

Nebraskan Editorials:

Cannot Be Ignored

As Religious Emphasis Week approaches, one cannot help but be impressed with the quality of the speakers who have been secured. They represent the three major faiths and many areas of specialization and interest within the broad field of religion.

Such speakers should offer a real challenge not only to the religious convictions but also to the intellect of every student who hears them. Religion is more than blind acceptance, despite the emphasis on faith. Religious faith should encompass knowledge and understanding as well. It is this which Religious Emphasis Week hopes to encourage through its activities.

These speakers will come not so much to convince or convert, but to help students understand the place of religion in a rather confused

and confusing world; to help students clarify and crystallize their personal religious convictions and to try to answer some of the problems facing persons of faith in the largely secular world of a university campus.

The committee is rapidly completing the plethora of details which the week entails; the speakers are no doubt preparing their speeches. All that remains is for the students to express an intelligent interest.

Despite the best efforts of the committee and the speakers, the students can kill Religious Emphasis Week. It wouldn't be hard. The usual excuse of lack of time will probably do the job. Other students can beg off by saying that "religion is too deep for me."

It must be admitted that students are busy—so are the students who compose the Religious Emphasis Week committee and who have spent many hours planning this.

It can further be admitted that the topic "Man, the Maze and The Maker" is deep in its implications. But these three aspects of life can scarcely be ignored.

There are some students who will try to ignore them by ignoring Religious Emphasis Week. And so the committee will lose the time and money it spent on the preparation; the speakers, all of them busy men, will lose time which might better have been spent on a more appreciative audience and the students will lose.

They may never know it, but the students who don't attend will probably miss the most of all. But think of all the time they will save. —L.S.

A Fine Thing

National politics will move onto the University campus March 14-17 with the advent of the Mock Political Convention. Joint sponsorship of the Student Council and the Nebraska University Council on World Affairs is slating top figures from both political parties to come to the campus and speak to what will eventually be the core of tomorrow's voting public.

Whether or not this core will pay any attention to them is another matter.

In most things, a college education is a fine and wonderful thing—a fine and wonderful thing to hang on the wall in your office or your home for all the world to see and say, "there is an educated man." Isn't that nice?

The main fault with this wonderful college education is that most graduates prefer to stop their education with the diploma that hangs there for the next 40 years, gathering dust and turning a little yellow.

What is even more at fault is that many college students stop their education even before they get their diploma. They stop it by cutting themselves off from that part of their college life that can do them the most good—things like visiting lecturers, seminars and mock political conventions.

When an emphasis on grades or busy-working campus activities starts putting its great heavy foot in the way of education, it is almost a sure thing that the student involved has stopped working for an education and has started working for a degree.

It is for this reason that things like the Mock Political Convention must be noticed by the students, before they find themselves slipping outside the glimmer of the lamp of experience and practical application that is much more valuable to learning than a 9 on an hour test.

By taking part in the Convention, even as a spectator, students will get some idea of what goes on behind the wheels of government that no political science text can touch.

Learning by doing is a fine thing. If one has to go outside the academic circles to do it, then go outside by all means. Just don't neglect this part of a college education.

You're only hurting yourself, you know. —F.T.D.

Spring Rush

The suggestion of a Spring Rush Day, introduced in Wednesday's Interfraternity Council meeting, was an excellent, yet premature, proposal to expand the fraternity rushing program.

The idea behind the proposal was to establish a spring rush day, similar to the longer three-day period in the early fall, giving fraternities a chance to pick to round out their pledge classes and, secondly, giving the boys who may be interested in pledging a fraternity the opportunity to go through a more informal and much less complicated system than the fall Rush Week.

Though the suggestion generated little enthusiasm from the floor, the philosophy lying behind it is sound and would serve as a vital link between the present rushing program and the eventual system of deferred rushing.

Why not have a Rush Week in the spring, just as in the fall? Why not give the fraternities the official opportunity and encouragement to increase their pledge membership? Why not give the boys who are or has become interested in fraternity life the chance to pledge?

There can be no serious objections. It is common knowledge that some fraternities each year come out on the short end during Rush Week. On the other hand, many likely prospects are not pledged or do not go through Rush Week.

An organized, official Rush Week during the spring would benefit both the fraternity and the prospective rushee.

Let's hope the suggestion isn't forgotten next year. —B.B.

—Attitude Important—

University Experience Is Life

By Dr. ROY GREEN
Dean, College of Engineering and Architecture

Your attitude toward the University is important to you and to the society which brought it into existence. The application for admission asks the question, "Why are you going to college?"

The reasons given by entering students are interesting reading. They vary through a wide range. A sampling would include "to create friendships;" "to prepare for a career;" "to be able to make more money;" "to broaden my interests;" "to develop myself;" "to be an engineer;" etc.

Regardless of the stated reason for coming to the University, it might be interesting to examine the question, "Is the University experience a preparation for life or is it part of life itself?"

The standards of a good university are basically the same as the standards of a free society. In both there are certain minimum acceptable standards established to protect society against the lazy,

the destructive, the immoral and the incompetent.

For example; the evaluation of your work is based upon what you actually deliver in terms of service to those who are managers of your organization and is always based upon their appraisal, not yours. (Grades).

You work with individuals of widely different characteristics and attitudes, some of whom may be irritating to you. This should not prevent you achieving your objective.

Important undertakings are broken up into workable parts by management, item by item. Each has to be done if the whole enterprise is to be successful. You are welcomed at a new assignment if you have performed your last task with unquestionable excellence. (Completing each course satisfactorily).

Your community is made interesting, wholesome and enjoyable by those who are willing to do more than meet the daily requirements of their vocation or profession. (Extracurricular

activities, extra courses, etc).

Creative advances are not made by those who simply repeat what was done yesterday or last year. What you are able to undertake or contemplate tomorrow is the hope of the future.

These are only illustrations. You can no doubt add to the list. I have been unable to think of any really basic differences between the standards of a good university and a free society.

It has been extremely interesting to hear discussions by personnel recruiters who have visited our campus seeking the services of graduates. They universally assume that the student's pattern of life and the meeting of standards during the university interval will not change when they are employed.

They are looking for learning men, not learned men, who will help create a better society through their particular concern. The University experience is life and should be also preparation for a better life. You will be expected to continue to be a learner.

The Image— Letter To 'Broozie' Offers Student Poem

By CORBAN LA PELL

dear broozie, enjoyed your last letters to the "members". you don't like mathieu—there will be a georges mathieus in the march show—red cake frosting that's unpalatable. let's throw away craftsmanship—just explode. frank english has been writing and fixing spaghetti. here is a poem of frank's you may have read.

A Winter-Wind Autumn

A winter-wind autumn closed the petals of its bells in china long ago, rung its ochre grief through a master potter's eyes, through the red mountain doe. Leaves rushed down to the scythe tongued grass of his sand slippers hill, mocked the scudding flock of silent grey gulls raining with fevered will from sea stone cove to shrilling wave crest. His hands were fragile as a hungry girl, he turned them from the sea, set fingers in clay, drove a wheel to work crescent shadow free. Then threw high a twig thin neck crowned by a white turned lip, a clay wet, caul stripped throat that sang the oars of his funeral ship to voyage his bones to the silent gull sea. The glaze stone throat sang great costumed wars from ancient to infant hand, a warrior horseman fled a harbor gate his plundered flask in the sand, shattered by beach poking enemy hoofs, crushed to a pebble row. A fisherman's maiden paced on the shore in the hour of dew mist snow and drew one yellow flower

from the broken twig thin throat, and i got a letter from jean—she's been working pretty hard between coffees and discussions of art and society. we like to read her letters. ray rice saw "odd man out" on t. v. of all things and he said there was a lovely mad artist who painted james mason as he was dying. ray then fell upstairs and read Yeats. i did a water color last week—it's thick with powdered gold fused with colored pigment. i took some elmer's glue, mixed it with water and used powdered pigment to lay thickly on fabricano. the painting is dark and opaque with a recessive golden area as its light source. using powdered pigment is like using very thick oil paint. the edges are textured and the shapes seem to move into and out of the thick surface. i'll send you a slide if it leda says, "hi"

Letterip

Deletion

To the Editor: You asked for student opinion and we obliged with our Letter of Feb. 17. However, our letter, cause and opinion was fouled by unnecessary and unintelligent editing.

The deletion of our pivot paragraph ruptured continuity and suffered a break in our line of logic. The meat of the letter lay in this paragraph and the preceding two lines, which were also deleted.

Our letter was not of such length as to warrant cutting and the deleted material was of printable nature. Then why edit? Does Corban La Pell also read copy?

The purpose of our letter was to show up Ellie Elliott as governed by the word and to give La Pell a rap on errant pen-hand.

With this purpose we wrote the following which composes the sum of your deletion — (speaking of Kettering's article) — "It's grammatical failings were as nothing when we i g h e d with the worthy thought it contained. Of what value are complex words, nicely-connected, if they do not formulate worthy thought?"

"Compared to Corban La Pell's junk verse, the writing of Kettering is grammatical perfection. However, it is not the wrappings, but the content that is important. It is only the fool that will forsake the gift in favor of the color ribbon. Kettering presented us a rich gift in a plain package. La Pell gave us poor hash in a golden bowl."

Too often the meaning of a writing is changed by editing. We would hope that student opinion will not suffer the fate of ours in the future. If you are to print student opinion, please leave it unedited. In search of pure student opinion,
John F. Flynn
Roger A. Langenheilm

Solution

To the Editor: We must admire Dick Johnson for his determination in seeking a solution to the farm problem.

Nevertheless, we feel that Mr. Johnson is knocking on the same battered door that has led other political aspirants to further deter progress toward solution of the growing farm problem.

Specifically, it seems that Mr. Johnson (along with a majority of the farm population) refuses to recognize that surpluses and low farm income are a result of technological advances in farm production and that the only logical solution to the problem lies in a sizeable reduction of the farm population.

As we see it, Mr. Johnson proposes to solve the farm problem by finding channels of consumption for our huge surpluses — thus causing demand which, in turn, will bolster farm incomes. This is not feasible.

Our population can consume only a limited farm produce; production above that level will necessarily result in surplus.

These surpluses cannot be dumped onto the foreign market without seriously affecting foreign economy. Thus having eliminated the channel of broadening human consumption — and what other means is there — where can we turn?

There is only one logical answer, Mr. Johnson. Sometime in the future, Congress must free itself from the shackles of farm politics and must see fit to discontinue a substantial proportion of farm support so as to permit agriculture to function as an efficient unit adhering to the principles of supply and demand.

We do not need to repaint those grayed farm buildings — we need

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