

Editorial

'Fan-atics' take the fun out of athletics

Nebraskans have long had a reputation for taking their football seriously — maybe a little bit too seriously. But reports coming out of Texas last week indicate things are even worse in the Lone Star state.

This time, it's not at the college level. Even worse, it's high school football.

When Crosby High School coach Ronnie Davenport and his two assistants took the field for their game against Galena Park last Friday night, they were wearing bulletproof vests.

Some fans, it seems, were so disgusted with Crosby's 1-5 start that they phoned death threats to the coaches.

It is an incident that, unfortunately, shows how important athletics are to some Americans.

Sports should be fun, regardless of what level they are at. You can bet that for Coach Davenport and his team, the fun is gone for this season.

It is sad to think that any coach would have to fear for his life because of his team's poor record. What is even sadder is that Texas officials are just now beginning to realize there is a problem.

According to a report by United Press International, high school officials met in Austin Sunday to discuss whether the state takes football too seriously.

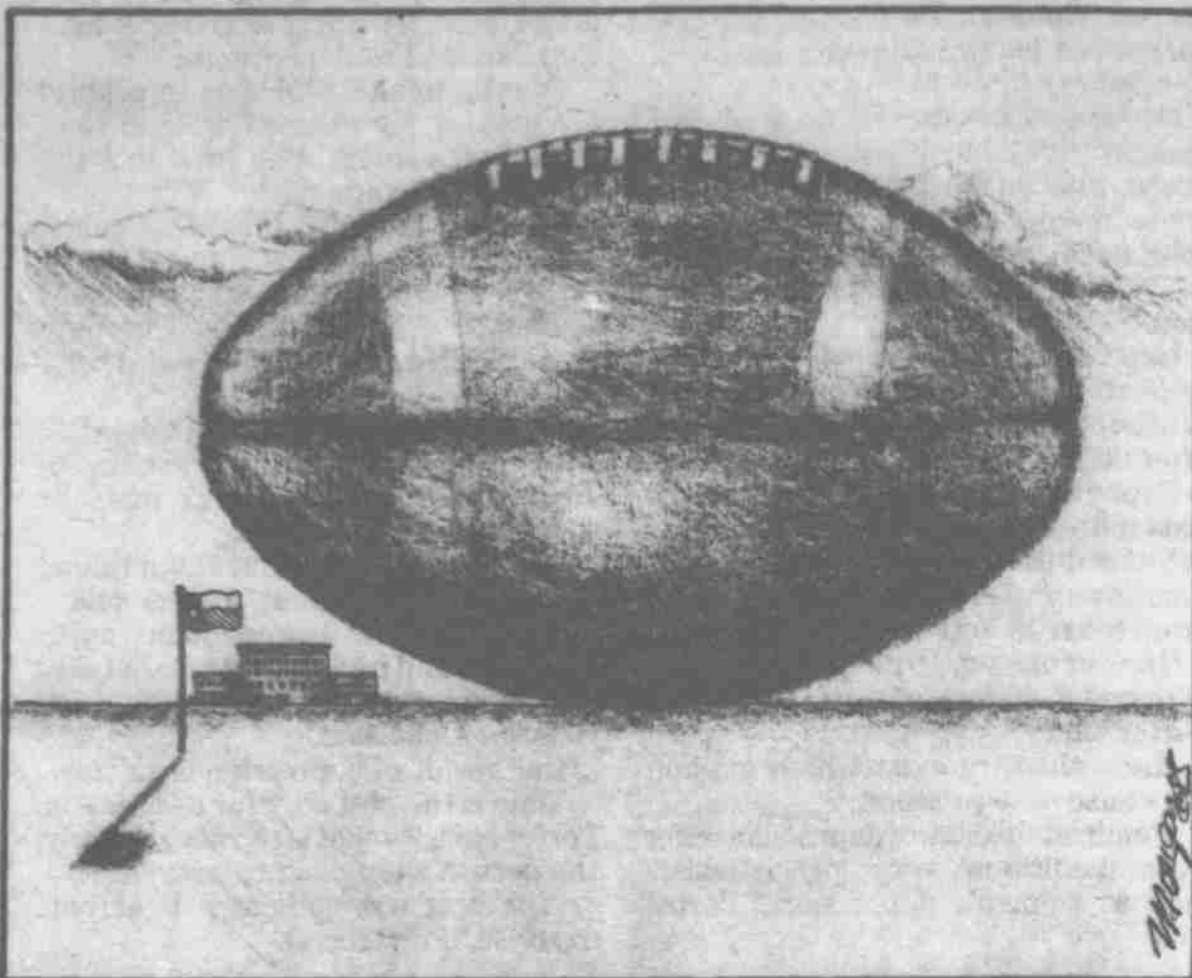
Come on, folks. When a coach has his life threatened, does it take a meeting to determine that football is being taken too seriously?

There have been reports in the past of parents holding their children back in junior high an extra year just so they would be more mature when they started playing sports at the senior high level.

Earlier this fall, a panel determined that athletics are overemphasized in Texas high schools. In fact, according to UPI, the committee found some schools in which only one hour in four was devoted to academics.

At this point, the only question left for school officials to discuss is what action to take to lessen the pressure on high school coaches and athletes.

The incident at Crosby should make people in Texas and across the country think about what our priorities are. If athletics are so important that a coach has to fear for his life, those priorities are wrong.



Rebirth of quality education is essential

A good education is invaluable, today more than ever. The complications of modern technology require educated minds to utilize and advance that technology.

received. The fact is that our university, as well as every other educational institution, needs more funding — money to build our program availability to meet the increasing student demand.

Until that funding is made available, schools have to make the best of what resources they have. That in itself creates more educational problems. Schools have been forced to increase class size to meet rising student needs. It seems that the quantity of students educated has become a bigger priority than the quality of their education.

One professor teaching 300 students a three-hour course yields a ratio of 1 (professor) to 900 (credit hours). Conversely, a professor who teaches a class of 20 students a three-hour course yields 1 (professor) to 60 (credit hours). This has created a quantitative aim in the administrators. They see the 1/900 class as being more cost efficient and productive than the 1/60 class. This could ultimately lead to large classes as being the rule, with small classes the exception.

And then there is the problem of getting good educators. The salaries of teachers are some of the lowest in any profession. Because of that, education is losing many talented teachers to private industry where the salaries are much higher. According to a story in U.S. News & World Report the average starting salary for teachers is \$12,800, compared with

\$16,200 for accountants and \$20,364 for computer scientists.

A master's degree may raise a beginning teacher's salary to \$14,000 a year, but engineering with master's degrees receive \$11,000 more as starting pay. If you were deciding between two jobs, one which pays \$14,000 a year and one which pays \$25,000 a year, which would you choose? No one can blame teachers for leaving the schools and going into other fields. In order to get and keep talented educators, salaries must be increased.

It is going to take money from an already over-taxed country to shape up our educational system. If we continue to allow the quality of education to decay, how can we expect to compete with other technologically advanced countries like Japan or the Soviet Union? The United States cannot afford to let public education lapse. Our future as a nation depends on it.

Janet Ward

Yet, at a time when education should be a top priority, our nation seems to be unable to consistently provide the support for quality education. Programs are being cut while classrooms become larger, and teacher morale is declining rapidly, because of, among other things, low wages.

Students at UNL are no strangers to program cutbacks. The availability of classes has not increased to keep up with a rising student population. This is apparent every semester during registration. We have all experienced the frustration of, for example, registering for five classes and getting into three of them. And then attempting to add more classes only to find the ones we want are closed.

The fault is not the university's; our administration is doing the best it can with the funding

Nothing says 'you' like your food

Another terrible scene in a restaurant:

"I would like the Salisbury steak, medium, seven brussels sprouts and two new potatoes," said the young lady, primly folding her menu.

"Just bring me a great big platter of that spaghetti Bolognese," said her handsome escort enthusiastically.



Arthur Hoppe

At that, she leaped to her feet. "I'll never marry you, Hobart," she cried, throwing down her napkin and storming out. "You have a tangled personality and your life is a mess."

The poor young gentleman. He was obviously one of the few people who have not yet read the new bestseller by that popular psychologist, Dr. Homer T. Pettibone, D.V.M. It's titled "You and Your Vital Food Signs." Excerpts follow:

Nothing says you like your food, (begins Dr. Pettibone). If you wish to hire an employee, sign up a business partner or take on a romantic relationship, don't listen to what your prospects say or watch what they do. Simply observe what they eat. And, remember, they will be observing you.

You can see, then, that you should fit what you eat to the situation at hand. Let us say you are dining with the head of the CIA, who is looking for an agent to infiltrate Cuba and embarrass Fidel Castro with an exploding cigar or some other nuclear device.

As a test, he will undoubtedly serve you something either heavily breaded or hidden in a thick cream sauce. Ask no questions. Dive in. And when he passes the assorted chocolates, bite right into one, even though you don't know the code. What he's looking for is daring carried to the edge of foolhardiness.

How you eat is as important as what you eat. Those who mush their carrots in their stew to absorb the gravy are retentive, dependable types. But, unlike mushers, those who mix their peas with their mashed potatoes are either lazy louts, thoroughly muddled or both.

Lastly, (writes Dr. Pettibone in conclusion), never, ever under any circumstances eat a mango. If you eat a mango, yellow fibers inevitably stick out of your teeth and your chin turns orange. Everyone in sight immediately recognizes you for what you are: a neurotic misanthrope who doesn't give a damn what anyone thinks.

Dr. Pettibone, who is on tour promoting his latest contribution to popular psychology, was asked in a recent interview how he ate.

"I can tell you in three words," he said. "Always in private."

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Daily Nebraskan

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The Daily Nebraskan (USPS 144-080) is published by the UNL Publications Board Monday through Friday in the fall and spring semesters and Tuesdays and Fridays in the summer sessions, except during vacations.

Readers are encouraged to submit story ideas and comments on the Daily Nebraskan by phoning 472-2588 between 9 a.m. and 5 p.m. Monday through Friday. The public also has access to the Publications Board. For information, call Mary Conti, 472-6215.

Postmaster: Send address changes to the Daily Nebraskan, Nebraska Union 34, 1400 R St., Lincoln, Neb. 68588-0448.

Second class postage paid at Lincoln, Neb.
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