

Nebraskan Editorials:

The Ultimate Authority

The Student Council Judiciary Committee action, placing IFC, Panhellenic and the Student Union Board under the Council scholarship standard has created a storm of controversy.

In fact and in theory, the ruling merely extends the scholarship requirement, which was passed late last fall, to virtually all University organizations.

Heretofore, IFC, Panhellenic and the Student Union Board have been exempt from this requirement because their constitutions were not originally approved by the Council.

The committee ruling, then, is but an interpretation of a policy which has long been in effect. And the philosophy behind the interpretation is, simply, that if a ruling is put into effect, it should be applied to all University organizations, and not to a certain segment of these organizations.

In other words, why pass a law to which three large campus groups are immune?

The reasonableness of extending the scholarship standard to all campus organizations is quite evident. The issue is not policy but enforcement.

However, the big problem lies behind the Judiciary interpretation of the scholarship requirement: What control does the Student Council have over IFC, Panhellenic and Student Union?

Each group, because of their unique qualities, have been specially provided for by the Board of Regents By-laws. The Union . . . "shall be responsible to the Chancellor and The Board of Regents."

An Easier Way

The Mortar Board petition to the Faculty Committee on Student Affairs, asking for financial aid and more control over Ivy Day, appears to be an unfortunate and unnecessary move.

First, there was little need for the petition; secondly, it was lodged with the wrong authority, and thirdly, it could possibly violate the constitutions of groups presently participating in Ivy Day.

Mortar Board claimed three advantages from the petition: financial aid, clear cut control over Ivy Day and greater all-University participation. However, none of these reasons, in and of themselves, or in any possible combination, were reason enough to appear before the Faculty committee.

Financial aid could have been assured by going straight to the administration—rather than asking the committee to draft a resolution to this effect.

The ultimate control over Ivy Day was drawn up in a Council committee report last year, giving joint authority to Mortar Board and Innocents. The report passed unanimously.

And, by definition, Ivy Day can become little more of an all-University function—unless more people enter activities, independent groups petition for entry in the Men's Sing or a pageant or some like sidelight is established.

The IFC is responsible to the Interfraternity Board of Control, actions of which are . . . subject to review and control by the Chancellor and the Board of Regents."

The Student Panhellenic Association . . . shall be under the supervision of the Associate Dean for Women." Answerable ultimately to the Chancellor and Regents.

Interpretation here would seem to indicate that these three groups are in no way subject to the Council, but answerable only to parent agencies established by the Regents.

But just as the lines of authority of these three groups are not given to the Council, neither are they given exclusively to the parent bodies of these three organizations nor are they expressly denied to the Council.

And the Council constitution states that it has the power to (1) "regulate and coordinate . . . all student organizations of general university interest;" (2) "to recognize and approve the constitutions of any new student organization," and (3) "to review the constitution of any student organization with power of revocation."

Interpretation at this point would appear to mean that the Council, even though it may not be able to approve these constitutions, can nevertheless call them up for review.

However, both the Regents' By-laws and the Council constitution are too vague and too general to explicitly clarify the lines of authority between the Council, Panhellenic, IFC and the Union.

As an admitted test case, the Judiciary Committee decision may provide the means to ultimately delimit these lines of authority and settle the question once and for all.—B. B.

LITTLE MAN ON CAMPUS by Dick Bibler



—The Challenge—

Basic Schooling Said Necessity

Eds. Note: Today's Challenge was written by Alfred Landon, Republican nominee for President in 1936 and governor of Kansas from 1933 to 1937. He is a graduate of the University of Kansas and has been a leader in Kansas politics since 1928. This Challenge was written especially for The Nebraskan by Gov. Landon.

Answering your request "to give students a little more awareness of the world around them and the society in which they live and the forces shaping both," they should be aware of their deficiencies in reading, writing and arithmetic.

The ability to read with understanding is essential not only to embryo lawyers, doctors, scientists, teachers—but to all those who would understand the nature of homo sapiens.

Good literature is elevating. Reading contributes to the joy of life as well as to efficiency on the job. It widens the outlook and gives subtle directions not only in daily work but in the endless choices on the roads of life's labyrinth.

News stories, the editorial, financial, and sport pages in the newspapers give a daily view of life and human conditions.

One of the characters of a Roman playwright says, "As a human being, I am a party to every jot of human experience." Quoting Toynbee, "This is surely a saying which we should all take to heart."

Business and industry are crying for better mathematics and English. Science is demanding higher mathematics. The big need of ordinary business is employees who can do simple arithmetic. The emphasis is for people who can express their ideas cogently and intelligently.

Several year ago I was talking with a division production superintendent for a large oil company about the petroleum engineering courses at the different universities.

He said, "Where they are falling down is in the English courses. They are not teaching their graduates how to express their ideas, either in personal conversations or in written reports, so that I can easily grasp them."

Several months later I was visiting with the head of a college that had been left a three hundred thousand dollar endowment for the particular purpose of studying the petroleum industry.

The president told me that during the past year he had interviewed the heads of a number of major oil companies. They told him the same thing.

As one of them put it, "Geologists are a dime a dozen. But geologists who can express their reports cogently, clearly and intelligently are what I am looking for."

Worthwhile Purpose

Wednesday and Thursday University students fought several noisy battles over issues in the Mock Political Convention. It was a hotly contested platform and body of rules that delegates discussed in this emotionally charged atmosphere.

The decisions they reached are irrelevant in long-range perspective. What counts is the fact that University students were on a convention floor, learning how the sometimes confusing American political system worked. The convention is serving the worthwhile purpose of sorting out seemingly unrelated pellets of information gained in political science classes and misinformation gained through hearsay into a cohesive body of knowledge that will prove useful.

As Governor Anderson pointed out in Thursday's session, political conventions are to the average citizen like a football game is to a Zulu warrior—something that looks like organized mayhem. The Mock Political Convention is

serving to explain some of the mystery and recreate the hectic confused atmosphere of the actual nominating convention.

Students have learned, if the amount of caucuses are any indication, that not all the work of political conventions is done on the floor. They have also learned what it is to be pressured from all sides to support this or that candidate for varying advantages.

The fact that most of the issues have been contested should be quite rewarding to the organizers of the convention. The convention is more than a project of NUCWA to pull the organization out of the doldrums it suffered in the past few years. It is an honest attempt to encourage healthy political activity among University students.

The Nebraskan heartily endorses the convention for its intended purposes.

The Nebraskan doesn't care what students think politically, just so they think.—J.B.

Narrowing Breach

Administrative support of the pending Spring Day activities May 4 was emphasized Thursday when the Dean of Student Affairs announced that all afternoon classes for that day would be cancelled. It was decided at the Faculty Senate meeting Tuesday afternoon.

This will allow all undergraduate students to attend the fun and games at Ag College, and prepare themselves for the barbecue and dancing in the evening.

The attitude of the Administration toward the formation of Spring Days has been excellent all through the planning period. The student body has been allowed to go ahead with Spring Day with no intervention by the administration. Approval has been sought by the student committee for its plans, and this approval has been granted.

One reason for this support of Spring Day, of course, is that the University does not want the destruction and degrading publicity of another riot-panty raid. Spring Day would be the answer to this danger.

But more important thing is that the Administration is standing behind a student proposal and is letting the students go ahead with their own planning. It makes the fabled breach between the students and the administration look quite a bit narrower.

If Spring Days is a success, credit must first go to the students who planned and organized the events. Credit must go secondly to the

student body who will take part in making the Ivy Day weekend one to rival CU days.

And finally, credit must go to an Administration who allowed plans to congeal by themselves without interference.

Perhaps Spring Day—as yet untried and unproven—will be positive proof that something good can come out of co-operation between the student body and University officials.

Then, perhaps, the University can settle back to the business of being a university, with students dividing their time between scholarship, activities and socializing, and with the Administration doing their job of directing the affairs and interests of the University.

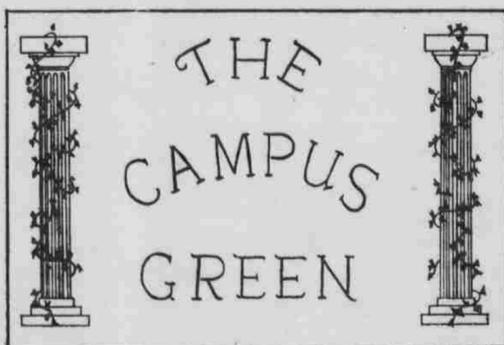
So far, it looks like it might work.—F.T.D.

Night Life

Two students taking a night course had not, for one reason or another, been attending class too regularly. One night, finding nothing on television, they decided to attend and impress the instructor with their interest and punctuality.

Arriving at the reasonable time of 7:30 p.m., they found no one there but themselves and the instructor. "Well," one said brightly, "there doesn't seem to be many people here tonight."

"It may be because we have been meeting at 8 p.m. for the past five weeks," the instructor answered.



Henegar, Monegar

"Henegar, Monegar, why do you drag? With a hey-ho, derry-down day. 'Oh, I went to Nebraska and picked up a Rag,' With a hey-ho, derry-down down Down.

"Henegar, Henegar, why pants so your breath? With a hey-ho, derry-down day. 'Oh, is my name Arthur or is my name Beth?' With a hey-ho, derry-down down Down.

"Monegar, Henegar, why do your teeth rattle? With a hey-ho, derry-down day. 'Oh, they've murdered my name and they've canonized my battle.' With a hey-ho, derry-down down Down.

"Where go you now, oh my Henegar, Monegar? With a hey-ho, derry-down day. 'Out to a court to refurbish my moniker,' With a hey-ho, derry-down down Down.

—Ann Gerike

Ex Nihilo Nihil Fit

My book of life unfolds before me; barren pages devoid of print. Nothing done and gains to show.

J. Francis Flynn

One-Way Street

The idle man finds small content In loafing, lolling, leaning, wasting. For sagging now, upon his couch He cannot stop and rest.

And growing old, he sees that life Is but a one-way street. Where, couch and all, he's passed the time. A "dead end" sign's ahead! The sleepy rider stirs. He's seen The sign! A frightened glance He quickly throws behind him. As far as he can see—no thing he finds. To show that he has passed along the way.

—J. Noble



Students Need Critical Eye

By Dr. WALTER MILITZER Dean, Arts and Sciences College (Eds. Note: The Upper Chamber for this week was written by Dean Walter Militzer of the College Arts and Sciences.

When I was an undergraduate I ran across a statement in a history textbook that impressed me greatly. The author said that Eli Whitney made the Civil War inevitable. You may recall that Eli Whitney, a Georgia schoolteacher, invented the cotton gin in 1793.

The cotton gin produced a cotton economy for the south. A cotton economy exploded into a slave economy. A slave economy exploded into the Civil War. I read this statement about the same time that President Roosevelt called for a halt to scientific research and development so that society could catch up with its inventions.

As a science student I took the whole matter very seriously. It wasn't until a number of years later that I was convinced about the error of trying to pin the responsibility of the Civil War on Eli Whitney's shoulders. I should have known at once that such an analysis of history was exceedingly transparent.

The kind of an education that I received as an undergraduate did not encourage me to draw critical judgments. It was more like a flash flood of theory and fact that swept me along toward graduation and a job. It didn't give me much time to study the source of the flood nor to probe the river bed that made the flood possible.

As I look back I have no quarrel with learning and memorizing a million facts. One cannot think in a vacuum. I do have a complaint about the way theory was taught. Theory was presented with the same sureness as fact.

We were hurried along so rapidly that we were taught not to sift out the basic assumptions upon which all subject matters—science included—must rest.

Rather, we were discouraged from challenging basic assumptions.

tions. These had to be accepted in order to hurry past the next bend in the river which would dump more water into the flood stream.

Perhaps this frantic pressure to get material is necessary in professional education. A modern technical society seems to demand it. But it has done something to university education in general which is not healthy: it has spread this approach to other fields of knowledge.

Acquiring wisdom takes time, and it takes a certain maturity of mind which can come only by an unhurried reflection and by a calm examination of the basic assumptions.

From Upper Chamber

tions upon which all truths must ultimately be accepted or rejected.

In today's education the need for unburied reflection is more desperate than it was twenty-five years ago. All of us know the issues that confront society, but only a few have an understanding of them and fewer still know the underlying assumptions upon which the issues must finally be judged.

Only by a calm study with an occasional deep plunge into a quiet pool can we come up with an understanding of what goes on beneath the ripples. In today's pressures only the humanities, and perhaps the social sciences, seem to be able to afford this attitude of mind.

I have continually deplored the small amount of time which a university education of today devotes toward letting students sit back with a critical eye on what is said in the textbooks and in the classrooms.

If I had spent more time as an undergraduate on this sort of thing, I would never have been disturbed by the thought that Eli Whitney—or some other fool scientist—was responsible for the ills of society. I cannot say that I would have known who was responsible for them but at least I would have had a beginning for a real education.

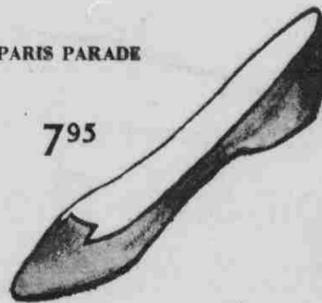
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DEBS

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The Nebraskan

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