

Nebraskan Editorials Needed—10 Yea's Or Nay's

Several weeks ago, the Student Council voted approval to a committee report and, in effect, gave the committee the green light to go ahead and work out the details of the program. There was one dissenting vote.

At their last meeting, the Council discovered that they had given birth to what may very well turn out to be a very ugly and unwanted "Frankenstein monster." Chairman Muri Pickett presented the committee's policies for "limitation of leadership responsibility." She told the Council that the committee had merely drawn up the "legislative part of the proposal" which the Council had approved earlier.

The Council heard the final report of the committee and then settled back into their chairs in awe and amazement. This was no regular piece of legislation—here was a proposal that would drastically alter the whole complexion of campus activities.

In typical Council fashion, the group disregarded precedent and proceeded to hypercritically examine the policy of limiting individual activity participation. A respected campus leader spoke, representing a group of senior men, and asked for a "stay of execution" for the proposal.

Heretofore unconcerned Council members realized that there was organized opposition to the plan and its approval might be unwise—especially with May 9, approaching at a rapid pace. Council member after Council member rose up in indignation and explained that specific

activities and activities in general would most surely be hurt.

Members of the investigating committee and other supporters rallied beside Miss Pickett and pleaded that this legislation was something that the campus had been sorely awaiting.

Pro's and con's were exchanged from each side until it was clear that approximately 10 people were actively supporting the plan and approximately 10 were just as actively fighting it. Ten Council members had nothing to say, although the discussion lasted for almost an hour and a half.

These 10 persons are the ones whose vote will decide whether or not individuals will be limited in their participation in activities. These 10 persons are the same ones who blindly voted with the majority in approval of the committee's original report and these same 10 persons are the Council members who enter the Council's chambers with no preconceived ideas about any Council business, but will vote for the side with the most emotional appeal—always attempting not to offend any person or group if possible.

It is high time that Council members stand up and be counted. The activity plan is not a "Johnny come lately" proposal. It was conceived in the middle of the first semester. The Council may have grown up this year from relative infancy, but until it is composed of 31 responsible and individual members, the Council will not be able to climb down from the high chair, pick up its spoon—and feed itself.—S. J.

Springing The Spring Event

The Spring Event Committee had the weather on its side the last few weeks—and it's a good thing.

So far the committee hasn't turned out any information regarding plans for a spring event except the less-than-nothing announcements of suggestions and meeting dates. Just why the hush-hush atmosphere exists around this important body has been explained as wise public relation tactics. The committee doesn't want anyone to know what it is doing until it can announce all its plans at once and "spring it" on the student body in fine journalistic style.

Because of this attitude, the Committee has missed one of the most important of its functions—to keep the student body under control until the spring event comes off. Because of the committee's silence the past few weeks, it is

doubtful whether the student body even remembers there is such a committee planning such a spring event.

The most effective way the committee could have operated was to have kept the student body posted on any spring event developments thus keeping students in a suspended state of expectation and eliminating any chance for a quick riot organization come the first spring weather.

Fortunately, it snowed. However, the committee can no longer rely on the weather to keep students from getting into mischief. At the first indication of a prolonged period of sunshine, students want action—not mere reports of secret meetings among several fellow students who aren't talking.

This spring event has taken on the old taint which so many students resent—big plans being made for the majority by a small, selective group. The result, unless something is done to eliminate this feeling, will probably be exhibited in a meager turnout for any spring event, no matter how well "sprung" or well planned.

If the Spring Events Committee, or the Student Council, had really wanted to make a spring event the solution to campus uprisings, it should have made the events committee a large cooperative group of students from every organization, dorm, fraternity, sorority and honorary on this campus. Promotion is what the spring event needs and the most effective kind of promotion is that which ORIGINATES in the greatest number of students and the most representative. Potency is lost in anything when all that is available to publicize is second hand.

The Council was certainly shortsighted when it sought to gain campus support for such a worthy project as a spring event through a specialized committee which refuses to solicit support in the most effective way possible. The spring event has turned into just another well-planned project conceived by a few students who would rather take full credit for its institution than see the institution itself flourish and succeed.—J. H.

Campus Circuits

Right, Left, Wrong Dilemma Resolved In Mutual Faith

From The UCLA DAILY BRUIN
Los Angeles, California

Some economists, politicians, administration officials and newspaper editors maintain there are two ways to solve every problem: the right way and the wrong way.

Some economists, politicians, administration officials and newspaper editors prefer using a corollary to their theorem: all problems can be solved in two ways, The Right way and The Left way.

Remaining with our original theorem, the right way could be defined as follows: That course of action which will get to the desired objective the fastest; which is the easiest way of getting toward the desired objective; that which will hurt the fewest possible number of people; and which is least likely to be followed by undesirable repercussions.

Now comes the problem that all this is leading to: How Can We Have Peaceful Coexistence With the Communists?

Depending on whether the theorem or the corollary to the theorem is used, this problem can be solved in four possible ways: The right way, The Right way, The Left way and the wrong way.

The wrong way is out. That would mean not solving the problem at all, and that in turn would mean war.

The Left way is not much better, and some might even say that it is worse. This way would

have the free world submit to the claims and demands of the Communists. This the United States won't permit, and again: war.

So this only leaves one way out: The problem must be solved the right way. But what is the right way?

It is this: We must have faith. Not necessarily faith in a religious sense, but faith in a materialistic sense.

The Left must have faith in The Right, and The Right must have faith in The Left.

Americans should not exclude Russian Student Editor delegation from the U.S. because they might possibly have evil motives, and Russia should not expel Catholic priests because they might possibly be spies.

Above all, the two sides must not read ulterior motives into all the actions and words of the other side.

This cold propaganda war that is now going on is nothing but a race to see which side has the least faith in the other side.

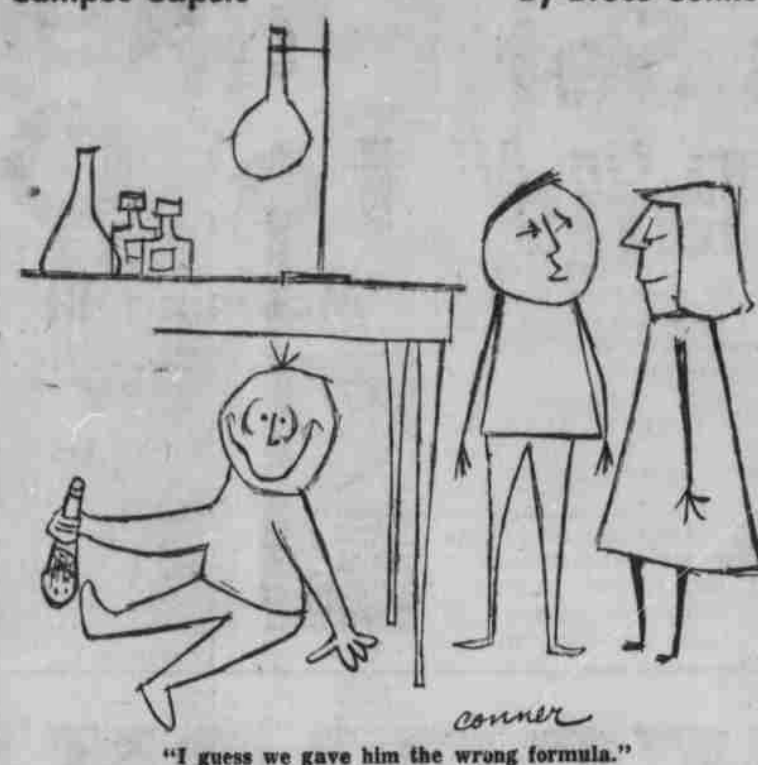
The leaders of each side should at least assume that the leaders of the other side are men of good will who are honestly doing what they believe is best.

This assumption might be a bit hard to make, but it is absolutely essential if the problem is to be solved the right way: the way of good faith.

And if this problem can't be solved the right way, then we can assume that the problem cannot be solved at all.

Campus Capers

By Bruce Conner



Where There's Smoke University Unable To Screen Students

By JOHN GOURLAY
and
MIKE SHUGRUE

Again this week we are commenting on a letter concerning our column on high school and college educational problems from Gunnar Horn, head of the English Department at Omaha Benson High School.

Horn comments "You stated that

much of the blame for the poor showing of high school students in college goes to our state high schools. There is, unfortunately, considerable truth in this claim. It is, however, the University which accepts students who made low grades in high school and who were not recommended by their high school principals."

Let's follow a high school student preparing to come to college. His high school teachers do not demand that he pursue academic courses. They recommend that he take certain courses, such as the natural sciences, the social sciences, mathematics and language if he wants to go on to college, but he is content to slide by with library, driver training, hygiene and shop.

In the spring of his senior year he hears others in his class talking about going on to school and he begins to think more seriously about college. Because he is financially able and because his parents prod him on with comments like "Make something of yourself. Get an education, the student, though woefully unprepared, plans to go to college.

Though his high school principal tells him that he very likely can't make the grade in college because he is in the lowest quartile of his high school class, he ignores the comment. His principal then sits down and writes to the University, warning them of what is coming. When the lad gets down to Lincoln, the Junior Division, seeing his record, tries to discourage him from attending the University, but because he wants to give school a

try, he registers for classes. The University has to let him enter. As a state institution, it must open its doors to the children of all taxpayers. Entrance examination can be used only to classify, not to pick collegians selectively. On the basis of tests, our friend is forced to register for English A, Chemistry A and similar introductory and noncredit courses.

Since he was not forced to study in high school, he is not prepared to do his college work. For one of two semesters he struggles along and then he leaves. At most he stays four semesters, after which he must leave school because he

cannot stay in Junior Division on a full time basis any longer than this, and he cannot qualify for admission to a college. Colleges are coming to raise their standards and their requirements for graduation to prevent individuals from getting in unless they are qualified to do the work demanded to them. So our boy leaves.

While here, he wastes classroom space and teachers' time and patience. But the University must accept this student until it can force him to leave or show him that he isn't equipped to stay.

The high schools can play a more important part than ever in helping the University get and keep good students and rid itself of those who don't belong in college. If high school standards were higher, if every student could be forced to become proficient in English and basic mathematics, if grades were earned instead of given as they are in many places, if students were forewarned more adequately of the difficulties and responsibilities of college as well as of the advantages of a degree and of campus life, if students had to learn to study in high school—then the problem of inadequately prepared college students might be solved.

Givin' 'Em Ell Spare The Rod, Preserve The Child

By ELLIE ELLIOTT

Have been looking at some of Charles Addams' jokes again. I shouldn't do this; every time I see the one captioned "Darling, the children are home from camp," I start thinking about my private theories of raising children. Actually, these theories are not especially private; I think they are called "modern child psychology," or "Ego, Super-ego, who's got the Id?"

I trust — Most of us are not in a position to put these theories into practice at the moment, but perhaps they will be of help to someone in the future.

The most important thing for us, as future parents, to remember is that it is the child, not the parents, who is important. The child's personality must not be thwarted at any cost. He must be allowed to develop naturally. There must be no discipline of the child by the parents; the discipline must arise from the child himself.

The reason for this should be obvious. If the child commits an action for which his parents rebuke him, the scolding or punishment will leave a lasting scar upon his soul. The first signs of his resentment may be chewing his finger or toe-nails, going to the movies or studying. These perversions must be avoided if the child is to become a normal adult.

From an act of discipline, the child will suffer from a feeling of insecurity. One startling example comes to my mind concerning this possibility. Once upon a time there was a charming lad by the name of Fringle. Fringle had a healthy interest in the world about him . . . one might almost call it a scientific interest. One day Fringle was on the verge of attempting what was for him an essential experiment. He wanted to push his baby sister down the stairs, and study, objectively, the results. Unfortunately for Fringle, his mother caught him at the crucial moment, and punished him for what she called "sadistic tendencies."

This single incident influenced Fringle's entire life in a horrible way. He never again attempted a scientific experiment; he grew up to be a weird psychological combination of successful businessman, happy husband and substantial citizen. Because of the blind actions of his mother, the world lost, in Fringle, an outstanding scientist.

There are many children in the world who have been ruined by society, just as Fringle was ruined. Most of us are probably really lost geniuses; we are deprived of the realization because of our parents' misguided theories of discipline. We must make an heroic attempt to sacrifice our lives to our children, even if they kill themselves—or us—in the attempt.

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Nebraskan Letterip

Editor's Note: Letters to The Nebraskan must be typewritten, double spaced and must not exceed a maximum of 150 words. The Nebraskan reserves the right to edit letters submitted. No letter will be printed if it is not accompanied by the name of the author. Names will be omitted from publication upon request.

Return Of The Rag

Dear Editor:

It was with great rejoicing that we embryonic barristers greeted the return of The Nebraskan to law school. It is pleasant to note that the stirring epistle of Berkshire et al stirred your circulation editor from his lethargy. The law school has kept its word. Mr. Epstein will not read The Nebraskan. Indeed, he has been chained to a post in the Dean's office, and crouches there, slaving, all day long. His anguished bleats fill the air with a weird cacophony of sound. We pledge ourselves to continue his incarceration as long as we continue to receive The Nebraskan. Should we again be denied the privilege of perusing your splendid publication, "Poison Pen" Epstein will be released to once more pollute the atmosphere with his scurrilous sentences.

It is perhaps unsportsmanlike to attack "The Little Giant" (Mr. Epstein) while he is down, but we feel that it is our duty, as zealous advocates of a free press and full disclosure by all, to reveal that Mr. Epstein is not a disinterested party to the Innocents-Rogers controversy. Indeed, in his undergraduate days, Mr. Epstein once proudly wore the red badge of courage, the billowing robe of the Scarlet Spooks. Thus, we feel sure, his irate mouthings were designed to cast a favorable light on the mystic thirteen. This in itself is not reprehensible, but we feel that he should have admitted that he was a partisan in this most ferocious of battles, instead of trying to convey the impression that he sat aloof in his ivory tower and adjudged the controversy on its merits. To support

his former bretheren was a noble move on Mr. Epstein's part, but all should have been apprised of his motives.

In conclusion, let us state that it is our fervent hope that Miss Harrison succeeds in gaining a full revelation from the Innocents of all matters of any import whatsoever. It is our suggestion that she and Mr. Stromer closet themselves and reveal all their intimate secrets to each other in an effort to find the bare facts.

Clard Nichols Jr.,
James Hewitt,
Charles Wright,
Larry Wilson

Retort To Times

Dear Editor:

The way the Wednesday Nebraskan fell into the materialistic pit by quoting — at length — from Time magazine's report on the condition of college students' closets, reminded me of the following bit by Earnest Wittenberg in the Feb. 5 New Yorker. James A. Linen, in his "Letter from the Publisher," had said the average male reader of Time owns . . . shoes (six pairs) suits (seven) . . . and carries in his pocket at any given time . . . (\$30.70).

"I'm the subaverage male Time reader. The man below the line, . . . With fifteen dollars and twenty cents

At any given time. . . . "I've counted my shoes for Mr. Luce.

They're scarce as cars in Venice. The secret of my closet is I have pairs (2) — one tennis. "About my haberdashery Remarks are justly scathing. And time may know, omnisciently.

I have suits (3)—one bathing. "No bargain I, in rumples tweed. My gear not worth description. My battered ego will reply With (-1) subscription."

The Nebraskan

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