

Editorial Comment

Toward Solving Financial Woes Plaguing Higher Education Now

Whether the gravest problem of higher education today, the strain on the pocketbook is considered by as all one of the big boys.

Just how that problem will be solved is a point of huge speculation. And public institutes of advanced learning are the hardest pressed to find the solution.

Private colleges and universities have relied on grants, tuition and some indirect governmental help in the past. They will probably have to rely on the same sources in the future and find some loophole in the proposed allotment by the federal government of \$287 million a year in order to obtain a portion of that money.

But the public schools really have to face the problem squarely and soon.

One of the easiest ways out for the higher educational institutions is to charge a greater tuition, thereby eliminating many of the students who would crowd the doors and also securing greater income. But this solution is totally impractical in this day and age when the race to keep up with the Soviet Union is so mammoth.

These schools will, of course, get their share of the federal money if the proposal reported from Washington Tuesday gets Congressional approval.

That will mean that about twelve million dollars will go toward expanding the program of university graduate study already supported by some government agencies such as the Atomic Energy Commission and the National Science Foundation. The government would grant more fellowships to students and help the schools themselves with grants for equipment and salary raises.

Under the proposed plan five million dollars would support foreign language instruction centers at universities and provide language fellowships.

Other answers to the financial burdens of the colleges lie in such programs as:

1) Split years for teachers so that during, for example six months, a professor could teach and during the remainder of the year he could be employed by private industry or independent research. Thus financial setbacks now suffered by teachers would be partially erased and industry would be able to take advantage of the brainpower it needs.

This step is important, too, in view of the staggering statistics presented in the annual report of the National Education Association that over 25 per cent of the Ph.D.s last year left the teaching profession for better jobs in industry.

(2) Special assessments on some luxuries which would be allocated entirely to educational institutions. Such taxes would not be too great a burden since they would be levied entirely on luxuries.

(3) More frugal construction by universities and colleges of new facilities. It has been demonstrated, for example, that a large number of small buildings can be maintained more economically than large hollow halls of learning. Of course, Indiana limestone will always be more beautiful and expensive than good old fashioned brick.

(4) More economical use of classroom space. It has been demonstrated on one campus that 90 per cent of the classrooms are not used at a particular hour of the day (8 a.m.)

These are just examples of how money can be saved in running some colleges and universities. Whether they will be used is another question. But let it be remembered that the financial problems of education are not unsurmountable.

The Suffering Prof

This editorial, reprinted from the Wall Street Journal, is another in a series of the thoughts of our times published for the consideration of the students of the University.

Ever since the Sputniks were hurled into orbit, the U.S. has been searching for answers why the Russians were first, and much of the discussion has centered on the shortcomings in the U.S. system of education. That debate certainly is justified. But amid the serious issues and facts being brought forward are some which at least confuse the picture.

For example it has often been asserted that the Russian professor is better off than the professor in the U.S. McGraw-Hill, for one, has come up with statistics that the average full professor in this country earns \$7,100 a year or about one and one half times the factory worker's pay. In contrast, it says, the Russian gets \$7,200, or about eight times what the Red worker gets.

The comparison is a highly relative one. Certainly the American professor at \$7,100 is better off in what he can do with his money than the Russian professor at \$7,200. Statistical yardsticks aside, there are other things to consider, ones that are especially dear to the American academician. For instance, personal freedom to pursue what he wishes. Few would seriously suggest that the Russian is better off there.

The thing that emerges from the discussion of the treatment of professors in this country as compared with Russia is the fact that Russia operates on very much more of a caste system than the United States. There the professor is exalted over the proletariat who is supposed to be in his paradise.

In the U.S. on the other hand, the tendency is to reduce class and caste distinctions. The statistics which show the Russian professor eight times better off than the U.S. professor—

though they earn about the same pay—really show that the U.S. factory worker is about eight times better off than the Russian worker.

Professors in the U.S.—like everyone else—think they ought to have higher pay. Like everyone else, they are entitled to seek it. Our guess would be they are getting in a pretty good position not only to seek it but to prove they deserve it. Deserving it, they will get it.

That is the way it should be. The way it should not be is via any emulation of the Russian caste system.

Clarification (?)

When a student comes to the University he is told that there is no definite system of cuts for classes. All work and excuses are handled through the individual instructors, the plebe is told.

However, the Daily Nebraskan at the beginning of the last semester announced that it would be a good idea for the administration to set up some consistent system of cuts or no cuts which would be in operation on an all-University basis.

As usual, a deaf ear was turned to us. But now complaints are rolling in that the administration's failure to legislate in this regard has caused misunderstanding and ill will between students and faculty.

It is our suggestion that some form be established as soon as possible so that all the mystery enshrouding the cut system be tossed aside.

Legislation is, unfortunately, frowned upon by many students and faculty members. It is often looked on as a chain around free thought. But when a lack of legislation hampers decisive action, then it's time for such legislation.

Now is that time.

from the editor—

First Things First...

by Jack Pollock

Good grief!

Here it is almost Christmas and no bridge-burners or world-builders have yet waged a campaign swearing fidelity to the intellectual simplicity represented in "Peanuts."

While Cornhuskers go on their normal way studying, attending classes, participating in activities and supporting athletic events, other colleges across the nation are forging ahead in forming fan clubs for the downtrodden, misunderstood hero created by Charles M. Schulz. While other campuses are waging a nation-wide race backing the quiet-spoken Charlie, students at NU are completely without moral support of fan club membership.

This is not to say that I advocate so bold a movement on the part of NU students or faculty members—without first proceeding through the required fan club channels. But such noted institutions as West Point, Bucknell, Cornell, Antioch and American University in Washington are in the lead in membership

rolls. The race has even reached fever pith outside the U.S. borderlines, with clubs already established in Japan, Cuba, China, England and Canada.

What do Charlie Brown clubs advocate? Well, take the athletic side of this complex world. Charlie's fans are boosters of leaf watching, ice sliding, bubble blowing, mud-pie making, snowflake swallowing, balloon squeaking, piano playing and walking so your feet never touch ground. And they also to establish bad baseball teams.

At Syracuse University, I note the fans sent a letter to creator Schulz stating they all agreed to "hate Lucy's fustbudgeting" and would remain loyal to their hero in all of Lucy's "many unkind moments." The statement, evidently without any type of committee clearance, blandly stated that both characters, blanket-starved uniformed little Linus and the personality-packed dog Snoopy, were to be admired for the "independent spirit and individuality in this troubled world."

PEANUTS



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A Nebraskan Series

AEC's Admiral Rickover Blasts U.S. Education In Address Given at New Naval Atomic School

This is the first in a series of three articles featuring excerpts from the speech delivered by Admiral H. G. Rickover at the dedication of the Naval Nuclear Power Training School in New London, Conn. Adm. Rickover is chief of the Naval Reactors Branch of the Division of Reactor Development under the U.S. Atomic Energy Commission.

"The past weeks have been a period of rude awakening for us. Our eyes and ears have been assaulted by the most distressing sort of news about Russia's giant strides in technology, based on the extraordinary success she has had in transforming her educational system—all but in ruins twenty years ago—into the most efficient machine for producing highly competent scientists and engineers—many more than we can hope to train through our own educational system which we have so long regarded with pride and affection.

"We are slowly thinking our way through a thicket of bitter disappointment and humiliating truth to the realization that a 19th century educational philosophy is as hopelessly outdated today as the horse and buggy. Nothing short of a complete reorganization of American education, preceded by a revolutionary reversal of educational aims, can equip us for winning the educational race with the Russians.

"Ours is a democracy. We cannot move forward faster than the majority of the people will permit us to go. Today the people are aroused because they sense that something is fundamentally wrong with American education when a country—three-fourths illiterate a generation ago—can in 20 years catch up with us in so important a field of knowledge as science and engineering. The mass of well-reasoned criticism which is currently filling the air and the news columns is, however, so large as to be almost indigestible.

Things Getting Better

"I think we have come to the pass we are in today because our mass media wrap us in a cocoon of soothing 'Coke-ism' along the lines of 'everyday, in every way, things are going to be better and better'. Few of us read serious books. We are therefore singularly defenseless against the continuous flood of optimistic predictions of a future with delightful superabundance—just around the corner—which American Science will provide. We are equally defenseless against the cliches of our folklore which assure us that America is and always will be the most technically advanced nation. Or that

ours is the most marvelous system of education in the world since more teen-agers are in school in the United States than anywhere else.

"This silky cocoon has kept us in isolation from the educational practices of even our closest allies in Europe. A few hours' check of their curricula, teaching standards, and of the end results of their educational system would disabuse us speedily of our illusions.

"It seems to me that the first step in tackling the American educational problem is to collect all the pertinent data concerning education in other Western nations and to present it to our people clearly and with dispatch. I am thinking of the sort of thing done by the Department of Health, Education and Welfare when it published its recent useful 'Report on Education in the USSR.' We need all the information and we need it now. At little cost much help for planning educational reforms could be made available.

"Some may say that one cannot make valid comparisons between the educational systems of different countries since—to paraphrase a famous saying of Lord Haldane—it is in its education that the soul of a people mirrors itself. Even so there are other ways to measure education besides the soul.

Nobel Prizes

"Through 1955 the Nobel Prize Committee in awarding prizes for original work in physics and chemistry granted, in proportion to population, three times as many to England; one and one-half times as many to France. Most astonishing perhaps, Holland with a population one-sixteenth of ours received four to our 22 prizes; Switzerland with one fifth received five prizes; Austria with one-twenty-fifth got three. Or take the field of nuclear fission alone. Twelve basic discoveries in physics, chemistry and mathematics brought atomic power into being. Of these, three each were made by German, English and French; one each by Danish and Italian scientists; and only one by an American. Yet the population of France, Germany, England, Denmark and Italy combined is only one-third greater than that of the United States; their total national wealth is far less than ours. But in this particular field of trained brain power they were 11 times as rich as we.

"Or again, take the successful development of the atomic bomb. We provided excellent direction, extensive facilities, unlimited funds; but the major contribution

in brain power came from such men as Italy's Fermi and Segre, Denmark's Bohr, Hungary's Teller, Von Neumann, Wigner and Szilard, Germany's Hahn, Strassmann, Bethe and Einstein, England's Chadwick and Cockcroft mention but a few of the top men. In fact, it was of no small concern to the Joint Congressional Committee on Atomic Energy that, as the late Representative Hinshaw put it, the very topmost of our scientists is 60-70 per cent foreign born and educated. Even some of our own foremost scientific contributions received their university training abroad.

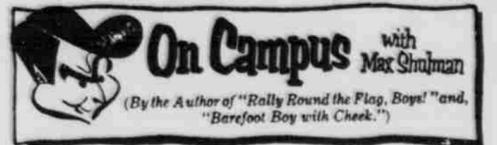
"Of course, no educational system can guarantee that it will bring forth genius at any given rate; all it can do is to make it easy for genius to be discovered early, nurtured and encouraged, and allowed to flower according to its own inner motivations. Can we truly say that our education does this? I think not. Nor does it even seek out, nurture and develop mere talent—as contrasted with genius. It fails to develop in our most intelligent youngsters the desire to make the best use of their good minds. Hence we see 200,000 of the top quarter high school graduates lost each year to higher education while the na-

tion suffers the most acute shortage of trained professionals in all fields, and a disastrous shortage of vitally needed scientists and engineers.

"It is estimated that industry and the defense establishment urgently need at least twice as many scientists and engineers as we are currently graduating. Even more disastrous in the long run is the severe shortage of properly qualified teachers of science and mathematics in high schools and in colleges. It will take many years merely to bring the present corps of 60,000 junior and senior high school science teachers to the level of competence required to give our youngsters sufficient education so that they can enter engineering colleges properly prepared. As it is, only one third of our high school graduates are really qualified; the remainder must take remedial work which puts a heavy burden on the colleges' scant number of teachers. No wonder most engineering schools lose 50 per cent of those who enter.

In 1955 we actually gained only 100,000 more graduates than in 1954. In 1956 we actually gained only one to one for every 225 of the country's high schools."

Continued Tomorrow



DECK THE HALLS

The days grow short, the nights grow long, the north wind doth blow, and a light frost appears on the knees of coeds. Christmas is icumen in, and once more our keen young minds turn to the vexing problem of Christmas gifts.

Let us examine first the most vexing of all gift problems: What do you buy for the person who has everything? Well sir, when you encounter this dilemma, the best thing to do is seize it by the horns. Ask yourself this question: Does he truly have everything? Does he, for example, have a birthmark? A Mach number? A lacrosse net? An I-beam? An S-hook? A U-bolt? A T-square? A Primus stove?

(There is, incidentally, quite an interesting little story about how Primus came to invent the stove. Before Primus's invention, cooking was rather a hazardous occupation. People just built fires any old place—the floor, the closet, the escritoire—and often as not the whole house would go up in flames along with the dinner. Primus, a goose plucker of Frankfurt-am-Main, kept thinking there must be a more efficient way to cook. Finally, in a flash of inspiration, it came to him: Why not build a device to contain the fire and keep it from spreading?



...his mistake was in building it out of paper...

(Well sir, he built precisely such a device and named it after his beloved wife Stove. Primus's first Stove, it must be confessed, was less than a triumph; his mistake was in building it out of paper. The next Stove, built of wood, fared hardly better. Not until he made one out of metal could the Stove really be called a success.

(But even then the Stove was not entirely satisfactory. The trouble was that the Stove filled up with ashes and became useless after a few weeks. It remained for Primus's son Frederick to conquer that problem. He invented a mechanism to remove ashes from the bottom of the Stove and was thenceforth known to posterity as Frederick the Grate.)

But I digress. We were discussing Christmas gifts. This year, as every year, a popular gift is the smoking jacket. And what do the smoking jackets smoke? Why, Marlboro, of course—every man jacket of them. And why wouldn't they smoke Marlboros? Why wouldn't anybody with a taste bud in his head? You get such a lot to like in a Marlboro—filter... flavor... flip-top box.

Here is no filter to hollow the cheeks and bug the eyeballs; here is a filter that draws nice and easy. Here is no flavor to pale and pall; here is a flavor ever fresh, ever zestful. Here is no flimsy pack to crumble and shed its precious cargo; here is a sturdy box that keeps each cigarette plump and pristine.

Speaking of smoking, the year's most unusual gift item is a brand-new cigarette lighter that never needs refilling. You are scoffing. You are saying you have heard such claims before. But it's true, I promise you. This new lighter never, never needs refilling! The fuel supply lasts forever. Of course, there are certain disadvantages. For one thing, the lighter is rather bulky—170 feet long and three stories high.

But look on the bright side: As the fuel runs out, you can rent rooms in it.

Good to give, good to receive. At Christmas or any other time is a cartoon of Rite-Aid Marlboros, which makes take pleasure in bringing you this column throughout the school year.

Most College Students Want Advanced Degrees

Initial tabulation of questionnaires in Associated Collegiate Press' National Poll of Student Opinion shows that over half of the persons interviewed in a cross-section survey of college men and women plan to work for graduate degrees, if nothing unforeseen prevents them.

Associated Collegiate Press gathered this information in answer to the following question:

"There seems to be a growing trend among students toward going on to earn graduate degrees after receiving a bachelor's degree. Barring any unforeseen circumstances, do you plan to continue on to graduate school after you finish college? Why?"

Almost equal proportions of men and women indicated they intended to do so, but a number of the men were still undecided. College women interviewed, or the other hand, seem to have made up their minds one way or another already. None of them answered that she was undecided. Complete results of replies to the question are as follows:

Among those who do not intend to continue on with graduate school, the outstanding reason given for their decision seems to be lack of enough money. A Bradley University (Peoria, Ill.) student described his problem simply as a "monetary factor." A senior at the same university said essentially the same thing: "It would take too much money."

Marriage also was given as a reason for not intending to continue studying, and it was not only coeds who decided they would not go on for that reason. But among college men, the money factor entered into the marriage picture again. Many of those in-

terviewed felt they could not afford to be married and do graduate work too.

A better preparation for their chosen field was the reason most often advanced by those who intend to enter graduate school, and the fact that an advanced degree would offer greater chance of advancement was also frequently named as a reason. A sophomore coed at the University of Vermont (Burlington, Vt.) answered yes to the question, and to the query "why," replied: "To broaden my knowledge of my major and be qualified for a better position." A Wayne State University (Detroit, Mich.) sophomore gave as his reason for intending to continue that "You can become more specialized in your field."

Others were more general in explaining why they wished to do graduate work. "It is my personal feeling that four years of college is no longer the end, but the beginning of a complete education," was the feeling of a Colorado State College (Greeley, Colo.) senior coed and, from a purely practical standpoint, a freshman at the same university concluded he wished to have a graduate degree because "it would be easier to get a job, and get a higher salary."

Those men who were undecided generally felt they would not continue on immediately but might some time in the future. A senior at the Missouri School of Mines (Rolla, Mo.) said he was undecided, but commented: "If I do, I will wait several years," and an Indiana Technical College (Fort Wayne, Ind.) sophomore summed up his position by saying, "No, for the immediate future; yes, possibly, at a later time."

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