

# TO DREAM THE IMPOSSIBLE DREAM

... BY GENE POKORNY

So... now the big issue on the University of Nebraska campus is the question of a Student Bill of Rights. From reading the "Rag" in the last two weeks, one would think the Bill of Rights was the greatest event in the school's history. I seriously question this belief, for a Bill of Rights in itself will mean very little. Granted it will be a beginning. But the important question is—a beginning toward what?

I pose the above question because I see two possible courses of action following the enactment of a Bill of Rights. One course is that after a Bill is passed, and some of its supporters get all the personal, political benefit they can out of it, the larger issue it represents will be forgotten.

This is the issue of how do we make the University a true community of scholars, a community based upon mutual respect. How do we make this university a visible example, or model, of the world we would like to see come into existence.

If we cannot create a community here of 18,000 people which is based upon respect for others, based upon a quest for things of real worth, based upon human dignity, how can we ever, even in our most optimistic moments, think we as adults can do this in our world, country and state.

The danger, then, is that the Bill of Rights could become merely a "one-issue" fight with the powers of authority. A "one-issue" fight which offers us all the opportunity to make our one kick at "Administration".

It is a psychological fact that in the process of maturing we all at one time or another have to fight an authority figure—be it our parents, or in this case, our Administration. We somehow prove to ourselves we are "really grown up" by this symbolic act of resistance. And in a realistic, political sense stand against the Establishment, too.

### Second Course of Action

The other interpretation of the Bill of Rights is one which believes it has a much deeper meaning. Perhaps the Bill of Rights could become the starting point for the establishment of a really "human" community, a community which respects and develops human beings as individuals and as members of a group. It would be a community which would instill in its inhabitants the wisdom and the cour-

age to face the immense number of problems confronting the world, instead of offering them the hope of escape.

Perhaps the Bill of Rights will signify a new era in which the University community made up of its three parts—faculty, students and administration—will work together to make a better world.

This would be a situation significantly different from the one we now have where the three segments of the University are usually running at cross purposes. Perhaps in this new era, for example, the students, faculty and administration will be able to go to the people of Nebraska with one voice and prove to them why the University may someday help to bring about a better world.

Perhaps after a Bill of Rights is passed the Administration will respect faculty and students as fully equal partners in the quest for a "human", rather than a "dehumanized", community.

Perhaps, once and for all, we could realize, as James Baldwin and Lillian Smith have written so well, that the struggle for a truly "human" world can only be won if we ALL join together to resist the external forces in the world, and more importantly, the internal forces in ourselves, that are pushing us toward dehumanization, and eventual destruction.

For me, then, these are the two ways of perceiving a Bill of Rights. It could be the beginning of a united, quest for a better world. A WORLD WHICH MUST FIRST BE MADE BETTER IN THE LIFE OF THIS UNIVERSITY. We have got to start somewhere, and since this is where we find ourselves at this point in our lives, the University is where we should begin.

This quest for a better world, country and University is "the Impossible Dream" to borrow a line from the current off-Broadway play "The Man From LaMancha." It is a challenge directed toward us which asks, "What is your impossible dream?" "What is your life all about?"

Perhaps with the passage of a Bill of Rights we will all find the courage "to dream the impossible dream," and to work for its realization through action realizing that, "it isn't a calamity to die with dreams unfulfilled, but it is a calamity not to dream..."

## JOHN SCHREKINCER'S

### My Soul Is Free

This column is dedicated to Mr. Archie McInney, one of my sources of inspiration, and is for especially freshmen, but others too.

The purpose of this column is to provide a forum for all sorts of ideas and to be sure all hear about the things I consider important—so the reader may reject, support, think about and argue these issues.

The title of this column comes from the poem below which is virtually my only poetic effort—and it shows.

I am reborn at the age of 20.  
I have changed and suffered through adolescence.  
I have grown and changed.  
I left my teen years in illness.  
Now I emerge as a new person, yet I am the result of my past.  
I am on the threshold of adulthood—  
Out of chaos and uncertainty I have come into a knowledge of myself and begun to become an integrated person.  
My soul is free of fetters.  
I am fettered only to that which I have chosen to be fettered.  
I have been scholastically quite successful (as far as grades are concerned, anyway). Why?—Mostly because I work hard and organize my time around my studies and my activities (of which there are several).  
When considering scholarship at a university, one must consider several aspects of the total experience to fully appreciate it. The purpose of a university can be condensed to two words—"foster learning."  
The years one spends at a university and the time when one finds his place in society and learns to know himself.  
In this the college student has a unique opportunity—he can choose his life's work and his life style based on what he is good at as well as what he likes. This is unique in that many people, for one reason or another are not lucky to have such a choice.  
These years are also a unique chance to find oneself before having to earn a living (unfortunately, some students, through their own fault or possibly none of their fault, must earn their way through school and lose some of this opportunity for freedom.)  
Of course, this is also a time to have fun (even I like to have fun occasionally). Last of all, and perhaps most important, college is a time to finish the preparation begun in high school and before (which should be largely complete at the end of public education) to be citizens of this democracy—the one really basic requirement of a democracy is that the citizens be basically educated. Out of

our colleges should come the leaders of democracy.

As for actual study hints: The first requirement is that the student have an actual interest in school. If a person has no interest in college (excepting the Viet Nam problems) he should not be wasting his or the staff's time here.

When you come to college, decide you want to be here and make the most of it. The second requirement is an interest in your courses. Obviously, the student's major field should be of interest to him, as well as being an area of talent.

I have changed my major twice already and will change it once more. The basic thing to remember about studying is that it is an individual matter. As Steve (Patrick Henry) Abbot said—teachers don't teach you, you teach yourself. They merely provide an atmosphere conducive to learning.

Specific tips: 1. Go to class! No teacher is so bad that you can't learn something from him or her. After all, you won't always have a choice of who you will associate with, and you won't always be able to avoid unpleasant-seeming people. Perhaps you will learn more from someone who challenges your basic beliefs than from someone with whom you are always in agreement.

2. Keep up in class—reread your notes from day to day. This not only helps you learn and remember more, but it immensely shortens the time required to study for tests.

Do assignments as soon as possible—it may seem that you have a very long time, but you don't.

4. Go to the professor for help, he will appreciate your interest in the course. And don't let yourself be shunted aside by a professor or administrator—stand up for your individual rights. Professors and administrators are very human. They will try to do things the easy way if they can. If you feel you have been taken advantage of for no fault of your own or for efficiency's sake stand up for your rights!

5. Take the extra time to learn the course and learn the course material not just for the grade, but for the information and understanding of the course. This is what stays with you.

6. Study for tests to learn and review and don't use old tests as the only study material—your notes and the text—the old tests can only show the type of test to expect.

7. Use all your time. Forty-five minutes of concentrated study is much better than two hours of day dreaming. Also, every spare minute adds up and leaves you with much more free time.

Finally, remember that total education is what is important. Read newspapers, magazines, watch news programs, read extra books. College is more than text books.



## Our Man Hoppe

### Ronald Reagan Also Spoke

Arthur Hoppe

**Campaigning with Reagan**  
Having spent four days following Governor Brown, a spirit of fair play moved me to hop over to Mr. Reagan's campaign to analyze equally his grasp of the issues, his style of delivery, his electioneering strategy and to seek for omens.

And so it was that at 8:30 the other morning I joined Mr. Reagan for his first major address of the day. In the Hall of the Crucifixion.

The Hall of the Crucifixion, in case you are unfamiliar with the beloved shrines of Los Angeles, is a beloved cathedral-like structure high atop the highest beloved knoll in Forest Lawn Memorial Park—the world's most beloved (cq) cemetery.

The occasion was the monthly meeting of the Forest Lawn Employees' Association. And a jollier lot of mortuary attendants, burial ground keepers, plot salesmen and souvenir vendors you'd never want to meet. Never.

To hear them, 600 voices strong, sock out "Smile, Darn Ya, Smile," in the Hall of the Crucifixion at 8:30 in the morning is an experience I'll forever remember. Forever.

But you have to lead up to an experience like that gradually. First you walk up the broad steps to the hall, past a huge ornate sign saying that this shrine is maintained only through the contributions of a generous public—specifically 25

cents each, children and the clergy exempted.

Inside the church-like vestibule is another sign saying shorts and similar tourist-type attire are out of place here, but "smocks are a available free of charge." And through that is the very Hall of the Crucifixion itself, which is an auditorium.

The huge wall down front was covered with drapes. A lady employee politely explained that behind them was a vast painting of the crucifixion. But it wouldn't be uncovered "because of the secular nature of the occasion."

A piano and an organ were banging out lively tunes to warm up the audience. Stage center was a carved oak rostrum with a spray of carnations and gladioli in front of it and the American and Forest Lawn flags on either side. Mr. Reagan sat in the front row in a maroon sport coat, looking brave.

Following a prayer and the Pledge of Allegiance, a gentleman wearing a grey suit, glasses and a throat microphone cried: Let's show our illustrious guest how Forest Lawn can sing." And, stomping a foot, he led us in not only "Smile, Darn Ya, Smile," but

"Marching Along Together." "The More We Get Together" (the happier we'll be), and not one, but two verses of the Star-Spangled Banner.

Mr. Frederick Llewellyn, the executive vice president of Forest Lawn, took over and said, "Good Morning."

"Good morning," chorused the crowd.

"Oh, we can do better than that on this bright sunny morning, can't we?" he said. "Good morning." And they did thunderously better.

Mr. Llewellyn then read a long list of employees who had broken legs, recent surgery or were otherwise snug abed and said we should "remember them with card or letter as we would like to be remembered."

Afterward, he presented bonds, pins, certificates, presents and cash to numerous other employees for their suggestions, their length of service or their retirement, calling each by his or her first name.

"We at Forest Lawn," said the lady next to me happily, "just love these get-togethers."

The candidate also spoke.

## THE WHISTLER

...andy taube

Sorry about the title fans. I spent several hours trying to think of a sexy or obscure title to show my attachment to the intellectually electrifying atmosphere of this institution of higher learning.

But everybody's got to have one, so why not "The Whistler?" For Steve Abbott and all the English buffs, I did however manage to sneak in a reference to e.e. cummings in my name (check out the small caps, Stevie babe).

Which brings me to my first point, i.e.: Steve Abbott, Carl Davidson, et. al.—as a student I resent being told that everyone on this campus wallowed in lethargy till these two champions of liberalism stirred our child-like minds. If you want the real champions of student rights, I say look at the Student Senate.

The people really responsible for a changing student government can be traced from Schauf and Doerr back to John Lydick. Where were you, placard bearers and bearded waders, when the Constitutional Convention spent countless hours changing a sterile student government?

The men at the helm of student government today are not there by accident or because they are in cahoots with the administration.

They are there because the student body trusts responsible leadership. The task of changing to a dynamic and meaningful student government is not an easy one in an arch-conservative state like Nebraska.

In my opinion, Schauf can bring us closer to this goal without upsetting the applecart.

Now, let's move on to a revelation that may come as a surprise or shock to many students. Those metal boxes hanging over the street on fourteenth are traffic signals for the benefit of freshman from Osh Kosh or Pender, green means go; red means stop).

Every year our Townies are plagued by bleary eyed "Susies" and "Billies" swarming across the street like lemmings to the sea. This year, instead of again debating to close fourteenth street immediately or considering having sixth grade traffic monitors, let's just pay attention to the traffic lights.

# Campus Opinion

## Another Bill Of Rights Comes First

Dear Editor:  
Have you ever been called a nigger? Been ashamed to be white? Been ushered out the back door of a church and met outside by State Police with rifles in hand? Been run off the road by a truck at the entrance to your campus? Lost a job because your references included a Negro college?

If you have you might well realize how ridiculous over publicized the Student Bill of Rights is. The talent and energy that pulsates through a university campus should not be wasted on foolish arguments for changes that will receive little attention once the excitement of battle is over.

Students seem to gripe universally that although they are expected to act like men and accept certain responsibilities legally, they feel they are treated like children when their educational institution imposes rules it has decided are for the benefit of the overall goals of an academic community. Perhaps if these students were really the men they claim to be, they would realize there is a much more far-reaching Bill of Rights that needs immediate and active support of every citizen of our country.

However new I may be as a NU student, I am not new to America. In the last twenty-some years I have seen something even more glorious than chivalry die—that something being the patriotism and spirit of human unity that is desperately necessary to keep any nation alive.

Consider a local example, namely the Saturday football games. I don't deny that this school has spirit—during the game. But what happened to the "Star Spangled Banner" or the school song??? The "Can-Can from Ballet Parisienne" would have gotten more attention than they did.

Are people here embarrassed and afraid that someone might actually hear them if they sang out? Or is it they don't know the words to either song? One certainly couldn't learn them by listening on Saturday afternoon!!! But what has this to do with being called a nigger or standing up for constitutional rights? Only this—if those people, who now claim their personal rights as adults, cannot be BOTHERED with such a small (?) thing as singing OUR National Anthem, how can they find the time to learn the detail of actual happenings in the country they are preparing to lead?

Or are the educated youth of America merely willing to accept the word of newspapers (national as well as campus) as the final authority? We are forfeiting a much more important freedom than housing regulations when we sit back on our largest muscle and settle for talk about unfortunate circumstances. Good grief, Charlie Brown, if you believe in something ACT on it!!! There are opportunities throughout the country and the world for people to do something worthwhile and lasting for mankind in general and the United States' future specifically. Why not seek them out?

Admittedly the brutal murder in Selma of an alumnus of my own college precipitated my seven month sojourn in the South. However, hired first to teach high school classes and later as a faculty member at a Negro college, I discovered there was definitely more to life than fighting with the Dean of Women for 11:30 hours for women on Friday nights. (Yes, I said 11:30).

The people I met in Alabama were working for an education against an unbelievable poor school system and an impossible political structure while we had spent four years in our cozy college planning strategies to make the administration allow women to smoke on campus.

Now I have never actually advocated sit-ins, pray-ins, etc. My only "civil rights" activity has been to respect a person for what he proves himself to be and try to set an example by my actions. I don't happen to agree with the majority of the activities SNCC sponsors, but that has not lessened my friendship with certain of Carmichael's allies. Our difference of opinion has merely served as a basis for respecting separate ideas.

Everyone is not willing to risk encounter with police or other "influential" administrators in that section of our country associated with civil rights issues. However, there are plenty of other areas that need interested and educated participants.

Although some are actually not aware of it, we are in a war. Eliminating, of course you patriotic individuals who devote your energies exclusively to dodging the draft, college groups can bring strong support to USO groups. Government agencies on all levels need active people to take a stand and work behind the scenes.

Also there are numerous foreign opportunities for students to act as ambassadors for our country. Through educational exchanges students have already tremendously affected foreign attitudes toward America.

Coming from two campuses where doors were always opened for me, I have lately been tempted to comment bitterly about the gentlemen on this campus, but I have thus far refrained. Perhaps if this is published, certain of these gentlemen will take even greater pleasure in slamming doors in my face.

Oh well, if they believe it is worthwhile and know it is the best possible way their talents can be used, then I must respect them for standing up for what they believe in. What stand are you willing to take?

ANN KAUFMANN

## Disappointed!

Dear Editor,  
I am really disappointed with the students at this University, and even more so with the majority of the people in the state.

So far, the only comments I have heard after Nebraska's two football games have either criticized the play of the team, the coaching of the coaching staff or the rulings of the officials. Occasionally one might hear someone sighing, relieved to have won one more game and to have kept our beloved winning string intact.

I am all for football, and all for winning too, but I don't think we should become obsessed not only with winning, but with winning by a tremendous margin. I can remember when I was happy to see Nebraska win any game, and when the people of Nebraska counted a season successful if we beat Oklahoma.

Coach Devaney has done a tremendous job in the short space of time he has been here. He took a team which was not even mediocre and turned it into one which has seldom left the national rankings. And he could not have done it without the wholehearted support of all the members of both the team and the coaching staff.

Any person who thinks that these men don't give all they have every Saturday, every week, and throughout the year is sadly mistaken. Nebraska has played and beaten two tough foes: TCU, possible candidate for the SW Conference Title; and USU, ranked sixth in the pre-season polls.

It is really a shame that the people of this state are so overly concerned with winning when so many important issues are passed over, such as the University's budget, the civil rights movement, the war in Vietnam, and the improvement of education within the state. I didn't realize the national title or a bowl game was that important.

John Galt