

## From Other Campuses—

### Practical Patriotism

At the risk of being associated with the extremes of right wing thought, there is something to be said for patriotism.

Not the kind of patriotism which demands of all, "My country, right or wrong," that is nothing more than an unthinking, blind allegiance tailor made for demagogues.

**THE KIND OF patriotism** which is worthwhile does not demand unswerving loyalty on all points; in fact, the most worthwhile kind of patriotism demands the opposite.

It demands that every citizen question the goals of his government, and the means employed to achieve those goals. Fortunately, there are enough people who provide the needed questioning of means and goals. More are needed, but the guns of democracy are not without able marksmen.

Unless it is a misinterpretation, there is evidence that college students find patriotism "square" or at the very least, nutty.

**THE AVERAGE MALE** college student still has a military obligation to fulfill. This in itself explains much of the disdain for patriotism. No one in his right mind is happy over the prospect of basic training.

But you don't have to smile at the thought of two months at Ft. Leonard Wood to be a good patriot, if you will pardon the corn. All it takes is a willingness to shoulder your share of the dirty work.

It is now popular to judge the guy who beats the "rap" (jargon for ducking responsibility), as a smart cookie who is more to be praised than censured. What the hell: the Army can get by without me. That's the rationale.

**AND THE EXTREMES** which are employed to duck six months or two years of military service are classic.

Last spring, a young college instructor proudly informed us that he was teaching for one basic reason: to beat the draft. He was going to teach for a few years, and then by that time he would have a couple of kids and the Army wouldn't touch him.

Well, that's great. There's no argument—the Army can get along without him. Most certainly a lot of other things could do without him, also. Like this country, for one thing.

**HE TYPIFIES THE** sickness of the smart-cookie attitude toward meeting your military obligation. Not only is he smart for beating the rap, those of you who don't crawl on your belly to beat the rap are stupid—real dummies.

For the information of that chiseler and all others like him, it is the dumb guys who serve who keep the shaky flame of freedom from flickering out.

So, however "square" it may be don't be ashamed of having served or being willing to serve. It's the only thing which gives the chiselers the freedom to laugh at you.

Terry Murphy  
—UNIVERSITY DAILY KANSAN

### Compulsory Attendance

And now a word about compulsory attendance: Enough.

With all the progressive strides this university has taken in the fields of medical research, race relations and classroom technology it is incongruous that classroom attendance is still mandatory.

The approach is backward.

The theory of modern education is not one of force feeding a captive audience, but rather one of offering pertinent, interesting information to receptive minds.

This information being so offered, a mature student at the college level should have the right to decide if he wishes to avail himself of the information or not.

Should he choose to pass it up, it is not the job of this university to force any other course.

The university's place is to offer the material, and possibly — if necessary — to inform the student if in failing to use that material his achievement falls below the college level.

The view is ideal, I agree. But the principle, valid.

No student interested — in learning or simply passing a course — is going to cut a class when he knows the information offered there is pertinent to that course and consequently possible testing materials.

It is, rather, the classes in which nothing other than a rehashing — or even rereading — of the text is offered that students question the reason for attending.

It is, also, the classes in which the professor goes on at length about his personal experiences,

likes and dislikes, that students cut.

And why not?

We pay \$500 per semester to get an education, not so the University of Miami can baby sit.

If the exact same knowledge can be obtained from a textbook why bother attending class?

It appears to me that the mandatory attendance does little more than guarantee full classes for poor professors. Sleepy, but full.

Any professor who presents well planned lectures and gives complete examinations knows just who has been attending class and who hasn't, and can grade accordingly.

Professors not filling those requirements should seek another profession.

—SKIP ROSIN  
—THE MIAMI HURRICANE

### The Future Citizen and the University

By ROYCE H. KNAPP  
Regents' Professor of Education

Many people are asking whether a university community can help to develop effective citizens for a free society. I must admit a prejudice in this matter because I believe a university education is a principal foundation stone for building good civic and social behavior.

It is true that a university is primarily a learning community, a place where minds are filled and exercised, but it is more than this. It is an intellectual arena where youth must try itself upon the persistent problems of mankind, and has the right to realize Plato's admonition to be a spectator of all time and all existence. The terse and oft-quoted statement of Descartes, "I think, therefore I am," ought also to apply to university youth; these are the best years for attaining intellectual independence and maturity.

There have always been critics of university youth and universities in general. This is a good omen. If a university were unsettling no minds, little education would be taking place. The college professor uses the chief tool that he has, intellectual stimulation, to quicken and to inspire minds with a search for truth and meaning. Of course, this often causes young minds to become lost in the woods. Finding the way out may be considered a major element in the process of education. A professor is not a preacher. Perhaps his principal business is that of emulating Socrates by serving as a midwife to whatever ideas students may give birth. If we really want a university community to produce competent citizens, we must hold fast to the right to examine critically the ideas of all mankind.

This is the chief reason why a university community must resist all attempts at dogmatic control of thought no matter what their sources. Justice Oliver Wendell Holmes once declared that we must always defend free thought; "not free thought for those who agree with us, but freedom of thought for those we hate." It is also the chief reason why students as well as faculty have rights of and responsibility for academic freedom that must always be protected.

Most of the students now inhabiting this campus have a half century or more of life ahead of them. They will be our doctors, lawyers, teachers, ministers, school board members, business-

men and community leaders. Undoubtedly, there are present today, some future governors, senators, congressmen, and mayors.

Our courses ought to make them informed, responsible civic leaders. The humanities, social sciences, and natural sciences ought to give them the understanding and inspiration to solve the problems of their day. This makes it highly desirable that we teach youth how to learn from the past so that they may live effectively today and in the future. However, this does not mean living in the past.

The skill and knowledge requisite for a profession whether it be law, dentistry, teaching, pharmacy, engineering, or medicine, or any other field can, in a university, be closely integrated with an understanding of one's social duties and responsibilities. Dr. Isaiah Bowman once told the entering freshmen at John Hopkins, "No man can enjoy the privileges of education and thereafter with a clear conscience break his contract with society. To respect that contract is to be mature, to strengthen it is to be a good citizen, to do more than your share under it is to be noble."

Happy indeed will be the man or woman who effectively and voluntarily integrates his or her personal ambitions and talents with the problems and tasks of society. Until some better institution is formed, and there seems to be none in the making in America, the university remains the prime institution for accomplishing this task, and thus assuring the continuous regeneration of

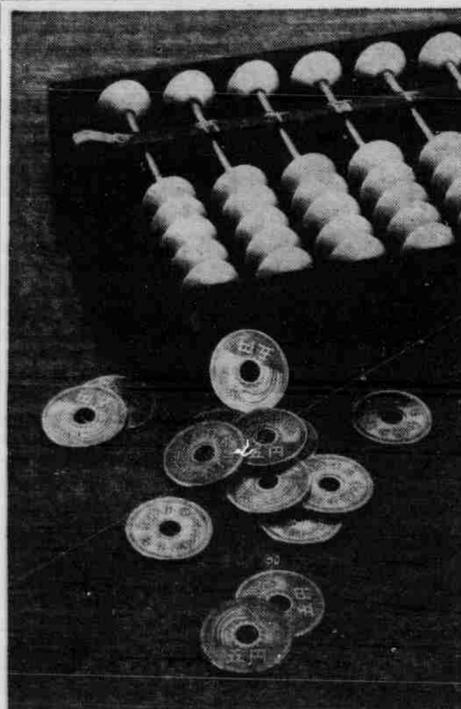
society.

Yes, a university community is an excellent soil in which citizens can grow. A university is a source of information, ideas, beauty, and truth. It is also a community where commitments to sympathy, kindness, mercy and tolerance are possible. Perhaps Jacques Barzun gave to college teachers sufficient cause for humility and devotion when, after discussing the need to teach great ideas to future citizens, he concluded, "They come, not from a course, but from a curriculum, but from a human soul."

When a state or private group undertakes to provide for university learning, it is obvious therefore that a basic commitment to the future has been promised. When the institution is a multifunctioned one like the University of Nebraska, the basic commitment is even greater and much more involved in the basic life of society. There is always a sense of frustration in the faculty for they know things they

should be doing to improve the work of the institution, and there is usually a continuing need for explaining their work and problems to the public. What is needed is a deeper sense of trust, tolerance, and patience between the professors and the public supporters. The vital considerations must always be the students and the society and their futures. To create a workable agreement on how best to work out a growing and flourishing center of higher learning, educators, the public, and legislatures must give their best efforts and thoughts. The stakes are so high for control of the world and the survival of human freedom that all who treat and discuss the problem should do so with humility and basic truth. This is a dangerous area for anyone to "politic" in.

Yes, I believe a university can develop good citizens and thus perpetuate a free society. So do most Americans. But, we must persist in our efforts. University People generally believe with Faulkner, "... man will not merely endure; he will prevail."



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"SH-H-H! IT'S SLEEPING."

### CAMPUS FORUM



#### 'Tipped' Scales

TO THE EDITOR:

I would like to comment on the cartoon appearing on page two in the Daily Nebraskan of Friday, 17 May.

Indeed, the scales will be "tipped." Note the potential: as the administration becomes the base, the students will be elevated, and yet the relative range between administration and student body will not be affected.

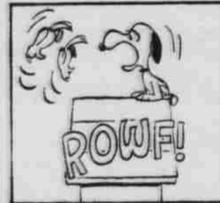
Fortunately, I believe, the rate of change will be such that those students who cannot hold on will be jolted loose—hold on, perhaps, to some original intent of preparation for "real world" situations, rather than attempting to perpetuate, say, a community of immunity.

R. EDGAR PEARCE

### ... Which Means ...

**DRUNKARD** — A person who was willing to try something once — too often.

**EARLY TO BED AND EARLY TO RISE** — An adage whose practice will result in your missing a great deal that doesn't go on in the daytime.



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