

Daily Nebraskan Editorials:

Budget Committee Hearing

Senator Karl Vogel, chairman of the Unicameral's budget committee said Wednesday at the hearing on the University's budget that he would be very glad if the Legislature were able to give this school all the money it needs but "I don't believe conditions warrant it."

We are well aware of the job the administration did with the original budget, trimming items which were not of absolute necessity to the University. We are all too familiar with Governor Anderson's words that the University officials must "go back and cut" in order that his "hard tack" budget might gain the support of the Unicam.

Chancellor Hardin expressed concern not just for the five critical areas where the budget must face the crisis in higher education—salary adjustments, new staff members, University Hospital, research and added facilities, but also for overburdened staff members at the present time.

He reported to the committee that the University cannot expect faculty members to overburden themselves permanently with huge classes. The average faculty work week is 51 hours. And the chancellor noted that the school will go to a 10-hour classroom day next year.

The University has presented its side of the story. The committee told the University to suggest places where "reasonable cuts" can be made in the school's budget request.

And now the chancellor will submit figures explaining the proposed budget increases line by line.

Sen. Vogel believes that the Budget Committee should set the tax budget "low enough so you'll have to increase tuition."

Chancellor Hardin expressed to the committee his belief that the state of Nebraska was never more prosperous than in 1955-56. Grant-

ed that there were a few "problem areas" in the state; the overall picture is sound.

We can see no real reason why the University's budget should not be met by the people of Nebraska.

We're concerned with the entire problem. We're concerned most of all with the teacher situation. If the top professors which we have here must leave because of more attractive offers, we are sunk.

In the future, superior teachers will shy away from a University which can't give them an honest wage for their work. So the question is not only one of losing the present instructors but also of losing the potential of attracting new professors.

A proposal has been made in the Student Council that the added funds from last year's tuition increase be placed in an emergency fund for faculty salaries. This would mean depriving the student body of the Union addition which has been hoped for these many years.

The future of the motion and the results of any action on it are just speculation at the present.

However, we hope the Legislature will see the concern which we at the University have for our institution by considering depriving ourselves of a long-awaited Union addition.

We don't believe any tuition hike would help the financial crisis at the University to any great extent. But from all indications—the poll by the Student Council, primarily—the students would be willing to kick in their share toward continuing the growth of the University.

Again we appeal to the citizens of Nebraska to learn about and understand the problems of the University. Only through the support of the majority of Nebraskans can we expect to keep our University moving forward.

Representative Or Practical?

The Faculty Senate Committee on Committees has asked the Student Council to "formulate a suitable procedure for nominations" of student representatives on faculty committees. In a letter to the Council the committee said "there was some sentiment among the members of the Committee that students serving as voting members of the Senate Committees should represent the entire student body."

Apparently, the Committee is asking the Council to open appointments to faculty committees to some sort of campus-wide election. The present method is to either appoint members from the Council, or have the Council interview and select applicants to committee positions. The latter method is used for the Board of Student Publications.

If these positions were thrown open to some kind of campus election this screening process would be lost. Instead of being interviewed by a representative of campus governing body candidate for the faculty subcommittees would have to enter the realm of active politics to be elected. Emphasis would cease to be on ability and might tend to shift to personal popularity and political adaptability.

Still, the Committee on Committees has not said it wants these positions open to an all-campus election. However, to elect students who would "represent the entire student body" would take some procedure on a more popular-voting level than the present Council-interview method now in use.

A member of Committee on Committees has said the present method used by the Council "was open to criticism." Therefore, the Committee would like to see the Council come up with a "more representative" procedure.

The Daily Nebraskan, as the medium for student voice, believes it necessary that student members of the faculty committees vote, especially on the Board of Student Publications. It should not be necessary, however, to disrupt the present practical method of choosing the student representatives. It is quite right to have these students "representative of the students," as it is their function to offer student opinion to these committees.

However, it is also necessary that the most qualified persons available hold these posts. It would be foolish to say that the present method is faultless, and it is possible that persons may use the Pub Board and other committees for political or "activity" prestige.

The Daily Nebraskan would like to know the feelings of the Committee on Committees regarding this most vital issue. Apparently the return of students' right to vote on faculty committees hinges on the actions of the Committee and the Student Council.

And on this right to vote rests a strong support for good student government.



High School Study Values Examined

(ACP) — The jump from high school into college is a rather large one for many of us. It's the final training step for a young person getting ready to make a place for himself in the world. It involves many changes, often requires residence away from home, new social adjustments and in many instances a brand new emphasis on study.

College requirements are necessarily strict, and most students find they have to "knuckle down" and "burn the midnight oil" quite a bit longer than they did while attending high school. Many wish they had spent more time studying in high school so their adjustment to college would be a little easier.

Associated Collegiate Press decided to find out exactly how collegians feel when comparing high school study with college study and asked the following question of a representative national cross-section of college students:

IF YOU HAD TO DO IT OVER HARDER IN HIGH SCHOOL IN ORDER TO BETTER PREPARE STUDY?

Table with 4 columns: Response, Men, Women, Total. Yes: 67%, 53%, 62%. No: 31%, 45%, 35%. Undecided: 2%, 4%, 3%.

The figures indicate that many college students appear to realize the importance of an adequate high school preparation "after" they enter college. And in addition, this realization seems to be more prevalent among the men.

The problem of organization of time and study habits is perhaps the most important thought in the minds of those students who feel they would indeed study harder in high school if they had it to do over again. Many believe harder high school study would make college easier and thus more profitable. Others say that curriculum changes are needed in high school courses and subjects are worthless. Still others feel that the atmosphere is decidedly different, that there is no real pressure on students to study hard in high school.

Here are a few typical remarks.

A sophomore coed at Christian College (Columbia, Mo.) states matter-of-factly that she came from a school where we did more partying than studying. But one of her classmates puts it this way: "I see how little work it would have taken to make good grades compared to the work I do in college." A Long Beach City College (Long Beach, Calif.) freshman co-

ed feels, along with many other collegians, that "it is harder to study in high school as not everyone is studying. In college it is easier to study as everyone is in the same general environment."

Some students feel there is no need for harder study in high school. Some noted the difference in study habits between the two levels, but feel nothing can be done about it, for example a senior coed at Michigan State University (East Lansing) has this to say: "In college you have a study atmosphere which is different from that of high school. It's something you just have to learn in college."

Others think high school was too much fun for studying. Some feel that there is really not too much difference between high school and college. Yet others think the change is so great that students have to start all over anyway. Here are a few typical comments. "I had too much fun in high school," is the feeling of a junior at Southern Oregon College, and a freshman at Villanova University (Villanova, Pa.) says: "I think if I had studied harder I would have missed alot." A freshman at Wesleyan University (Middletown, Conn.) however, feels that it was no use studying harder in high school because "the things I lack were not even taught in high school." And a not inconsiderable amount of sentiment is represented by the statement of a Northern sophomore coed who says: "I studied as hard as I could."

It's Really Quite A Mess

—Ron Warholoski

One year ago, Russia declared war on the U. S. — an industrial war.

Marching up and down the Near East, Far East and Europe, waving five-year plans, the advance patrols of the Soviets offered to buy, sell and swap.

Their goal was plain — destroy capitalism by outproducing the U. S. and capturing its markets and potential friends in underdeveloped lands.

Last week it was evident that someone in the gilded Kremlin had "boo-boomed". The promises made by the traveling salesmen, in between vodka toasts, weren't being kept.

Under the Soviet Mark I program (has anyone heard of the U. S. Point 4 Program), Yugoslavia was promised by the biggest traveling salesman of them all, Nikita Khrushchev, about 250 million dollars in aid. Results? — no, regrets.

Indonesia is still pacing the floor waiting for the promised industrial installations.

Burma will lose millions in her rice for cement deal.

It's apparent that the latest Five Year plan and the Mark I plan are both wheezing and shuddering along. In fact, Mikhail Peruchin, Kremlin lord of economics, bluntly told the Supreme Soviet that the Five Year plan was going to be drastically revised — downward. And it was.

What happened? Hungary and Poland "happened".

And, the Soviet Union had to unload \$100 million in gold in European markets to pay for Western currency used to buy Western goods which were used by Russians. Complicated?

It's obvious that somewhere there's something basically wrong.

Russia's complete concentration on heavy industrial goods after the war is what's the matter. She made no attempt to adjust her economy to the production of both industrial and consumer goods and now that economic distortion is catching up with her.

No one should think that we've won the economic war. About all Russia's retreat means is that they're pulling back to see if they can't shape up the home front. If they come back, and if they can, they will, they will come out swinging.

This was only the first round and it promises to be a snorting fifteen rounder — with the stakes a lot more than a purse and a title.

it happened at NU

When asked what historical background he had learned from the motion picture, "War and Peace", an English student replied "Well Napoleon attacked France. No! France attacked Napoleon. No!! Napoleon attacked Russia. Yeah, that's it."

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Nebraskan Letterips

To the Editor:

A faculty member who is willing to admit that maybe he and his fellow travelers aren't always right is a joy to have around. So I'd like to compliment the man (or woman) who wrote to your paper about the evaluation bit you have been batting about for the past few weeks.

I know of at least three courses — and could name specific teachers — who sure need to be evaluated. I feel that the University has a responsibility to the student body to give us top teachers. Whether the big boys can or not is a question of funds, I suppose. But then we shouldn't have to pay for bad teaching.

I'm not just talking about a point I feel; I've talked with a number

of other students in a course I'm taking who feel the exact same way I do about the quality of instruction with a certain department. I only hope that the University will ask the departments to examine themselves before we demand a Senate investigation of the conditions around here.

No, I wouldn't go that far; I just hope the department bosses can see the value of the system as you have proposed it (or have you?). For the instructor who wants to improve his course, the faculty member indicates, will find the reactions of the students helpful. And the instructor who doesn't want to improve the course doesn't have any business taking our tax money away.

I can't complain too much about the teaching in this university. I do feel some study should be made, however, of the existing conditions. But in conclusion I believe that if a student is really interested in the teaching conditions, he will speak with the department chairmen and seek some positive action. Action, not words. Rationale

The Religious Week

Chancellor Clifford Hardin will speak to the Lutheran Student Association Sunday at 6:15 p.m. as the first in a series of Lenten programs entitled "The Christian in the Academic Community." The Chancellor will discuss "The Student's Responsibility to the University."

The Lenten series will include Dr. Charles Patterson, professor of philosophy, speaking on "The Christian as Scholar." March 27, Christopher Fry's drama "Thor, With Angels," will be presented April 7 as a conclusion of the series.

The Rev. G. M. Armstrong, chaplain of the University Episcopal Chapel, has been invited to attend the College of Preachers in Washington, D.C., the week of March 17.

Father Cross of the Holy Trinity Episcopal Church will offer celebrations of the Holy Eucharist at the regular times.

Baptist and Disciples of Christ Student Fellowship

Sunday: 5-7 p.m., supper, worship and forum with Rev. Davis reviewing the works of Richard Niebuhr.

Monday through Friday: 12:30 p.m., Lenten service.

B'nai B'rith Hillel Foundation

Friday: 8 p.m., service at South Street Temple, 20 & South.

Fridays: 8 p.m., service at Congregation Tifereth Israel, 32 & Sheridan.

Saturday: 8 a.m. and 7 p.m., services at Congregation Tifereth Israel.

Christian Science Organization

Thursday: 7-7:30 p.m., worship in Room 316 of the Union.

Lutheran Student House

Friday: 6 p.m., International Night Supper; 7 p.m., "International Tension and Conflicting Values" by Professor Tom Franck; 7:30 p.m., LSA Roller Skating party (meet at Student House.)

Sunday: 9:45 a.m., Bible classes (Ag and City campus); 10:30 a.m., coffee hour; 11 a.m., morning worship; 5 p.m., LSA cost supper with

Chancellor Clifford Hardin speaking on "The Student's Responsibility to the University."

Methodist Student House

Sunday: 5 p.m., Dyn-a-mite; 5:45 p.m., forum; 6:45 p.m., worship.

Wednesday: 6:30 a.m., breakfast; 7:15 a.m., Lenten service, Chaplain Benton White of the Lincoln Air Base will be the speaker.

Thursday: 8 p.m., Bible study.

Friday: 7 to 7:45 p.m., Holy Communion.

Newman Catholic Center

Sunday: 8, 9, 10, 11 a.m. and 12 noon, Masses; 5 p.m., Lenten devotions.

Monday through Friday: 6:45 and 7:30 a.m., Masses.

Wednesday: 8 p.m., and Friday: 7 p.m., Lenten devotions.

Tuesday: 7 and 11 a.m., Wednesday: 7 p.m., and Thursday: 7 and 11 a.m., religion classes.

Presbyterian-Congregational

Sunday: 5:30-7:30 p.m., forum "Is Christian Perfection Attainable?" led by The Rev. Calvin Ukema, Westminster Presbyterian Church.

Monday: 7 a.m., Bible study on the Book of Revelation.

Tuesday: 8, 9 and 11 a.m., "Life and Teachings of Jesus;" 7 p.m., Sigma Eta Chi.

Wednesday: 7 p.m., Lenten vespers; 7:30 p.m., Non-Christian religions of the world: "Islam."

Thursday: 8 and 9 a.m., Religion in Literature.

University Episcopal Chapel

Sunday: 9 a.m., Holy Communion; 11 a.m., morning prayer; 6:30 p.m., Canterbury Club with Father Johnson of St. David's Episcopal Mission speaking.

University Lutheran Chapel

Sunday: 10:45 a.m., worship; 5:30 p.m., Gamma Delta supper followed by topic "The Dead Sea Scrolls" led by Dr. Surburg of Concordia College Seward.

LITTLE MAN ON CAMPUS by Dick Bibler



"TUITION WENT UP AGAIN THIS YEAR."

You Are Invited To Worship ST. PAUL METHODIST CHURCH

12th and M Streets Morning Worship—11:00 A.M. Sermon Topic: "The Spirit of Christ" Church Study Classes—9:45 A.M. Radio Ministry Every Sunday KFAB—9:00-9:15 A.M. KFOR—11:30 A.M. Ministers: FRANK COURT, RALPH LEWIS, SAMUEL BEECHNER DONALD BLISS—WESLEY FOUNDATION KEEP YOUR SUNDAYS SACRED THROUGH THE HOLY HUSH OF WORSHIP!



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The Daily Nebraskan

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