

EDITORIAL COMMENT

V-i-c-t-o-r-y Spells Unity

The Colorado silver and gold took on a tarnished appearance this weekend as the University Cornhuskers fought their way to victory on the gridiron at Boulder.

The score—Nebraska 20, Colorado 6—was in itself proof that the team had won. The yardage gains, rushing averages and pass completions left no doubt that the Cornhuskers had outplayed the Buffaloes.

Students who attended the game in Boulder came back to campus with tales—not of their escapades at Tulagi's, but of the game and how well the team had played. Lincoln citizens talked on the street corners—not of the bargain sale in a local store, but of the chance Nebraska now has of going to the Orange Bowl. The old complaint that this last weekend was a dead one hasn't been heard from even the most ardent party pooper.

Last week in classrooms the anticipation of the Colorado game was at a high pitch, with instructors grimacing in disapproval at students' groans when the announcement of Friday tests was given. And on Monday morning instructors began their lectures half-heartedly, knowing their words of wisdom fell on deaf ears still hearing the wild clamor of the Nebraska crowd as the Huskers chalked up another TD.

For those students and citizens who remained in Lincoln over the weekend there was a surprise in store. Listening to the radio broadcast, it was difficult not to feel the excitement and pride which Nebraska rooters exhibited. The cheers of the Nebraska audience were deafening and the fact that even with a minority representation the support demonstrated at Boulder was overwhelming.

Saturday night nearly 500 students and townspeople gathered at the Lincoln Airport for the arrival of the team. The plane landed at 9:45 p.m. and amid cheers and "There Is No Place Like Nebraska" the team and coaches returned after a hard day's work.

Some objective on-lookers might come up with the comment, "Sure, everyone feels great—as long as we win." But is this a fair comment? The Colorado victory had special meaning for most students. First, last year's heart-breaker was avenged. Second, this is the first time Nebraska has beat Colorado at Boulder in 52 years. Third, the fact that only one other team had been able to even score against Colorado this season was reason enough for pride. Fourth, the Colorado game proved that Nebraska can produce a winning team and is not just a Mid-Western University with a mediocre athletic record as some people think.

Saturday's victory also proved some other things which it would be well for the psychology department to heed. Those people who adhere to the philosophy that football plays a minor role in University life should by this time be frustrated and self-critical. Those persons who think football should not play such a big role should re-evaluate their reasons. The opinion held by most practical and realistic students and instructors at the University—that there is much more to be gained from a college education than is contained in a text book—has been substantiated. The entire attitude brought about by the victory over Colorado is one of unity. Theorists try to tell people that a situation of defeat is most conducive to uniting a group because it

will unite to fight. But practical men must admit that winning is a stronger force, especially when the united group is made up of such varied contingencies as it is at the University.

It is a strange phenomenon indeed when the workings of 22 men can inflame a group many times larger with pride, loyalty, enthusiasm and unity. Of course, if one stops to think about it, this is the typical American spectator, not only of athletics but also of governmental procedures and spiritual teachings.

With an attempt at being "rah, rah football" The Nebraskan would like to congratulate the football team, Coach Glassford and his staff, the University Alumni Association and the University student body for their contributions to a weekend which will be remembered for some time to come as the weekend which exhumed the true Cornhusker spirit, both on the field and off.—J.H.

Let's Keep It

Another editorial on this page calls attention to that elusive quality that seems all too rare on this campus, unity. As is noted above, unity is wonderful when it exists and greatly missed when it does not.

Now that we have experienced something of unity, and know what it can be like, there are a few who would debate the fact that the "get up and go" spirit should be a permanent part of the University scene. However, unity does not exist of and by itself; it must be carefully worked for and actively preserved in order to last. Good afternoons on the football field will not and cannot keep the spirit and interest we now have alive for the rest of this year.

University students have been offered a good opportunity to do their bit to keep up the spirit by several organizations on this campus. The Parents' Day activities, built around the Missouri football game, offer one of the best opportunities for the student body to show outside Nebraska what a really active student body is like. The good publicity and relations to be gained from Parents' Day are almost unlimited and worth working for.

Good relations with the individuals who keep this institution on its financial feet are worth striving for; however, there is something even closer to home, something more important, good relations among students, faculty and administration.

The Nebraskan, cooperating with Kosmet Klub and Corn Cobs, is sponsoring the Hello Hardins Dinner, to be held Sunday in the Union Ballroom. A dinner sponsored by student organizations for the Chancellor and Mrs. Hardin is not important by itself other than the fact they were interested enough to give up an evening at home, certainly a rare commodity for so busy a couple, to accept the invitation unless students will also take the time to make the occasion a success.

The dinner can be a milestone at the University, a good example of unity and spirit if a large portion of the student body makes it their business to attend. If students do not attend, those who would have us believe our "unity" and spirit must be manufactured for us and not by us will have more evidence for their case.—T. W.

Freedom To Debate?

Free speech; academic freedom; man's right to investigate, then judge; the purpose of a college; the ability of college students to form intelligent opinion—these principles, usually accepted as truisms in the United States, have been heaved into the junk yard by Dr. Herbert Cushing, president of Kearney State Teachers College.

Obviously, Cushing's ire has been aroused. So has that of many newspapers around the State of Nebraska. These individuals feel they have uncovered an issue that must be touched. To implement their feelings, they have placed the label "contraband" on this year's college debate topic.

Here is the situation. Each year a group of national collegiate speech organizations submit a list of proposed topics to debate coaches throughout the United States. One is selected, on its merit as a debatable subject, and is then discussed, pro and con, by college debaters at contests and conferences during the year.

This year the topic chosen is, "Resolved: That the United States Should Extend Diplomatic Recognition to the Communist Government of China." The topic was not the first choice of many debate coaches, but, evidently, it was the first choice of the majority of coaches across the United States. Normally, everyone does not agree with the selection, but everyone does go along with the choice of the majority. (A common practice in this country.) Debaters rarely like the subject they are debating. They usually feel anything would have been better. But they are forced to discover facts on both sides of the case.

This is the key to a debate question. Facts must, and can, be found. A debate topic by definition is debatable. At the end of a debate season, the debater usually has formed an idea on the subject. He realizes that there are two sides to the issue. He realizes that both sides have facts to back them up. If anything, he is undecided about the general issues and would answer, if forced for a "yes or no" reply, that one side seems more right than the other.

Cushing and officials of five other colleges in Nebraska have placed a taboo on this ques-

tion of the recognition of Red China. Debating this question, they feel, would be like proposing the elimination of the 13th Amendment to the U.S. Constitution. Someone, Cushing added, is "trying to indoctrinate a few thousand American college youths with what I consider to be a dangerous philosophy."

Cushing has thought about Red China. He thinks college students are incapable of doing the same. College students, he adds, must accept what is told to them. If a subject is controversial then it must be ignored. This attitude has been followed by too many other educators and editorial writers throughout the State.

Certainly college students are not all knowing. They are a bit "wet behind the ears" and they do tend to be cocky about their limited knowledge. But is this the manner in which an educated adult should handle the problem? Fortunately, the University is not going along with this perverted point of view. It is its duty as a university to see through clouded reasoning such as that expressed by the leader of the State Normal Board. This it has done.

The case of Red China is highly debatable. It is vital, it is controversial. Suppressing ideas is not the way to discover what the proper answer is. If debate teaches a student anything, it teaches him to think for himself.

If Cushing is representative of opinion in the state, then claims against Nebraska of isolationism and apathy are well founded.

The only logical way of letting college students discover the truth of a situation is to let them debate it. They are not sold on the side they happen to be defending. They must reason the case out for themselves.

Let us hope that inter-collegiate debating in Nebraska will continue and will survive this narrow attack. It must be realized that forbidding discussion is unreasonable. Cushing, however, is not of this opinion. Cushing denies his students the very rights he is trying to preserve by not debating the Red China question.

As the chairman of a debate remarks at the outset of the verbal duel, "Let the debate proceed."—D. F.

LITTLE MAN ON CAMPUS

by Dick Bibler



"I've got one student that I dread to see put up his hand."

This Is It . . . Or Is It?

NU's Weekend Victory Fosters New Enthusiasm

By CYNTHIA HENDERSON

News accounts of the Colorado game are now spread from east to west. They record a tremendous victory which may possibly upset the proverbial apple cart, or more appropriately, the Orange Cart, in the Big 7.

However, bold headlines, columns of type and pictures have just begun to catch the spirit of the whole weekend.

Leaving their three "r's" for the weekend, Huskers scored with flying colors in three "v's"—Victory on the field, victory in the stands, and victory on the cinder track. Team, rooters and cheerleaders rated A-1 in every way.

Leaving comment on the excellent field play to sports editors, I would like to give a special compliment to eight outstanding cheer leaders. "Go Big Red," "Fight, fight, fight," and "hold that line," were shouted as they have never been in many years.

The effort of the cheerleaders under Dan Fogel's excellent direction is seldom genuinely appreciated. As we sit in sun scorched stands they often appear to us as bawling red and white specks vainly trying to urge a squeak from us. Their intense spirit, their many hours of practice, their unshaking loyalty in the toughest spots are outstanding examples of what it really means to be a Husker.

Husker rooters seemed to realize suddenly what this means. A breath of fresh air seemed to come over them. They shouted, roared, whooped and hollered. Fun was the order of the day, and fun was had in great style. Whether the team actually heard the cheering or not, the crowd was caught with a con-

tagious spirit that was too potent not to spread out to the field.

The philosophy akin to "I was never so glad I was an American until I was abroad," gripped the crowd. Nebraska became a spot on the map of which they were overwhelmingly proud. That philosophy goes deeper than a great game, peppy cheerleaders and a responsive crowd. It has made the students look at their school with pride. They crawled out of their shell of inferiority and are giving Nebraska the credit it deserves, not only as a possessor of a successful football team but as a distinguished institution.

Pride in the University of Nebraska is a spirit we often lack. We too frequently harp on Nebraska's hay seed traits. We do not rank NU with any other University, but we are likely to dream of the glories of Michigan, Missouri or even Colorado. Nebraska is entitled to rank with the best. This is not a result of the Colorado victory or any other sudden spurge of fame we may receive. It is founded on excellence of the education NU offers. A graduate of NU is highly accepted at any school. Arts and Sciences, Fine Arts, Law and many other colleges are outstanding in the eyes of other schools. We have a right to be confident of the education we are receiving. It is of the highest quality.

The combination of enthusiasm for the team, genuine pride in Nebraska and the excitement of migration boiled into a mixture of triumph and a lot of fun this weekend. Even more exciting, all signs show that rooters brought back that spirit and intend to be foul as well as fair weather supporters of their team and school.

Letterip . . .

Debate Question

Dear Editor: In its editorial section on October 23, 1954, the Omaha World-Herald reports on this year's topic chosen by the Speech Association of America for college debating competition. The topic, "Resolved: That the United States should extend diplomatic recognition to the Communist Government of China," has brought to light more of the sentiment which, in the past few years, has resulted in library searching and book burning throughout the country. One college president in Nebraska has voiced the opinion that the subject should not be used because he feels it is an attempt to indoctrinate a few thousand American college youths with what he considers to be a dangerous philosophy. The World-Herald makes a slight concession to the intelligence of college students by stating, "One should hope, to be sure, that American college students would have the balance to judge the Communist philosophy for what it is." However, they go on to argue against the use of this topic, advocating the use of a less explosive question.

It seems that some government officials and educators feel that the American mind is so weak in its devotion to our form of government and way of life that it could be swayed to the opposite view by being exposed to even the smallest amount of Communist propaganda. They, therefore, seem to assume that the only way to save the American mind from corruption is to keep it in ignorance of this enemy.

The Armed Forces of the United States hold the opposite view, in that they believe you must know your enemy intimately; know his strength and his weakness before you can combat him effectively. How well could we hope to do in a battle with an enemy of whose potentialities and capabilities we were totally ignorant?

Would it not follow, then, that the average American would be better equipped to fight Commun-

ism if he had knowledge of what Communism is; of how it operates and expands; of its propaganda techniques and lines of thought? If a person began to read a periodical or a book and immediately was able to recognize it as Red propaganda, would he not either discard it or throw up a mental barrier against being influenced by what he knew to be enemy poison? Conversely, if he did not perceive the subtle political ideology inserted in the words he was reading, would the possibility of his being influenced not be greater?

Haven't we boasted that an informed public opinion is an intelligent public opinion? Did we not deplore Hitler's book burning orgies of the 1930's? Certainly, subtle propaganda should be reviewed by experts and boldly labeled as such. However, removing this material from the libraries and schools is only to incite resentment among the people. In my opinion, book burning, censoring and other attempts to keep Americans ignorant of their enemy are insults to the intelligence, judgment and patriotism of the American people.

ALBERT L. SCHAREN

it happened at nu

Monday morning a political science class awaited its instructor with a degree of pained expectancy. Friday's exam papers were to be handed back.

But as is the favorite trick of University professors, the class was kept in suspense as to the grades by a lengthy dissertation on the basis of grading, the model answer which the instructor had set up and the general over-all performance of the class.

Finally the instructor injected a note of hope by informing the class that he did not expect anyone to get a 100 because he didn't give 100's. As an afterthought the honest man admitted that even he couldn't get a 100 on his own test.

Givin' 'Em Ell

KK Neglects Independents



By ELLIE ELLIOTT

This problem was brought to my attention several days ago, when I discovered that the Kosmet Klub had neglected to invite several of the independent women's houses to submit candidates for Nebraska Sweetheart. In other years the invitations have arrived at the last minute, when it has been impossible to select a candidate before the deadline. This year, however, the invitations were not late; they simply were not.

I am sure that we all realize that there are other people on this campus besides the so-called Greeks. These other people are called independents . . . or book-worms . . . or lazy . . . or odd . . . or antisocial. What some of us don't seem to realize is the reason why these people are independent, or what an independent is.

The great Greek retaliation is that "The independents have no organization, and no interest in campus activities. They complain that they are not represented, but none of them are willing to be representatives." In a sense, this is true. Independents are not organized; if they were, they would be a type of fraternal organization, which, in turn, would negate the idea of independence. On a campus that is organizing itself to death, independence is a rare and cherished freedom to some students.

It is not true that independents are not interested in activities or in being representatives. True, some students have no time for many activities, some are lazy, and some are satisfied to be completely independent. However, remember that the president of the Student Council, an independent,

is the leader of many activity- and politically-minded students, organized and independent.

Nevertheless, whether the independent students are organized or disorganized, interested or disinterested, I firmly believe that individual independents and the independent houses are due the same social and political courtesies as are the Greeks. If the Kosmet Klub disagrees with the idea, it had better be honest and change the name of its queen to the "Nebraska Sorority Sweetheart."

Finally, I want to make something perfectly clear to the multitude of freshman pledges who are so impressed with their new social standing. (Most upperclassmen do not seem to be suffering under the following dilution.) Most independents are not people who have "flunked out of rush." They are not m.c.tally, socially, or physically incapacitated or unacceptable. Experience should make this evident, if I cannot. We must all remember that "A man is what he wants to be."

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