

# Masters Speak . . .

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said Robb. "I had a few wonderful friends and teachers. My participation in various activities taught me how to meet and get along with people."

When asked about the challenges the present generation in college now must meet tomorrow, many of the masters were concerned with the increased tempo of the world.

"The increased speed with which everything is moving is the major problem, you have to face," said Babson.

"I feel that the pressures on the individual are mounting. They are the same pressures that I dealt with when I was your age, only they come much faster now," said Weaver.

"The challenge of today is no different than it has always been," said Brown. "We always will be coping with the problems of the unknown."

Ten exhausted Masters gathered with their student hosts to discuss and evaluate at the Nebraska Center.

The praise, and there was much of it, was tempered with very few reservations.

Judge Brown said he wrote to all of the previous Masters, and all but one replied in an highly enthusiastic manner. "But," he said, "there is some room for improvement."

"I had the feeling that some of the groups didn't know why we were there, and therefore it was difficult to get the kind of response we might have otherwise."

"The masters should probably have had more advance information of what they could hope to accomplish in specific areas, the free time periods especially."

Mrs. Stebbins commented that there was a great deal more response in the fratern-

ities and sororities than in the unorganized houses. "I felt sorry for my host in Sellick; it seems as if she had to practically round up people to talk to me."

"In the Women's Residence I sat down and played the piano, and attracted quite a few people. After that we got quite a lively discussion going."

Andersen said, "I think Mrs. Stebbins has put her finger on a real problem. In the classroom, and the fraternity and sorority, where you have a captive audience, so to speak, we seem to have had better discussions, than on a catch as you can basis."

Babson contrasted the 100 people he had as an audience at the Delta Tau Delta house with the 20 he had at Cather Hall. "The Cather group asked interesting questions, and they were a good group, but they seemed to lack the spontaneity that the Deltas had."

Bill Coufal said, "We tried to provide the opportunity for contact with as many living units as possible. All fraternities, sororities, co-ops, and living units as well as several Lincoln student organizations were visited. We had a potential coverage of one-half the student body."

Robb suggested a report from the various guides of the Masters to evaluate how the Master himself performed and what happened in terms of student response and stimuli.

He asked that in advance each Master be given a specific program and some idea of the nature of questions he might be expected to be asked. He said that some other organization or method be used to converse with the press. "I found the press conference asking oversimplified questions and expecting over-

simplified answers," he said.

Rich Isman, student council associate, wondered just how many people knew what the Masters were here for.

Several students talked about the problem of achieving the kind of exposure the Masters were supposed to get.

Isman said, "There was evidence that we have a big problem on how to develop interest. In the residence hall only the people from the immediate floor that we were on attended."

Direct student involvement was large. "I was amazed at the large number of persons participating," said Brownell. "There must have been over a thousand."

Yet more contact was felt to be needed. "I would like to see more classroom appearances worked into the schedule," said Brownell.

Mrs. Stebbins expressed a surprise that she was not invited to a radio class.

Dave Smith, director of the first Masters Program, said, "The program has achieved a degree of success. There is none of the fear and anticipation of failure that I experienced. The Masters radiate a certain warmth, and I hope that as many people as possible had a chance to be exposed to that warmth. Many are impressed by the Masters and this program has succeeded beyond my fondest hopes."

John Lydick, student council president, said "I didn't realize that we had so many outstanding people graduate from this University; the Masters program has made me aware of them."

"Also, I feel that you can make a scholar in the classroom, but it takes things like this on the campus to make a man or a woman."

Governor Morrison spoke a few words of praise. Chancellor Hardin asked the Masters to pass the word along to other outstanding men to make the Masters Program a success in years to come.

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9. John Dzerk  
10. Bruce Eickof  
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19. Marilyn Langemach  
20. Gary Larsen  
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25. John Miller  
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### STUDENT SENATE TEACHERS COLLEGE

Vote for 7—circle

1. Kristine Bitner  
2. Cuz Guenzel  
3. Rebecca Marshall  
4. Byron Moore  
5. Ron Neel  
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5. Dan Isman  
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Vote for 3—circle

1. Ken Beebe  
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### STUDENT SENATE GRADUATE COLLEGE

Vote for 7—circle

1. Bruce Beck  
2. Don Ray Cruise  
3. Bob Lott  
4. Steve Marshall  
5. Richard Miller  
6. Leon Orender  
7. Tom Pickering  
8. Paul Readhead

### May 12 Convocation To Feature Douglas

Justice William Douglas of the U.S. Supreme Court will speak at a University convocation May 12 in the Coliseum.

The announcement was made yesterday by Merlin James, chairman of the University's convocations committee and assistant professor of engineering mechanics.

Justice Douglas will speak on "The Supreme Court in American History." The all-University convocation will be held on the morning of May 12. The exact time has not been set.

## Robb Tells Students Of 'Greatest Task'

University students attending the 1965 Honors Convocation yesterday were told that their greatest task would be to fit a "soaring curve of people and a mounting storehouse of knowledge" into disciplines that can maintain freedoms while keeping our nation strong.

Gene Robb, a 1930 graduate of the University and publisher of the Knickerbocker News and Times-Union at Albany, N.Y., addressed the assembly which meets each year to honor outstanding scholastic achievement.

Robb told the students that they must prepare to face overpowering technological and scientific innovations and a burgeoning population without losing sight of our democratic traditions.

The search for quality as "the preeminent need in our democratic way of life presents its peculiar problems," he said.

"Quality is not the opposite of equality but certain elements of equality are indispensable in a democracy. We have generally accepted the premise that equality of opportunity meets our democratic tests. We may not have equal talent but all should have an equal chance."

Robb reminded his student audience that such questions as how to decide who goes to college and who does not, have not been answered to the complete satisfaction of anyone.

"The groping for measurements of potential excellence

continues with the knowledge that none of the tests devised thus far is perfect. And especially after college, those attributes which no test has found a way to measure become increasingly important—personality, zeal, and character. We learn then, if we have not already, that competition usually breeds excellence."

Robb told the students that in their search for excellence they must understand that the freedom of choice in a democracy can be expected to differ greatly from other kinds of arbitrary decision-making processes followed in totalitarian lands.

Robb also told the students that the quest for quality, to some extent, is the responsibility of society.

"The fact that large numbers of American boys and girls fail to attain their full development must weigh heavily on our national conscience. It is not simply a loss to the individual."

"At a time when the nation must make the most of its human resources, it is unthinkable that we should resign ourselves to this waste of potentialities. Recent events have taught us with sledge-hammer effectiveness the lesson we should have learned from our own tradition—that our strength, creativity and further growth as a society depend upon our capacity to develop the talents and potentialities of our people."

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