

## Hat-Tossing Time

Well, Monday is the day for the beginning of the annual hat-tossing.

And, if all goes as planned by ASUN, the ring will be larger student senate elections this year, with the addition of another office.

The senators voted unanimously Wednesday to pass 17 ASUN constitutional amendments which would create another executive office—the addition of a second vice president.

Students then, will vote on ratifying the amendments to add the office. From all indications, the senators were wise in creating another executive office for student government. A quick review of the load Kent Neumeister and Larry Frolik have had this year in administering student government will bear this out.

And, as Senator Bob Samelson noted, the number of executive offices hasn't increased in proportion to the growth in number of students.

The real question is not in adding a vice president to student government. It lies in who should hold the office—a senior (who might work well and give "senior" executive direction), or a junior (who

would have a good "training ground" in executive student government experience.)

To a large extent, who some of the "hat-tossers" are in the next week, filing for student government elections, will determine what direction this office will take. But that's the basis for another editorial.

Right now, the action around student government circles lies in political whisperings and quiet sounding-out of who the chief contenders will be. By next Friday, there will be nothing undercover—the news will be out.

We expect that the creation of another executive office will change the political maneuverings a great deal for the senators who are considering one of the executive offices. They will now have to decide if they should try for second vice president in lieu of possibly first vice president or even president.

And, if the choice is for the new post, what if the students do not ratify the amendments creating it?

In the process of decision, some hats are bound to be trampled.



## Closet Case

By FRANK PARTSCH

Thousands of University students gather with varying degrees of regularity (the degrees ranging from the stragglers to the laxatives, of course) to watch a television show which has replaced Ratman and the Public Storm in popularity. What has drawn them from all walks of life? What magic spell calls from their vineyards to sit transfixed before the tube three times each week?

It's Economics 12, starring Campbell R. Campbell, brought to you this week by the tuition crisis, the fiscal fiasco and the College of Business Administration.

Several years ago, when funds began running low, a group of University planners met behind closed doors. The topic of their meeting? An easy answer to meet the enormous demand for economics forced upon

the College of Business Administration by every advisor, counsellor and typographical error on campus.

"Let's tell them they're taking a shower, and then turn on the gas and—"

"No, it wouldn't be good for our public image. We need something like a television set in every room. Then one teacher could serve thousands of students."

"Great! And if they don't like the programming, we can still turn on the gas." (This is where the expression originated: "Taking gas," which was the cool thing to say about the time electric lights were first installed in the Union to cut down on amorous activities.)

So they did it. The television sets were easy to come by. Our little group of planners just notified every dealer that driver

training was out and TV training was in and got bequeathed to them a whole bunch of sets.

Then they drafted Campbell R. Campbell (a brilliant teacher and economist who didn't happen to be present at the meeting) to make the tapes.

Let us sit in on a session of Econ 12. (They're all held before sunrise, so imagine a group of students asleep.)

First the stirring music. Something from Beethoven, I think it sends chills running up and down your spine, and makes you want to run out and economize the whole world.

Exclusive of the University, of course.

Enter Campbell R. Campbell. "Last time we talked about how the effects of the multiplier squeeze downward to force average price above nominal cost and marginal revenue above the Gross National Product."

Now everyone is wide awake and rarin' to go. Then Campbell R. Campbell launches into today's lesson

Hold it, hold it! The students in the back of the room are changing their channel to Captain Kangaroo who should get a promotion any day now

The grad student, who generally sleeps between the two television sets in the front of the room, wakes up and changes the channel back to Econ 12.

But the lecture continues uninterrupted. Campbell R. Campbell draws graphs, shows charts, and continues his remarkably lucid explanation of the text, all from the safety of the picture tube.

Finally, two minutes after the ringing of the bells, the lecture is finished, Campbell R. Campbell reviews what he will review the next day and the stirring music ushers the thousands out into real classrooms with fresh and blood teachers.

Who tell jokes and keep order and give quizzes

And can't be turned off.

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## Sorry About That!

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

Historical Note of the Day: In 905, Libya: Gryphons eat up all the unicorns.

Ode to Them  
Roses are red,  
The ground is clay,  
I wonder who  
Got black-balled today.

Sounds as if the AWS is busy again—this time not setting precedents as in the late date night.

To the librarian: I've got this paper do to ya' see. And I need to do some research for it. Unfortunately, I can't find any books. (It's not that there aren't any books in the library, it's just that I can't find the ones I need.)  
Makes me want to forget the whole deal and bury myself in a novel—if the library had any.

Overheard in the Crib: "Sometimes I wish the SDS wouldn't take the month of March so literally."

The explanation for all those sighs of relief you've been hearing from assorted parents across town, we hear, is simply that the Beatles aren't coming, yo ho, ho ho.

Confidential to the Campus Underworld: (The Nether-Netherland.) James Bond has his S.M.E.R.C.H. Casanova has his S.M.O.O.C.H. Napoleon Solo has his S.P.E.C.T.R.E. and Hooker—well Hooker has his S.P.O.O.K.

From me to you: Sorry About That!

## Another Viewpoint— Herbie in the Running

By BILL GROUT  
Colorado Daily

"What's that, Herbie? You want to what? Be a campus politician? And you're going to do what? Give the students a Greater Voice in Student Government! Herb, you're a riot. Take it from me, baby, you're a lulu."

"All right, Herbie, I'm sorry. Don't cry, baby. Sure, I'll be your campaign manager. Sure, we'll win. Doesn't my man always win? They don't call me 'The Public Snow Man' for nothing, you know."

"What was that you said, 'Work hard'? Oh, sweetie, come on. That's no way to talk. That's just a line you feed 'em. You know, you say, 'If I'm elected, I'll work for blah blah blah and I'll do my best to blah blah blah'—that sort of thing. What do you mean, 'What's the 'blah, blah, blah' for?' That's your platform, baby, that's your platform!"

"No, no, no. That stuff's no good for a platform. Listen sugar, just leave all that to me. First of all, you don't ever say, 'I'm going to give the students a Greater Voice in Student Government.' In the first place you don't even want to do a stupid thing like that, and second of all, a phrase like that went out with Calvin Coolidge, for God's sake."

Instead, you say you're going to set up a council or a board or a committee to

'Voice Student Opinion' Remember that. That's right, repeat it once more. You're catching on, Herb, you're really catching on. There's a nice smile.

"What do you mean you want more platform? That's all the public needs. Oh, all right. Here's some more, then. Write it down, lamb. That's right. Let me see. . . the dupes need something to keep their hopes up. . . how about: pre-registration and a modified semester system and campus parking and a student body executive cabinet and a council made up of various factions on campus and a merit system for distribution of finances and something futuristic like a monorail. . ."

"What do you mean, 'where's the money for all this coming from?' You don't worry about money, baby. You're going to be a legislator. The money comes, it just comes."

"You want more platform? Honey, you're taxing my brain. It's no easy thing to think up a platform. Now, now, don't hang your head. It's all right. Here we go again: you'll take the student paper off compulsory student fees, print up a course BlueBook, have the students take over the bookstore, put an academic dead week on the calendar. . ."

"What are you crying for? No 'dead week' doesn't mean anybody's going to

kill anybody. Sometimes I think you're not all there, Herb. No, that wasn't an affront to your intelligence. Good grief!

"Now, what about your background? I mean, what have you done before? Nothing, but you tried hard. That's all right, hon. We'll just fix something up for you. Nothing too fancy, just five or six committees."

What do you mean, "That's dishonest?" Herb, you're in politics, baby. And the public just loves committees. They get this picture of a group sitting around a table and everybody's got a water glass, see, and all kinds of work, gets done and every so often somebody takes a drink of water.

What? Because they're thirsty, how should I know? They just do. Sowe've got to say you've been on some of these committees. Write it down, love, write it down.

"Next, you've got to have a slogan. What did you say, Herbert? Don't you ever say that again! Do you hear? Never! Nothing is cheating. O. K. Now, you're a 'Defender and Supporter.'"

"O. K. I think we're ready. Got everything? Calm down, now, keep it calm. Just go home and rest. I'll see you later. Right. Bye, Herb."

"What a sap that kid is. Heh, heh. He can't lose."

## CAMPUS OPINION

### Why Not Margin for Error?

Dear Editor,

It is an inescapable fact that the degree of testiness of an editor's notes is not quite a measure of that editor's maturity. In other words, Miss Stohlman, to answer my letter, by wondering, in print, about my "ability to comprehend" strikes me as rather rude. Be that as it may, I stick to my charge that articles like the lengthy one on Dr. Hoover are indeed whitewashes.

What I mean is this: Dr. Hoover's estimates are indeed to be praised for their accuracy, less than two per cent I believe was the figure. Now this is all very well but if these estimates are so very fine, then why is he University in a half million dollar crisis?

"Well," says everybody including the Rag, "there are certain factors it was impossible to take into account." This answer strikes me as being a whitewash: of course there were factors impossible to foresee. There are always such factors.

The question is, why wasn't a margin allowed for them? Even with a registrar of the caliber of Dr. Hoover, for a university the size of this one not to allow for a reasonable margin of error is ridiculous—this time half a million dollars ridiculous.

To be sure, Monday's editorial mentioned the fact that his estimates were cut before being sent to the Legislature. The question is, why was this fact—the fact that may cause a tuition hike—mentioned only in a sentence while the rest of the editorial was devoted to a eulogy of one admittedly good administrator?

Jim Steinman

Editor's Note: After reading your second letter, I can only compliment you on the interest you take in the budgetary problems of the University and the reason why.

To answer your question—the editorial mentioned the fact that Dr. Hoover's estimates were cut before being sent to the Legislature in only one sentence because we had previously explained this situation—in the editorials of Thursday, March 10, Friday, March 11, Monday, March 14, and Wednesday, March 16. We felt that this point had been adequately raised in these four editorials.

As you said—there certainly should have been a margin allowed in the "unforeseeable factors." And you are completely correct that this year's error is "a half a million dollars ridiculous."

The Daily Nebraskan has not attacked the men in administration responsible for cutting Dr. Hoover's estimates—other than naming a couple of names—because we have felt that the main problem was not in crucifying the men so much as what could be done to prevent students from suffering from the errors of the men. It has been shown that an argument attacking the man and not the problem is not usually effective.

### Reply to Swartz, Wilson

Dear Editor,

Some brief replies to Msrs. Swartz and Wilson:

Mr. Swartz doesn't read very carefully. I said Mr. Hungerford ought to resign (not be fired), not because he didn't agree with me, but because he couldn't think as clearly as the managing editor of a newspaper should. Some of my best friends disagree with me, but are still clear thinkers.

Mr. Swartz is troubled because SDS makes news, while the majority of students don't. Tough luck, baby. Why don't you do something newsworthy?

Mr. Swartz says SDS people neglect bathing. I haven't noticed any unwashed odors from my friends. I bathe regularly. But perhaps my data is incomplete. Have you been peeking into our bathrooms lately, Mr. Swartz?

Mr. Swartz makes allusions to my "paymaster." (Ah, now we see, Davidson is part of some sinister Commie plot to undermine the morals of our youth.) If you know who this "paymaster" is, Mr. Swartz, how about clueing me in? Otherwise, I think you owe me a public apology.

Regarding Mr. Wilson's letter, which is much more intelligent than Mr. Swartz's, I have these comments. In criticism of our action against South Africa, he points to atrocities committed by China and Russia. We do protest against these, Mr. Wilson.

But you may reply that our protest against apartheid was more vigorous. That is also true. And for good reasons. You see, Mr. Wilson, our government and American business interests are not supporting China and Russia. Those countries could continue their policies with or without American support. But the same is not true of South Africa. American interests support economically and help shape politically the imposition of a Nazi "way of life" on black South Africans.

You say the government of South Africa is not expansionist. Have you not heard about Angola, Rhodesia, Mozambique, or South-west Africa? Tell it to the black Africans, Mr. Wilson, and see what they have to say.

A final question, Mr. Wilson. Is anything justified in the name of anti-Communism? How about the murder of six million Jews? Hitler justified the horror in the name of anti-Communism. In fact, the entire development of the Third Reich was justified for the German people in the name of anti-Communism. Does your anti-Communism have limits, Mr. Wilson? And if so, what are they?

### Rift in University Campuses

Dear Editor,

Although I have been here for only a short time, barely two-thirds of a year, I have already begun to notice a severe rift between Ag Campus students and the students of city campus.

It appears to me now that the cowboy boot craze has hit the University, that when ever a downtown student wears his boots to class he is real cool, top of the fashion, but when an Ag Campus student wears his boots to his city classes, he is pointed out as a clod. Farmer, Cowcock from Moo U. This tends to make my blood boil. I'm proud of my farm and ranch background and don't intend to take any guff off anyone that thinks that he is any better than campus getting an education instead out on Ag Campus.

Maybe some of the downtown students do not realize it, but if it was not for agriculture, the University would not be here. The University is a Land Grant College developed through the idea of Professor Jonathan B. Turner of Illinois College of Jacksonville, Ill. It was introduced by Justin Smith Morrill and signed into law by President Lincoln, an agricultural man himself. It provided for 30,000 acres of land to be granted to each state for each national representative and senator. These 30,000 acres of land were to be used to establish and support at least one college in each state, where, besides the classic studies, agriculture and mechanical arts as well as military tactics must be taught.

I am not trying to say that Ag Campus students are any better than city campus students, only that they should be equal. I can't wait until the downtown "Cowboys" show up at the University Intercollegiate Rodeo next month.

Jock Rabbitt