

Court's Decision

Student Court handed down their first official decision yesterday.

Their ruling should have settled a question that many organization leaders have asked since the new constitution was adopted. "Does ASUN have the right to overrule or change a particular organization's constitution or procedures?"

The court's answer is no—and yes. No, ASUN could not in the Tassels vs ASUN case, according to the court's decision, "Disturb the power of selection of the candidates, which is currently vested in Tassels pursuant to their constitution."

But, yes, ASUN has the power, according to the constitution, "to establish . . . new and uniform conditions for the continued approval of existing student organizations . . ."

The key words, emphasized by the court, are "new" and "uniform". Thus the court implied that legislation will be limited to that which will affect not one but a group of subordinate organizations. ASUN unjustly limited the Tassels organization on September 25, but it could make a similar ruling, apply it to a particular class of organizations.

How far the "new and uniform conditions" power could extend was not a part of the judgement. The Student Court will evidently rule on each case independently as it arises.

The court, in making the declaratory judgement for Tassels, ruled this year's Homecoming elections valid. What will happen next year? The election of the Homecoming Queen is once again in the hands of Tassels—unless ASUN makes a uniform ruling which would affect a particular class of organizations' election procedures—including Tassels.

If a new ruling on the elections of various organizations were made it would undoubtedly void some of the subordinate organizations' constitutional power.

Here the important word is subordinate—for ASUN does have, constitutionally and through a court ruling, the power to make changes which could affect not one but a number of subordinate campus organizations.

Thanks Giving

We asked University students to comment on Thanksgiving Day 1965. Some said it is an outdated holiday. Others said such a day was necessary to keep us "psyched up" about Viet Nam and other world problems.

Today we present one of the most beautiful "thanksgiving" prayers we have ever read. The Editor—Dear God:

Too often, we speak to You only when we want something of You.

Your blessings, your guidance, your forgiveness. Today we take this minute, not to ask anything of You, but to thank You for the gifts we have received.

For sunshine and soft rains; for winds and birds and clouds.

For good talk beside a fire, for books and music.

For the magic of laughter, the lasting beauty of family and friends.

For the wisdom of maturity, for bread and a roof.

We thank You for happiness and for the strength to bear sorrow.

We thank You for our talents and our jobs, for opportunities to grow.

For the joy of good fellowship, the fun of sharing good times.

For the common sense to know that solitude can be rich and gratifying, too.

We thank You for helping us to reach out and touch hearts when we have done that.

For what we have . . . for what we are . . .

Thank You, God.

The 13th Of Never Tragic Story At Sodom U

I was just thinking Saturday night about the tragic story of an old friend from my home town, which shall be nameless, to avoid associating it with this sordid tale in any way, but which I always fondly call "Baghdad on the Platte."

Anyway, this childhood friend of mine, Rapunzella Smythe, was one of those girls born to be queen: Queen of the basketball dance, homecoming queen, Miss Happy New Year, and queen of the Old Settlers' Picnic. Which is to say that all the honors our humble village could bestow, landed on her.

Well, Rapunzella eventually graduated from high school, and enrolled in a certain Midwestern University. (One my parents would never have let me attend, since it was known back in Baghdad as Sodom on the Platte.) I'll just call it, for simplicity, old Sodom U.

There Rapunzella was desperately unhappy for a time, due to the old big-frog-leaves-little-pond syndrome, but this was before she met L. Smoot Hawley III, who fell in love with her in spite of everything. (Did I neglect to mention that Rapunzella's neck was just a trifle too long, her teeth were just a smidgen too big, and her eyes were a tad bit too close together?)

Smooty, despite his impressive name, was so poor that church mice were, to him, the haves rather than the have-nots. He was brilliant, had a scholarship, worked part-time as a janitor, for which he got to live in one of Sodom U's broom closets.

This particular autumn, the messenger bringing the scholarship money (all in nickels) got lost between the state treasury and the U. All scholarships were unavoidably delayed. Smooty hadn't a dime left to his name by the end of the third week. He had even hocked the gold-plated pocket watch left to him by his grandfather, the original Smoot Hawley, when he had to buy "The Principles of Advanced Pillow Ticking" (\$10.95), in which the instructor did not make a single assignment all semester. But that is getting ahead of my story.

Rapunzella loved Smooty in spite of all these hardships. They used to go out every Saturday, Smooty's only night off. They'd stand in front of the windows of a

local hamburger emporium. Rapunzella wrote that it was better than a movie.

At Sodom U., it happened, there was no AWS board. Instead, women's hours were regulated by a special group known as the black bandits, since their insignia was a black bandana worn across the lower part of the face. Girls at Sodom U. did not have to sign in and out; they just had to pay to get back in: 10 cents before nine o'clock on weeknights; and on weekends, 25 cents until 12, 50 cents until one, and on special occasions, \$1 until two. Cumulative, it was, also.

So you can see, it got rather expensive to date. Especially for Smooty. He really should have asked Rapunzella to marry him and come live in the broom closet; but he was so shy, that every evening he'd just get worked up to ask her, and someone would come along saying, "Two o'clock. That'll be \$5.50."

So, desperately, Smooty began paying more and more money. He began to lead a life of crime, starting by hocking all the U's brooms and ending by peddling marijuana. Once, a three o'clock night was declared, and Smooty tried to pick pockets to get the money. Poor lad, he chose a policeman's convention. He managed to elude his pursuers and spend the evening with Rapunzella, but when he brought her home that night the cops were waiting, and dragged him away.

"Oh, Smooty," cried Rapunzella, "just say you love me and I'll wait for you!"

"That'll be another 50 cents, please," yelled one of the money collectors.

"I don't . . ." Smooty started to say, but he was cut off by the slamming of the police car door. Essentially honest, he meant to say he didn't have the money, but Rapunzella didn't take it that way. Anyway, Smooty went on into a life of crime, and Rapunzella suffered that fate worse than death: she had to go back to Baghdad, where she taught school for the rest of her days. As to the black bandits, one convinced a freshman that she could stay out all night by paying \$500, but the whole thing was found out, and the system was abandoned in favor of an AWS.



"THANK HEAVEN THERE'S NO WAY LEFT BUT UP."

Campus Opinion— Safety Of Students Less Important Than Prestige?

Do the policy-makers of the University of Nebraska care more about the University prestige than the safety of its student body? One would wonder after hearing the decision that Christmas vacation will not be extended to enable those attending the Orange Bowl ample time to return to campus.

Why is it that Thanksgiving vacation was changed and not Christmas vacation? The change in Thanksgiving vacation caused many students to miss the holiday with their families. What was the reason for the change? To show the nation over television that Nebraska football games have good attendance.

But what about an extra day to insure the safety of the student body when they return from Miami? The University does not seem to feel this is as important as a full stadium.

I wonder if the University will feel as bad as I will if any of my fellow students do not make it back safely because of the pressure of time.

Elaine Kruse

Editorials Blasted

Dear Editor:

Point I:

Ordinarily, I am proud of the calibre of personal comment in the Daily Nebraskan, including editorials. But when the Nebraskan is used as a vent for individual spleen, tempered only by bias, I am ashamed of it.

The November 22 editorial tended to gloss over the fact that Nebraska's football team has indeed "put Nebraska on the map." It may be painful to admit, but it is fact. Yes, our "mighty king, football" is the possessor of an enormous ego, because the enthusiasm of Nebraskans is its ego. To be smug about an argument as trivial as one day's difference in Christmas vacation is, again, not worthy of the usual commentary.

Point II:

I am a brand new Greek; therefore I have no basis for comparison of one pledge sneak to another on this campus. But I do know that on most college campuses, traditional sneaks are not only PUBLIC, but widely PUBLICIZED. THAT is a tradition, not degrading or uninhibited spirit of fun. And what kind of person is so egotistical that he feels he is important enough to be "the laughing stock of most of the campus?" Also, if you are not "blaming the pledges whom are you blaming for Friday's activities? Or do you feel that pledge sneaks should be conducted single file, marching soberly from house to bus, quietly smothering active's screams, who, by the way, like feeling pop-

ular enough to be stolen? Far from being overdone, Nebraska's pledge sneaks are overly conservative.

Point III:

Cather Hall's skit in the Kosmet Klub show did sparkle. It was an original idea. But whose fault is it that Cather men couldn't be compelled to practice as often as the Greeks? Should a group whose polish, technique, stage presence, and musical interpretation are not up to the level of those of other skits be given an award on the basis of its idea alone? It is the interpretation of the idea which sells that idea, not just the skeletal framework.

To blame the failure of Cather Hall to capture a prize on "campus politicians" is a dishonest analysis prompted by a sour grapes attitude.

Sincerely,

Jo Carrol Flaughter



'Ark Antics' Was Refreshing

Dear Editor:

I must certainly agree with you that Cather Hall's presentation of "Ark Antics" in the 1965 Kosmet Klub Fall Revue was refreshing and entertaining. Kosmet Klub was indeed very proud and honored to have Cather in the Revue. In addition, the Klub is eagerly anticipating Cather's continued participation.

All of the skits fit extremely well into our production scheme. worked very hard, and brought honor and distinction to the production for which the Kosmet Klub is indebted.

Your aspersions as to the Kosmet Klub's award-giving procedure are characteristically unfounded and unin-

formed. I am thankful that the majority of your reading public possess the perception to discount your remarks.

I challenge you to prove what you have so effectively implied by innuendo. Certainly every member of the Klub had opinions as to whom the awards should have been given as did the other members of the viewing audience. The selection of the recipients was made by a highly qualified group of Lincoln people selected by our senior Judging Committee Chairman.

It is unfortunate but true that where there is competition of this sort the results will always be contested. I hope that it does

Challenge Of Bigness— 'Living-Learning' Hall Michigan State Solution

Editor's Note: The problem of "bigness" which faces most colleges and universities in 1965 is outlined in the following article, which was presented by Dr. Howard R. Neville of Michigan State University, at last week's 79th Annual convention of the National Association of State Universities and Land-Grant Colleges.

One of the major problems facing institutions of higher learning today is how to live with our present bigness and at the same time prepare for even larger enrollments which we expect by 1970 and 1975. Enrollments which are sure to double generally in the next 10 years.

WE ARE TRYING TO APPROACH the problem at Michigan State from a variety of directions. Underlying them all is an attempt to develop a plan of administration which is a controlled decentralization of the total undergraduate and graduate programs for which we in higher education must be making plans for 1970 and 1975, not just solving the crisis problems of this year and next.

We are placing a great deal of emphasis on the development of programs which lead to breaking down the student body into small groups. One of these approaches, and one with which we have had considerable success, is what we call our living-learning units. These are designed to offer students a small college environment and still retain the advantages of the larger university.

THESE COEDUCATIONAL, academic-residence halls are self-contained units which include not only living, dining and recreational facilities but also classrooms, laboratories and faculty offices.

This arrangement of combining academic and living facilities was designed to promote closer relationships among students and between students and faculty. This system has some parallels with the English universities of an earlier era.

THE INJECTION OF THIS ACADEMIC EMPHASIS into residence hall living has pleased both the faculty and the students. Surveys indicate that students appreciate the convenience of the residence hall classes and the ease with which they can make contact with their classmates and their instructors. As for the faculty members, they report that the academic atmosphere is more informal than in the traditional classrooms. This results in more class discussions and closer student-instructor relationships.

In one survey, 95 per cent of the students who responded indicated that they could recommend the living-learning units to new freshmen. A further testimonial is the fact that the academic residence halls have had the highest proportion of return applications in the experience of the MSU residence hall system.

THE FIRST SUCH HALL was constructed in 1961. We have built a total of seven academic residence halls since that time and an eighth will be occupied next

fall. Each houses some 1,200 students. There are 600 men in one wing and 600 women in the other and in each wing there is a head adviser, two graduate advisers and 12 resident advisers.

In addition to the new complexes, we have converted a number of existing living facilities to living-learning units. Currently, 500 class sections are being taught in these coeducational academic-residence halls.

THE "LIVING-LEARNING" CONCEPT was carried a step further this fall at MSU with the opening of Justin S. Morrill College. This is a small college within the large university and it offers a liberal education with an international dimension. The first class consisted of 200 freshmen women and 200 freshmen men. The college has its own residence hall, its own faculty and it has its own special curriculum. This may well be the first of several semiautonomous units at MSU.

There are other examples of MSU's college within a college approach to university life. For example, instead of assigning students to residence halls on a more or less random basis, we have grouped them voluntarily, and to a limited degree, according to their class and major subject. For instance, the College of Natural Science has been assigned to one residence hall. The College of Social Science and College of Arts and Letters to others.

AN INTROSPECTIVE EXAMINATION of the entire university is being carried out through our Educational Development Program. Through a total curriculum review process, we are trying to develop programs at least at the junior and senior levels, where students will have at least one small class each term.

This is already being carried out through what we call pro-seminars in the College of Arts and Letters. These offer a graduate-type seminar in which the student may select a specific professor and follow a field of special interest for at least a year long program.

I think I should emphasize at this point, that I do not want to give the impression that we have all the answers. However, we do feel that we have been able to identify some of the more important questions.

WE ARE ASKING OURSELVES: How does a large, growing university organize itself administratively? How does the faculty organize itself? How do students organize themselves? How can a university help students develop an effective student government; and, how does a university plan facilities for its students and its faculty? Another important question is how should libraries be developed to keep pace with the expanding enrollments? Should there be a centralized library or several libraries? What is an undergraduate education?

These are just a few of the vital questions facing the large university today.

Diversions Trap Students

When you stop to think about it, there are numerous diversions on campus and off campus (1115 "P" street) that tend to lure unsuspecting and innocent college students into a very common trap, that of staying up long past the hour when helpful house mothers, worrying counselors and loving coaches would have them safely tucked away and sleeping.

One doesn't necessarily have to go off campus to stay up late either. In fact, one doesn't even have to venture out of one's room to stay up late. As most people know there are always four or five people

around who are willing to sit down and talk about the local situation till the sun begins to rise. One friendly nocturnal sport in the friendly male dwellings on campus is to sit around and engage in a friendly little game of cards (Old Maid, Hearts etc.) where you are liable to lose your friendly month's rent.

The worst part of these night jaunts and adventures however, is getting up the next morning and heading out into the snow and cold (just wait all you Freshmen) and trudging to your seven-thirty class, whose instructor for some reason or other deems it necessary to chalk up a substantial portion of your grade to attendance. (What you do is invite him to one of your friendly card sessions).

Then to add insult to injury, the instructor expects you to remain awake through the entire ordeal on penalty of death by torture if you don't.

After enduring a semester of this agony, one who wishes to survive is quick to spot methods used by other victims to stay awake, and utilizes these methods for his own good.

One tried and approved method is the Chesterfield Plan involving carrying a pack of cigarettes with you to every class meeting. You walk into the room, sit down, and place three cigarettes between the fingers of each hand. You light them and doze off. Some-

what later a crackling burning sound will awake you and the pain of your smoldering knuckles is guaranteed to keep you awake for the remainder of the period.

Another method involves getting a cup of dormitory coffee and taking it along with you to your morning class. Extreme caution must be used here so one doesn't get this coffee mixed up with regular coffee and try to drink it. If you did you wouldn't go to sleep you would pass out. Instead you simply hold the coffee in your hand and take a sniff whenever you start to feel drowsy. The coughing and gagging alone will keep you wide awake.

A last technique popular among the men for staying awake is the Pepsi method. No you don't drink Pepsi during class, you save the bottle caps. When you have saved a couple of dozen, you stuff them into your back pockets and go to your dawn class. Did you every try to catch forty winks sitting on a pile of crushed rock?

If you follow these techniques, you should be able to fake out the instructor into thinking, "Here is a gunner etc." and you should be able to pass. Under no circumstances however should you place your grade in jeopardy by walking up to him and asking him about the dozen cigarettes in his hand, 2. all those topos pop bottles on the desk, 3. or smell that cup of coffee he has.

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