

EDITORIAL COMMENT

The Other Classes

Each year some member of The Nebraskan staff writes an editorial to and about the freshmen. Reviewing some of these editorials it was noted that most of them either contained advice as to what a new student at the University may expect and how to cope with many of the problems which invariably face him, or they describe, from an upper-classman's point of view, the new student as he begins his new and different life at this institute of higher learning.

This editorial is not dedicated to freshmen, their problems or their inexperience. For a change, it is the upper-classmen to whom this writing is directed.

The sophomore class is the lonely class of any

university. It's members are no longer the center of attention. Advisors consider sophomores to be fully oriented to University academic facilities. Sorority sisters and fraternity brothers, roommates and friends no longer hold the sophomore's hand. No excuses are accepted after one year in the University—the sophomore is expected to know the ropes. Yet there is a degree of insecurity for a sophomore. His record as a freshman is all he has to go on. He has no backlog of corrected mistakes as do the junior and seniors. For the first few months of every sophomore's year he flounders between the position of truly belonging or on the fringe of uncertain stragglers.

If one would ask what class at a University is the most active, the most noticeable in accomplishment in relation to its size, the logical answer would be the junior class. Juniors seem to have a will of their own. They are no longer bound by under-class rating and with only one class above them are not easily subdued by senior superiority. Juniors are the most heard, the most seen and the most secure of all the classes. The inexperience of the freshmen is behind them. The new-found security of the last part of their sophomore year has caught hold to spur them on to a prospective junior year. The junior activity worker has a goal in sight—and for this goal he is willing to put in hours of work. For the sorority or fraternity junior with strong house interests there is also a goal—that of being selected an officer. For junior athletes the chance of being outstanding, of gaining respect, admiration and encouragement of coach and fellow students is close. For some juniors another goal is foremost in their minds and it is with those minds they seek to attain that goal—for Phi Beta Kappa is attainable. In short the united goal of the junior class is that of leadership in one of many fields.

The seniors are actually the products of freshman, sophomore and junior years. A senior has either proved himself or he has not. He has either succeeded or failed or still another alternative—he is still trying to attain his own particular goal. A senior may look with satisfaction or disappointment on his college career, yet his evident feeling of security rests in his seniority, age, number of familiar faces and comfort in the knowledge that he has survived. The senior looks down—it is granted—but not down on freshmen, or sophomores or juniors. The senior looks down in an effort to reconstruct his own college career in hopes he may benefit from that knowledge and experience to prepare himself for the freshman he is to become again upon graduation. J. H.

The Challenge

You freshmen have been the most talked about, most talked to, most welcomed, most helped and probably most confused group on the campus for the past week. You have heard kind words, directions, offers congratulations and compliments for that same period.

During the hustle and speech making of the convocation held just for you last Monday evening you heard quite another type of speech, though many of you probably did not recognize it for what it was at the time you heard it.

If you will think back to that evening, a speech by Chancellor Hardin was part of the program. Though it was a short speech, without a great deal of high powered verbal gymnastics it carried a challenge you will have to dig and work to meet. Remember when he said something that went like, "I'm speaking to the 50 per cent of you who won't be here four years from now . . . ? Those few words have probably been lost in the hundreds you heard that same evening and throughout the week that followed.

The truth is that 50 per cent of you won't make the grade. One-half of your class will never be graduated from the University. Your classmates will drop out for a variety of reasons. Some because of financial difficulties, some because of poor health, others because they were just too lazy or indifferent to make a go of college life.

It's a challenge that was given quietly without fanfare. It's a challenge you should meet the same way. It would be worth a great deal to all of you to take just a moment and make an agreement with yourself to be one of the 50 per cent that is around four years from now. T. W.

From Us To You

The first editorial of the year has been a headache to the new editor of this (and other) college newspapers. "Give 'em hell," "Put some teeth in it," and other even stronger words have been among the admonitions given the new editor by his misty eyed predecessor. In most cases, however, these other bits of wisdom get lost in the shuffle while the new victim sifts through them, writes and re-writes and hopes the resulting piece will be read.

This particular editorial has another purpose. There is no intent to "Give 'em hell," or an attempt at verbal dentistry. The purpose is one of explanation.

The Nebraskan, like many other college and commercial publications, is read in varying degrees of thoroughness and intelligence by an even more varied reading public. This reading public is a critical one, and The Nebraskan would have little function if it were not. However, much of the criticism of this paper has come from students and faculty who object to inaccuracies, errors or incomplete coverage. Many readers have come to pay little or no attention to the campus newspaper because of

these serious faults. Not much can be accomplished simply by stating the "status quo" other than to note The Nebraskan staff is well aware of these faults and the attitudes of persons who might otherwise be readers but are not because of them.

The Nebraskan staff realizes difference of opinion between a newspaper and its reading public is good if not allowed to swing too far from any reasonable balance. The Nebraskan staff also realizes that it is not a difference of opinion that has brought many readers to the disinterested stage so far as their campus newspaper was concerned. Recognizing a problem is not, in itself, a solution. The Nebraskan staff has taken a long, hard look at itself and has determined to do the utmost to make certain that inaccuracies and errors are kept out of the news columns of this paper.

However, a college newspaper can be only as effective, lively, interesting and worthwhile as its staff and news sources will allow. The Nebraskan staff for this year is more than a good one. Those who hold the paid staff positions have had experience and training in their work and a good reporter staff is on the job. However, a good staff is not enough in itself to produce the type of newspaper that you, the student reader, is interested in reading.

The Nebraskan staff is quick to admit that much of the fault for garbled information lies directly with them. However, there are several things this same group would like its news sources to keep in mind during this year. First, Nebraska reporters are not professionals. They are essentially trainees, persons gaining the skills needed to advance in The Nebraskan organization and perhaps in later life. Second, they may have little or no knowledge of the field in which you are so much at home. What may seem quite clear and simple to you may be a confusing mass of words and symbols to others, particularly persons trying to put what you have said into a clear, brief news story. Third, The Nebraskan is preoccupied with presenting news. There is no effort by any member of the staff to injure or embarrass anyone. Complaints that The Nebraskan has "stabbed" an individual often result because the person involved has not given the entire story. What reporters are not told cannot be included in a news story, which often results in bruised feelings for both reporter and news source.

The Nebraskan does not ask students and faculty to lead its reporting staff by the hand. Reporters have been instructed as to what they are to do; however, they will be able to write more polished, complete news if they have received information from individuals who are cooperative when interviewed.

The Nebraskan will continue its efforts to bring the students at this University the news of what is happening or will happen here. The Nebraskan will appreciate your cooperation—the results will make your effort worthwhile in better reading this year.—T. W.

LITTLE MAN ON CAMPUS by Dick Bibler



"If you want to improve your daily papers, why don't you drop out of school for a few days?"

NU VIEWS

'Everyone Gung Ho' Says Jr. Transfer

By WARREN BURT (Editor's Note: NU Views is a new column appearing in The Nebraskan written by Warren Burt, a transfer student from Princeton University. Burt is a Junior in the College of Business Administration.)

Probably very few people will read this column. On every college campus this time of year, some new student is asked to write down a few impressions of his new alma mater—but who's interested in what some newcomer thinks of such familiar things?

Since the audience is probably so small then, I think I'll be real informal and forget technique. Maybe the best way to give a true idea of my reaction to NU is to include excerpts from a letter to my former roommate at Princeton, where I spent the last three years:

Dear Greg, The thing about my new home which is hardest to get used to—in a pleasant way—is that there aren't only men in the classes. This is a co-ed campus, as you know, and after a strictly men's school, the new atmosphere is sure stimulating. While wandering around here the past two weeks, I thought with sincere regret of all you bachelors at old PU.

A bit more seriously, the people and the kids out here are some

of the friendliest I've ever run into. The town and the college make you feel a part of them right away. I thought that as an Easterner I might feel like an oddity on display, but that's not the case at all.

The institution of Rush Week is, I think, something that should be duplicated everywhere. After a week of parties and constantly meeting guys (not to mention free meals, etc.), no one could feel like a stranger, and you've got a large bunch of buddies before classes even begin.

I guess the thing I like best on the campus is that there's so much spirit—for everything and anything—for the school, for your fraternity or sorority, for various annual affairs, etc. Most everyone's Gung Ho for something, and that's great!

So far as the city and campus go, you couldn't want a nicer situation. I remember when I hitched out here early in the summer, the fellow who brought me from Omaha to Lincoln gave me an hour pep-talk on what a clean, pretty city Lincoln is, and it certainly didn't disappoint me."

To NU and anyone who has read this, I just want to say that I'm sure glad I'm here, and I'm looking forward to a really great year.

Coed Caption

Efficiency Plan Proposed To Eliminate Time Wasting

By GLENNA BERRY (Editor's Note: Coed Captions will appear regularly in The Nebraskan. Glenna Berry, Coed Caption columnist, is a Junior in Arts and Sciences.)

One of the first things the alert new student will notice is the disgusting leisure, the appalling laziness prevalent on all parts of the campus. Sometimes there is even as much as five minutes between a Builders and an AUF meeting which is usually wasted in having a coke, or in other equally useless and degrading diversions.

During one of those rare occasions when he was forced to wait for his order at the Corn Crib, an engineer friend of mine, Henry Edison Morgan, computed the gigantic sum of man and woman hours now wasted in waiting that could be devoted to desirable accomplishments. With his trusty slide-rule, or tripod, or whatever precise instruments engineers choose for such important calculations, my friend devised a brilliant scheme that should help to combat this waste of time.

At the beginning of his Plan, he proposed to use information gained from the regular entrance examinations to determine what sort of work each student could do best during his leisure time. If this information were tattooed on some inconspicuous part of the student's body (that is, the student's body), the waiter at the Crib could quickly uncover the tattoo, take one glance, and hand the student a slip with instructions for his work during the time he waited for his food.

The artistic student could be set to work finger painting original designs on the Student Union glasses, while the more athletically inclined could dash outside

and put parking tickets on the cars that the police had overlooked while performing their notable service for University vehicle owners.

The Plan could soon be expanded to cover the whole student body, not just those waiting in the Crib.

Morgan is considering carrying this one project a step further, by having members of the track team carry these same bricks (springing, of course, with the dual purpose of saving time and also giving the team additional training), to the proposed location for the new Student Health Center. Under proposed supervision, he declares, the new Center would spring up almost as fast as Ellen Smith Hall could be razed. Athletes not interested in track could use the bricks to practice discus-throwing or shot-putting, and in this way deliver the bricks to their new location even faster.

Even the student whose only ability is along scholastic lines could benefit under the Plan. While waiting for this same light to change, he could obtain great delight and benefit in memorizing Nebraska counties and their license numbers from a carefully prepared list. This information would be indispensable to him in later life.

There are many other aspects to this time-saving Plan which will be disclosed periodically. The Plan will undoubtedly prove a magnificent success, for it completely eliminates that despicable serpent, leisure. As everyone knows, leisure breeds thought, and on this industrious, progressive campus, we can have none of that!

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It Seems To Me . . .

Texas Trip Reveals 'Bigs, Mosts' Faulty

By ELLIE ELLIOTT

Howdy, you-all. Ah spent a very interestin' summer overseas this year . . . in the great Republic of Texas, to be exact. And you-all know, everything they say about Texas is true. Texas has the most land . . . but there's nothing on it. It has the biggest lakes . . . but no water. It has more cattle . . . but they're inedible, and have to be fed in Nebraska.

Texas skies hold the biggest, best, and most beautiful clouds in the world . . . but it never rains. Texas has more soil than any other state; I know, because it blows through our house every day. It also has the biggest and best-fed man-eating insects and reptiles in the world. It's specialty along these lines include the biggest and hungriest grasshoppers and crickets; and if you don't believe that, come on over and take a look at my clothes . . . what's left of them. And the rabbits . . . but you know rabbits.

They say that Texas girls are the prettiest in the world; but every year around the time of the Miss America and Miss Universe contests, Texas succeeds from the union. Texans are the friendliest people in the world; they greet you with one hand on your back in brotherly fashion . . . and the other hand in your pocket.

Texas brags some of the biggest army and air force bases in the country. My dad is stationed on a typical Texas air force base: no airplanes. I hear that Texas is thinking of building a wall between Texas and Mexico, and I wonder: is the purpose of this wall to keep the Mexican webbacks out, or to keep the Texans in?

Speaking of Texas schools, you-all should see the eighth-grade graduation ceremonies. Since many of the youngsters complete their education with the eighth grade, they graduate in style . . . and receive Cadillac convertibles as graduation gifts. After the graduation exercises there is a mad rush for the office of the local justice of the peace. I guess Texas men like to get their gals young and bring 'em up right.

You-all may have read in the papers that Texas is trying to get federal aid for the "greatest drought in Texas' history." Well, in case you're interested, every year in Texas is, according to Texas, the hottest and driest in history. The chambers of commerce have solved this problem, however; they'll tell you in southern Texas, "Well, it's not too wonderful here; in fact, it's pretty awful; but go to northern Texas, it's really beautiful there." North Texans say the same for the south, east for west, and west for east.

The wise traveler, nature-lover, sightseer, or what-have-you, will simply head for the border and out; any border will do. It is very simple to leave Texas. Merely present your passport, pass customs inspection and keep saying over and over in hearty, audible tones, "Texas is the biggest and best state, and Texans are the friendliest little old people in the world." Oh, yes, and drop a vote for Alan Shivers and Frank Parr in the box to your right, there. . . .

And as the dust lifts and you spy God's country once again before your eyes, to your ears will drift the last strains of the Texas battle-cry: "You-all come back, now . . . real soon!"

Copped Copy

Any Joksters In The House? For Real Success Read This

(This "lesson" is reprinted from the feature section of the UCLA Daily Bruin.)

Before telling the joke, ask if "anyone has heard the joke ending . . ." and give the full punch line, so that no one will be mistaken what joke you are going to tell.

Apologize in advance for the joke.

Drag out the tale as long as possible, introducing as many side issues as possible. These side issues will add a little humor by their incongruity and the audience will laugh harder at the conclusion. . . .

Give a dramatic pause just before the punch line. Do not let people who get up and leave the room disturb you, although it is best to give the punch line before every one has left.

If possible, give the punch line in a foreign language. This will eliminate many who thought that they knew the joke.

If it appears that everyone already knows the joke, use the punch line from another unrelated gag.

In any case whisper the punch line so that only those who care enough to really listen attentively will hear it.

If someone else is telling the joke, follow these rules:

As he tells the joke, interrupt as much as possible.

Correct his pronunciation.

Try to sidetrack him on intellectual plane. Ask such questions as, "What do you think the economic implications of traveling salesmen are?"

Refuse to laugh when he finishes. Say that you heard it differently and proceed to tell the whole tale all over with one or two minor changes.

Break into laughter before you give the punch line, since they all know it already.

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