. They are also confused. That's why they impute their disillusionment to us.

"The present college generation, on the other hand, is living in a time when supreme faith is an essential. That faith is now growing and with it grows the belief that the world's problems are fundamentally problems of religion and morals.

3. "It will be a spirit of leadership. Confused by transition and overwhelmed by the tidal waves of war, the new spirit has not had a real chance to develop. Now it is stronger, more sure of its direction. Soon it will produce leaders."—S.H.

Bilingual World

A plan for an international language has been proposed once again. A French wartime resistance leader, convinced that most of the world's ills are caused by the inability of people to talk with each other, calls his movement the "bilingual world."

Under his plan, English and French would become international languages. Everyone would be required to know a second language. Frenchmen would learn English, Englishmen would learn French, and people of all other countries would learn one or the other.

In this way everyone could talk directly without interpreters. So far, the proposal has been endorsed by the Vatican, Prime Minister Winston Churchill, the White House, Eleanor Roosevelt and others.

The United States would be in an awkward position if the proposal ever came into effect. United States, which should have one of the most advanced educational programs in the world, has been sadly lacking in the teaching of language when compared with many European countries. In many other countries students in the lower grades master the English language and others as a matter of course.

Languages, which have been deemed important by leaders of the world, have lost out in the American educational system to trade schoolism.

Trade schoolism is not bad; it has aided the growth of a great nation. But one good thing should not be forgotten in the enthusiasm for another.—K.N.

Birthday No. 52

The Nebraskan will celebrate its 52 birthday Thursday.

The student edited newspaper first began with the title Hesperian and functioned with that name for 30 years. The name then became The Daily Nebraskan.

In comparatively recent times, the same Daily Nebraskan became outdated, as the paper was cut to publication only four days weekly. Then, at the first of this year, the title was changed to The Nebraskan, with publications appearing only three times weekly.

However, the number of publications per week has not changed the ideas or the ideals behind the University paper.

The Nebraskan presents student thought and activity to the University and state populations. The workers on the present Nebraskan staff have the same interest and devotion to the paper and the University as did the earliest staff members.

Now as in the past the Nebraskan seeks to live up to a title which appeared on the front page of the paper for many years, "The Voice of a Great Midwestern University."—T.W.

Bye, Bye Bottle

A word of advice for aspiring young students seeking a profitable career—don't go into the bottle manufacturing business.

The days of bottle makers are numbered. The profession is on its way to extinction, along with the ancient trades of wig-making and chariot-building.

The first to desert the field were the milk producers, who have turned to the paper cart to provide milk containers. And now it appears that the soft drink industry is about to follow suit.

Instead of bottles, soda pop is now making its debut in cans. Last spring the first canned pop was introduced in New York and recently Los Angeles manufacturers joined the new movement. On both coasts the market for canned soft drinks is growing fast and should probably soon invade the Middle West.

Canned pop pioneers claim that glass bottles are inferior and inconvenient and their elimination would relieve retailers from the nuisance of returned bottles. However, the way is not entirely clear for the conquest of the cans. There is the little matter of economy to be considered and the probable unemployment of 6,000 bottlers.

In spite of technical difficulties, my prediction is that canned soft drinks will be a big success. The increased convenience should be a boon to University students.

After all, look what the can has done for beer!—M.H.

Margin Notes

New Forecaster

Some odd situations occur at a zoo during winter months.

For example, with Nebraska temperatures soaring to the near 70's during the past week, many of the animals in the Omaha zoo have been getting impatient and are beginning to shed their winter coats.

One of the oddest situations, or animals, is a not-too-often-thought about but very accurate weather forecaster, the buffalo.

Preceding every major weather change, buffaloes go into a strange dance lasting approximately one-half hour. Then they lie down. If they face north, colder weather is coming; if they face south, warmer weather is due.

A thought to future weathermen might be added here. Instead of these weather students pondering over books and charts, a study of the buffalo might prove advantageous.

Shoes Off

Attention: all NU students who take tests. Be nonchalant!

Although this warning comes too late for finals, practicing the proper techniques early in the semester should pay off in June.

If you are tense when taking finals, take off your tie—and your shoes, too, if they pinch. Joseph O. Heston of Fresno, Calif., State College suggests these procedures as an improvement in exam-taking techniques in a study he completed for Science Research Associates.

Heston said that as you are going to be facing tests all the rest of your life, you might as well get used to them. Therefore he said the number one requirement is that you be physically comfortable.

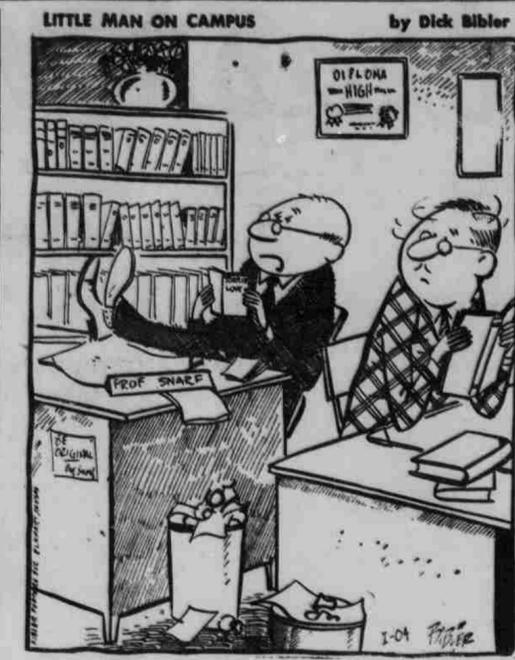
Be self-confident, take your shoes off and cool that exam!

Proves Nothing

The story of the bull in the china shop is a familiar fable; but an elephant in a fruit shop is a new wrinkle.

Saucy, a circus elephant in England, invaded an open-front fruit shop last weekend. With reckless abandon she threw apples and oranges in all directions. Then she found the grapefruit and consumed \$5 worth before keepers were able to control her.

This modern fable all goes to prove exactly nothing—except that elephants like grapefruit.



I'm teaching four different courses in education, but confidentially, I give the same lecture in all of them.

On The Light Side

So What??

Volume XXXII, Chapter XIII; Entitled, "Who Is Jack?"

All is quiet at Heath Cliff today. Mother Gleefer is peeling potatoes while Claudia sits placidly at the widow watching Father Gleefer who is, as usual, down in the garden.

Claudia: Father is down in the garden, as usual, Mother.

Mother G.: Maybe someone should pick him up.

Claudia: He'll be up in time. The telephone rings. Claudia picks it up.

Claudia: Hello.

Paul: This is Paul, Claudia. Just called to tell you Clifford is having another plate put in his head tomorrow.

Claudia: That makes six, now. Paul: Seven. How is Father today?

Claudia: Down in the garden, as usual. Gin.

Father Gleefer comes in wearing a cabbage.

Father G.: FLEEF, fleef. Claudia finishes with Paul.

Mother G.: Father, you have dirt on your chin.

Claudia: Father was trying to catch a mole.

Pinky, Claudia's youngest, comes in carrying a fist-full of one-thousand dollar bills.

Claudia: Pinky, where did you get that money?

Pinky: I robbed a bank.

Claudia: Why can't you be like your brother who is in medical college and will make something of himself?

Pinky: He's already made something of himself.

Claudia: Pinky! (shocked)

Mother G.: Pinky! (shocked)

Father G.: FLEEF, fleef. (shocked)

Father Gleefer stares at Pinky for a moment. Then he goes to the liquor cabinet, pours himself twelve fingers of gin, drinks it, falls down. Paul comes in followed by Nicky, Joan, Clifford, Jack and horse.

Mother G.: A horse! (completely ignores Nicky, Joan, Clifford, Paul, and Jack.)

Paul: Yes, it's Clifford's. Better not say anything.

Mother Gleefer: Claudia, Nicky, Joan, Paul, Pinky and Jack look at Clifford. Clifford belches. Father G. gets up from floor and tries to get on horse. He falls.

Paul: We (meaning Nicky, Joan, Clifford, Jack and himself) came over to tell you Maurine is pregnant.

Mother G.: All of you?

Paul: No, just Maurine. Claudia: Who is Maurine?

Clifford: (indignantly) My wife!

Mother G.: She has plates in her head.

Joan: That's Clifford. Clifford shakes his head affirmatively and a tinkling sound is heard. Jack looks at Clifford and swears.

Mother G.: Don't swear in my house, young man! Say, who are you anyway?

Jack: I am your second eldest son.

Mother G.: I never saw you before in my life.

Paul: I thought he was Clifford's nephew.

Joan: He was with the horse.

Father G.: FLEEF, fleef.

Letterip

Honors Committee Requests Rosters Of High Scholarship Groups For List

Dear Editor: (Editor's note—The following letter to all campus organizations is printed by request of the Honors Convocation committee.)

The Committee on Honors Convocation is seeking to include all organizations—honorary, professional, and social—whose members reach a given level of achievement, that is, that at least one-third of the members are those whose names have appeared upon the semester honor rolls for the second semester of 1952-53 and for the first semester of 1953-54.

If the organization of which you are president meets the standards and conditions listed in the following letter, will you kindly bring your roster of membership marked as requested, to the Office of Registration and Records, B-7 Adm. Hall by Feb. 24 and by March 8.

Class honor lists: This year the Class Honor Lists in the program of Honors Convocation will include the highest 10 per cent of all undergraduates whose names appeared on both semester honor rolls.

Semester honor rolls: The Semester Honor Roll for the second semester of 1952-53 was published in The Nebraskan on Dec. 10, 1953. The Semester Honor Roll for the first semester of 1953-54 will appear in The Nebraskan early in March. On each of these Semester Honor Rolls will appear the names of the highest 15 per cent of all freshmen, sophomores, juniors, and seniors in the colleges of Agriculture, Arts and Sciences, Business Administration, Dentistry, Engineering and Architecture, Pharmacy and Teachers provided the grade-average of these students shall have been computed from schedules of at least 12 credit hours carried during each of these semesters.

Honorary organizations: Their faculty advisor (or president) is requested to bring two lists, alphabetically arranged, to the Office of Registration and Records, Room B-7, Administration Hall:

1. The entire roster of its undergraduate membership by Feb. 24.

2. The list of their newly elected members by March 8. (Grade-average reports for the first semester of 1953-54 should reach the students by Feb. 20.)

Professional and Social Organizations: Their faculty advisor (or president) is requested to submit by March 8 their entire roster of undergraduate membership arranged alphabetically, provided

Student Forum

Where Are We?

By BERT BISHOP

Patriotism is a fine sentiment. It involves pride in one's country and the way of life of a national culture; it involves conviction in a national right and wrong and a favorable comparison between one's own nation and others. Carried to an extreme, patriotism becomes chauvinism—an ugly word, an ugly sentiment.

Chauvinism is both ugly and lethal when it is used as a weapon, because it makes patriotism a banner and a side to a controversy.

It was chauvinism which Hitler wielded in the process of seducing Germany; flattering the people with talk of a master race, he called attention to himself as a panacea and made anti-Semitism, through a subtle combination of power and flattery to German patriotism. Everyone knows now, including the Germans, what Hitler was, what he wanted to do and what he finally did.

It would be too great a generalization to say that whenever power and a perverted nationalism appear in the actions of one man that a new Hitler is being born. But it would not be at all out of line to suspect the combination wherever it appears—in no matter whose country.

Take a given state of confusion in national happenings. Into the vacuum, insert a man whose battle cry is "Leave it to me; I am the man to solve the problem, purge the poisons and set things aright." Give him power, even of a limited variety, and a disposition to flatter a citizenry with heavy praise.

Then test him two or three or four times, and if his opposition falls regularly and finally, give him a little more power. They run. He needs no more gifts.

He is at that very moment a budding despot, one who can if he works carefully, assume not only figurative but literal control of all things, prescribing right and wrong, dictating

through fear every non-trivial action of the people above whom he stands.

Just how does all this bear upon a university? Here is how: The dean of a college of arts and sciences comes out with the amazing statement that a purpose of liberal education is to provide "the mental muscle necessary for maintaining the steady pressure against Communism."

A regent of the same university (our own, by the way) offers \$1,000 for the purpose of rewarding the teacher who excels in teaching Americanism "so that the public could know that the University of Nebraska is free from subversive teaching and no home for 'pinks.'"

Whatever liberal education may be, it is not a weapon against anything, unless perhaps ignorance. To encourage anything in teaching besides wisdom reduces teaching to just another kind of propaganda. Whether a university is located in Naples, Moscow or Lincoln, Nebr., its primary concern should be what men have contributed to mankind, not why our boys are smarter than their boys.

To ignore this principle is to arrive at such silly statements as "the toy balloon was invented by a Russian named Ivan (or an American named George)."

There are three kinds of fear which are rampant today—fear of detection, fear of misinterpretation, and fear of oblivion. Those who fear detection are not really worried by the investigations; for them, purge-methods are part of an old, familiar pattern.

Those who fear misinterpretation bow down before the mock deity, and their fear is nothing more than cowardice.

Those who fear oblivion had best begin to pit sense against fanaticism with vigor and determination before using the word "freedom" becomes as much a proof of guilt as quoting the Constitution has.

The Challenge

To Recapture The Spirit

By R. L. Chasson

(Editor's Note—Dr. Chasson is a faculty member in the department of physics at the University in 1951, and has taught both elementary and advanced physics courses during those years.)

Independent thinking is a difficult way of life under almost any conditions; to make matters worse, the stresses and strains that tend to narrow one's point of view seem to be stronger than ever today. The easiest way out is to accept a doctrine and practice its tenets without question and without criticism.

The pressures on all of us to so behave are fantastic; to resist them is something that must be learned. It is hard to be critical without being cynical, to be consistent without being doctrinaire.

All of us began as infants, and, for at least a short time, we were able to enforce upon our parents the fact that we knew what we wanted. We may not have been able to decide exactly how things should have been done, but we certainly did voice our objections when it didn't seem as though things were going right.

We were not so terribly biased that we would not tolerate some variation of procedure; in fact, we appreciated variety and usually rewarded our parents with a smile or some pleasant noise when we approved. It didn't take very long, however, before most of us were shaped into a pattern or a routine, and, in extreme cases, routine became so important that deviations from it led to the most serious of family donnybrooks.

So we were forced into a pattern of conformity, and not all of it was bad.

I think that most of us will agree that some degree of conformity is both necessary and desirable. And our individual dignity need not suffer as a result. Social beings must often sacrifice some elements of individuality in order that everyone be guaranteed a chance for a fair share of the good things of life. Anarchy and dictatorship flourish when this spirit is absent.

Now the problem that remains with us is to recapture somewhat the spirit of independence, within a framework of social responsibility that accompanied our debut in this world.

At this stage, parentage may be represented by teachers and social and political leaders, and it is the continuous job of the citizen to see that the leader merits leadership only because he is responsive and actively seeks to fulfill the needs and wishes of his people. The only healthy basis for collaboration between leader and those led is that of respect arising from vision and performance.

The University should be a good place for people to learn to recapture their spirit of independence; it offers intrinsically an opportunity, on a give-and-take basis, to voice objections and make arguments, to dispute and to criticize without the feeling that a salary raise is at stake or that the family will be embarrassed because some member seems to be "different."

Here should be a place to develop ideas in the most broad, general sense, and here is the place to learn to project ideas that are soundly conceived. Here we can secure a command of language and art, the media of projection, social science, the framework of projection, philosophy, the justification for projection, and natural science, the rational basis for ideas worthy of projection.

We cease to be "different" in our home communities when we are fortified with real knowledge leading to reasonable ideas and the art of their projection. We can learn to abandon pre-

conceived notions and develop a flexibility in our thought process that enables us to cope with new situations. We can enjoy this ability and exploit it for the good of our fellows because we have learned something of the successes and failures of ideas of the past and have thus achieved a sense of social responsibility.

We are all aware of the present conflict regarding the values to be emphasized in education, and it was with this in mind that I wrote what I have to this point.

I view the problem from the standpoint of a physical scientist who has always tried to relate his special work to the general composition of the world around him.

For that reason I should like to quote from Albert Einstein, who has most eloquently stated my point of view. "... I want to oppose the idea that the school has to teach directly that special knowledge and those accomplishments which one has to use later directly in life." The demands of life are much too manifold to let such a specialized training in school appear possible. Apart from that, it seems to me, moreover, objectionable to treat the individual like a dead tool. The school should always have as its aim that the young man leave it as a harmonious personality, not as a specialist. This in my opinion is true in a certain sense even for technical schools, whose students will devote themselves to a quite definite profession.

"The development of general ability for independent thinking and judgment should always be placed foremost, not the acquisition of special knowledge."

If a person masters the fundamentals of his subject and has learned to think and work independently he will surely find his way and besides will better be able to adapt himself to progress and changes than the person whose training principally consists in the acquiring of detailed knowledge."

University Bulletin Board

WEDNESDAY

Alpha Kappa Psi Meeting, 7:30 p. m., Room 316, Union. Mechanical Engineers Meeting, 7:15 p. m., Room 206 Richards Lab. AWS Workers Meeting, 5 p. m., Room 316, Union. Love, Marriage Lecture, 7:30 p. m., Love Memorial Library Auditorium. Builders Mass Meeting, 7:30 p. m., Room 315, Union.

THURSDAY

Fine Arts Ensemble Concert, 8 p. m., Union Ballroom.

FRIDAY

Perishing Rifles Dinner Dance.

SATURDAY

Sno Ball Dance, 8:30 p. m. Ag College Activities Building. Candlelight Dance, 8:30 p. m., Union.

Advice To Coeds

Pick husbands out like canteloupes. With care your choice decides; it is not wise to take the ones That are too smooth outside.

Said a witty woman: "Whenever anything is on the tip of my tongue I find that the best thing to do is to keep it there."

Tony Wons, 1951 "Tony's Scrap Book"

The Nebraskan

FIFTY-THIRD YEAR

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