

1969

Scorpion II

The Scorpion Staff

Follow this and additional works at: <https://openspaces.unk.edu/scorpion>

Recommended Citation

The Scorpion Staff, "Scorpion II" (1969). *The Scorpion*. 8.
<https://openspaces.unk.edu/scorpion/8>

This Book is brought to you for free and open access by the Underground Newspapers at OpenSPACES@UNK: Scholarship, Preservation, and Creative Endeavors. It has been accepted for inclusion in The Scorpion by an authorized administrator of OpenSPACES@UNK: Scholarship, Preservation, and Creative Endeavors. For more information, please contact weissell@unk.edu.

THE SCORPION K.S.C.

NO. 2



Do you have to
give up your identity
to make it

ARCHIVES
UNIVERSITY OF CALIFORNIA
LIBRARY
3741 HOLLAND
BERKELEY, CALIF. 94720

EDITORIAL

"Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech or of the press; or the right of the people peaceably to assemble and to petition the Government for a redress of grievances." (First Amendment to the Constitution of the United States.)

Fahrenheit 451 - the temperature at which book-paper catches fire, and burns ...

"I am just a student, sir, and I only want to learn but it's hard to read through the rising smoke from the books you like to burn."

Phil Ochs

THE SCORPION HAS STUNG KSC. The interest shown in our first meager effort has been more than enough motivation to continue. But the rude manner in which the Scorpion was treated upon its arrival was shocking. There was nothing in the Scorpion that warranted the gross censorship it received. The confiscation of the Scorpion that occurred in the administration building was more than shocking. It was outrageous. One is vaguely reminded of the book-burning pageant Adolf Hitler staged May 10, 1933 at the University of Berlin. On this day the youth of Germany were propagandized into burning thousands of volumes of such authors as Einstein, Freud, Marx, Gide, Proust, Thomas Mann, Zola, H. G. Wells, Remarque, Hemingway, London, Upton Sinclair and Helen Keller. Hitler's original 25 point program of February, 1920 included a demand for action against literature "having a disruptive effect upon the life of the people."

It may seem like a big jump; going

from the confiscation of a "sophomoric" underground newspaper to Hitler and his book-burning crusade. But this confiscation is not the only attempted management of thought KSC is guilty of. The Kearney State library supposedly has a subscription to "Ramparts", an award winning magazine that politically aligns itself with the New Left. But when one goes to the library to read "Ramparts" one finds only two torn-up copies available - one September 1968 and the other February 1968. Nobody seems to know what happens to all the other issues.

And what happens when one wants to read other current politically-oriented works? For example, does the Kearney State library have either of these autobiographies currently discussed - that of Che Guevara or of Malcolm X? Or the theoretical work done by Reiss DeBray on violent revolution? Another current best-seller is a collection of essays of Eldridge Cleaver, called Soul on Ice. Need I answer? The library has none of them.

These four works are all interesting, current, and critically accepted. But if Kearney State students want to read them, they must go someplace else.

Let us hope, for the sake of its

(editorial continued)

students, that Kearney State does not continue its policy of keeping literature "having a disruptive effect upon the life of the people" away from its students. Where could such a policy lead us?

Truth

Students demand your right to a free press! Ask the library for copies of unavailable books or magazines. They've got to give in. Students, grab those copies of the Scorpion before the administration destroys them. And with them your right of a free press. If you want something, ask for it. Silence is not always golden. Students be heard.

TO THE SCORPION, FROM THE PUNY
PEN OF "EL PRESIDENTE."

By Richard Kopf

I must apologize to those of you who hoped to avoid through these pages my oft times pious pronouncements relative to most everything. However, my role as self appointed social critic compels me to use every avenue open to me. (The ego is certainly a wondrous device.) Thus, I am afraid that your only salvation is to gently turn this page. For you more masochistic individuals, flagellate yourselves and read on.

Oh, the Scorpion! Certainly Mr. Joseph Gallagher was correct when he termed it "sophomoric". We all might agree that the first edition of the Scorpion was a humorous and at times

almost tragic diversion. Yea, it was an attempt. But to use the vernacular, the authors "copped out" -- they were afraid to mention their names. But why were the authors afraid?

I spoke to some people who knew some people, who knew certain other other people. Apparently the would be writers of the Scorpion feared some kind of retribution. The quality of the Scorpion will improve; but the fear of repression, I am afraid will still exist. It is not important if their fears are justified; what is important is that our academic community generated those fears. Since when is an expression of an idea grounds for fear? Why should individuals fear to inquire, indeed advocate? If it is true that Kearney State College inhibits inquiry, and sanctions only the "correct", we are all self-serving little hypocrites. The freedom to inquire is a right; if it is not granted it must be taken.

THOUGHTS ON INAUGURATION EVE

Orange County Pumpkin in the White House tomorrow:
Ghost of Horatio Alger Hiss
crawls out on Hallowe'en,
Dream of Charley Brown come true.

America's Lazarus resurrected by vox populi:
Where were you, Nelson Ostrich?
you didn't even try.
What pray you, Barry-Barry?
missiles, let'em fly:
Oh, Tom Dewey, I think I'm going to cry.

Crocodile Crier, chameleon cool,
Quaker-man with the eagle shriek,
Fifty-four hawk who coos.
Formaldehyde fresh new leader,
Sunsetter, old and used.

America's Lazarus resurrected by vox populi:
Clean Gene in the dust-bin,
memory forlorn.
Dead Joe back among us,
nightmare reborn.
Hubie Joy-Boy basking,
sold out to the fullest ---
Oh, I'm falling in love with John Foster Dulles.

Tomorrow is Witches' Sabbath in
Wheatbelly slaughterhouse Salem.

Twenty years of treason is good for any season,
Ring around the Red, let us kill him dead!
Point of order, Mister Chairman, we patriots require
Commie-Commie, pants on fire! - hang him on a tapping wire.
Missile in the thistle, whistle as we bristle,
Crisis number seven gets us into heaven!
Point of order, Mister Chairman, we patriots just said
Shoot'em in the head, better dead than Red!

Twenty years of treason, together let us reason:
Shake --- make 'em quake!
Rattle --- sabre your neighbor!
Roll --- back, to the brink-hole!

Twenty years of treason, let us quit our treason:
Leadership --- Hail the Leader, der Fuhrer, il Duce too!
Corpses charred horizontal, Armageddon upside down.

Orange County Pumpkin, formaldehyde fresh,
crashes Graham-Cracker blessed creche
in God-belly dollarhouse Salem.

JFK, RFK, MLK --- all dead and gone!
Dulles and Ike live on and on.
MLK, RFK, JFK --- up in the sky!
Black arm-band, Black flag, Black cry.
JFK, RFK, MLK --- you were the dawn!
Where have all the flowers gone?

(Editor's note) A possible solution!
Dear Mr. Gamache:

The editor of this paper would like the support of you and all the students and faculty alike in securing rights for each of us. You can do this by demanding your right of a free press. We are fighting for equality of students and faculty alike. You must help in that fight.

IN THREE HUNDRED WORDS OR LESS

By the time Kearney State students become seniors they have become pretty well indoctrinated. So it doesn't come as too much of a problem to answer clear concise questions like: Explain your philosophy of teaching, in three hundred words or less. But not all Kearney State students are indoctrinated. One submitted this as an answer to the above question.

Asking a person to explain his philosophy of teaching in three hundred words or less is absurd in the first place, and in the second place; how can an inexperienced immature twenty-one year old, with absolutely no teaching experience formulate a clear concise essay detailing his philosophy of teaching.

teaching has to be a motivation for students to learn. Students must not just be taught; they must be motivated to learn and to want to learn. Their learning is the Key. And it isn't too awfully hard to see that, as a whole, educational systems fail miserably. Approaching the end of my seventeenth year of being a slave to our educational system I can see how little learning actually goes on. As I look around my final three classroom courses I see large groups of puppets. I don't see creative, inquisitive young men and women about to enter the great vocation of teaching; I see young people who already seem old, people who are afraid to think, people that are more sheep than human.

As I sit here preparing this essay I wonder how many students who also have to answer this very question are sitting around racking their brains for some answer. How many will end up writing a stereotyped answer saying how they "want to educate the youth of our country so they may better themselves and others, or how they are not going into teaching for their own sake, but for that of their students, and how if they can motivate just one student to success their careers will not have been a failure"? I would imagine anyone who has to read groups of these

answers either ignores them for the most part, or goes insane.

I want to change the world. I don't want to graduate from college, get married, and settle down in some pleasant community to teach for the next forty-five years. My own school experiences lead me to believe that people who can't do anything else, teach. (or sell insurance) For those counting, I have just exceeded my three hundred word limit. Shall I stop thinking?

Certainly not. My philosophy of education cannot be expressed in a manner such as this. I'm not even sure what it is. I want to change things. I want to teach because I am going to change things. I am going to motivate students to learn, but not only that, I am going to motivate them to become aware, concerned, and dynamic. I won't educate them. They will do that on their own. Any teacher can only do so much, the student must do the rest. A good teacher will make the student want to do the rest. AND HE WILL.

To be involved, to be heard and to live up to the best that is in you, should be the goal of every KSC student. One can start right now to obtain this goal by becoming involved in the things that the students feel necessary.

Some of the things students feel very strongly about are girls' dorm hours, the grading system and the way one is not allowed to move out of the dorm if he wishes.

We want these issues to be talked about. We want you to be heard and we want your support of this newspaper. This newspaper is one of the ways in which you will be heard.

Talking to your friends about some of these issues, will help others come out with their opinions. We want the students to think about what they want, not what everyone else may want.

We care about what goes on in this college. We are willing to work to get what we want. We believe this paper will help us achieve our goals.

We hope the goals we are trying to achieve are the goals you want to achieve. You should find a way to achieve your goals, so that you are satisfied, that you are living up to the best that is in you.

Active

If you feel you would like to contribute an article to your Newspaper, you can by sending it to:

Scorpion News
P.O. Box 791
Kearney, Nebr.
68847

OH DEAR
THEY DID IT
AGAIN



BY THE
KID

POTPOURRI

"FICKLED FINGER OF FATE AWARD"

This week's "Fickled Finger of Fate Award" goes to --- Slater's Food Service --- for excellence in food management and production above and beyond the call of duty. We ask you; have you ever tasted anything quite like Slater's rib-sticking, always hot breakfast, that's ready at hand each morning? It is something to behold, and behold it you should! But for God's sake, don't eat it!

a deteriorating stomach

P.E. DEPARTMENT COMES THROUGH

The editors and publishers of this paper would like to thank the P.E. Department for opening the gym to students on weekends and week nights. It was a long time in coming, but you can be credited with being one of the first departments who have tried to help out the students and wipe away the name of "Suitcase College." WE THANK YOU!

If your plan is for one year, plant rice,
If your plan is for ten years, plant trees,
If your plan is for 100 years, educate men.

Kuan Tze

SCORPIO

SEVERAL CANDID OPINIONS REVEALING PUPILS IMPRESSIONS OF TEACHERS

Dean Hough, library science - interested in his field
Mrs. Redden, home ec - honest and frank, a helper of students
Mrs. Miller, math - helpful and fair, a virtue
Mr. Fitzke, math - can really put across to the students
Dr. Fox, chemistry - an admirable man
Mr. Anderson, English - stands in honesty and fairness
Dr. Welch, English - puts a love of creativity in living
Mr. Mullen, sociology - has an advancement in thinking
Mr. Conger, political science - respected and extremely fair
Dr. Spracklen, psychology - extremely fair
Dr. Sargeant, education - personable
Dr. Toker, psychology - gentleman
Mr. Stumpff, psychology - a thinking man, an understanding man
Dr. Campbell, education - fantastic
Dr. Underhill, science - dedicated
Dr. Sosa, language - Magnifico, si!
Mr. Karraker, art - Come back!
Mr. Young, business - young enough to communicate
Mr. Crocker, music - leadership blended with humor, good-looking
Mr. Lynn, music - leads an inspiring note
Mr. Buck, ind. arts - good, very good
Dr. Bicak, science - a man of comprehension, sincerity and humor
Mr. Pop, business - great new addition
Mr. Schultz, art - extremely talented sculptor
Mr. Rundstrom, journalism - one of the best, a tremendous man
Mr. Reynolds, journalism - willing to try new ideas, listens to students
Mr. Stevenson, history - very candor, adroit, perspicacious individual
Mr. Webb, history - we need more like him
Mr. Zikmund, P.E. - he's hard, but you learn something
Mr. Roeder, P.E. - fair to all of his students

CONSIDER THE POSSIBILITY

Consider the possibility of a student being flunked out of school for unjust reasons. Consider the possibility of this student; let us call him Tom Pain, being suspended from a college for reasons of prejudice. What if a professor; let us call him Percy Irving Good, was one of the main reasons that this student "failed" out of college? What if our hypothetical professor personally did not like Tom Pain because of his appearance, his personal and political beliefs, and his friends? And what if professor Percy Irving Good used this as a basis for grading and evaluating this student?

If professor Percy Irving Good used prejudice to evaluate Tom Pain, then is it justifiable as well as ethical for Tom Pain to receive a failure in the course?

by the Turtle

(Editor's note) Also consider the fact that this is not just a possibility, but a true story.

BLACK - WHITE

Hey ever seen a Zebra stripe?
Moving panels of black and white
Changing patterns of night and light
Seems to stretch his hide tight.

Hey ever seen a black man's fear?
Moving lines of an opaque tear
Changing emotions with a violent cheer
Seems to make his rights so clear.

Hey ever seen a student dying?
Moving bands of mindless crying
Changing himself for organizational
lying
Seems to keep computers trying.

Hey ever seen a Zebra Stripe?
Moving people of black and white
Changing patterns of peace to fight
Seems to stretch the time tight.

by Adam's Rib

I WOULD LIKE TO ASK A QUESTION!

A number of weeks ago, in the Student Union, I came across a news article entitled Scorpion. Although I disagree with some statements made, I was exceedingly ecstatic to discover that someone had enough courage to publish it. Yet, something that was rumoured disturbed me very much.

It was said by many that our administration has been amassing the copies of Scorpion and had set out to dispose of them in order that we students could not read the contents. As to whether or not this is true, I cannot say. But I

would like to ask the administration a question. What gives you the right to place restrictions on what we can read? if you have done this. What gives you the right to gather up materials and dispose of them so we can not read them? if you have done this. What gives you the right to obstruct the printing of a press? if you have done this. If you have had a part in such actions, then I strongly suggest that you read the Constitution of the United States, and in particular you should read Article I of the Amendments. It says "Congress shall make no laws respecting establishments of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble and to petition the Government for a redress of grievances."

It states in black and white that it is the Constitutional right of a people to establish a press to acquaint the public with what is happening around them. If we are truly a free people and if this is truly an educational system then we have the right to know what is taking place on our campus, in our city, our country, our hemisphere and all over the world and we have the right to question what is happening. If we don't question it and go along with the "status quo" of our society then how in the hell are we supposed to improve it.

Thomas Jefferson said, when talking about the role of a University, that its role was to criticize the forces of State and church that "fear every change as endangering the comforts they now hold" and the university was to "unmash their usurpation, and monopolies of honor, wealth and power."

Another famous statesman, Socrates, once said, "I love my city, but I will not stop teaching that which is true." When he was confronted by his friends to be cautious, he replied "to what sort of treatment of our city do you urge me? Is it to combat the Athenians until they become virtuous, or is it to be their servant and cater to their pleasure?"

Needless to say that Socrates and Jefferson were brilliant men, but more important, they were dedicated to the betterment of man. A college or university is presumeably dedicated to this same end, but I stupor in bewilderment when I think of the totalitarian manner in which much of this school is run. I have just one closing comment taken from John F. Kennedy "those who make peaceful revolution impossible, make violent revolution inevitable."

by Peter Gamache