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Tuesday, October 5, 1954

# Saturday's Boo-Boo

Nebraska football stock took a sudden rise last Saturday afternoon when its "stockholders" with and without shoulder pads rolled to a 39-14 victory over Iowa State. Although the Turkish Bath climate put a damper on the good spirits of the fans and player's vitality, the results of the afternoon's work made the combined efforts more than worthwhile.

EDITORIAL COMMENT

However, something happened during the afternoon<sup>®</sup> that made many students and even more Husker rooters sitting across from the student card section wonder. For the first time in several years, Nebraska fans booed their own players, or apparently so. Even if the high temperature, sodden air and confusion of the moment did prevail, it did seem that there were several voices lifted in booing when 11 men with the Scarlet and Cream jersies trotted to the sidelines. Even more odd must have been the comments of the ever-vocal Iowa State rooters. It seems very probable some went: "No wonder we lost; they had two teams, one the crowd liked and one they didn't."

This theorized conversation might or might not have been held, but, in any case, the "cheering" must have left a poor impression with our visitors and with our parents and friends sitting across the field when the University rooting sections sounded off with cat-calls, jeers and booing when our own football players ran out onto the playing field.

Poor impressions are not good, but not important when their results are measured with the effects booing might have had on our own players and coaching staff. For those who remember last Friday's pep rally and the others who were not there the University coaching staff made much of the fact that student backing is one of the necessary elements in a winning athletic team. If this official view is not enough to convince students their support is important, The Nebraskan asks that each individual think back into his own past and remember the good feeling that comes from knowing friend's backing and support.

The Nebraskan is not urging mass self-analysis or making an appeal to the student body to contemplate on their football team. However, it does ask that students think before opening their mouths to boo, and present a few facts students might do well to remember.

First, the first team has been designated as such by professional, paid members of the coaching staff. These men have had long experience with this game of football; they are held responsible for Nebraska's football showing, and are definitely interested in seeing that the University is represented on the playing field with the best of our football material. Second, teams are regularly staggered as a standard procedure by the coaches. Even the most casual football fan could see the effects of a team that has simply run out of energy. By regular substitution, players have a chance to gain experience which will make them even more valuable to the Nebraska football machine, and can maintain the pace necessary during the game.

Finally, no matter what number is assigned them, each team and individual on the playing field with our school colors is there for only one reason-that of representing us in the best way possible. No matter how bad they may appear to be doing, each man on the football field is doing his best, trying his hardest to win, and this applies to members of all teamsfirst, second and third. The least we can do is support them, the worst we can do is boo them .-- T. W.

## **Individual Efforts**

The words "qualification, clarification and reevaluation" do not mean back - tracking or apologizing. They mean a re-presentation of facts and interpretations of facts so that more people can understand.

This The Nebraskan will attempt to do.

It has come to the attention of The Nebraskan that a situation between University students and personnel at the Lincoln Air Base has been pre-judged. Directing this statement to the male students at the University The Nebraskan wishes to clarify its position.

The presence of 1500 eligible men near the University who are not University students but who are mostly of University age, in simple terms, created a competitive situation which many University men are not willing to buck.

Because University students live in a type of community, with the same social opportunities, educational goals, and under the same jurisdiction, it is conceivable that they would feel they 'have a right to expect priority over "outsiders." In fact this attitude is encouraged by the University not only to provide a thing called "school spirit" and student participation as students but also to provide the atmosphere felt necessary for a University to be an organized institution. However, priority is merely an egotistical factor which develops with close association.

the basis of actual knowledge seems to be lacking.

However, when a University student sees an Air Force" man swaggering down the sidewalk, or a group of uniformed men driving slowly down the campus streets whistling at every girl they see, it is with that in mind he judges the Air Force. This is not beyond comprehension: that because of a few, a whole group may be judged. As experience has taught, it is a humanly logical failing. But because of these few the majority must always suffer. It is the same with University students. Outsiders judge us by the actions of a few-those they happen to see at the time. And according to many local citizens, we have no lily-white behavior slate.

Getting down to facts, it is true and justly so, that there are officers and enlisted men at the Lincoln Air Base who are college graduates, former "men most likely to succeed," intelligent, gentlemanly, desirous and "just plain



"Did you notice that genuine imported cashmere sweater?"

### This Is It . . . Or Is It? **NU** Columnist Asks How Much Is Enough

By CYNTHIA HENDERSON What is enough? When have I done my job?

When your history assignment is 50 pages plus three optional outside readings, what job do you do? Most of us read the 50 pages, but "optional" usually means "not necessary" to us. So the readings sit undisturbed on the library shelves.

The student body is faced with a similar question beginning today. "How much shall I give to the four charities supported by All University Fund" is the 'current query.

What is enough, for me to give? Am I willing to run a mile, or a mile and a half to help someone? Am I willing to dig into my change purse or into my bank account for my contribution.

Rev. Rex Knowles discussed this question at the Sunday evening session at Presby House. As usual, Rex came up with a thought provoking explanation.

The question we must all ask ourselves when considering our contribution in his opinion is."How much is it worth to me to see this job done."

I want to help someone be cured of cancer or mental illness.

by Dick Bibler

Rex then set up the following example which explains the mental process we all experience in determining our gift.

Would you give 25 cents to help a refugee student? "Sure," you might say.

Would you give \$500? "Gee, that's way beyond reason," would be the reply.

Would you give 50 cents? "Centainly," you reply. How about \$250? "Well, I'd like

to-but still can't." So goes the balancing process

weighing what you would like to give against what you can give. Sometime during the eleven years of NU's campus chest the

balance unfortunately hit and stuck at 200 pennies as a figure that most people can give. Was this a wise choice? I don't believe it was. First of all, we

should not put a limit on a generous gift. Second, the figure "set" is meager. Giving \$2 once a year amounts to much less than one, really-familiar, "ordinary" things happen day after day which a penny a day. Is a penny a day what it is worth to you to see that a refugee student is helped?



### By ELLIE ELLIOTT

"We are like dwarfs seated on the shoulders of giants; we see more things than the ancients and things more distant, but this is due neither to the sharpness of our own sight nor the greatness of our own stature, but because we are raised and borne aloft on that giant mass."

Bernard of Chartres That these immortal words, written by a man whom himself many of us might feel disposed to call "ancient," have survived to our own times, is no matter of chance. A thing is immortal when it endures the changes of time, space, environment, and progress, and continues to have significance to all men at all times. As these words were applicable during the Middle Ages, so are they now . . . perhaps even more so. It is possible that our descendents (if there are any) will look back on this period of history as being far more formidable "Dark Ages" than we can honestly say the medieval period was "dark."

What? This the Dark Ages? Nonsense! We have everything! Freedom, democracy, equality. Electricity, telephones, radio, television, automobiles. Skyscrapers, factories, highways. Jets, battleships, guns, atomic energy. Wars. Birth control. As in Texas, everything now is "bigger and better." Is it, as many men claim, because we have unshackled ourselves from the irons of tradition? I won-

The war against tradition is a things more distant?"

NU Views

'Second Glance' Aimed **At Evaluating Familiar** By WARREN BURT Since last week at this time,

I've been asked often if there is any particular purpose to this column. People have wondered politely if there is any consistent direction for speculations that may appear here. This is probably the best time to try and clear up the mystery. In the life of a student-of any-

What appears in this space then, may be somewhat serious, or slightly humorous, or straight speculation; but my hope is that it will occasion at least a glance at many of those aspects of our university life to which we have become accustomed. If we take another look at something we've looked at a thousand times-"looking without seeing" the last 950who knows what we'll find?



most anywhere, if we care (or dare) to look. In art, literature, music, and education, all things close to us here at the university, there are numerous examples. Dali, Dos Passos, Bar. tok. This change is not necessarily progress; progress implies continuous growth toward betterment or perfection. Anti-tradition is a negative approach which implies that anything "different" is better than anything conventional . . traditional.

We are thrusting our sins on the souls of our predecessors. This is the traditional action of all antitraditional young people. Does the antithesis confuse you? Think about it. Think about the many times you have said or heard, "What a mess of a world we are inheriting from the past generation. How could they do this to us? How ignorant they were!"

Maybe it is a mess. Maybe it is their fault. Fault? No man is perfect. Our fathers and forefathers have tried their best. They have remembered that they are dwarfs, and they have remained "seated on the shoulders of giants " passing down to us the heritage that they had received and have increased. We too are dwarfs, remember, and our range of vision is grossly inadept. Are we going to be content to squat down here on our own infinitesimal plot of ground; or are we wise enough to be maised and borne aloft on that giant mass" so that we too may "see more things . . . and

This close association results in an attitude which reacts in various ways when tested. It has reacted prematurely since the beginning of school-perhaps not obviously, but nevertheless it has reacted. Suspicion is the stage of reaction to date. But as stated before this stems mostly from the knowledge that the ratio of University men to coeds is two to one, and with those odds more effort to get a date on campus is necessary.

There are various comebacks on the University men for this attitude-one being that many of them may find themselves in a situation much the same as the men at the Air Base within a few short years. Another is the old saying "all's fair" and "may the best man win." But will University men swallow this?

How about the Air Force? The basis for campus judgment on a more universal plane is comparison - that made from newspaper stories and hearsay. As to the fairness of that judgment-it is one of purely hypothetical origin. The ideal of judging a person or situation on

nice." And may the Air Force and Lincoln and the University be proud that there are those kind of men in the ranks.

Not to forget the University coeds-who can more or less sit back and take inventory throughout the year-it is still their right to date whomever they choose, whether it is a University student or an Air Force man. The coed deciding between accepting a date with a student-whom she doesn't know-or an Air Force man-whom she also doesn't know-has little basis for decision except that one is a student and one is in the Air Force. Her problem is whether to take a chance on the student or the Air Force man.

To make it easier all the way around, The Nebraskan offers these suggestions. First, courtesy on all fronts; for rebellion breeds rebellion and effrontery breeds effrontery. Second, mutual consideration of "the way to do things." College campuses have developed a dating ritual that is difficult to change. Introductions, coffee dates, a week-in-advance invitation, specific arrangements-all these are a part of the social curriculum. Third, understanding of the underlving elements, attitudes and situations of both campus and base.

The success of University-Base relationships still rest on each individual-the University man, coed and the Air Force soldier.

This is how The Nebraskan sees it .- J. H.

## The Student Vote

Four weeks from today is election day. Across the nation, 435 members of the House of Representatives, nearly forty members of the Senate and many governors and other state officers will be elected.

The State of Nebraska, always a state with one of the longest ballots in the country, will again have a long ballot with the anomaly of three senatorial elections,

It is important to the nation, to the state and to each individual here at the University. The men and women elected November 2 will represent us and guide the policy of the nation for the next two years. This thought, in itself, is somewhat sobering when the problems these men and women will face are considered.

The State of Nebraska has none of the "classical" limitations on voting. There are no poll taxes, literacy tests or property tax payments which are required. The law requires six months residence in the state, 40 days in the county and 10 days in the district.

Students living in Lincoln but with permanent residence in some other Nebraska district, must

vote in their home district. Registration must be completed by Oct. 22 in most areas. Ballots will be mailed to the absentee voter sometime near the end of October. The local Lincoln election commissioner reports his office will co-operate with all voters. He says any student may bring his absentee ballot to the election office and have it notarized.

In other words-everybody wants the eligible student voters to vote. The Nebraskan plans to cover the coming campaign in its news columns and on its editorial page. The paper is encouraging political activity on the campus in every way possible. Each candidate is interested in the student vote.

If there is any apathy, and there seems to be an abundance of it, it lies with individual students. A lackadaisical attitude, if taken by intelligent student voters, is reflected by elovenliness and poor representation on all levels of government.

To attempt to remind "students" of their responsibilty seems to be an inherent contradiction. "Students" should be aware of the election and its import .-- D. F.

Rex did not mean how much will I get out of my gift personally. Giving is not a selfish matter, although we have an inherent need to give, as well as to receive.

He meant "how much do I want to see a refugee helped through World University Service," one of the charities to receive support through AUF. Or, "how much do

Perhaps we are ready for a time of revaluation. We are not giving to a campus machine, but to four charities which are constantly helping people. The need is definitely acute.

I believe that "how much do I want to help" will be a good question to help you determine your gift.

So . . . this is it . . . or is it?

### Tips And Tailspins What Is The Nebraskan?

By MARIANNE HANSEN News Editor

(Editor's note: This is the third in a series of articles about The Nebraskan, its operations and purposes.)

What on earth does The Nebraskan News Editor actually do? There's a desk and a typewriter all my own, and an obnoxiously obvious sign with my name on it. The sign reads, "information" and "reporters here."

And, to be brief-very brief, in fact-that's what my job is-information. It's my responsibility to inform the reporters where to get stories and how to write them once they've gotten them; to inform students of what's happening on ye old campi; to inform photo lab when we want a picture taken.

To help me gather and distribute all this information, I have three phones-which means I usually have to answer all three to find the right one. I am supplied with reams of copy paper, copy pencils, student directories, etc.

I organize the news; serve as sort of a central clearing-house which gathers the news tips, whips them into story form, checks them for accuracy and general style conformity, and passes them on to the managing editor for final editing and page layout.

Mornings I go to class; evenings I study. The rest of the time is absorbed by The Nebraskan. We publish three times a week; the reporters show up around 1 o'clock in the afternoon. But by then I must have the news sorted and ready to give to the reporters to track down.

I handle-try, anyway-the countless details which always crop up. To be an ideal news editor, I should be everywhere at once and know everything that happens or is going to happen on campus. But I'm not five people, I'm only me. So I would appreciate it if all students would be honorary news editors, and tip me off the next time their club is going to meet, leave the name of a student who might be a good subject for a feature, or any tips on anything going on here on campus.

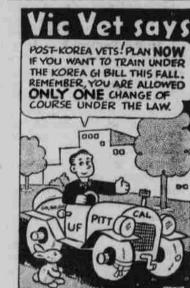
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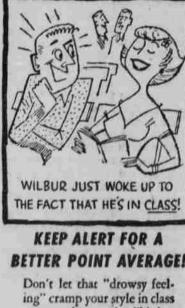
we become so accustomed to that they eventually lose our interest and our notice. Very often, however, these things which escape our observation due to familiarity might serve as excellent material for thought, if approached from a slightly different point of view than previously-or for argument, or a good chuckle.

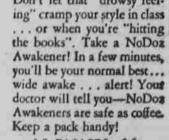
The latter is so often the case, Many times if we stopped to notice what we're doing, of how we're doing it, we'd strike our-selves as quite bizarre. Regardless of our personal actions, however, things which go on about us constantly may very possibly occasion a hearty laugh if we stop a second to look at them from a perspective which is not "ordinary."

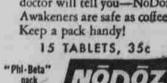
It is particularly true that a new look at old things may be the basis for not only interesting and stimulating thought, but perhaps ideas of great benefit. It is a wellknown fact that some of the most worthwhile and lucrative inventions have occurred within the scope of simple common things. Likewise, the greatest contributions to philosophy and human relations are often along lines pertaining to "everyday" people, places and events - just as some of the funniest jokes strike very close to ourselves.

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