

TO DREAM THE IMPOSSIBLE DREAM

... By Gene Pokorny

Two weeks ago in this column a model was proposed of the student of the future, the student who would accept his opportunities and responsibilities equally, and who through his actions would create a better world and University.

Under the subhead "Making the New Student" in that column, a challenge, in a sense, was issued to all of us. It was proposed that the fundamental task facing all of us is education. We all must not only educate ourselves in how to face the problems of the last half of this century, but through our organizations and activities we must reach out and help educate others.

The entire student body needs to be further educated. No one group can honestly claim to know all the answers, and thus deserve to be in the teaching role all the time. Rather, the teaching and learning roles will fluctuate, for different groups at various times will occupy each role.

Since the last column some students have asked, "What are some examples of this new student, and how does he show his concern for bettering the University and the world?" "What can I do?" What follows is an attempt to answer these questions — an incomplete answer, to be sure.

This fall a number of students have accepted this challenge of education and have tried to give the student body a greater understanding of what it means to be an adult in the University community and the world. Dick Schulze has tried to do this with his student conduct committee. He sees that the job of the committee is not only to formulate and clarify a bill of rights, but it is to educate the student body of what "total education" means, and what it means to be a responsible community.

The committee in its first effort in this direction held a symposium last week, which in terms of participation was less than a total success. But it was a beginning. The committee should now consider enlarging itself to include other interested students. It should form a number of panels that would go to living units and other organizations and lead discussions on the subject of "total education" and "student rights." If the student body does not have the time to go the Union for a symposium, then, if the committee believes in what it is doing, it should go to the student.

The ASUN student advisory board committee led by Mel Schlacter is another example of a group which is performing an educative role. And perhaps more importantly, it also has created a set of campus structures through which the responsible student can learn and get involved in the decision-making process of the University. But now that the committee has proposed the advisory boards and gotten them approved by ASUN, it's work has just begun.

The committee must now educate the student body of what the advisory boards mean. It would be a large setback in the realization of our hopes for a better University if the student body, because of a lack of understanding, were to fail to realize the potential the advisory boards present for real involvement in the making of decisions that vitally effect a student's life in college. The student advisory board

committee should perhaps through means similar to those of the student conduct committee, try to educate the campus about the great potential of the boards, and why good people are needed on them as representatives.

The work of these two committees is a good example of what increasingly needs to be done at this University. These committees, each in their own way, are trying to prepare the student body for the roles they will have to assume in our society.

But there are other groups doing this job too. SDS by its teach-in on black power is educating the student body about one of the most important social events of our era. All of us in one way or other in our lives will be making decisions in regard to this social phenomenon.

The decisions we make will be extremely important for the domestic well-being of the nation. SDS sees this, and is trying to provide knowledge about the subject, so that the decisions we make in our lives will be more intelligent ones. Granted some areas in regard to black power were either intentionally or unintentionally overlooked in the teach-in, but at least it too was a beginning.

More From ASUN

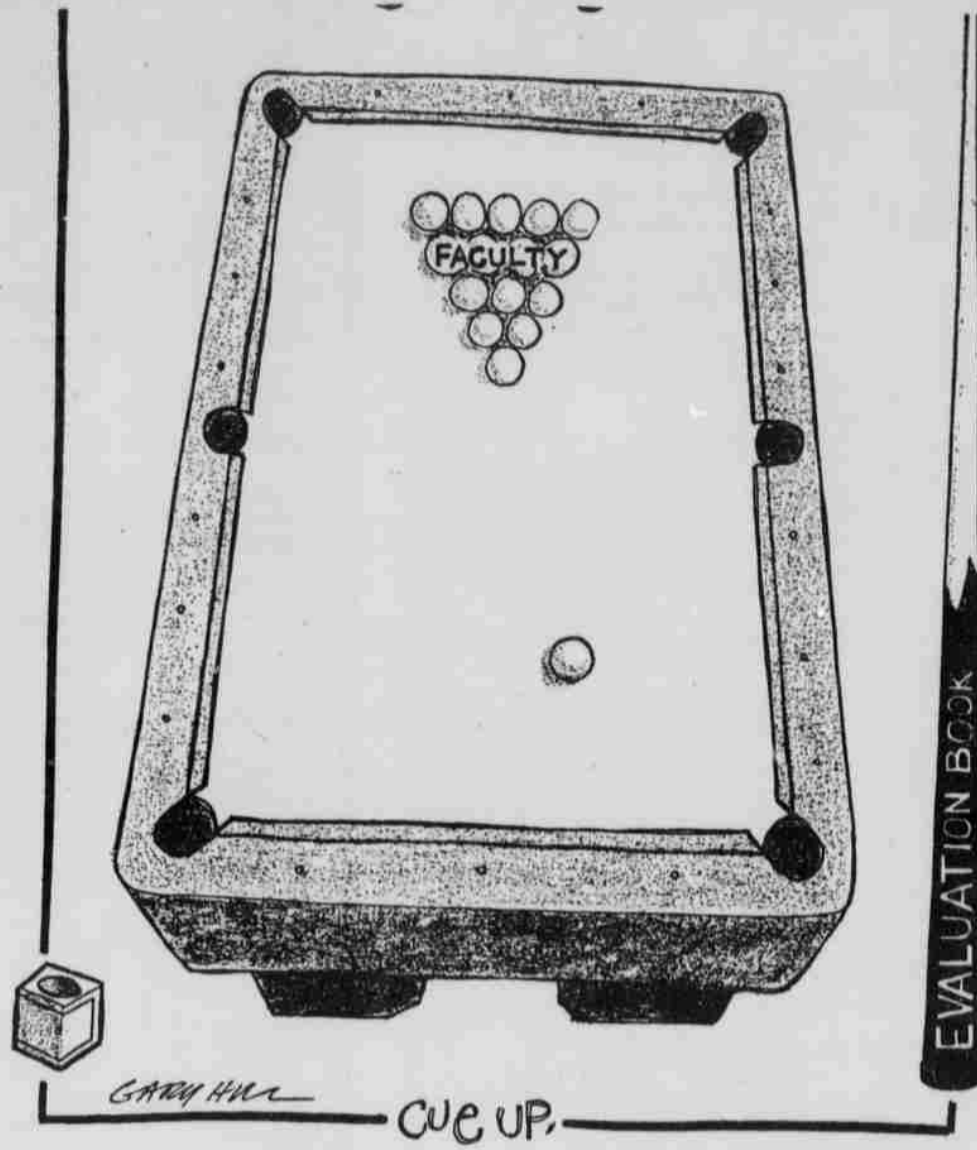
Perhaps the greatest impetus to the task of educating the student body could come from a further renewed ASUN. This would be an ASUN which saw itself not merely as a regulating body, but also a programming body. It would be a group which assumes as its task the job of educating the student body to face the problems of our society. ONE SPECIFIC STEP FORWARD IN THIS DIRECTION WOULD BE FOR THE STUDENT GOVERNMENT TO JOIN THE UNITED STATES NATIONAL STUDENT ASSOCIATION.

By participating in the activities of the NSA, and by either accepting or rejecting their policy decisions after discussions about them on the local level the task of education here at the University would be furthered. ASUN should intentionally be fostering campus discussion and decisions about some of the problems facing us today in the world and country. Membership in the NSA would help accomplish this goal.

The University student government throughout the 1960's has stood on the sidelines of the most significant domestic event in our country's postwar history—the civil rights movement. As a result of this lack of courage on the student government's part in the past, all the students who went through the University in those years lost something.

They lost a chance to acquire knowledge, insight, and the courage needed to make the right decisions in their lives. These lost opportunities cannot be recaptured, but we can keep similar things from happening today and in the future. ASUN must assume its job of leadership and education in the future.

At the beginning of this column the question was posed, "What are some examples of this new student..." "What can I do?" I hope through the specific examples given above some partial answers were seen. The full answer to these questions, however, is still to be found and defined on this campus; it will be defined only in the individual actions of all of us. The "Impossible Dream" rests upon our finding the right answers.



Our Man Hoppe

Goodguys Were Dead Right



Arthur Hoppe

Once upon a time in the Beautiful Green Valley where the wildflowers grew an argument developed over who should be allowed in The Club.

There were lots of members. But The Club was really run by the Goodguys who believed in Wonderfulism, and the Badguys, who believed in Awfulism. That's because they were the only members who bred Psnxtls—those voracious monsters with gobby jaws and poisonous breaths rightly feared by one and all.

Indeed, they were so frightening that even the Goodguys and Badguys wouldn't take their Psnxtls out for walks, for fear their breath would poison the air, or they would get loose and eat everybody up. So the Beautiful Green Valley dwelt in peace, the wildflowers flourished and all were happy.

All that is, except for the Terribly Badguys, who believed in the Awfullest Awfulism. They were so awful the Goodguys refused to nod when they passed on the street. And even the Badguys would say only snide and nasty things to them. Which was safe, for the Terribly Badguys didn't have a single Psnxtl to their name.

The Terribly Badguys stamped their feet in rage and said, "We're going to breed our own Psnxtls and when we do, we're going to turn them loose to eat up everybody in your stuffy old Club!"

Some members were afraid. But the Goodguys said, "Hmmp! Psnxtl breeding is a rare art form. Don't worry, it will be 20 years before such backward people as the Terribly Badguys can breed a Psnxtl."

Everybody felt much better and the Goodguys and the Badguys sat around the Club admiring each other's Psnxtls, chatting about the moon and deyring the Terribly Badguys.

In five years, the Terribly Badguys proudly showed off their first Psnxtl.

More members were afraid. But the Goodguys said, "Hmmp! It's only a crude little Psnxtl. Besides, they don't have any way to send it anywhere. What good's a Psnxtl you've got to keep at home? Don't worry, it will be ten years before such a backward people can perfect a delivery system." And everybody felt much better.

The following year, the Terribly Badguys triumphantly showed off their delivery system complete with Psnxtl.

Just about every member was afraid. But the Good-

guys said, "Hmmp! It's only a cheap, local delivery system, barely good for sending a Psnxtl next door. Are you going to let those Terribly Badguys force their way into our Club? Don't worry, it will be five years before they can put together a long-distance delivery system and send Psnxtls all the way across

the Beautiful Green Valley to eat everybody up." So everybody felt much better.

Moreover, this time, lo and behold, the Goodguys' prediction proved absolutely right. Almost to the minute.

Moral: Better dead right than dead wrong. But not much.

Judy Mahar's Column Left

Rush Week... "file card personalities... quick decision for a lifetime..." as a Cornhusker writer put it a few years ago. Although Rush Week 1966 has long since been buried under the rubble of functions and blue books, plans are already being considered for sorority rush techniques next summer.

For example, a subject which has been absently kicked around for a few years now is finally commanding the Panellenic spotlight. A composite rush book, to be specific, was suggested a few weeks ago, discussed in Panhellenic, researched to a degree, and voted upon in houses last Monday. At the up-coming meeting, delegates will vote for their house, with a 2-3 vote necessary to pass the composite rush book.

Externally, the debate on a composite book centers around strengthening the Greek system in general and the sorority system in particular at the University. Currently, each house organizes its individual rush book, makes a separate contract for printing, arranges for pictures, writes copy and mails the book to which ever girls the house chooses. Therefore, a high school girl may receive anywhere from zero to 18 rush books during the summer.

The argument in favor of the "old system" of a rush book per house usually stresses the individuality of a house that is portrayed in each individual rush book. And, the argument continues, a composite rush book would of necessity eliminate this individuality. For example, the Alpha Beta house could stress their creativity, vitality and outstanding members in their own rush book, but couldn't achieve the same individuality in a composite book.

Personally, I think the entire argument of "individuality" in a rush book is absurd. Any fairly competent journalist in a house can make that house seem like the only worthwhile house on campus by emphasizing that, for instance, "We have not four, but five girls in knitting club,

and knitting club is THE activity on campus." For all the bewildered rushee knows, knitting club is THE activity on campus. So the individuality of a rush book never does really center primarily around the individuality of the house, but around the creativity of the rush book editor.

The primary advantage of a composite rush book is the unity it may provide for the sorority system. The uniformity of such a book, i.e. four pages per house, same quality of printing, somewhat the same layouts, is the strength, not the weakness of a composite book. Houses which have something to stress, and what house doesn't, can easily emphasize these points in their choice of pictures or copy.

In the last few years, the IFC rush book has devoted several pages to the fraternity system as a whole. How many excellent girls never even participate in rush week simply because they are not sold on the system as a whole? How many houses at NU start rush week a few steps behind the others because they can't afford the quality of rush book available to other houses?

Finally, I simply can't believe that many rushees decide they want to be a member of a particular house on the basis of an individual or composite rush book. The decision is made after meeting dozens of girls in the house, talking to a few in particular, and watching the house as a whole during rush week. Therefore, the strength of any rush book, individual or composite is in selling the sorority system, and attracting these girls to the concept of Greek life.

It is certainly no mystery that the Greek system at Nebraska is less than stable at times. Although a composite rush book would only be a small step in unifying sororities, it would provide a sense of unity which is otherwise unavailable to the high school outsider.

Campus Opinion

IDC Arguments Fail

Dear Editor: As residents of Cather Hall, we feel that the two dormitory students who represented "a lot of people on East Campus and a large segment of Cather" either purposely or through their own ignorance have misrepresented the proposed IDC constitution and its purpose. Their argument has (a) specific good point(s) but fails in its criticism as a whole.

1. Cather Hall did indicate a desire for an IDC in their house meetings last year.
2. The name of this organization is of little importance — its purposes, as clearly stated in Article II is "to coordinate member Residence Halls..."
3. The council can not "legislate for the dissenting dorms..." but only for its member halls as stated under Legislative Powers, Article VIII, section 2-A (1).
4. In view of the fact that the committee has been drafting the proposed Constitution since January, the suggested last-ditch amendments, involving basic structural changes, are rather untimely. Was it too cold for gunners last January?

We hope that dormitory residents will form their own ideas through a simple reading of the proposed Constitution and will not be influenced by opinionated articles, pro or con. In any case, the issue is of sufficient importance to merit the responsible study of every dormitory resident.

Charles Chaplin
Mike Glode
Bill Kennedy

IDC Ratification Urged

Dear Editor: The Interdorm Council (IDC) constitution comes up for a vote of approval by the residents this Monday. We urge resident hall members to vote for ratification.

The Daily Nebraskan in its Thursday editorial urged ratification. An article in Friday's paper told of some criticism two students had of the IDC constitution. Their criticism is not valid.

1. IDC at present is more a coordinating body than a legislative body. Therefore, it cannot and will not dictate policy to any unwilling dorm.
2. They also attacked the name. This is a minor point. The name, Interdorm Council, is adequate. Nothing more need be said.

3. These students asked for two questions on the ballot: a) if there should be an IDC and b) approval of the constitution. This is unnecessary. The dorms have already stated their desire for an IDC. It is not necessary to vote for an item that has already been approved.

4. It was stated that one of the students proposed some amendments to the IDC constitution and they were "defeated for no logical reason." They were not defeated, they never even came to a vote—rather, they died for lack of a second. They were all presented on one massive sheet in the form of: take all or nothing. No one was willing to take all — and the constitution would be worse off if we had.

IDC has much potential. It is a body which the University has long been in need of.

A.R.A. urges you to read and consider the merits of the constitution for yourself. We are sure that, upon reflection, you will vote for the ratification.

David C. Shonka
ARA secretary
IDCC representative
Abel Hall

Who Killed Joe College?

Dear Editor: The Place: 14th St. Campus
The Time: 8:31 a.m.

Joe College has just rushed out of the Student Union. He is late for his history seminar.

John Routine is speeding his car up 14th St. He is late for work.

Both men approach the intersection at precisely the same time.

Joe College sees that the light is red but neglects to obey it. Why should the Students always cross against this light and the cars usually stop.

John Routine observes that his light is green and his right foot becomes heavier. He spots a pedestrian crossing the street against the light. His mind functions—"Damn college kids have no regard for anyone. I'm late; this time he'll wait."

Both men continue.

A sudden screech of brakes; a painful cry; Joe College is dead.

The Result: 14th St. is closed to the public.

The Price: The life of a 21 year old University senior.

A Question: Who killed Joe College?

Must this be the price?

James Cotter

A Reciprocal Complaint

Dear Editor: I was quite ticked off when I received a letter yesterday from the Office of Student Affairs informing me that I should pay an overdue parking ticket before any blemishes appeared on my record.

I would like to know why the University has received no blemishes on its record for neglect to pay its monetary obligations promptly.

Well, Student Affairs, I too am in need of a few skins. I have other financial obligations to meet, but cannot do so until I get my scholarship refund (which incidentally, was supposed to be due to me almost a month ago).

Being unable to obtain my refund, I tried to get a student loan to tide me over until the first of the month. But this too was denied (something about a 2.25 the previous semester). At the present time I am in debt to my friends and to the bank, and under the circumstances, they come before the Almighty Admin.

Since this is a reciprocal complaint, I will close reciprocally; Admin, you get no money until I do! I sign this irately.

Michael Ready

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Closet Case

BY FRANK PARTSCH



Several semesters ago, students leaving Burnett Hall through the impassable east door discovered a well-worn hard rubber Heel lying in the hard-packed Nebraska turf beside the sidewalk.

As Nebraska students are wont to do, they immediately began to assemble a body of tradition to surround the Heel.

The Lay of the Heel, of course, has been difficult to assemble and validate, but my exhaustive study of the erstwhile footwear has yielded the following conclusions about its origin and purposes.

Of course the original owner of the Heel has not been located. Some say it fell from the shoe of Irving Halitosis, a dorm resident suffering from room-and-board payments.

Another school of thought (there are some of them these days, if you look beyond the trappings) insists that the Heel belongs to Joe Bleek, who tripped and was drowned by a lawn sprinkler during a heavy downpour one February.

Still others feel that the Heel is still attached to a shoe, and the shoe is still attached to the body of Zsa Zsa "the Claw" Smith, dean of women 1903-75, who was lynched and buried by angry coeds when she tried to stamp out unchaperoned lemonade dates.

My favorite version of the Heel's origin is found in Prof. Jacob Grisley's masters thesis: "Shoes and their Effects upon the Economy of St. Louis, 1970-72, Projected."

Grisley maintains that the Heel is actually a forgery, and is really a piece of bone knocked from the jaw of an Alpha Gamma Roach active by a super-enthusiastic sneak-bound pledge during Vespers one morning.

But perhaps the most accurate account of our tradition comes from "The Diary of Anne Fink," who insists that the Heel was formerly an intricate part of the University's computer, and was stolen and planted there as a symbol of the University by Pfc. Jean Phleem.

Seems as how Miss Phleem, a sophomore in Pfasterolosis, is presently serving with our boys in Viet Nam as a result of a slight computational error.

University men, up to their old tricks, have lured sundry coeds, unsuspecting and otherwise, to the site of the Heel on various ruses concerning the validation of coedship, fanness, and Kulture.

In spite of all of this, the Heel has remained to me but a meeting place, where you can stand and be found amid the rush of rabble that inhabits the halls MWF am's.

"I'll meet you at the Heel," has become a byword and an effective one at that. You can imagine my concern, two weeks ago, when I found that the Heel had been stolen.

Seems as how a scholarship student, who is still waiting for his Oct. 12 refund check, has nailed it to his shoe to keep his feet from freezing.