Nebraskan Editorials:

Practical And Practicable

An unfortunate situation has come to an unfortunate, but necessary and possibly encouraging conclusion.

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As a result of Wednesday's Interfraternity Council meeting, three rushees will not be allowed to pledge until second semester. This means that they cannot possibly be initiated until next fall, a year after they first went through a somewhat bewildering Rush Week. These three men, towards whom no one feels any malice, only sympathy, are the victims of misunderstanding and hasty decisions which occurred during a period of tension. They have been sacrificed to a respect for precedent and a fear of worse entanglements in Rush Weeks to come.

★

The present IFC Executive Council has constantly maintained a policy of upholding its Constitution, ambiguous as it may be in places. This sort of objective principle is to be commended. It is the only practical and practicable policy that a group the nature of the IFC which has, at times, 24 diverging points of interest. Rules which are made for a purpose are usually purposeful—that is, there is a reason for their formulation.

★

A Rush Week in which a pledge is not too sacred should scare any fraternity man concerned with the rushing program of his group. The sweat and strain would not end with the pledging of a man. It would only end after the last verbal cannonade, signifying the end of formal rushing, had been fired.

The IFC has been firm in its policy of refusing appeals to initiate men whose average was not up to the 5.0 standard. This has not endeared the IFC's executive committee to men with 4.999 averages, but the rule has stood and the exception has been ruled out. Consistency and justice are more compatible than are inconsistency and justice.

★

Things done in good faith are accepted in good faith. Consistency in the practices of the IFC can serve as a unifying force for fraternities—and unity is something that is greatly to be desired. This is evidenced by the example of the fraternity that forgot to spike any pledges before Rush Week and found themselves on the outside looking in—amazed and somewhat befuddled.

If consistent policies lead to an orderly Rush Week they might lead to a new policy of autonomous action in investigating Rush Week discrepancies. This sort of policy would eliminate the "plaintiff-defendant" set up that now seems to be the only means of effective enforcement of IFC rules.

★

Three men will be able to attend fraternity parties and enjoy fraternity fellowship. They will be rushees for a semester—most rushees are only rushed for a summer—but, these men cannot wear pledge pins.

★

It may be a small consolation, for these three men, but like other famous test cases, a great deal of good may come out of the decision. It may actually be evidence of better and more orderly things to come.—S. J.

Aging Campus Queen

Something will be missing.

Ellen Smith Hall, Nebraska's rumpled link to the past and cursty challenge to the future, will soon be razed to accommodate an administrative wing to the old Teachers' High Building.

★

Long the wrinkled queen of campus tradition the turreted, red-bricked landmark is slowly being eased into its inevitable position in aging Cornhuskers, yellowed Rags and the fond memories of Nebraska students.

Already the gentle, feminine cloak of the AWS, YWCA and Panhellenic offices have been stripped from the good matron's proud interior.

★

No longer do the walls of Ellen Smith, covered with plaques, mementoes and portraits, encompass the meetings of sweatered coeds. No longer does Beethoven scowl down upon the young women of NU from the piano. Or a canine portrait of Ellen Smith's old dog scan wistfully over a AWS court session.

Beneath her rumpled robes of red masonry, the massive, carved staircase and the rich carpets no longer feel the footfalls of coeds—the former heartbeat of the stately corridors.

★

Instead, a covey of stuffy, letter-filing deans, dispensing repressive measures with merry abandon, have sullied the subdued twilight of Ellen Smith's many parlors.

Though this change of personnel has undoubtedly offended Ellen Smith's dignified vigil on the corner of 14th and R, she has not been heard to complain—save for a chipped brick here and there, a patch or two of stunted ivy or a frayed section of wallpaper.

However, Ellen Smith cannot wave her wrinkled nose much longer at the legion of 20th century innovations which she has watched with amusement.

All to soon, the air hammer and bulldozer will claim one of Nebraska's last citadels of tradition and fond remembrances of things past. —B. B.

Under The Crib

by Dick Fellman
Editor

Far below just about everything and everybody in an unauspicious suite of rooms known in a good many parts of the campus as The Rag office, there live a few individuals who are paid to sit, to think, to talk to everyone who walks into the room and to eventually turn out a newspaper. Most of these individuals, especially those paid to do their sitting in this quasi-inner sanctum, have followed and continue to follow campus affairs of all sorts exceedingly carefully. Some few of these people have even participated in one or two "activities" themselves—at times, even the Council. And honestly, whether it is known or not, none of these people desire to haunt the Council or blame it for doing nothing or passing something which it feels is wrong.

But these individuals who do the sitting and writing and talking will all openly admit to closely following the legislation, or lack of it, on the part of the Council; for they fully realize the importance and the power that resides in the Council.

This power is unusual. Most universities do not give their student governing organization the complete freedom that is ours here at the University. It's easy to demonstrate this freedom.

At Wednesday's meeting, the Council took what should probably be called a "second sober look" at last year's most heated political fight—the program for activity limitation. Wisely, the Council decided to table the measure calling for abolition. If the Council continues to act wisely, they will refer the entire question to committee and let it stay there a few weeks.

Last year, for nearly six months, Council members and officers, as well as the most powerful pressure groups then on the campus, considered the measure a long time before any action was taken. It would indeed be foolhardy for a new Council, consisting almost entirely of members who were not in on the research, discussion and debate last year, to throw the whole program down the legislative drain.

Currently no proponent of the limitation scheme is now saying the plan is perfect. In fact, speaking as a believer in limitation, it must be admitted that Corn Cobs and Kosmet Klub membership, for example, should be eliminated from the plan. But this in no way invalidates the entire program. There are other far more important considerations.

At the outset, relatively few students will even be affected. And those that might be forced to drop one or more of their excess activities should hardly be sorry, for these are the students who complain to everyone of their busy schedules, the same students who carry the little blue calendars (proudly, though silently proclaiming they are activity people), the same students who foolishly believe they are concerned with matters of consequence and the same students who feel that quantity is sufficient currency to buy a key to the Union's fourth floor. Sadly enough, these students could hardly be more wrong.

Time and again it has been demonstrated that those who do get ahead, as the saying goes, do so by accomplishing their goals in one or two places. Here they have the chance to prove honestly they have the ability to cope with more than busy work, and this is impossible for those in too many activities. Experience of the past, and it cannot be discounted, has clearly proven this.

So as it new stands, action on the vote to drop the activity limitation plan is in committee. Here is where it belongs, no matter what the Council members whose very election was dedicated to the proposition that all limitation must find its final resting place; for though it is sometimes overlooked, the entire area of student activities must find its proper place in a University much larger than any single one of them.

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LITTLE MAN ON CAMPUS by Dick Bibler

"YOU LEARN TEACHING TH' FIRST YEAR THEN YOU STUDY VOCATIONS THREE YEARS TO QUALIFY YOU FOR THAT EXTRA JOB TO MAKE A LIVING."

Lowell Vestal

Greek Problem Aired In Public

Last week's editorial columns were very revealing to the independents on the NU campus. It seems that more dirty linen on the Greek side of the fence was exposed than many independents thought existed.

"Dirty rushing" in numerous forms was dragged before the campus in a parade of charges by columnists and group representatives and reports by objective writers.

Apparently little was exposed which had not been going on for years. However, this year the Greeks are more interested than ever in exposing each other's inaccuracies. There must be a reason for this interest.

Could it be that with smaller pledge classes among the fraternities these Greek organizations have adopted a cannibalistic attitude? Whatever your answer, there is definitely more interest this year in who gets which pledges.

Roger Henkle's colum has been particularly interesting. It would seem he has done an about-face since his first column in which he not only pulled all the skeletons from the Greek closet but also showed the bare walls for good measure.

Mr. Henkle thoroughly criticized the entire rushing system and then said the present arrangements

The Silent Majority

seem to be fairest. His criticisms may be valid, but in the mind of the independent the big question still remains: **WHY GO THROUGH RUSH WEEK?**

No one has defended rushing and pledging as such. And surely something can be said in their favor. One independent said he considered writing a letter to defend the Greeks since none of their writers have done so. Most independents realize the Greek system has some merits. I should like to see Mr. Henkle present these in a future column.

While awaiting the reply, I shall try to explain why most students are independent.

* * *

The typical midwestern American student has grown up in probably the most free atmosphere in the world. He is not willing to give up his freedom readily to a mysterious society which, he has been told, will take large amounts of his money, embarrass him with initiation stunts, regiment his time and make him give outward respect to thirty or forty men who for several months will do all in their power to make his life miserable.

This same student does not want to be told that he is going to buy tickets to this and that activity and from whom he will buy them. He does not want to be told with whom he may socialize, in what or how many activities he must participate nor that he is expected to attend a function on the week end he planned to go home.

Even beyond these physical reasons for being independent, many students have a deeper, ethical basis for their independence. They do not want to submit themselves to selection or rejection on a caste system which they feel is undemocratic.

The stories are legion of young people whose personalities have been injured for life because of their being rejected by a Greek organization. Some writers have asserted that this one factor overshadows any advantages claimed by the Greek societies.

It may be argued that ruined personalities are the result of individuals putting too much emphasis on "making the frat." Still if individuals cannot be persuaded to place less emphasis on this phase of their college career (and there is nothing to indicate such a change in attitude) then the system should be changed to make it impossible for so many people to be hurt.

Many solutions have been discussed, but deferred rushing appears to be the most practical.

Marianne Hansen

Paul Means

Community School The Ideal System?

A professor who teaches history of education commenced his class last week with lectures on the difference between the community school and the traditional school.

According to him, the 'traditional' school is that which some educators now feel is antiquated—one in which "unimportant" subjects like Latin, modern languages and other impractical subjects are stressed.

The goal of the progressive educator should be, this professor feels, the community school where "students are taught to do what they would do anyway." The ideal curriculum stresses vocational agriculture, since Nebraska is largely a rural state.

Our state, he feels, is well on the way to becoming the first

Double Whammy

to have this "ideal" system. He cited the example of a secondary school in southeastern Nebraska which already owns its own locker plant, land, tractors, dairy herd and coop (complete with chickens.)

This argument of traditional school v. community school is not new—it is related to the battle of liberal arts v. trade school, thought v. habit. It's an old story, but just as important now as when it was argued between the prodigal son and the stay-at-home.

Vocational courses are a practical addition to a high school curriculum. But an **addition** only—they should never be a substitution for fundamental, academic courses that develop the student as a rational individual. The danger of community courses lies not in their adoption but in the extent to which they force elimination of other subjects.

This need for "co-existence" between vocational and liberal courses was emphasised by Chancellor Hardin at a faculty dinner Tuesday night. He expressed the same danger—that there must be a balance between the two so that trained men will be sufficiently educated to comprehend the value of freedom.

Unfortunately, apparently not all educators agree with him.

A school which would provide vocational subjects at the expense of formal, liberal education is not providing an education in the true sense. There are those that believe man would be happier if he could not think. But a human being has a right to think—because he was given the ability to do so. It is the function of our schools to teach a child how to think—not what to think.

Mr. Mockery

Sisters, Arise! Annie's Coming

Sorority sisters, arise!

(Now you girls who haven't had your full eight hours rest just ignore this summons. It isn't time for dinner yet.)

But for all you girls out of the sack—ARISE!

Orphan Annie is coming to college.

Please, girls, kindly withhold your fervent screams of ecstasy until I have finished!

Yes, it is true. Word has come to me by way of Gomunk's cavernous maw that Daddy Warbucks has finally decided to part with a few of his shekels and get Annie off the streets.

* * *

Now Daddy Warbucks, you all know, was once a Phi Gam—and, of course, flunked out of school before he got through Junior Division.

But Annie, gad! Put her in a sorority and she'd be worth her

Mock Tales

weight in pledge pins. Just check this run-down girls.

PERSONALITY? Wide-awake . . . Can fend off murderers, arsonists, saboteurs and Sandy without blinking an eye . . . This little lady would hold her own in any sophomore's convertible.

CLOTHES? Could stand expansion . . . Frequently sports a crimson frock well pulled up at the knees. . . . Rid her of this, however, and she'd be the queen of the campus.

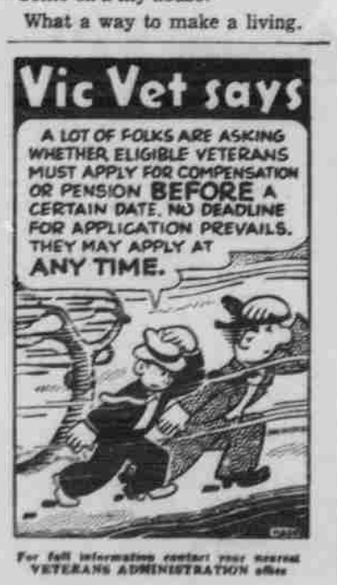
* * *

PAPA'S BANKROLL? Rumor has it that Daddy once bluffed out Harry Truman with a pair of deuces and left the table owning half of Fort Knox.

Now girls, I know that you will want to look your beast when Annie drops in on you—so I tell you what I'm going to do. If you'll write today to **Gomunk, Box 1, UN,** enclosing a head of cabbage (housemothers' heads will not be accepted) I'll send you, in due time, an illustrated brochure explaining the art of winning pledges and influencing idiots and entitled, "Come-on-a-my-house."

What a way to make a living.

Vic Vet says



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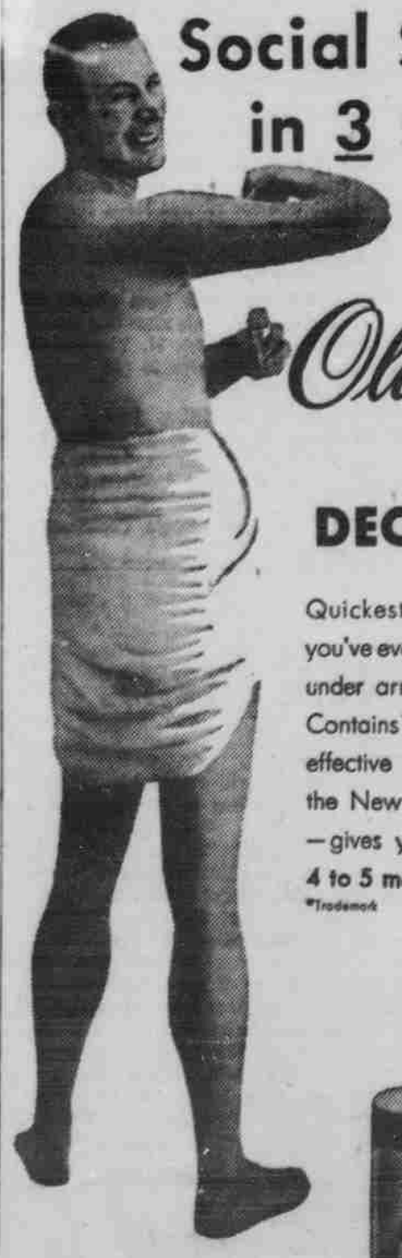

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