

LATIN PROGRAM:

Positive Action

A feeling that the student in Arts and Sciences studying Spanish two or three years ago may have sensed has culminated in positive action here—the Latin American study program.

Certainly developments concerning this country and Latin American countries in the past few years have caused anxiety in American students. But, as Dr. Roberto Esquenazi-Mayo, associate professor of romance languages, has pointed out, it is encouraging that students themselves have indicated a desire to have their horizons broadened.

Several students from the University are currently studying at El Colegio de Mexico in Mexico City. Under this new program regular delegations of students will be sent free of major financial obligations annually to that school for on-the-site study.

An indication of the importance of this issue and concern with it on the part of the American public was evidenced when the LINCOLN SUNDAY JOURNAL AND STAR commented editorially last weekend that, "It is heartening that Nebraska students are now taking an interest in this area, and it can be hoped that enthusiasm for the program will result in its expansion and popularity."

The details of the program will be improved as the program advances. But the important thing that its development at this time illustrates is that, at least at Nebraska, the old saying, "You can't see the forest for the trees," has been disproved.

Latin America should be and is becoming the major source of concern for the United States. As a neighbor it is vital that we cultivate an understanding of it. It is of particular importance to our way of life. The overall picture of future coexistence necessitates an immutable tie between North and South America. This program, and others like it, should give impetus to the kind of relationship between nations that leads to cooperation and interaction in peace.

Involved students and faculty members should be congratulated for discerning a real problem that, if eliminated, will reap benefits far outweighing the time and effort spent to solve it. They should be envied for doing something about it.

FIRETRUCK:

Don't Give Up The Ship; Elective ROTC Is Possible

By Arnie Garson
Last week 150 randomly selected male students were given a chance to air their gripes about the University's compulsory ROTC program. Or at least, the questionnaire gave the surface appearance of allowing the students to air their gripes.

The controversial and aged question of whether or not Nebraska should have compulsory or elective ROTC was cleverly avoided. To quote the form:

"We are not asking for a yes or no answer to the question: 'Should we have elective basic ROTC?' We feel that the answer to this question is NO! The compulsory program produces a good number of high quality officers, and we have no assurance that an elective program would maintain this production level. The Congress alone can judge the efficiency of the program and determine whether an elective program would work as well. At present they do not support an elective basis."

I would like to maintain that the above paragraph from the questionnaire is misleading. First, the "we" who feels that the University should have a compulsory program is only Bob Kerrey and his Welfare Committee, Student Council, which originally decided to circulate a questionnaire on whether or not to have compulsory ROTC, was told on Dec. 4, by Kerrey that the committee had chosen to seek only constructive criticism.

The resulting questionnaire asked four specific questions: Are you currently enrolled in ROTC? Have you ever been enrolled in ROTC? Would you have enrolled in ROTC if it had not been required? ... What do you think of the merit system? The form also includes a space for general remarks.

Kerrey indicated to me yesterday that the Welfare Committee (composed of Kerrey as chairman, Jim Baer, Del Rasmussen, Bobby Kotecha and Dennis Swanstrom) altered its original thinking after talking at length with University administrators and ROTC department officials.

Kerrey noted that the facts of the situation cannot be denied. The University is opposed to the elective program until such time as Congress would establish an official policy of

not requiring ROTC at land grant colleges. Also, the University ROTC department (Col. George Haag, Air Force and Col. Elmer Powell, Army) is strongly opposed to an elective program.

Universities which have successfully rid themselves of the compulsory program (Wisconsin and Kansas State to name two) have not had these two factors working against them. Their ROTC departments and administrators aided the students in their fight, according to Kerrey.

So the Welfare Committee, admittedly deflated by the opposing factors at NU, resigned itself to "keeping active in the area." The ROTC department was in full accord with the constructive criticism approach. And Kerrey admitted that he personally felt from his contacts that the students here are in favor of an elective program.

Well now, it looks to me like we've given up the ship! If the student body is really opposed to the compulsory program, why shouldn't the Welfare Committee begin compiling data to prove it—recognizing of course the administration's and ROTC department's stands. Then, when and if Congress recognizes benefits of the elective program, University students will be ready to present their case and hopefully get action.

Just because a fight looks futile it wouldn't really discourage me—and I hope it wouldn't discourage any other partially intelligent college student. After all, Cassius Clay wasn't discouraged at 7-1 opposing odds and look who's King of the Ring today.

But let's for a minute look at the approach the Welfare Committee chose. I am sure there are proponents of their constructive criticism action who will rush to Kerrey's defense. But three of the four questions on the final form were only background—Are you in ROTC? Have you ever been in ROTC? Would you have enrolled in an elective program?

Only one question really allowed for constructive criticism of the program—What do you think of the merit system? If the Committee really sought constructive criticism and re-

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CAMPUS OPINION

Zariski Explains Tardy Grades

I am writing to express my views on the recent controversy regarding the "inexcusable tardiness" with which professors turn in their grades. Students apparently feel that five days is an ample amount of time and that professors should be able to meet that deadline without undue difficulty.

Since I am one of the tardy ones, perhaps my viewpoint may be of some interest. I had over 200 students in four courses last semester. Ninety of these students were in courses above the freshman level. My tasks during the exam period involved the correction of 200 final exams, 60 book reports, and 21 twenty-page term papers. The examinations in my advanced courses were essay-type exams in part; after all, this is supposed to be a university and not a glorified high school.

During the exam period I was also called upon to read a Ph.D. thesis of some 350 pages and participate in the examination of the candidate. And just to ensure that I would not remain idle, Junior Division took up one of my mornings with advisees, right in the middle of my five-day grading period.

What was the result of all

this? During a two-week period, I spent three sleepless nights. Even so, I was unable to meet the deadline. And this is hardly surprising; the deadline is absurd and incompatible with a serious educational institution. It makes no allowance for the population explosion we had on this campus: a year ago I had a hundred students; last term I had 200; this term I have 280; the deadline remains unchanged.

What is the solution to this problem? Some suggest that faculty salary checks should be withheld until grades are in. They point to the promptness with which Summer School grades are turned in. Has it ever occurred to these individuals that other factors are involved in the situation (Summer School enrollment is much smaller and examinations are only an hour in length)? Also are these individuals under the illusion that this is the only university in the United States—that no alternatives are open for faculty members with a modicum of self-respect? To be overworked and underpaid is annoying, to be treated like some Nineteenth Century mill-hand is intolerable.

Another solution would be

Athletes Deserve Advantages

For some odd reason there has been a recent one-or-two-man campaign for an investigation into the activities of the athletes and the Athletic Department. What are these lobbyists seeking? They lie awake at night worrying about how the athletes get their grades, how they will use their education, and how much money they will get. These are things the average student has no time to worry about, mainly because he has his own grades and money worries.

Sometimes I wonder how these troubled students, who feel the university system will collapse if something is not done, get their grades. Do they "brown nose" for the teachers, study old tests from their Greek files, have their dads talk to the administration, or do they really work for those three's and four's they get?

I know how they get their money. They write back to Squatters Town, and ask pops for a few dollars.

Seriously though, why are these people worried so much about the athletes? One cannot say these athletes do not earn their keep off and on campus. The

footballers come back to school in the hottest part of summer and practice twice a day. They also practice and play in rain, snow, sun, and darkness. They are always in personal danger of getting their teeth knocked out, legs and arms broken, or even of getting killed. But one does not hear them complaining about these things.

The basketballers practice and travel almost all over the country and not just on the weekends. They receive all types of abuse and discourtesy because they are from Nebraska, the lorn farmers' state. But one does not hear them complaining about this either.

To me, all this discussion on our athletes is based on jealousy. These people are really worried about the big money contracts these athletes sign, and the big cars they buy with the money.

For the Layman—

Athletics: Necessary Evil?

By Michael Keedy
The average student at the University ordinarily contents himself with rather nebulous theories as to what is happening in various portions of the campus, since all activities cannot possibly be covered by existing news sources.

There seems to be an antithesis between spectacular and unimportant events by insiders and unspectacular and important events by laymen.

Athletics is a University function on nearly everybody's lips but the great percentage of students compose a mere group of spectators.

As a layman myself I've always been sort of "nuts" about sports. This nuttiness, however, is now tempered by a realization of my own physical inabilities; hence, me too — spectator and layman.

Athletic facilities, re-

stricted almost exclusively to varsity athletes' use, might seem rather limiting to a gangling, mishapen layman with illusions of being an Olympian, but coupled with a lack of space such dreams can easily be shattered outright.

As an athletics enthusiast with some interest in scholarly endeavors, it seems to me that a healthy relationship between athletics and the rest of the University is important.

I remember going out for freshman baseball last year and being told, before I'd even donned spikes, that I had no chance to make the club, because I'd played no high school ball. This attitude seemed strangely presumptuous and a bit biased, and I began to fear that perhaps all was not being done in a strictly conscientious manner in athletics. Nonetheless I went out; I was subsequently cut from the squad.

The athletic department provides tutorial help to its athletes, and although this is available to even the layman, in his case it is by no means free. I asked Tippy Dye about this, and he explained the service in terms of retaining a large investment which the department makes in procuring its athletes.

However, this system does in part seem defensible, because this service, though for the athletes only, is financed entirely by the athletic department.

It has not been a well-hidden fact that more than once athletes have been able

to pass courses which the layman may fail, oftentimes with comparable performances in the class.

As a matter of fact, I heard an instructor laugh when explaining to a layman that his failing percentage was higher than that of an athlete, who passed the course.

This all seems rather appalling, especially in view of the fact that, as Dye explained to me, the University is to a great extent thought of in terms of its athletic prowess.

In scouting around other departments on campus I was a bit surprised and relieved to find this attitude a prevalent one: that the athletic department while resented because of its power and influence in an institution that is supposed to be educational, does help to support the University, and that it helps in "keeping Nebraska University on the map." The University as it exists today in the United States seems to need a strong athletic department to keep going, and while this seems a crime, it also appears to be, to use the old cliché, a "necessary evil."

But the fact remains that athletes continue to make a mint by selling tickets, designed for their families, at monumental prices, continue to pass courses where elite laymen may fail, and continue to enjoy a prestige at a learning institution unknown to even the Phi Beta Kappas.

This dilemma, while it can be changed, likely will go on, and part of the blame for this situation must fall upon the apathetic layman.



ECONOMICS CAN BE CHUCKLES

Many of you have been avoiding economics because it is so widely known as "the dismal science." Oh, good friends, stop cheating yourselves of many a laugh and cheer, because economics is a positive riot! True, it is called the dismal science, but that is only because it was invented in 1681 by Walter C. Dismal.

It is easy to understand why Mr. Dismal's discovery of economics is today almost forgotten, for the fact is that he himself only stayed with the subject for two or three days. After that he took up embonpoint, which means fattness. It is said that at his apogee, Mr. Dismal reached 1200 pounds. This later became known as Guy Fawkes Day.

It was not until 1776 when Adam Smith published his *Wealth of Nations* (or *Ozymandias*, as it is usually known as) that the world came to realize what a rosy, twinkly, fun subject economics is. As Mr. Smith showed in his jocular little treatise, there is nothing complicated about economics.



When there is a great demand for a product, a great supply is placed on the market. When there is a small demand, there is a small supply. Take, for example, castanets. You walk into any average American town today and I'll wager you won't see more than eighty or ninety castanet shops. That is because the demand is small.

For Marlboro Cigarettes, on the other hand, the demand is great. Thus, you will find Marlboros—with all their yummy rich tobacco flavor and pure white Selectrate filter and pliable soft pack and unpliable Flip-Top box—at any counter where cigarettes are sold in every one of our fifty great States and Duluth.

To Adam Smith, I say, belongs the distinction of popularizing economics. Mr. Smith was followed by David Ricardo. In fact, everywhere he went he was followed by David Ricardo. Mr. Smith finally got so annoyed that he summoned a bobby, as British policemen are called, and had Mr. Ricardo arrested. This later became known as the Louisiana Purchase.

Upon his release from gaol, as a British jail is called, Mr. Ricardo reported to his parole officer, Thomas Robert Malthus. They soon became fast friends, and one night over a game of whist they invented the stock exchange, or chutney, as it is called in England.

Well sir, with the British having, you might say, a corner on economics, the French decided that they wanted some economics too. Being, however, a proud nation, they refused simply to borrow British economics, but insisted on inventing their own. At first they tried using the truffle hound as a medium of exchange. When this proved less than satisfactory, they switched to pomade. Discouraged by this second disappointment, they finally shrugged and said, "Oh, who cares about economics anyhow?" and returned to the guillotine and Maurice Chevalier.

America, I am pleased to report, had much better success with economics. Our early merchants quickly broke down economics into its two major categories—coins and folding money—and today, as a result of their wisdom, we can all enjoy the automatic toll station.

Well sir, I could go on and on about this fascinating subject, but I know you're all in a tearing hurry to rush out and sign up for Econ I. So I will leave you now with two kindly words of farewell: Gresham's Law.

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