

Editorial Comment:

Tax Hassle Finds No Answer in Replacement

In a front page feature interview, yesterday, Dr. Stuart Hall, chairman of the economics department, ripped into Nebraska's tax structure a little.

Dr. Hall, as a matter of fact, called it "a bundle of absurdities." He then recommended a personal income tax as "ideal" for the state.

Dr. Hall has a pretty good point. As he says, income taxes are the only rational way of taxing. In Nebraska, the climate being what it is, it is pretty easy for a man to own a lot of property and never make a cent off it for several years. Still, under the property tax system, he has to pay taxes on it.

Moreover, he has to pay more taxes than the fellow with an executive job, a bungalow in the suburbs, and an assured income of \$15,000-per annum.

The old argument that the property tax is eventually passed on doesn't work in a situation like this. Many a Cornhusker property owner knew what it meant to be land poor during the '30's.

The only trouble with replacing the property tax with a state income tax is, however, that you couldn't replace local property tax levies at the same time.

According to a recent survey, taken by the Omaha World Herald, local property taxes in Des Moines, Iowa, were generally higher than Omaha assessments. This is significant because Iowa has no state property tax.

The trouble with broadening the tax base, then, is that in actuality you may be raising taxes. And you may not be more fair to property owners; you may be less fair in the long run. You may make them pay both an undiminished property tax and a new tax—the state tax that was intended to replace the property tax.

Maybe this wouldn't happen if Nebraska broadened her tax base by passing a state income tax. But it has happened in other states as the World Herald survey shows.

There is an old saying that you can't change human nature. By the same token, you can't change local city, school district and county governments. They see the state property tax removed, and they will figure it is just about time to push up their levy a bit "seems how the folks can afford it now."

Spenders aren't limited to the national government. They are in all the forms of government right down the line.

Illini Hits Apathy Bug

This editorial is reprinted from the "Daily Illini", student newspaper of Illinois University. It had the headline of "Who gives a damn?", and is, we think, quite applicable to this campus.

A more popular disease than mono or Asian flu with students this year has been student apathy.

It has been estimated that as much as 99 per cent of the student body has been afflicted with this old but still prevalent illness. And all predictions seem to indicate that there will not be much relief from it during 1959.

The symptoms are many and very easy to spot. First signs of affliction can be seen when a student is asked to do something and he replies, "I don't think so, get somebody else do it."

After this despondency sets in and the student looks tired, run down. The general "I-don't-give-a-damn" stage has set in.

Some people afflicted with this disease make attempts to get rid of it by becoming "joiners" or "hangers-on." These people are inclined to say, "Of course, I'm not sick, I belong to three major activities, 10 minor ones, drink coffee in . . . every morning at 10 o'clock and belong to several social organizations. In fact, my picture appeared in the . . . 15 times last year—"

Yet despite their multitudinous efforts, these students rarely overcome the disease—mostly because they are just too busy joining groups and keeping track of how many times their picture appeared in the yearbook.

Other people try beating the disease by sleeping. They sleep 10 hours every night, sleep in classes, sleep during the Ed Sullivan show and even sleep on dates. These people generally do not stay on campus too long.

There are students who take the extreme opposite approach to getting rid of the disease than the sleeping patient. They don't sleep at all. Instead they stay up night after night playing cards, drinking beer and talking to whomever will listen. Oftentimes, these students are only on campus one or two semesters at the most.

As the disease advances, the symptoms get worse. Generally a persecution complex sets in and the patient attempts to undermine any of his friends (or enemies) who are making honest attempts to think for themselves and to get something done.

Such a student when asked if he would like to go to a lecture on the state of the United Nations by Sir Leslie Munroe, current president of the U.N. General Assembly, replied, "Nah, I've got better things to do—got to clean my beer mug for tomorrow night's blast."

The apathetic epidemic seemed to be letting up the few weeks before Christmas when student interest was unusually high on the Student Senate discrimination bill. However this was only temporary relief since everyone has arrived back from Christmas vacation "exhausted."

In fact, interest in studies and activities of a constructive nature seems to be at an all time low.

But then, this shouldn't astound anyone. After all, who cares?

Conservative Estimate

It's so easy.

It's so easy to criticize, upbraid, undermine, and tear apart any new idea. The hardest thing to do is to carefully evaluate it on its merits alone and then form an opinion, unbiased by the prejudices of associates.

Many students feel that because there hasn't been a minor revolution protesting the new registration system that this is positive proof of apathy.

Disagreement in defense of the student body is in order. It's not that we don't dare, dear pessimists, we happen to like the idea.

At least if this isn't the case, the agitators of the opposition haven't been very active.

In the heat (?) of the half hearted controversy that managed to develop one bright light shone!

A letter by one Raymond L. Balfour states and I quote "When we vote for members of the Council, we expect those who are elected to act for us. We delegate to them our authority to act, and expect them to use this authority wisely."

Chuck Wilson has been haranguing the Student Council all year concerning this point. When some Council members haven't caught on yet, it's almost too much to believe that a remote student observer should make such an observation.



Hoerner

Leadership

It seems that in the days of the public opinion poll the survey and the majority view that examples of that old fashioned quality called leadership are fast waning.

Should the library stay open late said the Council?—Take a poll. So a poll was taken. Around 700 questionnaires were turned in and 43% wanted the library open late—so . . . the library is going to be open late.

Now I ask you to carefully compute the statistical accuracy of 43% of 700 restricted samples in relation to the some 8,000 students here at the University.

Flipping a coin or a quick cut for high card would have been at least as accurate. But the important point to observe is, STUDENT OPINION HAS BEEN SAMPLED.

The same fate is about to befall the final exam question if the pollsters get their way.

If this keeps up one active forger with a year's supply of ink could just about dictate campus policy. (I know one individual who turned in a ballot on the library poll every morning for two weeks.)

In short, congratulations to the Student Council for doing your job as it ought to be done in solving the registration problem.

Apology

I write this in apology dear reader for you see my first reaction to the proposed system was, "It might be OK but you'd (the Student Council) better wait a week and see how the students take it."



-Atomic Testing-

Debate Question Reviewed

By Renny Ashleman and Nancy Copeland

(Editor's note—with the annual invasion of debaters to the NU campus this weekend, the Daily Nebraskan offers a two story series on this year's debate question.)

Miss Copeland and Ashleman are both well qualified to write this series. Both are former winners of the Long Cup, trophy for the outstanding freshman debater. Miss Copeland, a senior, has compiled a fantastic winning record of close to 85 per cent in four years. Ashleman, a sophomore has nabbed 67 per cent of the debates; he has participated in.)

The debate world appears to be a mysterious one inhabited by queer rules and even stranger people. For the benefit of those Univer-



Copeland Ashleman

sity students who may stumble into this world during the weekend, a word of explanation is in order.

We hope after our explanation, no University students will be in the position of the innocent, little female timekeeper who crept in to time a debate last year.

A tense atmosphere prevailed as the negative sat worrying about what the affirmative would say and the affirmative sat worrying about how they would say

it. Just as the first affirmative speaker was preparing to sprint to the podium, the timekeeper, not realizing this was prearranged, timidly whispered, "Who would like to be first?"

To acquaint you with debate, this article and one Friday will give a short portion of a debate on this year's national debate topic. It is not intended to be a polished or "expert" debate but merely one to include most of the arguments and principles involved in outline form.

An actual debate has a total of eight speeches—the affirmative begins by setting up certain reasons for adopting a resolution to change some present policy. The negative attempts to refute these arguments and (sometimes) uphold the status quo. Each side, negative and affirmative, has two speeches called constructive to do this. These speeches are followed by rebuttal speeches started by the negative and four in number. Constructive speeches are ten minutes long, rebuttals five.

In rebuttal, the purpose is to attack your opponent's arguments and answer attacks upon your own. Today we are preparing a first affirmative speech. Friday, a portion of a negative refutation will be given.

In the portion of a debate presented below, one vital thing is missing—proof of the issues. These were left out in consideration of space. Physicists and other disputants are invited to attend a debate this weekend if they wish to hear them. Information on debates and schedules of events are available at the debate office in the Temple Building.

The debate question this

year is not just a question for the scientist in his laboratory, the military expert in Washington or the debator on the platform. The question is one for all, since within the range of this question fall issues of nuclear war, threats to human health and perhaps a new hope for the old goal—peace.

For these reasons we are very concerned with the question we are debating: Resolved: that the further development of nuclear weapons should be prohibited by international

agreement.

Before discussing this proposition we must define terms so we may proceed with general agreement on the meaning of the question. Further development shall mean alteration of an old principle or discovery of a new principle which makes possible a materially modified or new nuclear weapon. This includes testing and production of such weapons.

The term nuclear weapons means an instrument dependent upon fusion or fission.

(Continued on Page 4)

the distillery . . .

This is for you George, sub-heads, a whole column of subheads.

Beatnik

Yea, yea, yea, I'm a beatnik. What Home Ec 191 did for me, it can do for you. Just four months ago I entered that classroom adjusted to my perverted emotional instability. Now I am properly maladjusted. I have new fears, new phobias. I now suffer from a pronounced nervous tick which accounts for most of my class cuts. This is because my nervous tick is an unconscious desire to scratch under my left instep, and what with bending over to untie my shoe all the time, my teacher misses me on his seating chart. All this because of good ol' Home Ec 191 which taught me to hate myself. This is probably why nobody can find a real beatnik. A real beatnik is someone who took Home Ec 191 (or maybe Psych 70) and has learned to hate himself. That makes all of us beatniks. For further reference try the bookstore for a thing called Howl, and Other Poems by Allen Ginsberg. That will really make you sick.

Popcorn

What makes me sick is how you fellows can eat five pounds of Korn Popper pop corn and spill ten pounds on my living room floor. I almost wish I had a leader to tell me what to do, but the leaders of this dappled world have all left town. Pound left town. Elvis left town, and John Foster is sick in bed. That leaves only Henry Luce, Katherine Murray, and Ike (not Ike of the White House, Ike of the Tau house, and how are you guys anyway?). Well, at least I can still laugh. I know I shouldn't, but that was a funny picture in the Rag of those guys on a scaffold with the

caption, "Workers try to repair etc." I didn't know "Bunz" could throw that high.

Ninth Candidate

I also didn't know there is actually a ninth candidate for Miss E-week. That's right, only eight were shown in the photo Monday, but she was originally in the picture. The four girls in the back row are standing on her. This was done in order to keep the caption, "Engineer's Choice could be Difficult" from being ridiculous. It also killed two burrows with one stone because the photographer couldn't find a bench for the eight runner-ups to stand on.

Ambiguity

I recently found out what ambiguity means. I had it explained to me in terms of simple college life so I could understand. You take Sociology 53 and divide the lecture class into several sections, all being taught Soc 53, naturally. Then you average the class grades in the different sections just before grades come out. Now take my pinmate's grade of 63% which is above-average for her section, and put that alongside my brother's grade of 45% which is average for his section. Next wait four weeks for grades to come out, and take my brother's 5 and my pinmate's 1 and you've got the definition. To make it interesting, the remaining section should have eight girls and five boys. If the eight girls average 35 per cent on the final and receive 7's, and the five boys all get deuces no matter what their class average, then you got a bell-shaped curve Charlie. Bitter? Nah!

Roger Bolland

Excavations

by Kandish Satkunam

Confucius said, "To understand all is to pardon all." But, most of us do not understand and do not want to understand each other.

Perhaps, this lack of understanding is one of the causes for all the chaos and problems of the world today.

How then do we go about to understand one another? To understand somebody we must first of all get to know him. People in this modern world are so busy attending to their own personal affairs, so much that they cannot afford to spare some time to get acquainted with one another. The same is the case with the students of this university.

I hear that there are about 260 foreign students from almost 54 different countries in the University. Frankly, I do not know all of them, although I have been acquainted with one or two of them from the various countries.

Amongst the foreign students that I am acquainted with, some of them are dogmatic, critical, and not friendly at all. Bearing in mind that my acquaintance are just a small fragment of the foreign students in the campus, would I be justified in any generalization?

On the contrary, I have known many wonderful foreign students who are friendly, understanding, and broad in their concepts.

Well, I have faced the same problem in getting to understand the American students on the campus. "Bob" might be very conservative and not willing to associate with foreign stu-

dents for some unknown reasons. But, should not ignore "Robin" and "Roy" who are very understanding, co-operative, and are always working hard to make the foreign students 'at home'. Most American students are very willing to get to know as many foreign students as possible, if they ever have such opportunities.

Foreign students in the campus have many opportunities to get acquainted with American students. Several student organizations such as the Nebraska University Council on World Affairs, the Inter-Varsity Christian Fellowship, the Red Cross etc. are anxiously waiting for the foreign students to participate. How many foreign students have made some kind of an attempt to participate in any of the student organizations in the campus?

In addition to the campus organizations, there are various church organizations and American families who are anxious to invite the foreign students as their guests, and they have been tending invitations to most of the foreign students.

As most of us do make mistakes, I do realize that some of the new foreign students would not have received any invitations at all. This does not mean that they have been completely ignored.

Well, my dear International Colleagues, in my recent excavations I have discovered many American friends who are interested in understanding the foreign students better. Why don't you call me and take advantage of some of my discoveries? I am quite positive that your acquaintance with these American friends would create a better understanding between you, me, and the Americans.



Satkunam

LITTLE MAN ON CAMPUS



"WHO SAID HE WONT CHANGE A GRADE? - I GOT HIM TO RAISE THIS PAPER FROM A ZERO TO AN 'F'."

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