

EDITORIAL PAGE

Not Ends In Themselves

Today marks the twenty-sixth annual observance of Honors Day at the University. The program this year will include the usual speeches and ceremony that attend the announcement of those students who have reached the heights scholastically at an institution aimed toward helping each student do just that.

In addition to the speeches honoring those who have shown outstanding ability to make high marks, there will be remarks by University students after or during the ceremonies as they consume their morning cups of coffee. Though not as carefully phrased or flowery, these remarks carry fully as great import as those made at the speaker's podium.

The comments, if they run true to form, will follow one of two channels: 1. the, "Gee I wish I would have studied harder," variety or 2. the, "Ah, grades—who cares about grades? It's what you know that's important."

For the speaker in the first case, The Nebraskan can offer little more than sympathy. The complaint is a common one, but will never be changed on other than the individual level by the person making the remark.

Before Easter

The University this year will have one Easter observance on a large scale—the University Singers concert Thursday evening.

Special Easter effects and songs should combine to produce an inspiring and beautiful program—an item often lacking in the student scene. Although it should not be a shock, it often is one to discover that students and their teachers are capable of producing a work of beauty. The yearly Messiah concert is an example of that beauty of which talented students are capable.

The Nebraskan urges attendance at Thursday's concert. It would be a fitting way in which to begin Easter vacation.—S.H.

Common Problem

Strange as it may seem, Russia has many of the same internal problems that have been perplexing Americans for years. While political differences may be great, human nature and human problems prove to be common to the world over.

The common problem in this instance is juvenile delinquency. It seems that Russia's Young Communist League disclosed Friday that the Soviet Union, too, is having its difficulties with juvenile delinquency.

Radio Moscow broadcast a critical resolution approved by the twelfth Congress of the Komsomol. The resolution was aimed mainly at those responsible for the work of the Pioneers, a Communist organization of school children too young to join the Komsomols.

The resolution declared, "Some of the Pioneers have behaved badly at school, at home and in the streets. They are rude to their parents, teachers and their elders. The Komsomol and the Pioneer organization must carry on a determined struggle against lack of discipline, rudeness and improvidence in their attitude toward Socialist property."

The reference to the Soviet property is the Communist way of saying school children are breaking, smashing up and not looking after state property.

Strangely enough, the Komsomol resolution also called for the elimination of "harmful influences and religious prejudices," among Soviet school children.

The generally unknown life inside Russia becomes even more mysterious. It could be true that Russian people are trying to express a desire for relief from another common problem—war and strife. The particular desire shown through their apparent dissatisfaction with these problems seems to indicate that not everything runs with the machine smoothness and efficiency proclaimed by the Red propaganda machine.—J.C.

The second statement, however, is a glittering bit of half truth, often used to defend a poor scholastic record.

Fortunately, it is also used by students who realize that grades are not as important as some of their friends believe. Grades, as many University faculty and administration members will admit, are not the sole end of the four or more years each student invests toward a degree. What the person "knows" is the important dividend of the investment of time and energy. But this argument, when used to defend a poor scholastic record or to deride the excellence of another individual's achievement is, at best, stupid.

More than a few would argue that grades are over-emphasized at this university. Perhaps the stand is a valid one, but the fact remains, that grades are important.

The view that grades are not significant in themselves can swing too far to the other extreme. Complete disregard for marks can result in failure to graduate, disqualification for campus activities, honoraries, etc., or pressure from home, the source of financial support for a great majority of students.

To argue that grades are all-important or non-important is not valid. They have significance for but one reason. They are the outward measurement of what the student has learned (or failed to learn) in any course in the opinion of the person responsible for presenting the course material. They are nothing more. A high grade is not any insurance the student has learned more than the individual with a low mark and both receive the same number of hours toward receiving a degree, provided the grade is not too low.

Thus, grades are significant and should be treated so by the conscientious student. To be a really successful student, it is not enough to have the "inner satisfaction" that "I understand what it's all about" and yet receive a low mark in the course.

An axiom that students might do well to observe is simple. Grades are important, not in themselves but as measuring devices or estimations of the student's ability to learn, but are not ends in themselves.

The student intelligent enough to realize that grades are not all-important should also be intelligent enough to note that they are important.—T.W.

Hope Reaffirmed

Last week the press of the United States blazed forth with headlines capable of bringing shivers of fear to the stoutest of men. Nuclear weapons, already considered obsolete, literally devoured an island in the mid-Pacific. French fighters, led by a colonel, valiantly defended what they could, as rebel Vietminh hordes launched attack upon attack.

Yet, there was one item in the news that should bring momentary relief and renew hope for man's future.

A scientist, working in Pittsburgh, announced there is now a vaccine that might be able to cure the scourge of childhood polio.

The vaccine, developed by Dr. Jonas E. Salk, will be ready to be given to one million children in the near future. Monday, Dr. Jonas resubstantiated the safety of the new immunizer, after it had been momentarily shaken by a scare news broadcast, and said that each batch of the drug will be triple checked. Dr. Salk has inoculated his own children, among the 5,000 given vaccine prepared in the laboratory. Commercial vaccine will be perfectly safe, Dr. Salk assured the public.

This announcement, peaceful and helpful to all of mankind, seemed to regenerate lost hope after it was severely shaken by darker news. Science once again demonstrated that it could produce just as effectively for man's benefit as it does for man's annihilation.

Yet, it is a pity that each new benefit is counter-balanced by an equally potent liability.—D.F.

Margin Notes

Behind The Wheel

Attention pedestrians: There are good drivers and bad drivers—and then there are these two, who defy classification.

A motorist in Tulsa, O., was stopped by a policeman to complement him on his cautious driving. As an afterthought, he asked to check the fellow's driving license. It turned out he had been driving seven years without one.

In Philadelphia a youth was picked up for exactly the opposite reason. He had been zig-zagging his car recklessly up a street. When confronted by the police, he explained that he was only trying to scare a case of hiccups out of his girl. Some solution!

Careless, Clumsy, or Cross?

Was it temper or just bad manners? A Norfolk man was given a 10-day jail term on charges of disturbing the peace. He threw a cup of coffee on a waitress in a local cafe.

How extravagant—with coffee at these prices!

Thank Heavens!

University students have many complaints, but one which has Brown University buzzing hasn't cropped up yet. Half a dozen pocket books and magazines were banned from sale in the student union there recently. Removal was prompted by the fact that a dean read one and called it "disgusting."

'Can't Happen Here'

Communist fanatics in East Berlin have launched a new purge. This one is directed at East Berlin high schools, and thus far nineteen teachers and eight students have been named.

The party newspaper Neues Deutschland complained that even card-carrying teachers had not realized yet that the Communist "class fight" applies to schools as well as every other field of public life.

It looks as if "academic freedom" is a touchy subject in Germany as well as America. Wonder who's copying who?

LITTLE MAN ON CAMPUS by Dick Bibler



Social, Spiritual Changes Equal Technology Gains

By JOHN MARKS

It appears to me that many essays and books which have appeared in decades past and those that appear today are critical of man's technological advance. There are those who would claim that we have met a series of technological and economic triumphs in a society barren of spiritual and social advance.

In other words, our atomic age of today has been depicted as an age of the robot, the push button life. Engineers are often associated with the problem of technical without sociological advance, or at least are considered to be among the leading contributors to such a trend. All of us are aware of the present university picture which might include the engineer with clouded wits who sits and pushes pens and pencils.

Many authors would call attention to the present muddle in human affairs called Communism vs. Capitalism as evidence of our inability to deal with our fellow men. At the same time, we are certainly aware of the tremendous technological advance that has taken place in the past 50 years, and particularly the last 10 years. Automatic devices have come to the fore and are aiding us in every area of life from that of house-keeping to that of scientific research.

Thus, since we are all participants in the use of scientifically designed gadgets of today, we can no longer hold but a few scientists, technicians, and engineers accountable for our use of their developments. All of us are living in this modern age, and we must explain to ourselves the supposedly empty technological advances in the past 50 years. We must prove or disprove achievement in the realm of the mind and the spirit.

Hence, we are faced with a quandary: is the progress of American know-how properly tempered with spiritual and moral understanding? Has the

field of human brotherhood received proper development?

Frederick L. Allen has treated this paradox with a good deal of sensible deliberation in his book, "The Big Change." Allen makes use of a host of statistics to illustrate what he thinks to be progress in the first half of the 20th century. The fact that "The Cardinal," "The Robe," "Peace of Mind," and "The Seven Story Mountain" have been best sellers is cited as being indicative of spiritual curiosity, not decay.

The average American's interest in his neighbor is on an upward trend; his interest in city, state, and national economy is treated as a tendency towards real social advance. An increase from a handful of symphony orchestras in 1900 to 659 symphonic groups in 1951 is a astonishing evidence of interest in music. The yearly sale of art supplies is reported to have jumped from four million dollars in 1939 to 40 million in 1949.

These facts substantiate the "big change" of which Allen speaks. The significance of this change certainly does not point towards a conglomeration of barren economic and technological triumphs.

On the contrary, I think we have developed and repaired our government and our social attitude to fit the age. Governmental patchwork in labor laws; social patchwork is evident in the large number of organizations devoted to good works in the broadest sense. Time spent in Red Cross, Boy Scouts, American Legion, Rotary, World Federalists, and League of Women Voters is incalculable.

Perhaps more significant than ever is the fact that this change has not been effected by a small number of socially trained individuals. This is the work of large communities of people, in which the individual cannot seek to advance purely as an individual, but rather as a responsible member of society.

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Student Senate Meeting Invaded By Masked Gunmen

By BRUCE BRUGMANN

Two masked Oklahoma A&M gunmen, students complete with firearms, created pandemonium in the school's student senate by loudly proclaiming, "Free Clodfelter" and firing blank cartridges into the rabble. The stunt was staged following the conviction of Ron Clodfelter, student senator, for election irregularities.

The only casualty of the prank, patterned after the recent shooting in Washington, D.C., was a student senator who bumped his head while ducking under a desk.

Romance often has strange beginnings and K-State seems to be no exception. A starchy-eyed freshman student, describing his blind date for the evening in glowing terms, was asked where he met her. He explained that she was in one of his classes and had caught his eye his first day. "She was sitting there with her shoes off," he added, "and I decided that there was a girl with individuality."

The Student Forum

A Second Glance

By PAUL LAASE

America—the land of opportunity. This is the international propaganda slogan we use to illustrate the advantages of the democratic way of life. To enslaved peoples throughout the world its sounds appealing. But to some groups here in America this slogan is outright hypocrisy.

Unfortunately, not all groups find equality of opportunity here in the United States. Our minority groups, particularly the American Negro, know first-hand the unreality of "equality of opportunity." Discrimination is prevalent throughout the nation in political, social and economic fields. Perhaps it is in the economic aspect that discrimination hurts our minority groups the most—in the pocketbook.

Discrimination in employment is the most common form of inequality in the economic field. In the hands of its practitioners it is a potent weapon which can be wielded against minority groups. Not only the Negro, but the Mexican-American, the Puerto Rican, the Japanese-American and the Jew, as well as others, suffer from discrimination in employment.

In some cases discrimination in employment is evidenced by an outright refusal to hire members of minority groups, in spite of the fact that they meet all the requirements for the job. In other instances well-qualified minority group members are hired but relegated to inferior jobs. Finally, we find cases where members of minority groups are given "desirable" jobs, but paid at a lower rate than non-minority employees.

The 1950 census would reveal some interesting statistics. The American Negro family, for example, has, on the average, an income only half as large as the white American family. Where the educational level was equal, the Negro family's income was only about 65 per cent of that of a similar white family. While the majority of our Negro population lives in the south, northern Negro families find their income 30 per cent to 40 per cent below that of comparable white families. Even

in the deep south there is a distinct income differential between comparable white and Negro families.

If there is any one factor which is in large measure responsible for this tremendous difference in income levels, the blame may be laid at the poor education afforded our minority groups. Primary and secondary education is often on a segregated basis, with minority groups receiving inferior instruction in inferior facilities. A higher education, at a college or university level, is often beyond the means of minority group members.

This is a vicious circle—lack of education, poor jobs, no money with which to secure a better education—and it must be broken. There is good reason to believe that by raising the income level of our minority groups, they will be able to raise their own educational standards. This is as good a place as any to begin.

Behind this discrimination, of course, lies something known as prejudice. From our prejudices stem the actions that cause discrimination. What then, can be done about prejudices? Only a long educational process can attack prejudices, but there are means of curbing the overt actions resulting from these prejudices. It is possible, by law, to regulate discriminatory actions without removing prejudice. As Roscoe Pound, ex-Nebraskan and former Dean of the Harvard Law School observed, "Law makes habits instead of waiting for them to grow."

We could alleviate much discrimination in employment through the enactment of a federal Fair Employment Practices Law, modeled after the successful New York state law. This would establish a regulatory commission to deal with the problem of discrimination in employment, working mainly through education, but with punitive powers to speed the slow process of social reform when and where it was necessary. Then and only then will America truly be the land of opportunity—equal opportunity for all, regardless of race, color or creed.

Letterip

Reader Raps Nebraskan Columnist; Pepper Challenges Friedman To Debate

Dear Editor,

Friday, March 19th a certain REPORTER started his column, "Ho hum, I'm tired." Well some of the students are getting pretty tired, too, of DEL HARDING and his column. When he said he could not think of anything to write then he should have stopped there because what he wrote was not worth writing.

Talking of Godfrey getting "too big for his britches," so is Harding when he makes such stupid remarks as he made in that article. If Elgin girls are dumb, Mr. Harding, apparently you have met a choice few or did you give them all an IQ test. Just remember, Del,

"It is a far wiser man who judges himself than one who judges others."

G. Robert Eno

Debate

Dear Editor:

Marvin Friedman's latest Letterip is complete hogwash. This is easily seen. For example, he says that he doesn't feel that this column is the place for "personal religious polemics,"

and yet he has used it twice for exactly that purpose. He is worried about insufficient time and space; but he took the time and space to write a letter that was, by actual measurement, three times as long as either of mine. His seemingly open-minded proposal that we both join a study group is just a plug for the study group sponsored by the Student Religious Council, of which Marvin Friedman is now the president.

The plain fact of the matter is that Marvin Friedman is not interested in knowledge at all. This is understandable, since religion breeds upon ignorance.

However, I shall be charitable enough to assume that Mr. Friedman at least thinks his position is reasonable. Therefore, I challenge him to debate the topic at the Student Union before an audience of any interested students or faculty.

Though sponsorship is unnecessary, there are many organizations interested in sponsoring such a debate. Or, if the Student Religious Council has the courage of its convictions, it should be happy to be the sponsor.

F. Jay Pepper

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