

Editorial Comment:

Howell Should Stay A Student Theatre

The University Theatre is fortunate to be able to find an experienced amateur of John Wenstrand's caliber to play the lead in their final production of the season, "Ah Wilderness."

There is just one disturbing factor about the selection of Mr. Wenstrand for the part. He is no longer a student at the University.

This difficulty has been cleared with the office of student affairs, however, so there is no technicality which could prevent Mr. Wenstrand from assuming the role.

The selection of a non-University student for the part sets a precedent that might be abused. In the past, parts in University productions have been reserved for students in keeping with the purpose of the theatre — to provide University students with an opportunity to accumulate some time in the theatre as part of their educational experience.

We might point out that Mr. Wenstrand was not given the part with the intent of thwarting this purpose. Since the speech department and its students have also undertaken the production of "The Taming

of the Shrew" for the Lincoln centennial, their available personnel have been spread too thin. When the student originally scheduled to take Mr. Wenstrand's part was forced to withdraw from school, the speech department had no choice but to look outside the University for talent.

This seems a shame, since tryouts for a University Theatre production are open to any University student. There must have been someone around with enough of the old Vic (that's a V, folks) in him and enough theatrical experience to step into the role.

We hope that the speech department won't find it necessary to continue to go outside the campus to fill the leading roles in its plays. We think that the University theatre is primarily an amateur organization and if the quality of the production has to suffer slightly to provide upcoming student thespians with the experience they desire, we can take it.

At the same time, we hope that the students won't allow their own apathy to deprive them of one of their most important student traditions—student theatre.

Elgin—What to Do?

Now that we have it, what are we going to do with it?

That's the problem facing the University. They have the huge Elgin plant on their hands at the present time and they want to know how best to utilize the space it gives them.

There is another problem connected with the space too. The Elgin building is somewhat far removed from the campus proper. Students having classes there would have quite a sprint to make it to their next class on time if it were located in Ferguson, for instance.

This problem, isn't as bad as it first appears, however. Students who think that is a long trek ought to see the Wisconsin campus. Most of the buildings are built atop hills overlooking a lake. They are usually surrounded by approximately an acre of ground.

Wisconsin solves their problem in a manner that has already been suggested to University officials: they keep students in one building as much as possible.

However, occasionally a student has a class in another building. When this occasion arises, there is nothing for him to

do but hoof it. Walking in Nebraska's weather really isn't too bad—two months in the spring and fall of each year. Nevertheless, University students bent on an education probably wouldn't let something like that stand in their way.

The strangest thing about the whole question is the fact that there is an incidence at all. When the University bought the Elgin building, they said they needed the space it would provide.

Certainly, they must have had something specific in mind to use that space for. They didn't pay \$725,000 for extra parking lots.

And if it wasn't practical to own a building of that size, why did the University bid at all?

This kind of confusion is what often makes institutional life the subject of whimsical cartoonists.

However, the Daily Nebraskan can see the merit in taking a good long time to decide what the building will be used for. Once the decision is made, it will take a lot of time and expense to unmake it if it's a wrong one.

from the Sideslines

By Gretchen Sides

Student Council and Student Tribunal filings have opened this week—both openings accompanied by frenzied activity on the part of publicists for the two groups, many stories in the Daily Nebraskan and one large general "so what" from most students.

That there is not a mass exodus to sign up for either of the two groups is undoubtedly due to many things, among them a belief that student bodies don't actually have any final power (especially in the case of a showdown between admin and student) and the seeming ineffectualness of these two student groups.

And, one must admit that the Council's year has not been fraught with campus-shaking events. At times, it approached real inefficiency—e.g. losing ballot boxes or sending a representative who didn't care about what he was representing to a faculty meeting.

The Council members have accomplished several rather noteworthy things, like their system of registration, and they have a few good basic ideas which could be worked out to the advantage of the campus. An example of this is their plan for sending student representatives to the legislature.

The Student Tribunal's work has been clouded in such red tape type fog that no one really has much idea of what it does. The over-protected little crew of judges is generally regarded with suspicion by most students, who if they do have any idea at all of what the Tribunal does usually regard it as almost as effective as a puppet play with the strings handled by administration.

And again, the Tribunal has accomplished much that it is not given credit for. I understand that the Student Affairs office has referred a large percentage of its cases to the Tribunal and that the

recommendations of the Tribunal makes are generally followed.

With all the furor and uproar created recently by student belief that a few of their rights were being infringed upon, it does not seem logical to me that the openings of the two groups on campus which actually provide the only means for students to actively deal in the administrative and judicial functions of their University should be greeted by such—that old word again—apathy.

I can't claim that they are the most powerful groups in the world or the most efficient, but good grief they're all we've got. And, they have given evidence of definite possibilities. The usefulness of any group is dependent upon the ability of its membership, and generally competition makes for better quality. Let's get out there and compete a little. Why not take some of that energy you waste climbing on your soapbox and screaming about oppression at NU and expend it toward something that might get you somewhere. Let's be logical about this—even being in a place where the screams are heard is certainly more advantageous than wearing out your lungs in a closet, which is what you accomplish by undirected and confused semi-rebellion.

One little miscellaneous item that is rather interesting came to my attention the other day. A tribunal member mentioned that the procedure of the tribunal is pretty well left up to the members themselves. This is just another example of the importance of the question of who will be choosing the new members. (Good Heavens, this procedure is almost enough to make the Daily Nebraskan resort to graft, dirty politics, bribery or almost any sort of method in order to get a member on the Tribunal who favors completely open hearings.)

Seriously though, both Student Tribunal and Student Council have a lot of potential. Whether this potential is utilized and in what manner it is utilized depends on the members.



Miss Sides



Daily Nebraskan Letterip

The Daily Nebraskan will publish only those letters which are signed. Letters attacking individuals must carry the author's name. Others may use initials or a pen name. Letters should not exceed 300 words. When letters exceed this limit, the Nebraskan reserves the right to condense them, retaining the writer's views.

Thank You

To the Editor:

During the pre-Easter vacation a group of us, foreign students, were the guests of the Mortar Boards on the occasion of its recent tour of the state of Nebraska. It is our opinion that this tour was quite educational and enjoyable. It served to acquaint us with the geography of the State of Nebraska and, also, afforded us an opportunity to see and analyze certain aspects of the "American" way of life. Of course, it had its therapeutic and recreational values, too. This was a chance to release our tensions and engage in a bit of diversion, as all other students like to do. Most of all, it opened an avenue for each of us to learn and understand more about the other—to realize why he is deserving of being treated and regarded as an equal.

Last Friday evening we were entertained by Mr. & Mrs. Mert Bernstein, who had served as chaperons during the above-mentioned tour. The homely atmosphere at this second activity temporarily relieved us of the nostalgia and isolation that we so often experience. It motivated the establishing of new relationships and the reinforcing of older ones among students of different cultures and countries, colors and creeds.

I take this opportunity to publicly express, on behalf of the foreign students involved, our gratitude to the Mortar Board, the Bernstein's, and all the other individuals and organizations which contributed to the success of the activities. It is our hope to have the opportunity to return such hospitable gestures to our American counterparts in the near future.

Roy S. Bryce

Knucklehead

To the Editor:

To the author of the article on featherbedding administrators in the March 31 issue of the Daily Nebraskan:

Dear Knucklehead: 1. Did you bother to stop in at the Teacher Placement office while this alleged featherbedding was going on? If so you would have seen many administrators going through teachers credentials and sched-

uling interviews for hiring next years teaching staff.

2. Do you honestly think that U of N freshmen would take the time to look up their high school administrators or would appreciate taking the time to be interviewed during spring vacation if the administrator came to them?

3. Did you consider the fact that University freshmen might be more likely to voice their true feelings while away from home and on a familiar University grounds or the fact that the administrators took the time and trouble to come to Lincoln shows a sincere interest on their part and not just an attempt at paying lip service to the idea that one can learn from one's former students (provided you can do so while sitting in your own office)?

4. Do you honestly feel that the vast majority of our freshmen were utilizing all the uninterrupted or even interrupted study time they could get one day before vacation or were they engaged in such scholarly activities as: packing for a trip home, driving around the campus, sampling a brew in whatever hidden spots are dear to the hearts of freshmen nowadays, etc.

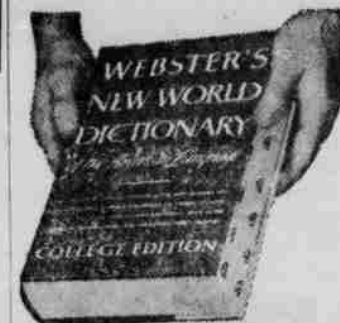
5. Last, but not least, if you were a featherbedding administrator would you even rationally consider stopping in dear old Lincoln, Nebraska, if pleasure were the uppermost in your mind? The grass in Lincoln is far from green compared to other pastures northeast of here.

Come, come, worthy author. Admit that your noble tirade on saving the taxpayers money was just an excuse to strike back at school administrators in order to revenge yourself for having a "board of education" applied to your "seat of learning" by some poor, underpaid, harassed, school administrator who had to contend with your black deeds of misconduct on top of: coaching all three sports, teaching all six periods a day, trying to put through a long overdue redistricting plan and build a new high school building to replace the 50 year old eyesore that is the pride and joy of the taxpayers, drive the school bus to supplement his income, keep his teachers, pupils, P.T.A., school patrons, taxpayers, and school board members happy, teach Sunday school and take active leadership in local church, social, and business organizations, plus

commute to Lincoln or Omaha one or two nights a week to take additional coursework so that he may become a better administrator and teacher and thus offer better educational opportunities to youngsters that probably will no more begin to realize or even appreciate his efforts on their behalf than you do.

If by chance your old high school administrator did have the time to read your editorial he probably shook his head sadly, reached for his bicarb of soda, and muttered a brief prayer that this year's crop of knuckleheads would turn out better than you did, while he hurried down the hall to his 6th period class.

D. B. Scott, Jr.
School Administrator



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On Campus with Max Shriman

(By the Author of "Rally Round the Flag, Boys!" and "Barefoot Boy with Cheek.")

HOW TO BE A THUMPING BIG SUCCESS ON CAMPUS

While up in the attic last week hiding from the tax man, I came across a letter, yellow with age, that dear old Dad had sent me when I was a freshman. I reproduce it below in the hope that it may light your way as it did mine.

"Dear Son, (Dad always called me Son. This was short for Sonnenberg, which used to be my first name. I traded it last year with a man named Max. He threw in two outfielders and a left-handed pitcher... But I digress.)

"Dear Son, (Dad wrote)
"I suppose you are finding college very big and bewildering, and maybe a little frightening too. Well, it need not be that way if you will follow a few simple rules.

"First of all, if you have any problems, take them to your teachers. They want to help you. That's what they are there for. Perhaps they seem a little aloof, but that is only because they are so busy. You will find your teachers warm as toast and friendly as pups if you will call on them at an hour when they are not overly busy. Four a.m., for instance.

"Second, learn to budget your time. What with classes, activities, studying, and social life all competing for your time, it is easy to fall into sloppy habits. Set up a rigid schedule and stick to it. Remember, there are only 24 hours a day. Three of these hours must be spent in class. For every hour in class you must, of course, spend two hours studying. So there go six more hours. Then, as we all know, for every hour studying, you must spend two hours sleeping. This accounts for twelve more hours. Then there are meals—three hours each for breakfast and lunch, four hours for dinner. Never forget, Sonnenberg, you must chew each mouthful twelve hundred times. You show me a backward student, and I'll show you a man who bolts his food.



"But college is more than just sleeping, eating, and studying. There are also many interesting activities which you must not miss. You'll want to give at least three hours a day to the campus newspaper, and, of course, another three hours each to the dramatic and music clubs. And let's say a total of eight hours daily to the stamp club, the debating club, and the foreign affairs club. Then, of course, nine or ten hours for fencing and bird-walking, and another ten or twelve for ceramics and three-card monte.

"Finally we come to the most important part of each day—what I call 'The Quiet Time.' This is a period in which you renew yourself—just relax and think great thoughts and smoke Marlboro Cigarettes. Why Marlboro? Because they are the natural complement to the active life. They have better 'makin's'; the filter filters; the flavor is rich and mellow and a treat to the tired, a boon to the spent, a safe harbor to the storm-tossed. That's why.

"Well, Sonnenberg, I guess that's about all. Your kindly old mother sends her love. She has just finished putting up rather a large batch of pickles—in fact, 350,000 jars. I told her that with you away at school, we would not need so many, but kindly old Mother is such a creature of habit that, though I hit her quite hard several times, I could not dissuade her.

Keep 'em flying,
Dad."

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Here's more advice to freshmen—and upperclassmen too. If non-filter cigarettes are your pleasure, double your pleasure with Philip Morris, made by the makers of Marlboro.

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