

Thursday, Oct. 17, 1963

GREEKS:

And A Sand Fight

Greeks are funny people. And sometimes they are hard to understand.

Negroes are people too, and during the last year, even more than in the past, they have been working for equal rights. They know what they want, and no matter what means they use, they deserve to be heard. Their plea is easy to understand.

The Negro move is underway for equal rights in employment, housing, and education.

As almost every Greek will tell you, social life is an important active ingredient in the educational process. Greek houses organize, to a large extent, to provide members with social life. Their members reap the benefits. The Greeks have built a legitimate, purposeful and powerful structure—especially in midwestern universities.

Strong organizations maintain their stature, in the business world as well as the social world, because they are able to meet problems face to face, evaluate them and eventually adapt whether it be on an economic or personal level. If they do not adapt—they die.

These organizations are realistic.

On the front page of the Daily Nebraskan today is a story which points up the fact that Greeks have been caught with their proverbial heads in the sand. Nine West Coast national sororities have been excommunicated from their counterparts because they discriminate. And who's to say that this trend will not continue... Continue into the Midwest, where the strong, laughing and boisterous Greeks are playing the same game. Kick sand in the faces of the Negroes.

They throw sand because they have not been willing to take the first step toward adaptation—that of taking their heads out of the sand. They cannot see the importance of understanding.

A move is underway, so I'm told, that Negroes are attempting to organize their own fraternity at the University, but why should they have to?

If they are equal on the gridiron, and in the classroom, then why kick sand at them during Rush Week.

If studies have been made on the discrimination problem at the National Interfraternity Conference then why haven't the results been put to some practical use. Or could it be that Greeks are hypocrites, laughing on the inside and solemn and even sore on the out.

GARY LACEY

Yankee In Mexico

By Susie Rutter

EDITOR'S NOTE: This is the first in a series of articles written by Susie Rutter, one of seven University students studying this year at El Colegio de Mexico in Mexico City.

Five hours late, I was among seven travel weary Cornhuskers to stumble off the plane at the Mexico City airport to begin our junior year as exchange students.

The Mexico exchange program initiated this year is financed by the United States State Department and is open to University of Nebraska students interested in attending El Colegio de Mexico in Mexico City. Requirements include the ability to speak Spanish and follow courses taught exclusively in Spanish, sophomore standing, an above average grade ranking and an interest in the program.

El Colegio is divided into three centers or schools: International Relations, History and Linguistics and Literature. It is a graduate school with an enrollment of eighty whose faculty is composed of visiting professors from some of the finest institutions in the world.

The library contains over 70,000 volumes which include complete collections of the major scientific magazines, both national and foreign, in the fields of history, literature, economics, sociology, law, international organization and politics. It is the only library in Mexico City which contains a complete file of current correspondence and documents of diplomatic agents stationed in Mexico and principal countries of Latin America.

An example of the level of courses offered at El Colegio is the first semester curriculum for students in International Relations which consisted of five required subjects: Soviet Union Foreign Policy, Modern Indian Politics, Communist China, Contemporary Latin American problems and the United States and the Western World in the twentieth century.

An average of thirty-six hours per week is devoted to lecture periods and seminars. Students are divided into seminar groups of from ten to twelve and each week have a different topic to prepare and present. After the presentation of the papers the floor is open for free

discussion and exchange of opinions between the professor and the students.

No basic textbooks are provided for the courses and the students must depend on their class notes and individual research work in the library. Thus from the first day the student becomes the active and principal element of his own education and discovers a personal manner of investigation and treatment of facts, their significance and interpretation.

The educational system is quite different from that of universities in the United States and in some senses better. Each aspect of the course is probed and discussed and a deeper understanding of the "whys" of actions is arrived at instead of merely memorizing dates and facts for an examination.

Each student is stimulated and encouraged to investigate further fields which interest him and his education becomes a challenge in learning and understanding instead of a boring grind of assignments which must be completed and hour exams which must be passed.

The education has more meaning than a diploma at the end of four years and the security of a good paying job. It does not involve pulling high grades to gain admittance to school honoraries or winning awards for your fraternity or sorority. It does not mean eligibility for activities or a black mask on Ivy Day.

Education is still a means to an end, but for students at El Colegio the end is different than to most students at the University and to the majority of you now reading this article. To these few dedicated students, education is the tool with which they can help their countries achieve new goals in the future.

Education is the learning and understanding of past situations which may be applied to the present and future to better international relations, to equalize the standard of living and to promote universal understanding and friendship. Education is the key to world peace.

Through the opportunity



CAMPUS OPINION

Singing News

Dear Men of Cather Hall:

It seems the Kappa Kappa Gammas had four serenades Monday night. We loved it, but if ever there was a reason for you to complain, it was Monday night. However, not one yell, screech or electric guitar was heard from your halls. For this we thank you, Cather Hall.

We realize that it was only a few individuals that were

causing the disturbances at our serenades. It took all of you to put a stop to it. We have been told that Cather Hall is making a sincere effort to start out on the right foot and forget some of the less desirable customs already firmly established in other halls.

Your ability to work out this problem demonstrates a cohesiveness within your organization and a real desire to work together. If this trend continues, you will really have accomplished your goal. You are off to a great start. Congratulations!

Some Kappas

About Letters

The Daily Nebraskan invites readers to use it for expression of opinions on current topics regarding campus life. Letters must be signed, contain a verifiable address, and be free of libelous material. Fax names may be included and will be released upon written request.

Brevity and legibility increase the chance of publication. Lengthy letters may be edited or omitted. Absolutely sane will be returned.

Hasta luego-Susita

CHEMISTS - B.S. M.S. & Ph.D.

If you are dedicated to research, come to an expanding organization where basic research provides a solid foundation for the program; where recognition for accomplishments brings opportunities for new projects and programs to challenge the future; and where you have the opportunity to pursue fundamental discoveries or follow their expansion into more applied fields.

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October 18, 1963

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Theater Lab Plays Not Getting Praise

By Gary Pokorny

At the risk of exposing myself to more bitter invective, I will once again point out an enterprise that I feel is not getting the praise it deserves.

This weekend the first two plays in a series of Laboratory Theater productions will be presented by the University Theatre. This program is designed with two purposes in mind. The first is to provide an opportunity for students of the University to see living theater at no cost to them. The second and more important purpose is to give drama students a chance to stage productions on their own, with a minimum of faculty assistance.

Ideally, this program will prepare actors and crews for the greater responsibility of regular University Theatre productions. It is an activity giving practical experience in an area which otherwise would remain open to only a chosen few.

This weekend we will have the chance to see a play in the one act series which has fulfilled these objectives admirably.

"Beyond", by Pat Keating is an original play written for this program. This play represents a step beyond the regular outlines of the program. Ordinarily, a director chooses a one act play or cuts a three act play to suitable length for a lab production. For this director Keating wrote his own script and then began the long hours of work in preparing it for presenta-

tion to the University audience.

After weeks of rehearsal and untold hours of labor by all concerned with "Beyond" the show will go on the boards this Saturday and Sunday at 8:00 p.m. This play, an interesting look at one individual's compromise with society, is well worth seeing.

Considering the time and effort put into this production by the University Theatre personnel, the time required to see it is a small investment on our part for the rewards received.

Show up at the Temple Building either Saturday or Sunday for "Beyond" at 8 p.m. and a cutting from "Of Mice and Men" at 8:30 p.m. Stop by long enough to see what a positive attitude coupled with hard work can produce.

The Daily Nebraskan

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BOOM!

Today, foregoing levity, let us turn our keen young minds to the principal problem facing American colleges today: the population explosion. Only last week four people exploded in Cleveland, Ohio—one of them while carrying a plate of soup. In case you're thinking such a thing couldn't happen anywhere but in Cleveland, let me tell you about two other cases last week—a 45-year-old man in Provo, Utah, and a 19-year-old girl in Northfield, Minnesota. And, in addition, there was a near miss in High Point, North Carolina—an eight-year-old boy who was saved only by the quick thinking of his cat, Fred, who pushed the phone off the hook with his muzzle and dialed the department of weights and measures. (It would, perhaps, have been more logical for Fred to dial the fire department, but one can hardly expect a cat to summon a fire engine which is followed by a Dalmatian, can one?)

But I digress. The population explosion, I say, is upon us. It is, of course, cause for concern but not for alarm, because I feel sure that science will ultimately find an answer. After all,



has not science in recent years brought us such marvels as the maser, the bevatron, and the Marlboro filter? Oh, what a saga of science was the discovery of the Marlboro filter! Oh, what a heart-rending epic of trial and error, of dedication and perseverance! And, in the end, what a triumph it was when the Marlboro research team, after years of testing and discarding one filter material after another—iron, nickel, tin, antimony, obsidian, poundcake—finally emerged, tired but happy, from their laboratory, carrying in their hands the perfect filter cigarette! Indeed, what rejoicing there still is whenever we light up a Marlboro which comes to us in soft pack and Flip-Top Box in all fifty states and Cleveland!

Yes, science will ultimately solve the problems arising from the population explosion, but meanwhile America's colleges are in dire straits. Where can we find classrooms and teachers for today's gigantic influx of students?

Well sir, some say the solution is to adopt the trimester system. This system, already in use at many colleges, eliminates summer vacations, has three semesters per annum instead of two, and compresses a four-year-course into three years.

This is, of course, good, but is it good enough? Even under the trimester system the student has occasional days off. Moreover, his nights are utterly wasted in sleeping. Is this the kind of all-out attack that is indicated?

I say no. I say desperate situations call for desperate remedies. I say that partial measures will not solve this crisis. I say we must do no less than go to school every single day of the year. But that is not all. I say we must go to school 24 hours of every day!

The benefits of such a program are, as you can see, obvious. First of all, the classroom shortage will disappear because all the dormitories can be converted into classrooms. Second, the teacher shortage will disappear because all the night watchmen can be put to work teaching solid state physics and Restoration drama. And finally, overcrowding will disappear because everybody will quit school.

Any further questions?

Yes, one further question: the makers of Marlboro, who sponsor this column, would like to know whether you have tried a Marlboro lately. It's the filter cigarette with a man's world of flavor. Settle back and enjoy one soon.