

Just A Thought

By Dave Calhoun

Back in the dark ages, just after women got the right to vote, somebody got a bright idea to help the coeds on this campus. They started an association called AWS. The first thing they did was to devise a point system, established "to aid girls by guiding their choice of extra-curricular activities."

Before going any farther, let me say that there are many good points about the Nebraska Associated Women Students. This doesn't mean the AWS is perfect—don't think it is, because it isn't.

Back to the subject for today. The AWS point system.

According to the AWS handbook, there are three functions of the point system. The first is to increase the efficiency of campus organizations by providing them with officers who have sufficient time to devote to the proper execution of their duties.

The second is to benefit the individual student, protecting her health and assuring her time to fulfill satisfactorily her scholastic requirements by guiding her selection of the number of extra-curricular activities in which she can participate.

Finally the handbook says the point system functions by benefiting the campus as a whole by distributing activity offices among the many students capable of assuming responsibility.

In the back of the same handbook is a list of the points allotted for the various activities. The current maximum is seven points. This may seem a large number, but when you realize that a high position in two organizations can account for the maximum, it doesn't seem like much.

I agree with the theory behind the first point in the AWS handbook. The point system would theoretically increase the efficiency of campus organizations by distributing the responsibilities. However, who is in the best position to judge an individual's capabilities—the AWS board or the individual? If a woman who is nineteen years or older can't judge her capabilities by now, no AWS board, point system or anything else will ever be able to do it.

The students attend this University to gain not just on education. One of the biggest by-products of this University is the lessons in living which we learn continually. Beside taking 11 o'clocks on Monday, Wednesday and Fridays, we learn how to live with others and how to take responsibilities.

One other argument with point one . . . if this point system is going to increase the efficiency of campus organizations, why hasn't the efficiency increased?

The second function is equally fallacious. By using the emotional angle "protecting her health" the authors of the handbook have again missed the point completely. Sure, girls aren't as rugged as their counterparts, but how rugged and physically fit do you have to be to be president of a sorority?

No one will ever deny that our first responsibility is to the University and that one of the best ways to fulfill this responsibility is by receiving top grades. But, once again, this is a personal matter. If the student, himself, doesn't want to earn good grades and or does not want to put in that little bit of extra effort, nobody, but nobody will ever change his mind.

The final function smells of politics. And to think that AWS will ever be able to equally "distribute activity offices among the many students" on this campus is about as remote as the Liberals running the state of Nebraska.

In plain English, AWS should stop trying to be a wet nurse to the females on this campus. Most of the coeds on this campus are capable of judging their capacities for themselves . . . why not give them the chance?

Nebraskan Letterip

The Daily Nebraskan will publish only those letters which are signed. They may be submitted with a pen name or initials. However, letters will be printed under a pen name or initials only at the editor's discretion. Letters should not exceed 300 words. When letters exceed this limit the Nebraskan reserves the right to condense them, retaining the writer's views.

More Views Given On FM Radio Issue

To the editor,

It hit me like a thunderbolt when I absent mindedly turned on the FM radio this morning and found there was nothing on the air. I had heard the announcements all week long about how they were going to have to curtail their broadcasting time, but it just didn't shock me until this morning. I understand you had an editorial in your paper last week in support of KFMQ and I thought you might like to know how a housewife feels about this station.

First of all I'm sure I speak for a lot of us housewives who enjoy something more satisfying than pop music while we do many of the humdrum tasks around the house. Washing dishes, making beds, ironing clothes all seem to go so much faster and easier with the music KFMQ provides.

Second is the value it brings to our children to hear a Beethoven symphony or some folk songs instead of the never ceasing

rock and roll or sentimental ditties heard on almost all the AM stations. These children are the future leaders of America, and how can they learn to appreciate the best in life if they are not given an opportunity to hear it when they are young. We came here from a metropolis on the east coast where we had purchased an FM radio. One of the things we hoped for in our new home in Lincoln was an FM station. We were really surprised to find not one in this college town. When Herbert Burton started the station, we were thrilled at the prospects of being able to hear some truly good music on our radio again. It seems incredible that he cannot get the financial support to operate the only FM station in this area. Surely business men realize there are many of us who refuse to listen to the radio at all unless it provides something more valuable than pop music.

I sincerely hope your crusade will result in KFMQ's returning to a full broadcast day and never again having to be curtailed.

Mrs. Sydney Allen

Daily Nebraskan

Member Associated Collegiate Press, International Press Representatives, National Advertising Service, Incorporated. Published at: Room 51, Student Union, Lincoln, Nebraska.

14th & E Telephone HE 2-7651, ext. 4225, 4226, 4227 SEVENTY-ONE YEARS OLD

The Daily Nebraskan is published Monday, Tuesday, Wednesday and Friday during the school year, except during vacations and exam periods, by students of the University of Nebraska under authorization of the Committee on Student Affairs as an expression of student opinion. Publication under the jurisdiction of the Subcommittee on Student Publications shall be free from editorial censorship on the part of the Subcommittee or on the part of any person outside the University. The members of the Daily Nebraskan staff are personally responsible for what they say, or do, or cause to be printed. February 8, 1956.

Subscription rates are \$5 per semester or \$5 for the academic year. Entered as second class matter at the post office in Lincoln, Nebraska, under the act of August 4, 1912.

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Pros and Cons Given by Students For Senator's Cold War GI Bill

The Daily Nebraskan believes this question deserves the thought of every student and faculty member at the University. It is therefore presenting an article with the combined arguments of the pro and con.

The Veterans' Readjustment Assistance Act of 1961 was introduced into the United States Senate on January 11, 1961. Hearings were held during January. The final hearings are scheduled to be held during the next week or two in the Subcommittee on Veterans Affairs of the Senate Committee on Labor and Public Welfare.

This bill, (S. 349) was introduced by Senator Ralph Yarborough, (D. Tex.) and was co-sponsored by 30 senators. If made law, this bill would provide readjustment assistance for veterans who served in the

Armed Forces from January 31, 1955, to July 1, 1963, the termination date of the compulsory draft law.

Educational and vocational training assistance would be offered to veterans who served more than 180 days at a rate of 1 1/2 days education and training for every day served. A minimum of 36 months benefits are allowed under the provisions of this bill.

The monthly allowance for full-time college training is \$110 per month for the veteran without dependents, \$135 per month for one dependent, and \$165 per month for more than one dependent. No allowances are paid for any period of education prior to September 31, 1961.

Vocational rehabilitation training for disabled veterans and loan assistant is also provided for in this bill.

Against the Bill

(Richard Basoco, graduate of the University in 1960, is currently a member of the United States Navy and is stationed at Washington, D. C. Basoco plans to continue his education, following his tour of duty. Editor)

By Dick Basoco

Whatever peacock plumage is spread to camouflage and justify the Veterans' Readjustment Act, let us recognize the fact that Senator Yarborough's S.349 is merely designed to serve a group of "vested interests": namely, those individuals who have served more than six months (honorable, of course) in the armed services.

Some time ago the Wall Street Journal editorialized against the bill saying that we should not, in effect, have to bribe our young men in order to get them to be willing to defend the country. While this may be true, ideally, I do not feel that one need resort to such "flag-waving" to determine that the basic reasoning behind the measure is not applicable to the existing situation. I must say that it is high time some of us tried to see a little beyond and act a bit above vested interests, but perhaps I would not object to the bill so much were it not for the fact that almost all of the arguments supporting S.349 are based on a false premise.

According to both Senator Yarborough's office and the Assistant Secretary on the sub-committee studying S.349 at present, the bill is "almost exactly" the same as S.1138, which passed the Senate but died in committee in the House during the last session of Congress. The fundamental reason given for the need for a Post-Korean War GI Bill now, as then, is that, just as in the Korean War and World War II, young men are having to interrupt their schooling to take up arms, despite the fact that we are not "at war."

Although I happen to believe that we are, in fact, engaged in a war at present, that may well be beside the point. The point is that, by fallacious reasoning, S.349 would attempt to enable "bona fide" students to continue their interrupted educations. This, of course, is a fine idea and one which served a useful purpose after WW II and Korea, but the difference is that at that time educations were indeed being interrupted. In large measure, this is not the case today. Men are not being drafted at present until between the ages of 23 and 26, by which time certainly most serious, "bona fide" students have at least received their baccalaureate degree. In addition, only 1,500 men across the entire nation were drafted in April, and, according to the offices of the Selective Service, about the same number were scheduled to be called this month. When only 30 men per state, on the average, are being drafted, I find it a bit difficult to believe that many higher educations are being "interrupted" to any degree—certainly not enough to warrant the \$15 billion expenditure expected to be necessary to set up the program.

It must be said that there are those who, like myself, have in a sense had their education "interrupted" by serving longer than six months before going on to graduate school. However, we—or, at least, I—made a judgment in college to avail ourselves of the benefits (as well as the potential hazards) accruing to an officer in the armed services. If we had not wished to do so, we could have ignored the advanced ROTC programs and gone directly to graduate school. S.349 would suggest that we should not only have our cake but eat it too. Clearly, the government should not feel compelled to subsidize the educations of either those who were not interested in continuing their educations before they joined the service (as is true with most of those enlisting directly out of high school, having "nothing else to do") or those who intend to do so (continue their education) anyway upon release from military life.

Even those who, for various reasons, fall into the category of "they would if they could but they can't" go on to school after their tour of duty do not really require a measure such as S.349. Testimony given during the hearings on S.1138 indicates that veterans are generally better students than non-veterans; this being the case, surely many will be able to obtain scholarships to ease possible financial burdens. In any case, a "loan guarantee program open to all students," favored by the then Senator John Kennedy, would be a better, more realistic approach to the question than S.349.

Those who say that S.349 will "pay for itself" in the long run cite the veterans who availed themselves of the WW II GI Bill: "they have raised their income level to the point where they are now paying an extra billion dollars a year in income taxes to Uncle Sam." This, presumably, is because, having finished their schooling under that Bill, their earning power was considerably greater than when they were called into the service. Again, the fact remains that educations interrupted then are not being interrupted now; there is no reason to suppose that income to the government in increased taxable revenues will be much different than it would be without S.349.

Proponents of S.349 also plead that those who serve for longer than six months undergo an unusual hardship because "only a minority of the draft age group actu-

For the Bill

(Don Bennett is a sophomore in the college of Arts and Sciences. Before entering the University, Don served a tour with the Navy. Bennett is currently news director for University radio station KNUS.—Editor)

By Don Bennett

An educated nation is a strong nation! Senator Yarborough, when introducing his Cold War GI Bill to the Senate, maintained that the United States must make its educational system and the products of that system preeminent in the world, and emphasized the value of established programs, specifically the previous G.I. Bills.

The Korean War and World War II G.I. Bills have given the nation 450,000 engineers, 180,000 doctors, 150,000 chemists, physicists and other scientists and about 230,000 teachers. The Soviet Union is now educating more than twice as many engineers, scientists, and doctors as the United States.

Education is one of the major keys to a successful future for this nation. One of the main methods of maintaining a strong, unified nation. This bill is a small part of an overall program to place education in the hands of those who might eventually benefit the nation.

Why The GI Bill?

Because this bill will aid those persons who have, as a group, one of the most severe financial difficulties in obtaining a college education. The foremost opponent of previous attempts to make similar bills law has been the military, which maintains that present military conditions do not justify such a bill.

The military has emphasized that conditions are not the same as during the Korean War. True, insofar as war is concerned, but the purpose of this bill is to provide an economic transition for the veteran who desires an education. The economic problems of the Korean veterans were no more serious than those of the present day veteran.

The purpose of this bill is not to give a cash reward to the ex-serviceman. It would give him education. The Korean bill did not provide a psychological readjustment for the Korean veteran, it provided him with an education which it was felt that this man was worthy of. The economic conditions have changed little since the Korean War.

The military has stated that this bill would seriously affect reenlistments. The Cordiner Pay Raise, passed in 1958 for service personnel, was enacted at an annual cost of \$500 million dollars to induce personnel not to return to civilian life. This bill, if enacted, would provide about \$300 million yearly to educate those personnel who do return. It has been shown that the reenlistment rate rose steadily during the period the Korean bill was in effect. Altogether, the United States is now spending about \$48 billion a year on the cold war, and the amount spent on a proven sound investment toward education is relatively small.

Why the G.I. Bill?

Because the bill is a sound investment. Basically, it is a self-liquidating investment. The Bureau of the Census reports show that veterans who received benefits from previous G.I. bills are paying the government a billion dollars a year in taxes more than if they had not received this training. These bills will have entirely paid for themselves by 1969.

Unemployment is becoming a critical problem in many areas of the United States. The numbers of servicemen pouring into civilian life create keener competition in an already critical area. Those jobs which are available require education and training and the veteran generally does not have this training or this education.

Nebraska is one of the most inexpensive areas in the nation where a college education may be obtained. In the East, the cost of an education almost prohibits the veteran from receiving educational benefits unless he has other financial sources.

ally serves an extended tour of duty." To me, this is even more reason why we should not cater to this group. It is the few, not the many, who would be affected by S.349; and it would be the even fewer who would merit its provisions. If these individuals are, indeed, serious students merely wishing to continue their schooling, all that need be done is enable them to do so—by scholarship (some of which go unclaimed every year at Nebraska) or by loan; "paying" for that education should be neither expected nor required of the government.

If I disagree with many other statements, I subscribe fully to the view that: "Without these services from the best of our young men, those who are strong in body, alert in mind, and guided by inner moral courage and a belief in democratic principles" our nation could not survive.

But it seems to me that the "best of our young men," "guided by inner moral courage and a belief in democratic principles," will not feel unworried for serving their country if S.349 is defeated. It has been all too evident in the past that we have taken a "what's in it for me?" attitude in local, domestic, and international affairs, and I firmly believe the time is long since overdue for a change in that policy.

The Bite's Worse

By Barbara Barker

It was with a near pang of nostalgia (just a near pang, however) that I tripped ever-so-lightly to my local campus bookstore this past weekend and picked up my graduation announcements.

It gave me a really exciting feeling to see that everything was in order, that at least someone felt confidently that I was going to graduate (with my name and college spelled correctly yet), and that, best of all, the faculty was announcing my graduation. I guess if the announcement comes from this close to the top there's no point in giving way to any qualms about the coming commencement.

For those of my dear, devoted readers who have so faithfully followed my column during the past semester and have hung relentlessly upon every dripping word, I thank you. For those of you who have never read a word I have written, may I say that you are probably among the smarter of the group congregated in this soon-to-become-only-a-misty-memory cluster of ivy-covered hallowedes.

And so, another semester of blood, sweat, and tears is about to end. This will be my last effort for the dear old Nebraska Rag; my thanks go to his editorship for putting up with this bit of mockery and mishmash every week. And now a few destined goodbyes before I depart.

Goodbye to campus queens — beauty queens, engineering queens, dairy queens, rodeo queens, fraternity queens, Greek Week queens, May queens, 16th Street queens, Sadie H & wkins queens, Pi Xi and Phi Beta Kappa queens, Phal-

anx queens, Homecoming queens, Palladian Literary Society queens, and any others who might notably bear such ethereal titles.

Goodbye to Mortar Board, may your tribe increase.

Goodbye to the red-hoodies, may your T's decrease. Goodbye to the School of Journalism, which has never ceased making college a continuous four-year challenge (or should I say threat?).

Goodbye to professors like the insane Dr. Elliott, who are able to combine factual instruction and intriguing facts-of-life data into one inconceivably educational course.

Goodbye to late-evening-early-morning intellectual meetings-of-the-minds, in which all world problems are solved ingeniously through the joint efforts of collegiate masterminds.

Goodbye to the fun-while-it lasted party at the infamous, recently-razed Park-O-Tel.

Goodbye to tricycle races, chariot races, egg rolls, Student Council elections, punched-full-o-holes e.d.'s, rabbit races, Miss University contests, Olympian frisbee matches on S Street, spirit trophy races, cow-milking races, and good grief what will be next?

Goodbye to the Crib, all of its constantly-mirthful employees and its thick-as-mid, black-as-night second-cups.

Goodbye to . . . well, goodbye at last to all the other provocative factors entering into the well-rounded but sharp-edged life of the ever-mindful college intellect, and goodbye, last of all but certainly not least, to dear old Nebraska U. Someone once said there's no place like it.

Barnstorming

By Jim Forrest

With only four more days of class left to the semester and the 1960-61 school year and only one more news edition of the Nebraskan left, it becomes time for the Barnstormer to cover his typewriter, clean out his desk and exodus from the Ag campus beat.

Before leaving for the last time, barring any unforeseen decision on the part of the Subcommittee on Student Publications next weekend as to who is going to be where on the 1961 fall semester Rag staff, Barnstorming wants to

make an announcement: Believe it or not something is going to be done about the Ag Student Union.

Coming as a climax to several months, even years, of often desperate campaigning for improvements in Ag Union facilities by

nearly everyone on Ag campus, the Union Board of Managers met last week and decided to renovate the Del, which is Ag Union's counterpart to the city's Crib . . . in a general sense. Although the exact amount of money to be invested in the renovation and the extent has not been completely decided upon, reports are that the Board's executive council has been authorized to pass a proposed plan for renovation on the basis of recommendations from the Ag Union staff. More information is expected to be released later on this week.

The changes in the Del's crumbling facilities are expected to begin in June and be completed before the beginning of the 1961-62 fall semester. The only sour note to this announcement is the apparent postponement of any plans to build a new Ag Union until a future time when finances are more adequate. However, Barnstorming does want to congratulate the Board for its long needed action.



Forrest

ADVERTISEMENT U.S. COMPANIES SEEK GRADUATES FOR FOREIGN TRADE CAREERS The American Institute for Foreign Trade by more than 500 U.S. international business and banking firms. Fifty percent of the 1960-61 graduates had college majors in liberal arts or sciences. Forty-five percent had majored in business administration. Cited by U.S. and foreign industrialists, educators, and high government officials as America's most effective institution for the practical training of college graduates in foreign trade, The American Institute offers a 3-part curriculum designed to train its potential junior executives in day-to-day foreign trade techniques, the living culture of the peoples of world market areas, and a foreign language. Recruiters from U.S. international firms have made it clear that they equate general cultural knowledgeability, a properly-adjusted attitude toward an overseas career, and aptitude when they select Institute graduates. About 250 carefully-screened young men are graduated yearly. The post-graduate course of study lasts two semesters and starts from the beginning both in September and in January. Industry and government officials say there is no institution of comparable stature where determined college graduates may so effectively groom themselves for a lucrative career abroad. Senator Goldwater predicts that most Americans in trade centers around the world in the next few years will have been trained "specifically at The Institute for Foreign Trade." (For more detailed information, please communicate with The Registrar, The American Institute for Foreign Trade, P. O. Box 191, Phoenix, Arizona; telephone 938-0001.)