

In The Next Four Months

With today's paper, the Daily Nebraskan has been in operation this semester for exactly one week.

Like most other groups on campus, we have needed the first week to become fully organized and are now ready to publish the paper with the full force and planning that we feel is necessary.

The Nebraskan besides covering all news on campus as fully as possible and making editorial comments when it feels they are necessary, is now ready to begin some of the full coverage of issues and problems that it feels every student should understand.

In the next four months, the paper will devote several lengthy series and special pages or editions to the University's budget problems, the elections Nov. 3, the success of student government this year and the problems in education today.

The series and group of stories concerning the University's budget will outline the history of the school's money requests, its past success with the Legislature, the traditional conflicts between the Legislature and the University and the specific details of this year's request. This particular series will include comments from University officials, members of the Legislature, state officials and budget experts.

Almost all of the important candidates

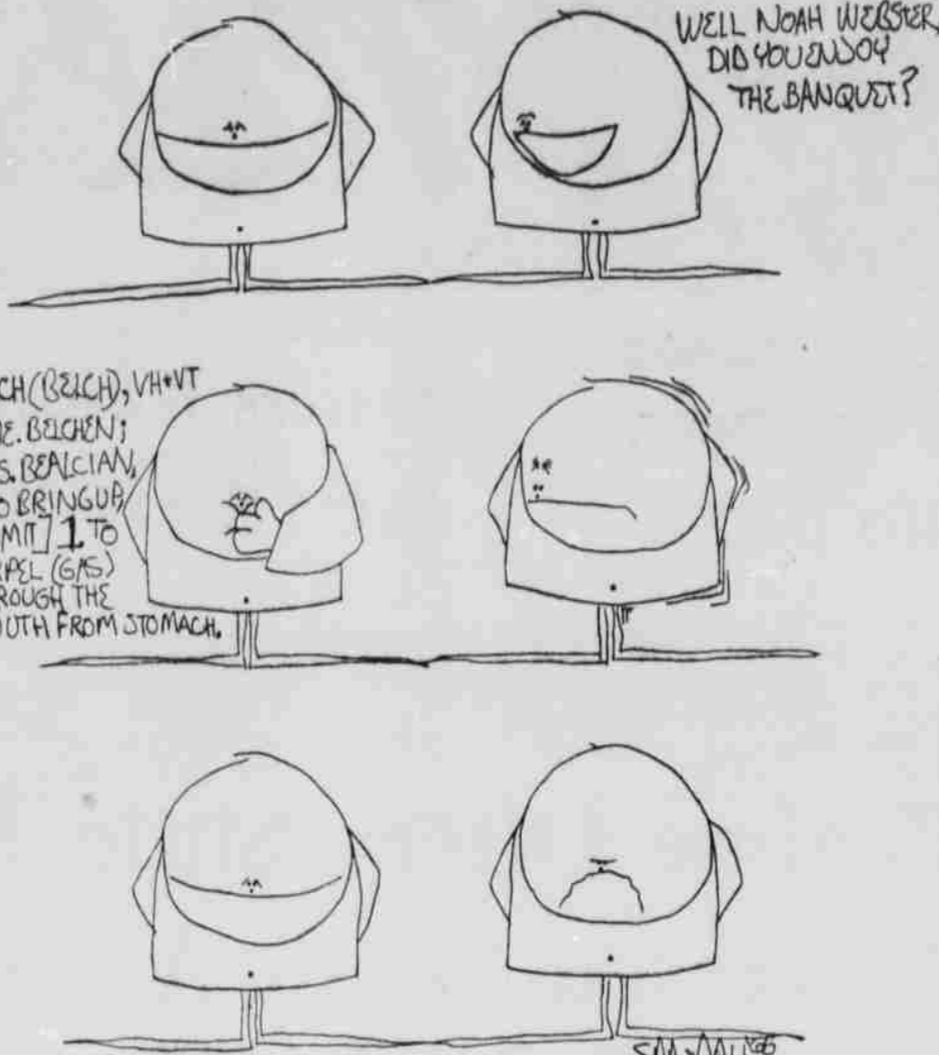
in the Nov. 3 Nebraska election will be speaking at the University between now and election day. The Nebraskan will cover each of these speeches carefully and try to pinpoint each candidate's stand in regards to the University.

Shortly before the election, the paper will print a conclusive summary of all stands made by candidates in connection with the University and its future.

The Nebraskan will also concentrate on the important tax questions plus their relation to the University and other issues of interest on the ballot such as liquor by the drink in Lincoln. The paper will print a series on the several candidates for the school's Board of Regents.

In the area of student government, the Nebraskan will work closely with ASUN in all matters. As in other years, we will cover student government's activities closely each day, but in addition the paper will also present a summary at the end of each month telling exactly what every committee and part of student government has accomplished at that time. The paper will begin printing how each individual senator votes on important issues.

Included in the area of educational problems, the paper will continue series similar to last year's report on why University professors seem to continually leave the University with studies of curriculum, expansion plans, faculty research and other important educational problems.



Campus Opinion

Bill of Rights Unnecessary

Dear Editor: If I were a freshman, new to the University, and had read the Daily Nebraskan last week, I would feel as though I was entering a four-year period of autocratic oppression. It would seem as though I was entering a new society in which my God-given rights would be throttled. And everywhere in the paper, Abbott, Abbott, Abbott! What am I to think—that the only things of importance or interest are Abbott and the Student Bill of Rights? At least that is the impression given by the editors of the Daily Nebraskan.

But I am not a freshman. I am a senior who has attended this University for the past three years and I cannot agree with Abbott's philosophy. I do NOT believe the University of Nebraska is an educationally stagnant institution.

I do NOT believe that a Student Bill of Rights can improve the educational atmosphere of our University as claimed by the editorial of last Friday's paper. I do NOT believe that Steve Abbott and the CFDP, the proponents of the Student Bill of Rights, are aware of the real needs of the University and its students.

I do NOT believe that the ASUN is a mickey mouse organization. And finally, I do NOT believe that any intelligent, mature student can accept the narrow position of the Daily Nebraskan on these issues.

According to the CFDP and the Daily Nebraskan, the Student Bill of Rights is necessary for the improvement of the educational atmosphere of our University. But, just how is this going to help? Never is the connection between the bill of rights and quality education explained in logical, rational and practical terms.

Will a Student Bill of Rights insure that students will study nightly, attend every class and gain a fresh, new outlook on education?

Does it mean that we will suddenly have an adequate staff of educators providing the ideal classroom atmosphere? Does it mean that we will have the ideal university we are seeking? How, with one piece of paper declaring our independence, can our educational system be so easily transformed?

Certainly, improvements should be made in our present educational system. The educational atmosphere surrounding the campus, outside the classroom as well as within the classroom, must be constantly under improvement. I DO believe that students have the right and responsibility to improve these standards. I DO believe there are practical and feasible methods for attaining these goals.

I believe the most feasible method of improving our educational standards is by establishing a mature, cooperative relationship with the faculty, administration, Board of Regents, State Legislature, and the people of the State of Nebraska. Our most logical connection with these bodies is through the ASUN committee structure.

One of the major problems confronting our University is in the area of finances. In this area our responsibility is two-fold. We must first use our Academic Research, Libraries, Legislative Research and Student Opinion committees to investigate, clarify and formulate our needs. We can then use our Public Relations and Legislative Liaison committees to inform the tax payers and legislators of our needs.

Within the University we must work closely with the faculty and administration to improve our educational atmosphere. We can use committees such as Faculty Senate Liaison, Student Welfare and Public Issues to help in these areas.

We can work through ASUN to improve the total educational environment with such projects as the FM radio station, Stillman Program, European Flight Program, and through the sponsorship or debates, forums, and symposiums.

I believe that these methods are concrete. Unfortunately space does not allow me to be more specific.

But as Terry pointed out in his presidential address, we must act responsibly and maturely. We must not be overcome by emotionalism or the desire for sensationalism. We must remain rational, and yes Steve, even practical. The people that we are interacting with are mature, intelligent leaders in our society, and we must meet them on an equal basis.

It is my belief that this is the best way in which we as students can help improve the educational standards of our University. Let us remember, we are not children, so let us not be childishly demanding. Responsible, rational, practical interaction through appropriate channels is the most effective way to improve the educational environment of our University.

Dave Snyder
Speaker Pro Tempore
ASUN

Why Can't I Govern Myself?

Dear Editor: I have just entered the University of Nebraska. For years I have been looking forward to the traditions of college—that place of new challenges, new hopes, new learning and new freedom.

I am now an older, high school graduate. I am able to live away from home, and to control my dress, manners, clothes and other personal habits.

Supposedly, I am able to govern myself. But I have failed to find this freedom to govern as a part of the total education here at this "institution of learning." I am referring to the bill of rights and to real self government spoken of by Mr. Steve Abbott and CFDP.

I am now eighteen years old. For two years I have had a drivers license and have been expected to obey man's traffic laws. I am now subject to the draft, and would be expected to fight like a man. I am judged by adult standards and tried in men's courts.

If I am expected to live an adult life, be judged by adult standards and help preserve democracy in a manly way, then why can't I govern myself?

I have always advocated equalizing the draft age and the voting age. However, I had assumed that self government at the University had real meaning and that my vote counted. I was shocked to learn differently.

Because of my newness here, I am unsure what CFDP stands for. However, I will definitely support a Student Bill of Rights and will assist in action to give meaning to self government.

These are basic, and I hope that I can help produce these vital educational elements. Remember, "It is students that make the school, not the school that makes the students."

Ace Black

That's What It Says

EDITOR'S NOTE: This is the second half of reviews by John Thomas, associate editor of the American Federation of Film Societies—"Film Society" magazine, West Coast Division, for this year's foreign films.

The fourteen films that are sponsored by the Nebraska Union film society will be shown every other Wednesday starting Oct. 5 at the Nebraska Theater.

The tickets, which are sold on a yearly basis, cost \$7 for students and faculty and may be bought in the Union program office.

"The Overcoat"

March 1

Alexei Batalov, who played Boris in "The Cranes Are Flying" and Dr. Gourov in "The Lady with the Dog," is a first-rate Soviet actor who now turns his hand to directing with this new version of Gogol's "The Overcoat."

He instantly establishes himself as an actor's director of indisputable authority. Gogol's story has been filmed several times, once with considerable skill in a shorter version by Wolf Mankowitz and Jack Clayton.

But there can be little doubt that this is the "Overcoat" to date. With the help of his star, Roland Bykov, Batalov has made a beautiful film of uncommon warmth and deeply perceptive characterization.

With some movies it's best not to know in advance what happens, but not so with "The Overcoat;" its chief pleasures derive from the way Batalov and Bykov approach their familiar material. A reading of the story before the screening will greatly enhance the enjoyment of this film.

"Juliet Of The Spirits"

April 5

Most American critics panned this film, claiming that it was full of uncontrolled fantasy and without the seriousness of its predecessor, 8½.

But in fact the basic difficulty of 8½ was that its burgeoning fantasy was continually inhibited by Fellini's compulsion to make the film mean something. There's still an attempt to lend significance to the events in "Juliet Of The Spirits," but it's a half-hearted attempt at best, since Fellini's real intent is to let his imagination run amok.

And what an imagination it is! Bulbous-busted females in exotic gowns perch in tree houses, bed down in boudoirs, erupt from the very woodwork. No doubt Fellini thinks he has a serious message to deliver, but it looks all too much like the Playboy Philosophy.

The pretense that these are the fantasies of a middle-aged housewife (Giulietta Masina) is unlikely enough, but once you forget the inconsistencies you can just sit back and enjoy the erotic opulence.

Filed in the lushest color, staged with lurid imprudence, "Juliet Of The Spirits" is a monument to Fellini's free-flowing unconscious.

If Fellini is saying anything at all it's that fantasy is often hard to distinguish from "real" life. After this movie you'll believe it.

"Alphaville"

April 19

Lemmy Caution, Agent .003 from the Outerlands, invades Alphaville, city of the future, where men's lives are ruled by computers and emotion is punished by death.

Armed only with his .45 automatic, his Zippo lighter and a volume of Eluard's poems, he must kill the evil Professor von Braun and rescue the scientist's daughter from the computer's labyrinth. This may sound like pure fantasy, but "Alphaville" is the most believable film you'll see in this series.

Within the framework of his comic book plot and his poetic platitudes Godard has constructed one of the stunning films of our time. Whatever you may think about it's insistent Message, you can't ignore the overwhelming power of its imagery.

"Alphaville" is a film to open the eyes and the mind, a film so far ahead of most of its contemporaries in sheer inventiveness that movies will never again seem the same.

It's the kind of film to remind you of all the things movies could do but rarely try. Don't be disturbed by the fact that Godard has created this film of the future in order to extol the virtues of the past. Every genius must be allowed his quirks.

"Darling"

May 3

"Darling" is a prime example of the New British decadence, that movement wherein the once-proper English go all out to prove that they can be as miserable and corrupt as anybody.

Julie Christie won an Oscar for her star performance in this film, and easily deserves it. She's certainly an appealing enough personality, and almost turns the character she portrays into a human being.

The story of Darling's rise from carefree TV-commercial starlet to bored Italian countess is familiar enough, and based upon the unchallenged assumption that anyone richer than us must be unhappy. It offers us the double satisfaction of indulging in a lot of vicarious sinning while at the same time remaining detached enough to condemn all those awful people on the screen.

The real difficulty is that the film's creators lack any notion as to what positive ideals might be an alternative to the materialistic amorality they portray. The film's only "good" character, Dirk Bogarde, apparently draws his virtue from the fact that he is an Intellectual—that is, he conducts street interviews for the BBC Third Programme! If this your idea of the good life, the world may very well seem pretty bad.

"Kwaidan"

May 17

"Kwaidan" must be among the two or three most beautiful color movies ever made, and remarkable for the intensity of imagination that it displays.

It's a collection of four ghost stories, most of them traditional Japanese tales and none of them of particular significance in themselves. The first story retells the ending of "Ugetsu," while the last is no more than an anecdote.

It is in the two middle stories that Kobayashi's talent blooms. In order to get his exotic sky effects he had huge dioramas built and used on location, set down in wheat fields and across roadways to block out the natural sky.

The result is a strange, menacing film in which earth and sky inhabit separate worlds, and life is lived at the edge of nightmare. The simple ghost stories reverberate with archetypal meanings, all carefully delineated by the richest kind of visual artistry.

It's hard to pick out any scene over all the rest, but certainly the vision of a half-dozen Japanese nobles diving slow-motion through a boiling, orange sea is among the film's most ravishing images.

Our Man Hoppe The Ideal World Ruler



Arthur Hoppe

"Now that Mr. U Thant quit, they got to find somebody else to run the world," said the Kindly Old Philosopher, whittling away with his kindly old jack-knife. "And I got the ideal candidate."

Who's that?
"Me," he said modestly. "First off, I need the job. If the U.N. wants to help the poor folks of this world, it stands to reason they ought to hire one."

But would he be acceptable to all factions?
"Well, I ain't a Communist," he said. "But I sure ain't a Capitalist, neither. Hard as I've tried."

And what of the big Afro-Asian bloc?
"I never met an Afro-Asian I didn't like," he said with his kindly old smile.

But what of his qualifications? Did he have any leadership ability?
"Well, running the world ain't as easy as it appears to be. You get up in the morning and the paper says another 1000 folks got killed in Vietnam. An assistant

comes in and says, 'I regret to inform you, sir, that a couple of million more Indians passed away from malnutrition last night.' And the Ambassador from Syria calls to say he is about to blow up the Israelis. Or vice versa.

"Now if you think of these people, it'll get you down. 'What kind of a world is this I'm running?' you'll say. 'What did I do wrong?' And you'll be washing down your aspirins with Pepto-Bismol."

"But a leader, he won't think of them as people. He'll think of them as so many Vietnamese, Indians, Syrians or Israelis. Just numbers. And he'll confidently tell everybody what to do. Positive he's right. Even though things get worse and worse."

"Yep, what the world suffers from is leadership. And the man we need to run things is a kindly, gentle, loving follower like me who don't give a fig for power, prestige or ordering folks around."

But then why would he want a job like that?
"Now you're down to the nitty-gritty, son," he said, thumping his kindly old cane on the floor. "I got the one quality absolutely essential to running the world in a decent, sensible fashion."

What's that?
"I wouldn't take the job," said the Kindly Old Philosopher, "for all the tea in China."

After thinking the matter over, I concluded sadly that he was right and assured him that as long as he felt that way he could count on my wholehearted support.

Campus Opinion . . . School Makes Big Impression

Dear Editor: The University structure has much to offer its students for their development and mental growth. Scholastic, athletic and social activities combine to create an organization impressive to any newcomer. Here, then, is the impression made upon a "typical" freshman — an actual letter found in a deserted classroom.

Dear Mary, I hope you're having as much fun at college as I am. I pledged the —fraternity, and things couldn't be better. I have the picture of you, Alice and Sally up on the wall.

How's the U. of C.? I bet it's all time (fraternity slang). Did you get into your sister's house?

We have "woodsies" (go out in the sticks and have a huge beer party) and free cigarettes during Rush Week.

I guess Bill did all right after he got to U. of T. He was telling me about necking parties at the pool and all the Bacardi you could drink. There's a bottle club dance this Friday. I wish you were here — we could have a lot of fun. Well, gotta hit the books.

Love always,
Andy. " — Pledge"
P.S. Sorry about the history paper stationery — still unsettled.

PHASE IV

...By Roger Elm

The semester has begun . . . BIG RED has begun another unbeaten, untied season . . . ASUN has heard the opening statement by its president . . . the first of our thousand queens has been chosen . . . and the pledges have a hangover. The nine month orgy called 'University' has begun.

But this semester has a larger significance. It will be during this year that the Student Bill of Rights is either passed and implemented by the Student Senate, or squashed and forgotten. It is also the year that campus political parties will come of age.

Terry Schauf, President of ASUN and Senate leader of Vox Populi, has led his party on a rather conservative, status quo course of action. In his opening statement to Student Senate, Schauf spoke of rights and privileges and said that they must be earned. The Student Bill of Rights as formulated by the Campus Freedom Democratic Party is not a plea for privileges, rather a statement of rights. Not to be earned, but taken.

Some Student Senators are afraid that the CFDP's Bill of Rights is illegal — to powerful a statement to be made by students. I admit that under the present set of regulations this is a radical document. They fail to realize that they are rewriting the regulations, and that by their own vote they legalize their actions.

We cannot wait, we must act, we must establish ourselves as adults responsible

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