

Nebraskan Editorials:

The Time For Reconsideration

The Faculty Senate will be once again faced with the controversial one week exam resolution at its Nov. 8 meeting.

A majority report of the calendar committee, which contains provisions for the one week exam period, will be submitted to the Senate.

Also, a minority report drawn up by the two student members on the calendar committee will be filed with the Senate. This report will give reasons for student opposition to the one week exam proposal and also reasons for maintaining the present two week period.

Thus, the issue will be placed squarely before the members of the faculty assembly for either final support or repeal or possible compromise and change.

But the exam proposal cannot be disregarded, evaded, prolonged or drawn out any further. If the majority report is accepted in toto, the 1956-57 calendar will provide definitely and finally for one week of examinations.

Even though the Senate is confronted with the proposal again, however, they need not reconsider it fully. The two reports can be submitted, and an immediate vote can be taken to accept the majority report—without sufficient discussion or debate.

The Nebraskan hopes this will not happen and urges, as we have in the past, this year and last, that full reconsideration be given to the proposal. We advocated the present system of two week examination periods, but more important, much more important, we have advocated reconsideration editorially on the basis of these three points:

- 1. The exam resolution was handled poorly in the Faculty Senate last spring.
2. Student opinion was neither sought nor considered.
3. No justification for nor explanation of the exam proposal was made to the student body.

We also urge reconsideration in the light of

the only available facts, the 1950 Faculty Senate Poll. (However the Council is conducting a similar poll which will be ready soon.)

These facts, being five years old, can be no more than an indication. Yet three professors of the original '50 committee, T. J. Thompson, W. F. Weiland and J. L. Sellers, told a Nebraskan reporter Thursday that the findings in 1950 were still a valid reflection of faculty and student opinion today.

The chart made four important observations: 1. MOST FACULTY MEMBERS AND STUDENTS IN 1950 FAVORED LONGER EXAMINATION PERIODS.

2. THE MAJORITY OF STUDENTS USED THE TWO DAY READING PERIOD.

3. A MAJORITY OF THE STUDENTS DO NOT LEAVE TOWN DURING EXAMS.

4. MOST FACULTY MEMBERS AND STUDENTS FAVORED A MAXIMUM OF TWO EXAMS A DAY.

In the light of all these above points the Nebraskan has been and still is first of all concerned with full reconsideration of the exam resolution by the Faculty Senate.

Next, and only next, we support the present two week system of examinations. We feel the basic issue, which shall be elaborated in a series of editorials next week, is the disposition of the extra week which would be chopped from the normal period.

The Nebraskan feels that whatever be the disposition of the one week—whether it be vacation time, classtime, or laboratory time—the cut will not in any way justify the lack of time students will have to synthesize their course material, the haste the professors will have to undergo in grading the exams and the lessening of standards which will result in some of the colleges, particularly the Arts and Science College, and ultimately the University of Nebraska.

LITTLE MAN ON CAMPUS by Dick Bibler



"EYESTRAIN - HE WROTE HIS CRIBNOTES SO SMALL HE COULD HARDLY READ 'EM."

University Physicist Reviews Huxley Book

Editor's note: This is the first in a monthly series of book reviews conducted under the auspices of The Nebraskan and the Religious Emphasis Week Committee.

By HERBERT JERLE
Aldous Huxley needs no introduction. Who has not got a kick out of reading one of his novels, essays, short stories or poems.

Behind this brilliant writer there is a deep religious thinker not so well known now but really transcending our secular civilization.

Huxley is one of our contemporaries who is great enough to live in the face of death, one who needs no distractions to shield him from the ultimate questions of life, a man who is aware of the purpose of our existence.

The word "Perennial Philosophy" was coined by Leibniz (the philosopher and mathematician), but the thing — the metaphysics that recognizes a divine Reality substantial to the world of things and lives and minds; the psychology that finds in the soul something similar to, or even identical with, divine Reality; the ethic that places man's final end in the knowledge of the immanent and transcendent Ground of all being — the thing is immortal and universal.

Rudiments of the Perennial Philosophy may be found among the traditional lore of primitive peoples in every region of the world, and in its fully developed forms it has a place in every one of the higher religions.

This book of Huxley's is a monumental work, an anthology of the Perennial Philosophy. "I have brought together a number of sections from these writings, chosen mainly for their significance but also for their intrinsic beauty and memorableness."

"For example, the being of a child is transformed by growth and education into that of a man; among the results of this transformation is a revolutionary change in the way of knowing and the amount and character of the things known."

"As the individual grows up, his knowledge becomes more conceptual and systematic in form, and its factual, utilitarian content is enormously increased. But these gains are offset by a certain deterioration in the quality of immediate apprehension, a blunting and a loss of intuitive power . . ."

"Nor are the changes in the knower's physiological or intellectual being the only ones to affect his knowledge. What we know depends also on what, as moral beings, we choose to make ourselves."

"Practice," in the words of William James, "may change our theoretical horizon, and this in a twofold way: it may lead into new worlds and secure new powers. Knowledge we could never attain, remaining what we are, may be attainable in consequences of higher powers and a higher life, which we may morally achieve."

"To put the matter more succinctly, 'Blessed are the pure in heart, for they shall see God'. And the same idea has been expressed by the Sufi poet, Jalal-uddin

Advertisement for Cliff's Smoke Shop, listing products like Fresh Tobaccos, Cigars, and Complete Lighter Line, along with contact information.

Exam Argument Forgets Values

All the editorials, discussion and argument on the one-week versus two-week exams question leaves this writer wondering whether students and faculty members have a sense of values or not.

So far, nearly all that has been said about the Faculty Senate action is that the action was hasty, ill-considered and done without regard to students' wishes.

However true these charges may be, they are greatly overshadowed by the consideration of what the proposed change would do to the standards of the University.

Yet, to read the sentiments of the campus in the last few weeks, an outsider would think that the only issue was who pulled a quickie on whom in the Faculty Senate last spring.

The real issue is what effect would a one-week exam period have on the value of finals and ultimately on the whole grading system.

As I understand the situation, the one-week period was advocated by many faculty members in Agriculture, Engineering and Teachers College. Engineering instructors claimed their students needed more class time while the other two colleges felt their students saw too many movies and went home too much during finals, I am told.

On the other hand, the move was actively opposed by the faculties of the College of Arts and Sciences. These people felt that the value of the final examination would be impaired by forcing the instructor to grade his tests in one week. They also pointed out that many departments would, from necessity, resort to objective tests of the "multiple guess" and true-and-false type.

Another objection was that the shortened testing period would reduce the length of the exams to two hours each. In this time it is not possible to cover an entire semester's work so the value of the final exam would have to be reduced.

Many Arts College instructors saw the proposal as a move by the followers of "progressive education" to weaken the position of the liberal arts courses by forcing the use of short-answer tests.

The arguments of Arts College appear stronger than those of its opponents. It would seem disastrous to find English, history, political science and philosophy courses being tested by an IBM machine.

The objective test may have a place in courses in which the student is taught merely to parrot the instructor and text. But it has no value in a course requiring independent thought and judgment.

If we allow the school to get the name of being one which makes its tests shorter and makes its finals count less just to be easier on its students, the University will not hold the position of respect it now enjoys.

As a solution to the problem facing Agriculture and Teachers Colleges, I recommend that they put more material into their courses. Then, if they will give a comprehensive final over this material, their students' time will be occupied with study and review. In this situation two weeks will not be too long for final exams.

As for Engine College, I suggest that if class time is so short the college should consider a five-year curriculum in order to gain the needed time.

One week could be gained in the second semester of each year by abolishing the so-called "E-Week." It seems that when engineers are grabbed by industry as fast as they can be turned out there is little need for a week devoted to selling engineering to the public.

Advertisement for North American Aviation, Inc., listing various permanent positions available in Contract Administration, Production Scheduling, Purchasing, Accounting, Digital Computing and Programming for students majoring in Accounting, Business Administration, Economics, Statistics, Mathematics or Physics.

Nice Goin', Kids

Midst all this fuss about getting off for Little Dixie, The Rag has a few kind words for all who are Council members by trade.

Kiddies, we has been telling and telling y'all to speak up. At times we been pretty nasty, shriekin' about silent delegations and printing charts.

A local cartoon compared you subtle-like to a bunch of scare crows.

We was wondering in there if you could talk. Now you have spoke out—and lo and behold, y'all found out you could think and talk at the same time. What you had to say was pertinent an' pointed.

Wuffo weren't you talking before? Last Wednesday's meeting was a lively affair, fun for contestants and spectators alike.

Accurate, reliable talliers were amongst you

taking it all down. There isn't a chart this week because just one issue was hashed over—but here's what all we found out:

Two-thirds of the council membership spoke at least once during the meeting. This is a hundred per cent increase over the week before, and a bigger increase of participants over unofficial observation last year.

Contributions were pretty well distributed. More important, comments were made for more than just to accumulate marks on the little yellow sheets.

Though no chart appears this week, there will be one of them next week and each succeeding week for quite a spell.

We congratulate you, Council members. So we wishes you a real roaring migration down to Little Dixie. LET'S GO SOUTH!—M. S.

Under The Crib

Dick Fellman



There is a little man wandering around somewhere who is a good friend of mine, just as he is a good friend of many fortunate souls.

He isn't very big nor especially strong. He wouldn't be a good football player, nor could he coach a professional-collegiate team. He probably couldn't even edit a paper such as this, and if he could, he would surely find much to change.

This little man, although he has traveled widely, has never been at the University, or if he has, his trip was incognito. He understands a great deal more than most of us do and yet he seems so simple. In his journeys, which have taken him from his own little planet to the earth, via many other planets, he has seen and heard and learned a lifetime's worth of wisdom and understanding.

This man, as you must know by now, is the Little Prince. Now, as far as The Nebraskan knows, he isn't planning to visit the campus. One wonders, though, if he is planning to go on the informal migration to Columbia or whether he prefers Ames. More than that, one wonders what he would think of this

terrible Migration Mess in which we have been entangled.

The Little Prince, to the best of my knowledge, has a favorite phrase he would use, symbolizing the entire affair.

"Balderdash," he would say, in a voice not too loud and not too soft.

He would look at the AWS Board and sympathize with the well-meaning and hard-working ladies. But he would think how sad it is that they could not have honestly tried to judge the real wishes of their coed constituents, that they tied themselves needlessly to a set of rules and that they were just a bit naive in thinking there was such a great difference between the two destinations.

Then he would look at the band and begin to think like this, assuming he would be thinking for the band.

"Maybe we really weren't invited. Maybe the band director at Missouri needs a break, so we'll stay away and help him keep his job. Maybe it would be nice to visit Iowa State because they usually visit us." But then he would undoubtedly add:

"Grownups never

really understand anything. What a pity it is to be a grownup, even a college-grownup."

Then the Little Prince would look at the whole migration mess, in one grand picture. He could only utter one thought.

"These must be matters of consequence."

And then he would laugh, a great big laugh, all by himself. He would think that with all the ability among the students and faculty, with all the slide-rule knowledge, with all the quoting of apt phrases signifying nothing, there must be a simpler and better way of solving this mess.

He would suggest that right away somebody, and it could be the Council, get to work so that next year and in the years to follow, this will not happen again.

You'll notice that the Little Prince refused to ask questions. He thought things to himself. If he were here now he would think:

"I must hurry down to Columbia right now. My friends are there and they will be having a good time. I don't have much time on this planet, so I'd better join them."

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