

opinion
READER

Grades, ozone layer, crossword puzzles

Readers ask DN to put puzzle last

Everyone we know agrees with us that we are greatly inconvenienced when the crossword puzzle is placed on the next to last page.

We study very much, so when we have a spare minute or two between classes to grapple with the literary conundrums we wish to avoid wasting precious time and energy performing intricate origami maneuvers.

Speaking on behalf of all the members of the local chapter of the Eugene T. Maleska fan club, we beseech and implore thee, whenever possible, to place the latticework of vocabularies on the back page of the Daily Nebraskan.

We exhort all those of like mind to write to the DN and voice your concern over this vital issue; and close with an incitement to our comrades: Crossword workers of the world unite!

Joel R. Burgeson
graduate
mathematics

Bob Wolz
graduate
education

Student uncertain who deserves A's

I would like to thank Bill Parker and Bryan Dawson (DN, Feb. 28) for their letter expressing their concern for the academic standards at the University of Nebraska-Lincoln.

While I appreciate their concern for those standards, I also sensed some ambiguities in their letter and am therefore unable to form an informed opinion about the essential issues. They write, "We feel that since we work all night in Hamilton Hall we deserve A's and nobody else does. This is why we never give A's in undergraduate chemistry courses (because everybody else is too dumb)."

Firstly, does "nobody else does" refer to the fact that no one else works all night in Hamilton Hall or to the claim that no one else deserves A's. Secondly, which interpretation is picked out by the "this" in the following sentence? The intuitive reading that others don't deserve A's because they don't work all night is unfortunately contradicted by the parenthetical claim. Thirdly, who precisely is being distinguished by the phrase "everybody else" -- chemistry students other than themselves, non-chemistry students across the university, to perhaps everyone in the world who is not enrolled in an undergraduate chemistry class?

They continue, "We are really, really smart because we work all night and we resent other people in much easier disciplines making all A's. For this reason we feel that Glover should be supported for his stand against students who want A's."

I sense, however, a syntactic ambiguity in the statement "We are really, really smart because we work all night and we resent other people . . ."

Do they mean to say that their smartness is manifested in the fact that they work all night and resent others, or do they rather mean that working all night produces their smartness and resentment? We can see the distinction more clearly in the two statements "Socrates is seen to be sitting because he is sitting," which is true, and "Because Socrates is sitting, he is seen to be sitting," which is absolutely false.

Fifthly, there seems to be a philosophical ambiguity in their statement "We resent other people in much easier disciplines." Do they resent others for agent-neutral reasons, (It is intrinsically bad to be in a discipline beneath one's smartness.), or do they resent others for agent-relative reasons (It is bad relative to my own concerns that others be in a discipline beneath their own smartness)? If for agent-neutral reasons it seems unclear

why they should personally resent them, and if for agent-relative reasons it seems unclear how it could be bad relative to their own concerns. Lastly, their statement "For this reason we feel that . . ." is also syntactically ambiguous in that "this" has no clear referent. Should Glover be supported because they are really, really, really smart, because they work all night, because they resent others, or because others are in an easier discipline?

Until all of these ambiguities are clarified I am unable to respond accurately to their argument, and hence unable to decide whether I should award any A's to my undergraduate philosophy students.

Bill Braun
graduate student

Rudeness in class frustrates student

I was sitting in my history lecture, anxious to soak up the knowledge that the professor was sharing, when my attention was drawn away from the lesson to an obvious and loud conversation a few students were having next to me. Shortly after being disturbed by this, I glanced over my shoulder to see three people with their heads resting on their folded arms over the desks. Then I tried to focus on the teacher once again only to notice another stu-

dent blatantly reading a novel.

I was irritated, and I felt as though the majority of the class had tuned out the professor and was doing various activities in addition to drawing my attention away from the lecture. I wondered, "Is there something wrong with me? No one else is taking notes!"

This is not an exaggeration, although it is not normally quite as bad as this in most of my courses. But, it is common to see students dozing off during class. But many times, it seems, I observe people who obviously are not taking notes, never mind listening to the discussion.

The main question that continually haunts me is, if these people really do not care to take notes or even listen to lectures because they would rather sleep or write notes (an activity that should have been abandoned with other high school pastimes), then why do they make the effort to even come to class? It seems to me that instead of being rude to the professor and annoying those who want to learn, these boisterous students should not even bother coming to class.

I cannot deny the fact that my mind sometimes wanders and I occasionally find myself dozing off, but I am very conscious about note taking and getting the most that I can out of what the professor is saying. I am sure that everyone else who is concerned about the importance of their education may

also find themselves in this same predicament from time to time. It is often unavoidable after an all-nighter of studying.

It is not these students who want to learn to whom I am directing my complaint, but towards those who make a habit of coming to class and sleeping, talking, reading other material, writing notes and whatever else one may do besides doing what they came to the university to do.

I am positive that some may think "Well, at least I am going to class!" My response is simple: Only go to class if there is a desire to gain information that the lecturer has to offer. Do not infringe on the rights of other students who want to learn by distracting them.

Julia Mikolajcik
freshman
news-editorial

Reader gives plan for saving ozone letter

May I offer my solution to the problem of the dangerously depleted ozone layer?

All chlorofluorocarbons should be internationally banned. Then, to repair the ozone layer, implement the following method.

First, manufacture liquid ozone. Then, load the liquid ozone aboard

large military refueling tanker aircraft. These planes would then climb to the lower level of the ozone layer at 40,000 feet. As they spray the liquid ozone, the strong upper jet stream winds will carry the ozone even higher into the ozone layer. The ozone layer could be maintained at its normal level after the initial restoration project by a minimal number of annual flights. However, I estimate the initial ozone restoration will take from one to five years and cost between \$50 and \$70 million. Since this is a global crisis, cost should be shared by members of the United Nations.

I urge everyone to clip this letter and send copies to scientists, environmental groups, the Environmental Protection Agency, congressmen and senators and to President George Bush.

Leonard DeFazio, Jr.
Batavia, New York

Anonymous submissions will not be considered for publication. Letters should include the author's name, year in school, major and group affiliation, if any. Requests to withhold names will not be granted.

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