

Key Criticism

A letter from the Panhellenic Advisory Board unanimously protesting the senior key system which has been passed by the AWS Board will be considered at the Faculty Senate Student Affairs Committee Thursday.

The letter cites five reasons for disapproval of the key system . . . and all five of these "reasons" shows an utter ignorance of the system, its philosophy, or how it will be implemented.

There is little "truth" in the charges made by the Panhellenic Advisory group. It is indeed pathetic that the group would make accusations against the system, because at no time did the group ever seek information from AWS or the key committee directly.

Two of the charges are particularly interesting . . . one regarding the "impossibility of policing unauthorized duplication of the keys," and two, that this system would bring other changes in administrative rules "sought by the activist minority of students."

Apparently the Panhellenic Advisory group has no information at all on the system of locks selected by the key committee. The keys can only be duplicated at the factory, located in another city, and only upon the signa-

ture of an authorized person requesting a new key. The factory which produces these keys is the only one in the United States which is capable of reproducing the keys, as they are not of the ordinary household type now in use at living units.

It is also interesting to note that the Panhellenic Board seems to believe the key system is proposed by "the activist minority." Any research on their part, or the surveys done by AWS, would bear out who the real "minority" is . . . those opposed to a key system.

We believe that AWS can answer every single one of the Panhellenic Advisory Board's criticisms of the key system . . . and answer them beyond any doubt of legitimacy, correctness, or reasonableness.

And we believe that the Faculty Senate Student Affairs Committee will approve of the system . . . because it is based on a reasonable philosophy, an unbeatable security system . . . and a group of mature women who are not an activist minority.

We would hope in the future that there will be better communication before accusation will no doubt result in cooperation.

'University Control Shifting'

Cambridge, Mass. —(I.P.) —Dean Theodore R. Sizer of Harvard sees "a significant shift in the source of power affecting the control and support of universities" in the United States.

Two forces signal the shifts, says the head of Harvard's Graduate School of Education: 1) "The vigorous entrance of the federal government into educational policy-making" — where before its action was piecemeal and uncoordinated; 2) The entrance of large companies "with traditions of research and of broad scale operation" into the "education industry" — were previously characterized as small, single line companies.

In both cases, he finds a danger that action will rush ahead of well-thought-out ideas. In government, he says: "The new leaders tend to be young intellectuals in a hurry and skeptical both of the usual manner of doing things in education and the aloofness of academia. They want and, for good political reasons, need fast results, and this has meant quickly planned and large-scale programs. Rarely is there thoughtful inquiry as to the long-term effects of programs . . ."

In the "education indus-

try" he sees a parallel hazard:

"We have technical devices of great sophistication (teaching machines, audio and visual equipment, computer based teaching systems) before we have clear ends, much less materials, for them. We have better teaching machines than programs for them, better educational television equipment than ideas on how to use it. The new companies are as impatient as the administrators in Washington, and we run the risk of having the schools inundated with quantities of technically exciting but intellectually inadequate materials."

Dean Sizer said that universities must work closely with the new leadership of the "education industry": "Clearly, the education industry's ends are most closely tied with those in the universities working on the development of school curricula.

"The ideas are there and ways must be found to tie the work of scholarship with business application. This will be difficult because it has never been done before on a large scale and because much of our activity in this field is supported by the federal govern-

ment whose copyright and patent policies are as yet unclear," he explained.

He cited two large-scale projects in curriculum development now going forward at Harvard — in physics and in social studies, as typical of research activities requiring involvement in industry as well as government.

Under these new pressures, Dean Sizer said, maintaining the independence of action in schools of education becomes crucial. He noted that, in 10 years, government funds in the budget of the Harvard Graduate School of Education rose from five per cent to almost 46 per cent.

To maintain balance, he added, it is necessary to strengthen the unrestricted private income of the school "to be in a position to do those things which the faculty considers important, whether or not government support is available."

The school must be "continually aware of the implications and terms of government grants and contracts and keep continual contact with Washington so that the University's view will be well known." Above all, "we must not take on more than we can sensibly handle," he said.

FOX'S FACTS

By GALE POKORNY

As one walks around our campus these days, one need only look around in order to see that dear old Nebraska U. is in dear old trouble. The evidence that points to the distress in which this University finds itself, is only too obvious. One need not possess 007 qualities to figure it out.

We're hurting for money. If you were attending school here last year, you can see that this place is in financial straits just by noting the changes made in some of its activities.

Take that guy who runs around, engaged in the hopeless task of picking up the litter that students deposit around themselves by the ton. Last year he carried a neat little spear with him probably given to him by a Bantu warrior. Everytime he spotted a piece of paper, he would scream, "Watusi!", and plunge that modified javelin through the paper (and about three feet into the ground.)

Tough luck if you're a piece of paper.

This year, however, things have changed and he no longer utilizes this blood chilling technique.

Now he merely bends over, picks it up with his hand, folds it neatly and puts it into his bag.

Why? Because the University no longer burns this stuff as trash, they reuse it, (which is probably why your registration sheet smelled like a Snickers candy bar.)

Then too, there are those students among us who are susceptible to a mysterious sort of virus which tends to keep them out of class, usually around hour exam time. Authenticity is at a premium, so these people venture into the grasps of Student Health, where one of two things will be done in regard to the illness.

One, nothing at all, you are told to let it go through its cycle, (which does wonders for stuff like lung cancer or pneumonia). Two, you get a shot of something that looks like ordinary water, but couldn't be since they charge you about nine dollars for it . . . I've got news for you.

But all is not hopeless, although it certainly tends to look that way. Certain courses of action are open to the University in their attempt to get extra green besides standing inside the state capitol door way with dark glasses and a tin cup.

How about a sort of farewell tax imposed upon instructors departing from this University where books still exist in the library that haven't been read within the last week.

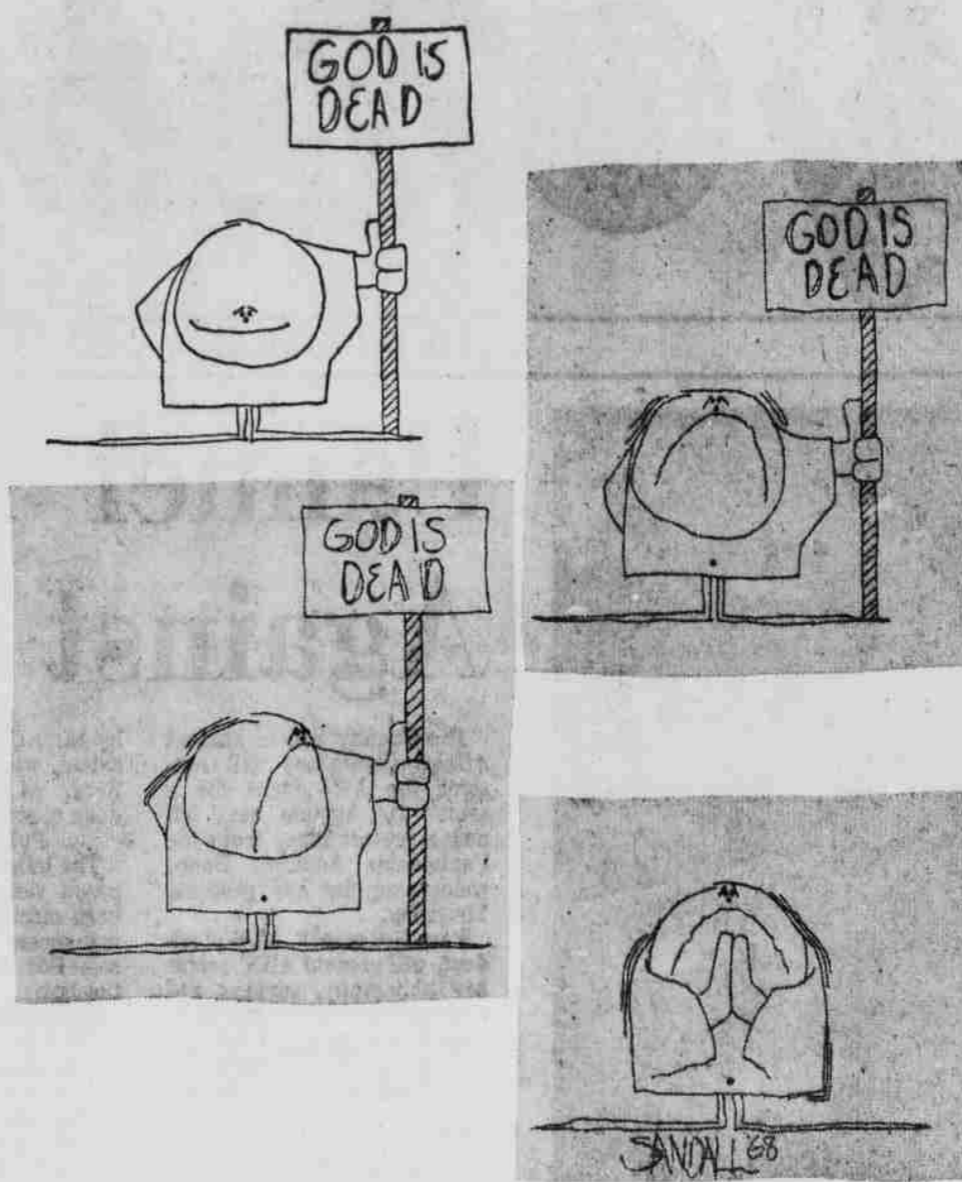
If each of these instructors could be persuaded to kick in, say twenty-five dollars, the school would have enough cash to operate till these men decided to return (and that's a long long time).

Or how about cutting corners and saving on promises of better equipment that entices so many prospective instructors.

The school could further cut down on spending by eliminating certain student services. A lot of money spent for paper could be saved if things like down slips were suspended.

Student Health as I already mentioned could be greatly economized without hurting the quality, but putting up a billboard inside the front door proclaiming, "Go back to your room and let it go through its cycle."

Perhaps this is the best solution, not unlike the rest usually adopted for the rest of our ills: ignore it and let it go through its cycle.



Sorry About That!

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

Historical Note of the Day: In 1855, Smug, Gwalla, President Fhesh votes the Existence Tax. In 1937, University of Nebraska, senior loses her senior key, freshman finds in the back lawn, while searching for her contact (lens.)

As if Batman on TV weren't enough, one publisher has even come out with a book of Bat jokes. Some samples:

Q. What kind of a college degree do they give to a bat?
A. Batelor of Arts or Batelor of Science (from night school only.)
Q. When does a bat raise his hand?
A. When he wants to excuse himself.
Q. How does a bat apologize?
A. He says, "Sorry about Bat."

Heard a student humming in the Crib . . . something like "It Was a Very Good Year." Obviously, he hadn't started thinking about finals yet.

The phrase "God Is Dead" has a catchy little twist. And it is beginning to lend itself to many other variations, we've noticed. Here a few that are pertinent for the University:
"Is sanity dead?"
"Is apathy dead?"
"Is Dead Week dead?"
"Is the budget committee dead?"
"Is faculty loyalty (to tiny salaries, no promotions, etc.) dead?"
"Is faculty evaluation dead for good?"
"Are the senior honoraries dead now, for a while at least?"

Another Viewpoint—Alabama Elections

The primary election in Alabama was a landmark in the history of the South. Thanks to the laws enacted by the Congress and to the efforts of the government of the United States to ensure compliance with them, more Negroes were registered and voted in a deep Southern state than ever before.

For this manifest progress, all who value the principles upon which the great American experiment is based must be grateful.

Yet it would be shortsighted not to face squarely some of the implications of the sweeping victory of Mrs. Lurleen Wallace as the Alabama Democratic Party's candidate to succeed her husband as Governor of the state.

Despite all the obfuscating oratory, both Mr. and Mrs. Wallace are identified with intransigent resistance to every effort that has been made by the people and government of the United States over the past decade to secure for the Negro enjoyment of those rights which are his under the Constitution.

Inevitably, many Negroes had hoped that the massive Negro vote this year would somehow remove from the

Apparently no one paid any attention to our editorial in the Pink Eye. Alas, the poor Ivy plant has already met its fate.

Word has it that even before the cruelties of nature got to the plant, the cruelties of a coed's shoe did the trick.

Possibly the SFTPOCTIP should hear about this.

The most important thing about studying for finals, I've found, is that you've got to know what to study, and actually, this is relatively simple if you use a little psychology on your instructor. Such as:

Student: "Sir, you remarked that this poem is important because it marks the beginning of the use of figurative language by poets whose names start with L. Now this is somewhat hard to remember . . . will it be on the final?"

Professor: "I've told the class repeatedly that you will be held responsible for chapters one through 40 of the text, the five outside reading books, plus all lectures and the two films we saw."

Student: "But that's awfully broad. How can we know the important things to study?"

Professor: "The important things are those which I say every day just as the class is leaving five minutes after the bell rings."

(Just then the bell rings, and students start drifting out of class.)

Professor, (to about two students): "You will also be responsible for all references in the bibliography of your text."

(Editor's note: Skip the final.)

For those who will be working on term papers tonight, and who cannot tolerate coffee, tea or Nodoz, we're Sorry About That!

certainly point to Mrs. Wallace's victory as proof of their claim that Dr. King's methods get the Negro nowhere in the end.

This in turn could lead to renewed Negro efforts in the South—and in the North, too — to organize distinctively Negro pressure groups, even in the political field, rather than to seek to influence from within already existing mainly white organizations.

Already in some Northern cities, there are signs of a tendency on the part of Negro communities to try to do things for themselves, whenever the white power structure (to use the Negro phrase) has blocked Negro progress. Such a move has its healthy side, but it carries with it the risk of deepening the gulch of noncommunication between two integral parts of American society.

The most immediate insurance against that risk would be an understanding here and now that candidates for political office outside Alabama would be sowing dragon's teeth for the country as a whole if they saw in Mrs. Wallace's recipe for electoral success one that with profit they could follow.

CAMPUS OPINION

Dormitory Leadership

Dear Editor,

The following is a copy of a letter sent to ASUN: We should like to commend ASUN in its sponsorship of the Masters' Program as we consider it one of the most important events on campus for stimulating intellectual development and for combating that trite concept "apathy" among college students.

Nevertheless, we feel that the program could be improved in some areas. This year we have especially noted a lack of publicity and communication to the dormitories, preventing maximum attendance at the Masters' programs.

Assuming that this might have been beyond the control of the Masters' Program committee, there still remains the problem of adequate representation in the large dormitories. This year, contrary to what the statement by Jim DeMars in the April 28 Daily Nebraskan seemed to suggest, the original schedule called for the nine masters to visit Abel, Pound, Cather, WRH, and Selleck in a one-half hour period on Monday night, as compared to eleven hours spent in small living units.

This, at best, represents one master for every 370 students. The schedule was not changed to send four Masters to Cather and Pound—upon which Mr. DeMars based his figures—until a protest was lodged by one of the Residence Directors.

We in the dormitory system should like to inform ASUN that leadership and interest do exist in the dormitories, that we consider the Masters' Program important enough to warrant more exposure time in the dormitories, and that we, too, can assure attendance and participation when notified in sufficient time.

Marv Almy, IDCC Chairman
Joan Spivey, IDCC Secretary

His Candidate Stands

Dear Editor,

In recent weeks there has been an accumulation of campaigning and politicking which to me has all been centered along certain lines. There have been the student elections, the choosing of Mortar Boards and Innocents, and the primaries and general elections for state offices. To me, the following is a good example of what an interview with a candidate for one of these offices or one of their supporters would be like.

Q) Mr. Bobbitt, I hear you've become a campaign orator.

A) Fellow American, you have heard correctly. I've been on the stump all spring.

Q) In that case you should be up on your campaign oratory.

A) Well, sir, I believe I may say with all due modesty that I can point with pride and view with alarm as sentimentally and bombastically as any one who ever thrust one arm in his frock coat and with the other called upon high heaven to witness the perfidy of the other candidates.

Q) Can you describe your candidate, Mr. Bobbitt?

A) My candidate is a man four-square, a true representative of the people, a leader worthy of the trust which has been placed in him.

Q) What are his characteristics?

A) He is a man of sterling character and a champion of the rights of the people.

Q) What kind of champion?

A) A stalwart champion.

Q) What is he close to?

A) The soil.

Q) What kind of questions has your candidate been discussing?

A) Burning questions. Great underlying problems.

Q) What has your candidate arrayed himself against?

A) The forces of reaction. There must be no compromise with the forces of reaction.

Q) Would you characterize these times, Mr. Bobbitt?

A) These are troubled times. We are met in an hour of crisis.

Q) What does your candidate propose to do in this grave hour?

A) He will demand, and denounce, and dedicate. He will take stock. He will challenge, pledge, stress, fulfill, indict, exercise, accuse, call upon, affirm, and reaffirm.

Q) Reaffirm what?

A) His undying faith in our Founding Fathers' principles.

Q) What is it he will rise above?

A) He will rise above narrow partisanship. He will place the welfare of the community above all other considerations including his desire to win.

Q) To what does your candidate dedicate himself?

A) To the task that lies before him.

Q) How does he approach this task?

A) With a solemn realization of the responsibility that rests upon him in this hour of stress.

Q) Would you mind telling me who's responsible for this hour of stress?

A) The other candidates.

Q) What have the other candidates proved?

A) Their utter incapacity to govern. Their record is an unbroken record of failure, of forgotten pledges, of callous disregard for the welfare of the community.

Q) What are they undermining?

A) The American way of life. They are spending vast sums of the people's money.

Q) For what?

A) To build a huge political machine. They have aroused class hatred.

Q) What can the people do?

A) They must rise in wrath and select my candidate.

Q) What kind of a leader does this hour call for?

A) A leader who will lead us out of the wilderness, eliminate waste and extravagance in government, eliminate red tape and inefficiency, and solve unemployment.

Q) What about the farmer?

A) The farmer must have relief.

Q) What kind of relief?

A) Farm relief.

Q) What about the student?

A) The student must have welfare.

Q) What kind of welfare?

A) Student welfare.

Q) Is there anything you would like to say in conclusion Mr. Bobbitt?

A) Yes. The time for evasions is past. We must face the facts, put our shoulders to the wheel, put our hour in order, meet the challenge of the dictators, carry aloft the torch of liberty, fulfill our high destiny, face the future, and select my candidate.

Q) Well, thank you Mr. Bobbitt, for letting us know exactly where your candidate stands.

I wonder.

Bewildered

Letters Policy

Unsigned letters to the editor will not be printed. However, a pen name will be used, upon the writer's request. Letters critical of individuals must be signed with the writer's name. Address letters to the Daily Nebraskan, Nebraska Union 51.