

EDITORIAL PAGE

The Disgusted Dean

In The Nebraskan for Monday of this week, the "Margin Notes" column carried one of the usual small, facts and opinions about the national, international or college scene.

The fact seemed an insignificant one. The Nebraskan passed on the information to readers at this university without a thought—noting only, "University students have many complaints, but one which has Brown University buzzing hasn't cropped up yet."

First, whether the books were actually disgusting (as was probably the case from the type of literary effort reprinted in some of the "pocket books") or not, a university faculty member, in effect, dictated what type of literature should be sold to students in a book store which was closely connected with that university.

Second, a university faculty member was, in effect, dictating what kind of literature the students would be allowed to buy or possibly read.

The Brown University dean was probably acting only to remove the books which generally fall into the classification "skin books" from a book store connected with the university.

Perhaps he was trying to help the students or improve the appearance of the store to a visitor. Obviously, it would not be at all satisfactory for a parent, already worried about a son or daughter "going away from home" to see a cheap, sex story on display at a university book store.

The fact remains, however, that the dean was able to classify certain books "disgusting" and make that opinion important enough to stop the sale of the books so labeled. The

Give Him A One

Emphasis upon the practical in teaching methods has some merit. A fourth grade class will learn more quickly about the local creamery if they see it, than if they are merely told about it. A college English group will learn effectively the elements of a short story if they are required to write one.

An instructor at Yale, evidently felt recently that this practicality of teaching should be extended to economics. Robert E. Will decided to give his freshman class a practical demonstration on the workings of the stock market. He passed on a tip that a Canadian oil company "was on the way up and a good investment."

Within no time the freshmen had given Will money to invest in oil—and the head of the economics department was censuring the action as "rather imprudent." A reported 16,000 shares were bought, but the economics chairman said the number was only 1,600.

The "practical" instructor has been ordered to reimburse his students for the venture. However, a slight misapplication of principle showed up, and the stock has fallen slightly instead of rising. Will stands to lose five cents a share—plus brokerage fees—if he sells immediately.

Moral of this story: Don't take practicality too literally. It isn't always practical.—S. H.

The Exception

A sincerely modest and humble man does not usually gain recognition. Such men are increasing rarities in this age in which the professional windbag and the "shocker" are horribly evident.

Dr. Lane Lancaster is among the former group. His lack of desire for personal acclaim leads us to refrain from commenting, except very briefly, upon his selection as a distinguished teacher.

The Nebraskan will take this occasion, however, to say "Congratulations"—to Dr. Lancaster, of course, but mainly to the University—for giving first honor to a professor who is, quietly and completely, "representative of outstanding teaching at the University."—S. H.

Margin Notes

New Limit

Lincoln drivers who have been bothered by the 30 mile per hour speed limit on arterial streets may soon feel relief. That is, relief to the tune of 5 miles per hour.

The new city traffic code, which has been introduced and given two readings by the City Council, provides that a change from 30 to 35 miles per hour as the basic speed limit on arterial streets be initiated.

However, there will probably still be as many students arrested for driving 37 miles per hour as there were when they drove 32 in 30 mile per hour speed zones.

Glorified KP

The Lincoln Air Force base plans to inaugurate the new Air Force policy of food service as a career field. Modernization will spread throughout the kitchen, and all cooks and other attendants will be professional experts.

The former unfortunate KP will become a "food service attendant." Mess hall is newly rechristened "dining room," mess is now a "meal," and mess sergeant will be known as "food service steward."

Sounds good. But, a rose by any other name . . .

The Nebraskan

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LITTLE MAN ON CAMPUS

by Dick Bibler



"This is the last time I assign committee reports - The one today just dismissed class to go have coffee."

The Challenge

The Midnight Oil

By FERRIS W. NORRIS

(Dr. Norris is a professor and chairman of the Department of Electrical Engineering. The Nebraskan believes his article is particularly apropos so soon after the announcement of the outstanding students at the annual Honors Convocation yesterday.)

One of our former students, who has done remarkably well since being graduated from the University of Nebraska, was in my office several weeks ago and in the course of our conversation he told me that, in the professional world, one who has ability, initiative, and the willingness to work can climb to a position of prominence much more easily now than one could twenty years ago.

He said that today many individuals seek the top positions with the glory and authority that may or may not be attached. However, the large majority of these individuals today are not willing or able to put forth the extra effort required to achieve the necessary distinction and therefore fail to climb very far up the ladder of success. Thus the individual with ability, initiative, and the willingness to work soon passes the rank and file (some of whom are brilliant mentally) on his way to higher positions.

There may be something to the argument of this individual. Those who are playing "first violin" in the orchestra of life are those who are devoted to their work and put in long hours to become perfectionists. Those who do not have the ability or are not willing to put in long hours to become masters of their subjects must be content to play second, third or possibly tenth violin.

In my own experience, I have seen hundreds of engineering students complete their formal

schooling, obtain their degrees, and go into the professional world. Of the many whom I know that have reached positions of trust and great responsibility, not a single one was a member of the "8 o'clock-to-5 o'clock" student group of his time. All were so devoted to their respective fields that they burned much of the "midnight oil" to become masters of their subjects. They were never passively contented and satisfied with their existing state of knowledge but instinctively were always probing deeper for a better understanding of their subjects.

Probably all of these successful individuals think of their work as the late Dr. Williams E. Wickenden did. Dr. Wickenden, president of the Case School of Applied Science in Cleveland, president of the American Society for Engineering Education in 1933-34, and president of the American Institute of Electrical Engineers in 1945-46, summed up his feelings toward his work when he wrote:

"Every calling has its mile of compulsion, its daily round of tasks and duties; its standard of honest craftsmanship, its code of man-to-man relations, which one must cover if he is to survive. Beyond that lies the mile of voluntary effort, where men strive for excellence, give unrequited service to the common good, and seek to invest their work with a wide and enduring significance: It is only in this second mile that a calling may attain to the distinction and the distinction of a profession."

For those who are not devoted to their work and are not willing to put in long hours, this is a cruel world if they seek important positions, and complaining or shedding tears will not change matters one iota.

Ellie Elliott
Richard D. Rowen

Letterip

Letter Includes Quote From Hedley; Turns Down Pepper's Debate Offer

Dear Editor: In reply to F. J. Pepper's "Letterip" of April 6, we wish to quote Dr. George Hedley from his book, "The Superstitions of the Irreligious." "Ignorance and stupidity are well-nigh universal marks of mankind; and they are no less prevalent in medicine, law, and transportation than they are in religion. . . . What is a matter of knowledge for one person may be necessarily an opinion of another. Where knowledge is available, knowledge must be sought; and that by knowledges' own proper techniques of scientific method. Pending proof, we are permitted to hold opinions in the realm of fact."

"A scholar in the field of religion must deal with facts factually, with evidence critically, and with hypotheses logically. He has been misunderstood by many, even as were Galileo and Darwin in their labors. Religion as an academic discipline yields nothing in rightful status, nothing in intellectual integrity, to any department in the catalogue. Its practitioners, however, are humble men, and they have made less noise about their achievements than they might have been justified in making. These modern unbelievers are superstitious because they have chosen to fear and to avoid without even having used their abundant opportunity to learn and to know; and that mood is the very essence of superstition. Yet the real tragedy of the whole case is that in truth the great majority of the self-consciously irreligious are not irreligious at all."

"They are devout seekers of truth, so long as it is not called 'religious.' They are loyal defenders of value most of whose sources they have forgotten or ignore. How much better they would understand themselves if they knew from whence their dearest values come. How much better adjusted they would be in the world if they could but recognize their essential membership in a world force they have affected to despise."

"If after investigation they decide against religion, that is their privilege. At least they will be entitled to an opinion, which now they are not. He who rejects for reasons even they may be mistaken, but he is intellectually respectable and to be respected. It is just the rejecting or religion without reasons that is the mark of irreligious superstition."

In concluding, we wish to point out that the City Campus Religi-

The Student Forum

Where Are We?

By BERT BISHOP

The junior division at the University attempts, through a series of interest and aptitude tests, to help an undecided student determine what he is to do with himself. Such a procedure, if the tests are valid, should tend toward some kind of perfection in the motives of the seeking student. It should resolve many of his doubts, and result in confidence that, at the end of four years, he will commit himself to a life of which he can be reasonably happy as he earns his living.

Many have gone so far as to question the seemingly obvious wisdom in this categorizing and, further, the wisdom in attempting to coagulate real interests in a vocation. They ask these questions, which, in spite of their surface pessimism, deserve answering in a most sober manner:

Should any man oblige himself to making a business of something which he holds as really important? Is it possible to remain happy in an area rich enough to stoke an ideal, when it comes under the glaring, uncomfortable light of the paycheck, the boss, and the regiment of the time-clock?

In other words, why push into the realm of the bourgeois interest which, because of its personal meaning, has already become independent of profit and loss? This is the question which every truly devoted person must ask before he chooses how to feed and clothe himself.

The artist asks, "Can I take my painting, in which I believe so strongly, to the auction block, where what I have made my

brush do in feeling becomes translated into figures and decimals or worse, into an investment. The man of strong faith asks, "Should I take my belief, which I have found to be of more than casual importance to me, into the ministry, and allow what I feel right to be dominated by appeals from the pulpit for money, letters from the bishop on doctrine, and pressure from the community to avoid discussion of race prejudice?" The student of literature wants to know, "Will my conscience survive if I take my love of the great into a classroom where men who have forgotten where a man writes tell me what I should teach, and people who are more interested in English requirements than poetry sit bored in the seats from day to day?"

There is great peace in the lull of any worthwhile hierarchy. But each man must decide whether that peace is worth the sacrifice of forty hours of every week of his life to something meaningless and inoffensive. He must determine how far he can compromise an ideal with the mathematics of the payroll. He must decide whether to watch from a nook of peaceful mediocrity, or to walk into the slow, painful grinding which, if he is patient, he may surpass only with his own excellence.

The huge hurdle to greatness is tedium, the act necessary to achieve it, a condescension, the reason behind it, an ideal which will not be cheapened. This calls for a kind of bravery which few understand, of integrity which few possess, and of determination which few have willingness to accept. In this age, we ask, "Is it prudent?" With no hesitation, we must answer, "Ininitely."

Guest Column

Student Digging Reveals Letters Of 'Statesmen'

By GLENN BERRY

While doing research on some of the most controversial papers of the early decades of this century, a history student has unearthed a number of hitherto unpublished letters that should come to the attention of every alert and patriotic citizen. Of course everyone knows the background of the great WATERWAY scandal, and for that reason it is not necessary now to go into details of the building of the navigable canal between Salt Creek and the Platte River. Let it suffice to give the thoughts of a few of the influential men who sponsored this plan. The most thoughtful of these letters follow.

Washington, D. C.
October 28, 1900

Dear Governor:

Thank you for the hunting stool. Also for the rubber boots, jacket, and ear-plugs. I am late thanking you, as I have gone hunting every day since receiving them. I guess I never did thank you for the fishing tackle you sent me last spring. To date I haven't caught anything but a cold. Ha, ha. But I have not missed a single day either hunting or fishing for the past ten years that I have been in the Senate. Give my love to Lucy and the kiddies.

As ever your servant,
Senator J. E. D. Moot
P.S. Forgot to mention the proposed Waterway. Will write later.
The persuasive eloquence of

the governor is shown in his reply. The Honorable J. E. D. Moot Senate Office Building Washington, D. C.

Dear Jack: You've been missing a lot of good poker games lately, and we've been missing you. Have you got ten shiners ahead. Will that tempt you to come???? Haven't been out to the "big ditch" lately, but hear that the canal is coming along fine. The janitor here keeps me informed, as he likes to get out. The boys are waiting for the game to open, so must close. Best personal regards from

Your humble servant,
"Goey."
Washington, D. C.
Dec. 29, 1900

Dear Governor:

Have only a moment to thank you for the beautiful Christmas gift. Haven't got it all drunk yet, but am working on it. Thanking you again, I remain,
Yours,
Jack
P.S. Profound regret I cannot push Waterway now, as have just heard rumor that war was declared last week against Jugoslavia, and all internal construction stopped.

These letters are only a few of the examples that show the supreme statesmanship of these great men who have guided our destinies in the past, and it is to be regretted that our schools of today are not producing genius of like caliber.

Reprinted News

North Carolina To Use Instructor Rating Plan

(The Nebraskan thought this news item, reprinted from the front page of The Daily Tar Heel of the University of North Carolina, was interesting in the light of the attempts at our own university for a student rating of their instructors. The results of the evaluation are yet to be seen.)

Does your professor . . .

- (1) Welcome discussion even though students may disagree with him?
(2) Limit discussion more than is desirable for the best interests of the class?
(3) Give little or no chance for questions or discussion?
(4) Become frequently distracted on questions and get away from the subject?

This is just one of the categories students will check out their instructors on in the campus-wide faculty rating to be conducted next Wednesday.

The ratings will be made on questionnaires distributed to all dormitories, sorority and fraternity houses. The forms, which cover five main points, will be picked up the same night as distributed.

Students will rate each of their last semester teachers on "clarity of presentation," "opportunity for questions and discussion," "ability to arouse interest in course," "attitude in class toward students," and "attitude toward subject."

At the end of the forms, students will evaluate each course and rate the individual profes-

sors from "A" to "F." Space is provided for "particularly outstanding qualities (good or bad) which the teacher may have" and suggestions for the "improvement of the course."

"These ratings are designed to help your instructor as well as to aid you. Think carefully before marking," says the student opinion form.

The student government offices have sent letters to faculty members explaining the poll. Other letters were sent to each University resident house asking co-operation with the poll.

Results of the poll will be computed in the Psychology Department on an automatic computer.

Students won't be asked to sign their names to the forms.

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