

Passing the Cup

Various organizations always seem to be passing the cup, with the result that when a solicitation is made for a group's project, the usual token contribution is made, or it is shrugged off altogether, with an "I gave last week."

The problem these groups have, like individuals, is in deciding which worthy cause to give to.

There is presently a "worthy cause" on campus which needs the support of students. By helping the cause, students will in turn help themselves.

That cause is the Builders' Student Professorship Award—a \$500 award presented at the Honors Convocation to an outstanding professor at the University.

This year is only the second for the award. Last year, Builders had hoped to solicit enough money to pay for the award. Last year, they were short. This year—the same thing. Builders have collected less than \$300 so far.

The purpose of the award is to show appreciation for good instruction at the University, and to help keep good professors here. The need for such an enterprise is manifested by the recent announcement of the loss of several prominent faculty members.

We wonder, as does Builders, if students care about the faculty turnover. And if they do, why don't they show support for the top instructors who stay?

Builders, and students, are indeed faced with a problem. Builders have worked out a plan to solve their problem—the shortage of funds for the Professorship Award.

The plan is simple. If Greek houses would give \$20; organizations \$10; residence halls floors \$10; co-ops \$10; honoraries an average of \$10, and each Lincoln student \$0c, Builders would collect a total of \$2,300 for the award.

After a \$500 deduction for the actual award, the rest of the money would be invested in the Nebraska Foundation. Within six years the investment would total \$12,000 and the interest, about \$500, would pay for the award from then on. Thus, no further solicitation for the award would be necessary.

Presently, about 10 groups have donated—and the amounts range from \$2.27 to \$50. An average donation thus far has been between \$5 or \$10. So some groups already have a good start on their giving.

How does your group measure up? We hope that students are aware of, and are willing to recognize quality instruction, as Builders is. And we hope that students, via their various living units and organizations, will show support for the Professorship award.

We heartily endorse the Builders' plan, and the Daily Nebraskan will also show its support in a small way. In later issues we will publicize those groups who care—those groups who give.



Sorry About That!

Being a compendium of farce, absurdity, and comment, selected arbitrarily by the Editor...

With the University's centennial, in a few years, maybe we should take note of the University of Kansas's experience, as reported in the KU Daily:

"The University's centennial medallion, now on sale at the Kansas Union Bookstore, is a wonder to behold.

"For only five dollars, KU students may possess an enlarged plaster-of-paris replica of the most crowded two-and-one-half inch bronze medal in the world."

Historical Note of the Day: In 1956, in Kring, Florida, Horban Yocks signs a treaty with Mrs. Yocks, Mrs. Yocks agrees to darn Horban's socks.

Advice from the Ohio University Post: "If you do not know where the insanity factory is located you should hereby take two steps to the right, paint your teeth, and go to sleep."

We hear a few people, mostly University officials, were a little unhappy about Allen Ginsberg's visit to campus. Then there was the University administrator (who declined to be identified, naturally) who hastened to put the University on record as not sponsoring Ginsberg's appearance.

We feel like using part of Ginsberg's vocabulary for administrators of this sort.

AWS seems to be having trouble the world over (well, at least the college campuses of the U.S. over)...

The Daily Kansan reported the following exchange at an AWS meeting concerning the upcoming rules convention:

"Have you ever stopped to think that the AWS House of Representatives isn't really representative?" a member asked. After a short, stunned silence, another member brightened. "My gosh! — You're right, we ought to change the name."

AWS is also under attack at Oklahoma State University. The Daily O'Collegian remarks, "My, but OSU has a thorough Association of Women's Students. For each step forward the AWS takes, it just as carefully takes two steps back."

The Small Voice

Do let's raze Viet Nam on its request. Our foreign aid, knowing best, Replaced the 1966 election. With natural selection.

To any administrator who missed Ginsberg's poetry reading, we're Sorry About That!

Another Viewpoint—

Dead God Theology

(Editor's Note: The following article, written by John Grady, is reprinted from the Daily Iliad.)

"God died today," the obituary stated simply and eloquently.

For those assembled, the funeral elegy was a fitting testimony: to those who did not care about the elegy, the newspaper obituary was sufficient proof.

Nietzsche, German historical-philosopher, had proclaimed the death to an earlier generation, but they would not believe.

After the announcement of the Vatican Council, a Jesuit priest, Gustave Weigel wrote his book "The Modern God."

Weigel began correlating Teilhard de Chardin's books on science, philosophy and theology. God was being fitted into the 20th century.

On the Protestant side in 1961, James A. Robinson, Anglican bishop, correlated the notes of a dead German pastor. These notes and his interpretation were set in type under the title "Honest to God."

This book was written for those "who could no longer believe in God."

The debate was settled for these theologians in several years.

New theologians began to accept "a dead God," historically dead on the cross.

Thomas J. Allzer, associate professor of religion and bible at Atlanta's Emory University, correlated Weigel and Robinson.

"God is not simply hidden from view, nor is he

lurking in the depth of our unconsciousness or on the boundaries of our infinite space, nor will he appear on the next turn of a historical wheel of fate," Altizer proclaimed.

He stripped "God" of all images and symbolism and tried to cover him in "the higher forms of Oriental mysticism."

And so now even the daily newspapers find space enough to chronicle God's obituary because Altizer's correlation appeared in the Chicago Daily News.

But in truth, God actually has not died—only the physical "God," they claim.

Michael Allen, rector of St. Mark's-in-the-Bowery (New York) and a believer in the "dead god theology," said "a lot of talk about 'GOD IS DEAD' is silly and 'ysterical. What some of us are saying is that a certain kind of God is dead, you might say, of state religion."

In church practice "dead God" means "The Church awaits the painters, the writers, the photographers, pornographers, poets, and musicians who care to use its facilities towards their own ends," at least in St. Mark's.

Ingnar Bergman's "Winter Light" opened with a rather long and bleak scene of a Lutheran pastor, sermonizing to an almost empty Gothic Church.

This provided the artistic example for the "GOD IS DEAD" crusade.

In religious journals (Protestant and Catholic) and seminaries, "God" is

meaningless. He is tied up in baroque copulas and St. John the Divine's pressing building fund.

What problems does the 20th Century give that so imperil established religion that it must turn its back on "God"?

The glib say "the bomb," "human knowledge and technology" and a "mass society."

But that sounds too easy.

Catholic seminaries are taught about "commitment" and "community" removing all the parish societies (Holy Name, Women's Sodality) that are "meaningless."

Everything must be relevant for the 20th Century according to the "GOD IS DEAD" theory.

But what is meaningful and relevant to a religious man, such as a seminarian, is not meaningful and relevant to a man who no longer cares.

The plays, books and discussion clubs can only work with the ones who care.

In reworking theology and stripping it of adornments modern man finds his world as bleak as he thought it was.

The "GOD IS DEAD" movement is at least realistic. Remember the high school freshmen composition entitled "What Does God Mean to Me?" To answer it today, that freshman, now in college, would probably say "nothing."

He no longer cares. Time passed him. "God may be dead" only for the artist because he cares.

CAMPUS OPINION

Constitutions

Dear Editor,

It pleases me very much that the ASUN has voted to put a time limit on organizations' constitutions. Now, I wonder if the organizations could put a time limit on ASUN for serving notice of approval or disapproval of constitutions.

I suggest this because of at least one organization on this campus that has been trying to get a constitution approved for THREE YEARS! It is not a new organization. For some ten years prior to this time, the organization had existed under a page of generalizations (called a constitution) which was automatically passed year after year. However, when I was a second-semester freshman ('62-'63), the officers decided to revise the constitution.

Here is a record of the proceedings as nearly as I can remember them. (Excuse me if some dates are fuzzy, but it's been so long.)

Early May, 1963—The new, vastly improved constitution was submitted for approval.

One week later—Constitution returned with four pages of corrections to be made.

Late May, 1963—Corrected constitution submitted.

October, 1963—Judicial Committee of Student Government was approached; organization was informed constitution had been "misplaced"—asked to re-submit it.

October, 1963—Constitution re-submitted.

Spring, 1964—Judicial Committee was re-approached; constitution eventually located and returned with list of corrections to be made.

May, 1964—Corrected constitution submitted.

Fall, 1964—Committee was re-approached; organization asked to re-submit constitution after new Judicial Committee was organized.

Fall, 1964—Constitution re-submitted.

Winter, 1965—Constitution returned with list of corrections to be made.

Winter, 1965—Corrected constitution submitted.

Spring, 1965—Constitution returned with list of corrections to be made.

Spring, 1965—Corrected constitution submitted.

Fall, 1965—ASUN was approached; organization was asked to wait until ASUN committee was organized.

February, 1966—Constitution still not returned.

Well, ASUN, soon a whole student generation will have passed since this constitu-

tion was first submitted. I admire your efficiency.

Patience

Hyde Park

Dear Editor,

Hyde Park is a fine thing—it gives the students a chance to kick around new (and some very old) ideas and to air complaints and problems which would otherwise be unheeded.

However, I feel some students have abused this privilege by transforming Hyde Park into a free for all over the topics presented at the forum.

The question and answer period is no longer being used for its intended purpose; that is, to give the speaker an opportunity to clarify his presentation to the assembly. As it stands now, this period is an opportunity for the campus clowns to match wits with the person on the platform. (It's the same people, week after week.)

Can they, the antagonists, really be contrary to so many of the diversified views presented? Or do they sincerely believe they can, by their affluency, in ten minutes sway the convictions of one who has the fortitude to face a jeering crowd and present to them an opinion, of which they are not readily receptive?

This brings me to the case at hand—

I saw a young man take the floor in an effort to expound his beliefs as a Christian, hoping, I'm sure, to somehow get through to even one person, to show them "the way."

He was ridiculed. Granted, his style did not correlate with the mood set by the previous speakers, but this in no way justifies the harsh, unkind response of the audience.

I am galled by the fact that this student could not present his convictions to a group of supposedly intellectually mature individuals and have these convictions respected, if not accepted.

Obviously what this man believes in is his whole life. And yet, these students, my contemporaries, tried, in their own cold, insensitive way, to undermine his beliefs, and in so doing, belittle his way of living.

What ever happened to empathy, and even more important, human respect?

Susan Wolf

Difference

Dear Editor,

On Brain Ginsberg: He is him (?) and I'm me and therein lies all the difference.

Andy Kahlines

College Doors—Opening or Closing?

Ann Arbor, Mich.—(I.P.)—More and more colleges will become competitive ones as the colleges with "open door" policies are deluged with applications. In short, says Gayle Wilson, associate director of admissions at the University of Michigan, top-notch students will be competing with each other to be admitted to those universities which, in turn, are competing with more of their own kind for superior students only.

With this increase in scholastic admissions standards, Wilson says, will come a need to get applications for admissions in earlier. "No college admissions committee should act until after the high school pupil's junior year for obvious reasons, but the pupils are being urged now to get their applications in no later than the first semester of their senior years."

Another trend which Wilson sees as "a kind of national movement" is the search by universities for creative talents among high school students seeking admissions to colleges.

"More and more colleges are coming out in the open and saying they want these types of people," Wilson states. These sought-after students are those who have shown definite talents in art, music, forensics, writing, etc., who might "be lost in the shuffle if judged only scholastically by strict admissions standards.

This is such a new

trend," he admits, "that there are no studies yet, to my knowledge, which would indicate whether or not these students would get a 'lopsided' education, doing well scholastically in subjects only related to their particular talents."

An interesting trend which Wilson says "could well become critical" is: more girls. "It's a dilemma that's really a maturation problem," Wilson points out. "Girls as a group when applying for university admissions are better students than boys; at that point in their lives, say 18 years old, they are ready for college."

"But," he adds, "the boys catch up scholastically, and usually even pass the girls in college, and colleges want potential graduates." The chief hesitation about admitting more girls than boys, though, stems from the fact that girls are less likely to stay in college than boys are.

Another definite trend which Wilson sees: "More college students spending their first two years in junior colleges with their final study at universities. More students than ever before will be studying at their own state-supported institutions.

"Most of the students involved in this trend," Wilson says, "have long-range education programs, medicine for instance, and will go to a junior college for a couple of years to save money; it will be by choice."



Closet Case

By FRANK PARTSCH

For those students addicted to self-torture, those who cannot find a method of self-punishment greater than the normal routines of campus, let me suggest the ultimate self-inflicted affliction: apartment hunting.

We set out upon a Saturday afternoon, armed with an ad-carrying copy of the media (which, although some like to think of it as an abbreviation for "mediocre," I still cling to the

notion is the plural form of "medium.")

First we picked out a little number reading: "Quiet, clean, good neighborhood, all utilities paid. Good place for young couple just starting out."

Well, if the young couple doesn't mind just starting out through the bathroom to get to the kitchen, it might not have been too bad. I rather objected.

An unusual odor made me glance casually under the sink, expecting a corpse.

A creature that was big enough to serve as adviser to every chapter of Kappa Alpha Roach in Lincoln was chasing mice into their dens.

"Think we'll look around, and let you know," I said to the garlic-breathed watchman.

"You do that," he responded proudly. "Remember, we had two college students here before, and they liked the place. They really hated to leave."

"Yeah."

The next place we stopped was so sweet that there must have been something wrong with it. There was. "You're students?"

"Yeah."

"We require a year's lease."

"Yeah?"

"Yeah."

So we went on our way. "Clean basement apartment, \$60 per month." The lady of the house received us in the study, after first chasing her two beautiful teenage daughters to their rooms.

"We only rent to young ladies," she rasped in a You-understand-how-it-is-don't-you? tone of voice.

"Yeah." The University could take a lesson from that old doll on how to protect a girl.

The next place had been approved by the University.

"We don't allow any questionable goings-on here," the spinster said. "I have movie cameras on the outside entrance, and I can see who and what you bring into the rooms." (The rent? \$19.84 per week, and remember, Bis Spinster is watching you!)

Well, we found a place, and the first thing I want to do is have a big paltry party and warm it right. I can't, for three reasons.

—Although the landlord doesn't mind parties, his rent is so high that I couldn't afford one.

—The University assumes that on-campus rules apply to off-campus living. Therefore, we'd have to observe quiet hours.

—AWS rules forbid anyone from bringing dates.

But that's another story. Stay tuned etc.

QUOTE FOR THE WEEK: This comes from an anonymous friend of mine (most of them choose to remain anonymous) who said: "Hell, Frank, the saddest day of my life will be the day they decide to build a PARKING LOT in Area Two."

"Yeah."

Student Complaint... 'Inadequate Advising'

(Editor's Note: What are students' biggest complaints about their university? This Cornell University report gives some of the most common, and most crucial complaints students have about their relationship to the university.)

Ithaca, N.Y. (I.P.)—The recently released 13,000-word report by Cornell University's Faculty Committee on the Quality of Undergraduate Instruction recommends that the deans give the highest priority to the improvement of the advising system in all units of the University.

Student complaints included:

The students feel that they have inadequate contact with the faculty. The evidence for this is overwhelming. Nearly all other student complaints are ultimately connected with this problem.

The advising system in some parts of the University is working very poorly. Students frequently encounter lack of concern, and in some instances actual hostility, on the part of advisers. They claim that many advisers have little knowledge of the University, and are therefore unable to advise them well.

Many students want more small classes. They criticize the large lecture course on many grounds. Many feel that it is a poor pedagogical device, which encourages passivity. Furthermore, it contributes greatly to their feeling of anonymity. "We are strangers being graded by strangers."

Many find the present system of quizzes, grading and

requirements to be stifling. Too often, they feel, the exams are used only to grade, and not at all to instruct. They complain that too many courses require excessive memorization and little understanding, and too many exams call for a regurgitation of facts and figures recently memorized.

Some students look to the University for answers to profound problems of existence. They feel frustrated by what they consider lack of attention to these problems.

A common complaint is that the University takes little account of their needs as individuals. The bureaucracy of the University and large classes lead to a depressing anonymity. "We feel like IBM cards."

"The University is so little concerned" with our problems that it does not even take the trouble to ensure that all teaching assistants speak English well enough for us to understand them."

Complaints regarding the teaching assistant included: The teaching assistant performs his duties in unfavorable circumstances; his principal interest is in his own graduate work; he lacks extensive knowledge of his field, and he lacks teaching experience.

For these reasons, it is difficult for him to gain the respect of his students, many of whom are nearly his own age. The undergraduates regard him as the "soft" spot in the teaching hierarchy. In spite of these disadvantages, most teaching assistants do a creditable job.

A few provide instruction of the highest quality and the large majority of them take their teaching obligations seriously. However, many cannot surmount their handicaps, and do a mediocre job.

Daily Nebraskan

Member Associated Collegiate Press, National Advertising Service, Incorporated. Published at Room 51, Nebraska Union, Lincoln, Nebraska.

TELEPHONE: 477-5111. Extensions 2586, 2589 and 2590.