

The Daily Nebraskan

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Teacher Rating Poll . . .

The poll taken on student opinion of a teacher-rating system produced interesting results—results which should be considered carefully by faculty members.

Probably the question with which most instructors are concerned deals with student attitude in rating teachers. The question read, "If a teacher-rating system were established at Nebraska, would you rate instructors objectively—disregarding personal prejudices or feelings toward the instructors?"

Many instructors no doubt feel that students would not rate according to teaching abilities alone—that their prejudices would have too great an effect on their judgments. Of course, no one can deny that some prejudice would naturally enter the picture. A person never makes judgments without conscious or unconscious prejudices having some effect.

But 294 students out of 300 believe they could rate instructors with a minimum of personal prejudice. This result is about what we expected. According to the reporter who took the poll, the six who said "no" merely laughed and considered the whole matter more or less a joke.

If a system were established, there would probably be about six out of every three or four hundred who would consider it a joke. But this small number indicates that instructors need not fear a student's personal prejudices to any great extent.

The second question was, "Do you think teacher ratings should be carried out according to a definite scale or on the basis of general criticisms in the student's own words?"

Results showed that 193 students would approve a definite scale. Ninety-four would rather criticize in their own words. And 13 felt that a combination of both should be used. The argument has been brought to us that a definite scale would result in too much regimentation. We feel this is a valid argument, but at the same time, a student may not think of all the important points if he criticized only in his own words.

We are inclined to agree with the 13 students who felt that both should be combined. By doing this, the important points could be included in the scale, and there would still be room for additional comments which the student thinks could be helpful to the instructor.

The third question was concerned with whether or not instructors would pay any attention to the ratings. One hundred and fourteen believed they wouldn't. One hundred and eighty-six believed they would.

Personally, we have a little more confidence in instructors. If they realize that students are rating them seriously and objectively, a large number would probably consider the ratings valid criticism and endeavor to improve their teaching methods which receive low ratings. As in the case of the six students who considered teacher-rating a joke, there would always be a few instructors who would consider such a system in the same light.

A teacher-rating system is not designed to tell an instructor how to teach his course. It is designed to help the instructor improve on teaching methods which he may realize are inadequate in the opinion of his pupils. For this reason, we believe the instructor should be glad to receive criticisms which may throw some light on his weaknesses in teaching.

Teacher rating can be helpful if considered as a help, not a hindrance, by both faculty and students. As for the students, 294 out of 300 must consider it a help, or they would not believe they can rate instructors objectively.

Confession in Lent . . .

(Editor's Note: The following article, written by a student at Oberlin college, is reprinted from the *Motive*, Methodist student publication.)

I'd always considered myself a good Christian. I made it to church fairly regularly, worked for the YMCA and even managed to get to a religious discussion group once in a while. I was as good as the next fellow, no better—no worse. That is, I thought I was all right until one night, not so long ago, an incident happened which started me thinking.

I was alone in my room working on a sash paper that was due in a few days when a friend dropped by and asked if I'd help in a project to collect clothes for shipment overseas. I would have liked to help but that paper had to get in, so I told him I was sorry but I thought I just couldn't swing it. My friend looked disappointed, but he nodded and said, "I know how it is," and left.

After the door had closed behind him, I began thinking. Sure, I had every reason in the world to say "no." Nobody could blame me, I was just too busy. After all, first things first, and it was that which my thoughts were suddenly jarred. What exactly was I putting first? And what was I sacrificing in order to put it first?

Suddenly my whole system of values seemed weak and insecure. I had sacrificed a chance to help a suffering human being for the sake of a better grade and a few hours of sleep.

My mind ran back over the story of a young man, not very much older than I, whom I claimed to be following. He had gotten so disturbed about the world's condition that he gave up literally everything to do something about it. He left his nice, respectable job as a carpenter, his home, his village of Nazareth, and for several years traveled through his native country teaching and serving, winning a few friends and many enemies.

He wasn't afraid to stake everything he had on what he believed; he worked all day long and far into the night, month after month, until finally the religious leaders of the day felt that he was too dangerous to live, and after seizing him, they nailed him to a cross where he hung until he died.

He had been willing to give up everything, including his life, for what he believed. I had refused to surrender even a few hours of sleep.

I have not been and I will not be a real Christian so long as I am not willing to sacrifice everything—and I really mean everything—for what I believe.

A Look Ahead . . .

Possibilities of disastrous fires at the University, especially among organized houses and dormitories, are very high. Even though the University has been fortunate in having a low rate of fires in its history, threats of a fatal fire are always present. Oklahoma and Iowa universities have had such experiences within the past year or so.

A check a few months ago among the organized houses on campus revealed a shortage of adequate fire escape methods. Many houses had escapes of some sort, but these were in poor condition, not useable or inadequate. Many of the occupants had never even thought about a fire or what they would do in case of fire. Some of them confessed that they had placed confidence in faulty fire escapes or exits. Taking any kind of an exit, good or bad, for granted could easily result in loss of life.

In view of these facts, one house on campus checked for fire preventive measures, prepared some fire rules, and staged a mock fire drill. The experimental drill was a success as far as the principle was concerned. But the occupants found that the bottom half of the escape was missing. This meant that in order to leave the house, the people would have to jump the last 10 or 15 feet to the ground. It is fortunate for these people that they discovered this faulty fire escape in an experiment and not under actual conditions of fire.

This house is no "bad" example. There are other houses on campus who will discover the same need for adequate exits and escapes. But what singles this house out from the rest on the campus is the fact that it was far-sighted and intelligent enough to be concerned about the position of their house in relation to a fire.

Here is what this house uses for fire drill rules:

1. First person to discover fire is responsible for ringing buzzer.
2. At sound of buzzer, bring towel, leave light on, door closed—before proceeding down hall.
3. Girls on right side of hall keep to right and girls on left side of hall keep to left on both floors when going to fire escape.
4. Second floor fire extinguisher is on bulletin board and fire extinguisher on third floor is on outside of service door.
5. Be careful and do not run on fire escape.

We are printing the rules that this house prepared because we believe they should be used as a model for other houses to follow. The rules are simple but effective; all of them could be adapted to any house on the campus. And that is just what we would like to see—an adoption of similar fire rules, periodic fire drills, and a general concern among students that there is a need for preventive fire measures on this campus.

Editorial Briefs

"Out of This World" certainly paints an apt description of Lowell Thomas' motion picture lecture of his recent journey which took him inside the land surrounded by darkness and mystery, Tibet. The account of this rich experience in the "Forbidden City of Lhasa," related in detail by the younger of the Thomases, will be brought to Lincoln under the sponsorship of Mortar Board. Few students will want to pass up this authoritative lecture on one of the most widely publicized expeditions in years.

In an era when the new replaces the old almost before the world hears of the old, students find it difficult to develop any skill in originality. The originality . . . creative thinking . . . is the goal for which students aim in a journalism course directed by Robert P. Crawford. The popularity of the study has brought attention from outside the journalism school, and students in all fields find they can benefit by the course. Other things being equal, it is the student's originality, his ingenuity, that makes him preferable to other applicants for a job.

The average University student leads a sheltered life. Most of us are non-voters and have little interest in national or international affairs. People are every day testifying to this fact: The University student must take it upon himself to be informed and actively concerned in world affairs. Thursday night NUCWA members will form their own opinions about three proposals now confronting the U. S. Congress, an Atlantic union, world federalism and methods for strengthening the United Nations. Nebraska students' views ultimately will be heard by the law-makers through NUCWA's parent organization, the Collegiate Council for World Affairs. World government is based on world opinion. What we say at home can make or break international cooperation. It is our duty to form intelligent ideas on world affairs.

Those students who have not seen the University Theatre's and Nebraska Masquers' presentation of "Home of the Brave" will have the opportunity to view it on the stage. Those who have already seen it will have a chance to attend it again, and the play is certainly worth a repeat performance. Arthur Laurent's play, winner of the New York Critics Circle award of 1945-46, will be staged March 13 at the Nebraska theater. Presented in connection with the model United Nations general assembly, the performance will sound the appropriate note for the opening of the all-University conference.

The March lion and the March lamb seem to be playing games with us. At any rate, they seem determined to play havoc with tradition.

Ted Sorensen Explains UN Moderator Job

Taking over the gavel March 17 as moderator of the model United Nations conference for the second consecutive year is Ted Sorensen, Law college junior.

Sorensen, who was recently elected editor-in-chief of the *University Law Review*, stated: "I'm deeply honored, and it is my privilege to again preside over the international conference at the University."

The law student, who conducted the UNESCO session last year pointed out that: "Last year gave me the opportunity to help steer many spirited debates on issues which students realized for the first time were of vital importance to them personally."

Political issues "This year's United Nations conference," continued Sorensen, "will deal even more strongly with political and security issues."

He reminded students that the General Assembly is "neither a kindergarten, nor a debating society. It is a battleground of ideas, replacing a battleground of atoms. Its participants must wrestle with tough, practical problems."

Concluding, Sorensen said: "Thus, as moderator, I'm not

hoping for quiet peaceful sessions. As long as the fires of debate produce more light than heat on the subject, let them rage."

Qualifications Sorensen's qualifications for the seat of moderator stem from former activities which include: member of the University debate squad for four years, member of Phi Beta Kappa, past president of the University YM, and a former member of the Student Council constitutional assembly. Last semester he acted as defense attorney in the Religion-in-Life Week society trial of Roswell Howard. Student Council president. Sorensen is also FFPC chairman of the Social Action committee of Lincoln.

Ping Pong Teams Advance in Meet

These men advanced to the fourth round in the intramural table tennis tourney: Douglas Dudley, Harry Eckert, Bob Westlund, Darrel Dunning, Ed Clausen, N. C. Fitz, Bob Radin, Earl Moore, Wayne Nielson, and John O'Neal. Fourth round matches must be played on Tuesday or Wednesday of this week from 5 to 7 p. m. Those who fail to play their matches on one of these two nights will lose by forfeit. Players should contact their opponents immediately and arrange to play their matches.

news and views

BY GEORGE WILCOX
National

New York—The much discussed and controversial trial of Judith Coplon and Russian Valentin A. Gubitchev, charged with conspiracy and attempted espionage ended with a conviction. A federal court jury of six men and six women ruled that the former government employee and the stocky, blonde Russian met secretly in New York and plotted to spy for the Soviet Union.

Brunette, vivacious Miss Coplon, was found guilty on two counts — one of conspiracy and one of attempted espionage. She was found innocent of another charge that she attempted to transmit classified FBI documents to unauthorized persons.

Miss Coplon can receive a minimum of 25 years in prison and a \$10,000 fine. Gubitchev faces a maximum penalty of 15 years in prison and a \$20,000 fine. Miss Coplon is already under 40 months to 10 years sentence for conviction on similar charges in Washington, D. C.

Manchester, N. H.—Dr. Richard Ford, Harvard pathologist appearing for Dr. Herman N. Sander testified the injection of 40 cubic centimeters of air could not have killed Mrs. Abbie Borroto in the so-called "mercy death" trial.

After two state pathologists had testified for the prosecution, they believed Mrs. Borroto had died from air embolism caused by the injections, the defense produced Dr. Ford who declared, "forty cc's of air is not enough to block any appreciable part of the arterial system leading to the human lung."

Washington—The house passed a bill to make Hawaii a state by a vote of 261 to 110. Last Friday, the house passed the Alaska statehood bill by a vote of 126 to 146. Senate action is uncertain since Hawaii is reportedly to be republican and Alaska Democratic which has produced certain political pressure in Washington in regard to the 1952 presidential elections.

International London — Winston Churchill offered the labor government a chance to ease its precarious position in exchange for postponement of steel nationalization. Labor quickly rejected the idea and according to Deputy Prime Minister Herbert Morrison it was a "quaint idea."

Prague Czechoslovakia — A local newspaper reports that a graduate of the University of Nebraska, Evelyn Caha, who has been studying at Charles University in Prague has been expelled from Czechoslovakia "in the interest of the state."

No reasons were cited from the Czech government although news of the government's attitude has been detected for some time. Miss Caha from Ceresco, received her bachelor of science in education degree in 1949 and has been enrolled in the School of Philosophy at Charles University in Prague.

State and Local Lincoln — Gale-like winds brought havoc to Lincoln and the Nebraska countryside in storms reported to be worse than the "blizzard of '49."

"Thoughtfulness" is the word of the month in the city's Courtesy campaign which should be noted by all university students. At a time during Lent when we should all consider others, the word "thoughtfulness" is certainly appropriate as a guide in working with others.

Music Sophs Tell Program For Recital

Eleven sophomores at the School of Music will present a departmental recital, Wednesday, March 8, at 4 p.m. in Social Science auditorium.

Two vocalists, three pianists, one cellist, a violinist, and a baritone horn player will each present solos at the concert.

William H. Wurtz, Virginia Nordstrom, and Elburn Cooper will play a Beethoven finale. Wurtz and Miss Nordstrom play the flute, and Cooper is a clarinetist.

Works by Scarlatti, Bocherini, Chopin, Mozart, Wolf, Glazounov, and Pryor are represented in the concert.

The complete program is as follows:

- When Love Is Kind, Old English, Janelle Mohr, Scottsbluff.
- Sonata, A Major, Scarlatti, Naida Watson, Pierce, Neb.
- Sonata in A Major, Bocherini, Janice Liljeahl, Essex, Iowa.
- Fantasy, Impromptu, Chopin, Kathryn Baker, David City, Neb.
- Blue Bells of Scotland, Fryor, Charles Curtis, Geneva, Neb.
- Sonata, C Major, Mozart, Joann Smith, Omaha.
- Meditation, Glazounov, Jane Goeres, Sioux Falls, S. D.
- Verborghenheit, Wolf, Nancy Butten, Ogallala.
- Trio Op. 87, Allegro, finale, Beethoven, William Wurtz, flute; Virginia Nordstrom, flute; Elburn Cooper, Clarinet.



"Ya can't say those profs don't take a special interest in ya—every one of 'em thinks he's the only one yer taking a course from."

hayseed and haywire

By Dick Walsh

It blows at this writing like there will be no picnicking by college students for a while. Someone should have invited the weather man to that one last week!

It is believed that some College of Agriculture students will be counted in the nation's inventory of farms and their productive resources. Next month is the seventeenth Decennial Census of the United States and Carroll Christensen wonders if the old Model-T will be counted as an asset or as a liability.

Just because you are going to the University of Nebraska college of, you name it, is no indication that you should feel yourself above engaging in the occupation of farming.

At least the best of them turn to the farm sooner or later. Tom Chivers, January, 1950 graduate and formerly one of the outstanding students on the Ag campus, is now back on his father's farm located near Pierce. Good enough to make good in any profession, Tom believes farming is the most

inviting. His education is not only going to benefit himself but others in the community as well. Also it comes to light that a "fraction" of college graduates do feel themselves, shall we say, more suited for professions other than farming. Keith Frederickson, also a January graduate, is now employed by the Nebraska Farmer. In commenting on the actions of the Farmer's publisher and farmer, Sam McKelvie, Keith said, "He paid \$23,000 for a bull the other day, and so I told him I could give him a lot more bull for a lot less than that."

Some 184 dairy men of the surrounding territory gathered at the college last week for the State Dairyman association meeting and the Dairy Industry conference. This brings to mind the need for better facilities to handle such and similar groups which frequent our hospitality. Jim Dunlap, of the Animal Husbandry department, left the college this week for a two-week tour of the globe. As a member of the Naval Reserve, he is assigned to a destroyer. We are reminded, and strongly too, that the cow paths on the campus denote a growing feeling of homesickness on the part of the Ag student to again "go after the cows." This is our excuse. We wonder what excuse the uptown folks have . . . A large crowd is the indication Thursday at 5 p. m. when Duane Lake explains to the College of Agriculture students just why, how, when, and where.

The banquet is one of the oldest traditional events of the society, which was organized in 1871. Palladian was the first student organization on the campus.

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Just Arrived . . .

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SIZES 9 to 15 7.95 and 8.95

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MODERNAGE ROOM . . . Second Floor

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