

Nebraskan Editorials:

Duty Recognized

The many cries heard throughout the University calling for more responsibility among student groups received one of the strongest boosts possible by the most recent action of the Interfraternity Council.

IFC representatives and officers should be proud of the new spirit, now in strong evidence in their organization, which led to the thumping defeat of the weakening proposal to legalize spiking among the 23 campus fraternities.

When fraternity men begin talking in terms of "enforcing" a program upon themselves, raising the level of fraternity commitments and the like, there is a great deal of hope—far, far more hope than has yet existed for many years.

What is now needed is a plan: A Plan Of Fraternity Self Discipline. No matter who does the job, somebody must get to work, and fast. They must begin working on a way to guarantee to each fraternity the freedom all American citizens now enjoy, the freedom to do anything as long as it does not hinder someone else's equal right to do what he wants.

Along with this freedom will come the responsibility of being policeman. Again, the IFC can copy what it has before its eyes. None of us get mad at a law enforcement officer who is doing his job. At one time the IFC would have us believe fraternity men too immature to accept this same attitude toward IFC "cops."

It is wrong to poke fun at a board of student justice, by calling it a grand inquisition or some such other term carrying evil overtones when self-discipline is exactly what is needed.

Since this action was taken and since the officers of the IFC are now attending their national convention, a few wishful thoughts will be uttered.

First: This trend must continue.

Second: Ways to implement the new policies should and must be found.

Third: Before the IFC again begins bragging about the quantity and quality of their "do-good" projects—none of which has ever been denied—let there be some work on the quantity and quality of their essential projects, e.g., enforcing pre-Rush Week rules, enforcing Rush Week rules, working towards the simplification of pledgeship, etc.

Fourth: Get the notion out of everyone's mind that the IFC is incapable of doing anything.

This is the last and most important of all. An appalling number of IFC delegates almost voted for legalized spiking because they thought the IFC to weak to enforce the present no-spiking rules.

Well, gentlemen, you have heeded good advice, no matter where it came from. You are working in the right direction. You have more support all over the University than you know about.

But right now people are going to watch. They are going to sit and see if you really can keep your own linen clean. They want to know if the so-called evils of the Greek world can be solved by the Greeks themselves.

The Nebraskan believes they can. It hopes the IFC will now assert itself and show that it really is capable of governing efficiently, fairly and strongly over the sphere of campus life it now only nominally controls.—D. F.

Downs 'Raise Standards'

First semester is more than half over—as many students were reminded with a shock when second scholastic reports arrived early this week.

There are usually twice as many ten-week downs as four-week downs, but it seemed in many houses that the number was tripled or more. In some courses, a fifth to a half of the class was warned their work was unsatisfactory.

Most of the increase was in C's—a grade below 4, "unsatisfactory but redeemable." The number of F's, reporting immediate danger of flunking a course, seemed to be running approximately the same as in previous semesters. Why so many more C's? Have more students been goofing up than usual?

On the contrary, Assistant Dean Lee Chatfield told The Nebraskan, scholastic standards have been going up in the last few years. We don't

have nearly as many juniors and seniors in difficulties, he indicated.

At the same time, Chatfield said, the faculty has been urged to turn in more complete reports, particularly of grades below 4. "This is for two reasons. In the first place, any grade of 2 or 3 adversely affects the 4—average for graduation. And a 2 or 3 obviously does not reflect competence in a course."

In other words, Chatfield indicated, the "more downs" policy has been consciously fostered to raise academic standards. This seems to have been the semester when the majority of the faculty took the instructions at their word and reported everyone doing less than satisfactory work.

And if academic standards are to be raised at the University, they depend on individual records. The administration thinks complete warnings will raise standards. The Nebraskan agrees.—M. S.

Toward A Better University

The following editorial is the first of seven in The Nebraskan's special series dealing with questions voiced in a Nebraskan editorial published Nov. 16.

It is hoped that these editorials will speak for thinking elements of the campus. It is further to be desired that the editorial series will anticipate a coming University address by Chancellor Hardin. If possible, The Nebraskan hopes that a further closing of the so-called "breach" between elements of the University might be achieved by this attempt to bring about mutual understanding.

Today's editorial states the general relationship between faculty-administration members and the student body. Succeeding editorials will be concerned with student self-government, faculty standards including the loss of good professors, the University building program, the University and outside pressures, student housing and University parking.

A Wide And Shallow Hole

An inevitable problem that faces any large University is separation that exists between faculty and administration and the students.

Problems exist in the very nature of the institution. There are large classes and large enrollments and comparatively few occasions to come into close contact with members of the administration and to a lesser extent with members of the teaching staff.

The specific problem that has been discovered recently concerns a lack of understanding more than a lack of actual physical contact by students and administration. There is difficulty in bringing the goals and needs of students and University officials into equal focus.

Both sides seem to be sincere in their efforts to close the gap and both sides seem confused as how to go about it.

The Faculty Senate has placed students on several faculty-student committees and several colleges have advisory boards made up of students. The Chancellor has weekly meetings with members of the Student Council through his Cornhusker Roundtable.

But still the administration doesn't actually know the students. The Chancellor doesn't know the people who don't participate in student activities, and the Dean of Student Affairs and his office has little contact with the average student who stays out of trouble and doesn't need the benefit of those services.

The Dean of Student Affairs and the Dean of Women appear to have little knowledge of the attitudes of the University student community—and what knowledge they do have certainly is not first hand.

The students demonstrate their interest in their University, most visibly, though their participation in student government, and possibly through the student newspaper. More representative of the student body is that vast, un-

known that is student opinion which is manifested in interest or apathy—it is shown in its approval or resentment.

The students often forget, however, that the administration and the faculty are not necessarily oppressive or oligarchal in their decisions, nor are they malicious in their actions. It is entirely possible, and quite likely, that officials really are trying to do that which is in the "best interests of the University."

Optimism is found in the recent action of the faculty senate concerning exam week in which student opinion and student desires were considered. Hope is being nurtured in the efforts of the Chancellor to seek out and understand the students.

Only recently has this gap been recognized, but just as it has been discovered, so is it being relegated to the forgotten. Few obstacles stand in the way.

The Chancellor must realize that students are not necessarily the Student Council. He should consider the possibility of an all-University convocation at which time he could talk to all the students.

The Dean of Student Affairs should try to know and understand the students.

The entire administration should realize that the students want to know what is going on at their University. They (the students) should be told what is going on.

Students should also realize that they must go halfway in closing this gap. The administration would like to meet them halfway.

In conclusion, it might be provident to be thankful for the progress that has been made and thankful for the free exchange of ideas that still exists. The breach, as wide or as shallow as it may be, is being filled and doesn't seem impassable.—S. J.

LITTLE MAN ON CAMPUS by Dick Bibler



"YA, NOW—IT WORSEES ME WHAT SOME OF THESE CRAZY KIDS WILL DO FOR A GRADE."

—Life 'On Tip-Toe'—

The Expectancy Of Christmas

By THE REV. ROBERT E. DAVIS, UNIVERSITY PASTOR

Baptists and Disciples of Christ The season of Advent is upon us when our thoughts turn toward the revelation that God gave to man on the first Christmas. To children, half of the fun of Christmas lies in the anticipation of it—looking forward to the gaiety, the gifts and the excitement of the festive season.

But as we grow older, we are apt to lose this sense of expectancy and accept the Christmas season, and indeed, all of life, in a spirit of hum-drum resignation.

There is in the second chapter of the Gospel of Luke a lesser read portion of the Christmas story which tells of two elderly people, Simeon and Anna, who had for years kept up a constant vigil at the Temple, confident that some day, some how, God would reveal Himself to them.

For years they had come with unwavering faith until finally they saw the One who was the Lord's Anointed. And Simeon said, "Lord, now lettest thou thy servant depart in peace . . . for mine eyes have seen thy salvation . . ." (Lk. 2:29, 30) His years of expectant waiting had been rewarded.

The head of the music department of a well-known women's college in the East had searched for years for a tune that he had heard as a young boy, but had never been able to find in printed form. But throughout his life he kept saying, "Someday I'll find it."

About ten years ago, when he had already passed his eightieth birthday, he was visiting in the home of a friend when a young boy in the house began to play from some yellowed sheet music that he had found in the attic of the home.

And there among the yellowed pages was the simple tune, "White's Air" which had been the object of such a long search. A long vigil had been rewarded.

Unlike Simeon and Anna, and the old music professor, we fail to keep our faith alive, to keep a sense of expectancy in our hearts. We let life become dull and monotonous, because we cease to believe that anything significant is really going to happen. A poet wrote of a friend who had died, "She lived life tip-toe to the very last."

If we could recover the sense of expectancy of childhood at Christmas, through an awareness of the real meaning of Christmas—that God had broken into history for man's redemption, and the concomitant realization that he can again break into history and transform it through the instrumentation of our lives—life would never again be hum-drum.

We, too, could "live life tip-toe to the very last."



More Student Gov't Proposed

I am going to interrupt the current series of sketches of independent organizations for this week at least. Instead, let's look at something that has been happening for several months here at old NU. A new policy toward students has been formed.

This policy might be briefly described as we'll-decide-and-then-make-the-students-like-our-decision. There have been several applications that everyone knows about. The new drinking policy was one of the first to be formed under the new system. Other recent examples were the KK ban and the proposed one-week exam period.

Some persons say the new policy—let's call it NUTS (No Utterances To Students)—is aimed at getting more and better publicity for the University.

Others assert it is designed to influence the legislature favorably, and thus obtain a larger budget for the school. Still others feel NUTS is a manifestation of sadistic administrators who take delight in concealing the motives behind their unpopular decisions.

The cause really matters little. The whole thing probably grew from a gradual ignoring of student opinion. The important job now is to find a solution. Here is a three-point remedy for the NUTS policy.

1. Reinstate the traditional State of the University address given annually by the Chancellor. This address should outline the general policy of the University and its aims and goals for the year. Also included should be the major accomplishments and gains of the past with some historical data to help build tradition.

2. Allow press conferences for the Nebraskan staff with high-ranking administrators. These talks can keep the campus informed of day-to-day policy changes and the current attitude of the administration. When new problems come up they should be put before the students and as new information is gathered, it should be released.

3. Create a student government with some REAL POWER. Our present Student Council might be able to fill the need, but only after a major overhaul. Student government should be

given the power to decide such things as whether the KK show was offensive or not, whether party raids should be expelled permanently or just until the excitement died down and many of

The Silent Majority

the individual disciplinary matters now handled by the men in Ellen Smith.

There can be little concern about lax discipline from such a group, for student government is notably more severe than faculty disciplinary action on other campuses where this system is used.

The system should be subject to administrative veto. It should work like the authority given the Council to hear appeals on parking tickets.

—The Challenge— Navy Faces Tough Challenges: Burke

By ARLEIGH BURKE Chief Of Naval Operations

(Eds. note: This is the fourth installment in "The Challenge" series, written specially for The Nebraskan by world famous personalities. Today's column features Arleigh Burke, Chief Of Naval Operations, who comments on the strength, problems and challenges of the United States Navy.)

The editors of "The Daily Nebraskan" are to be congratulated for their ingenuity and initiative in creating a weekly series of columns which are appropriately entitled "The Challenge." At least it is appropriate as far as the Navy is concerned for we face many difficult challenges in the days ahead.

The U. S. Navy's primary challenge is to keep control of the seas—to keep them friendly—regardless of what threatens. Our Navy must always keep a firm control of the sea highways leading to the doorsteps of our friends and allies.

We must be capable of countering the submarine, countering enemy aircraft and missiles and we must be able to deliver crushing blows. The more reprisal power the U. S. Navy can concentrate on the high seas, the more defensive power any would-be aggressor must build if he is to achieve his objectives.

Our Navy must be able to project our military power overseas. We must be able to land our blood brothers, the Marines, on hostile territory as necessary. We must be able to supply and support Army and Air Force units deployed across both the Atlantic and Pacific oceans.

Numerically, the Soviet Navy now ranks second in the world. Her armament efforts continue unabated. She is still building naval weapons at a rapid rate. Since World War II she has built more cruisers, destroyers and submarines than the rest of the world combined. She also continues to build other types of naval weapons such as jet aircraft, fast amphibious craft, and sea mines.

If the Soviet Union had not decided to challenge the United States control of the seas, why would she concentrate so much of her national effort in the construction of naval weapons and aircraft?

More particularly, why would she do it at a time when she is critically short of steel—and steelworkers; when her domestic economy is so hard-pressed for both durable and consumer goods?

Another tough challenge confronting the Navy is that of building new ships and weapons to keep pace with the modern miracles of science. The guided missile art is making great progress.

We are building all types of missiles—surface-to-air, air-to-air, surface-to-surface, and air-to-surface. They have achieved a degree of perfection where we can start mounting them aboard our ships and aircraft.

The sooner our fleet is equipped with missiles the more powerful it will be—both offensively and defensively. Today we are operating one nuclear-powered submarine, the NAUTILUS. Her performance is better than our fondest hopes.

We are now planning to put nuclear power into other types of ships such as aircraft carriers, cruisers, and destroyers. These days are comparable to those when the Navy went from sail to steam. We may be flying nuclear aircraft sooner than we once thought.

The Navy's future is bright, but it is going to take lots of people with drive, imagination and enthusiasm working hard together. But how else did anyone ever overcome a real challenge?

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