

Cheating Causing Worry

A cheating scandal rocked the University of Texas campus last year when an objective section of a final exam for a required government course was bribed away from the university printer. Some 200 copies were printed and sold for \$10 apiece and it is estimated that as many as 350 undergraduates saw the test.

The dean of men at UT questioned suspects and concluded generally that students didn't consider the cheating wrong—it was getting caught that was bad.

According to a recent article in "Mademoiselle" magazine by Nancy Lynch, Texas is just one of many university campuses that has begun looking into the cheating issue—an issue which is causing dismay'd faculty and students to question reasons for cheating and to look closely at examination systems for the answers.

Some blame for cheating may be placed on the nature of tests themselves. Objective tests, the basis for many grades at this and most other universities, are not a fair test of one's intelligence. Too often a student has to cram his mind with unrelated facts.

Cramming minute facts onto crib notes has become an easy way out and the student not only loses his own integrity but also fails to gain any knowledgeable depth in thinking through answers.

Departmental tests are another weakness in university examination systems. Often in this type test a student is asked to answer questions which have not been studied simply because the topics were not covered in his particular section.

In this situation the students with the best instructors get the best grades—an unfairness to the others who weren't even aware of what they would be tested on.

Another contributing factor to the steady rise of cheating is pressure put on students by professors and social groups. Some panic when they hear, "You have to get such and such a grade on this test to pass the course," or "You have to make your average to be initiated or to get in some activity." Subject to this pressure, the result again may be cheating.

Resulting from a student survey at the University of Texas on reasons for cheating were these main points:

1. Classes where the grade depends solely or largely upon examinations.
2. Tricky or unusual questions which cause panic.
3. Threatening or superior attitudes of instructors toward examinations.

These reasons for cheating are seemingly a result of a defective educational system. Cheating has become not a dishonest act but rather one of beating the testing system.

"Students are parts of a system in which the attainment of knowledge has become secondary to the completion of a course. The testing system has become a kind of game in which the professor has certain techniques and the student has counter-moves," according to Marvin L. Henricks, professor at Indiana Central College, who recently completed a study on the cheating issue among college students.

From Somewhere

By Adam Staib and Jon Moyer

"... I set forth a diluted drink. May it arouse an enduring thirst for the older, more potent liquor."

—J. U. Nicholson

This quotation serves to characterize the philosophy of the education system in America today. Our mass-produced education emphasizes quantity to such a large degree that it takes on the taint of the cheap, diluted drink suggested by Nicholson.

In America the student is offered the weak, diluted potion and it is only by chance that a few become enlightened to the wonders and the opportunities beheld to the taste of the real substance. The un-



Jon Moyer Staib

lightened majority considers education as a means to increase their general prestige and stature.

We Pseudo

As we pseudo-intellects left the concert given by the University of Muenster Madrigal Choir, we were witnessed a performance by students who had an intrinsic understanding of a classical art.

Later, after a long conversation with two members of the group, we began to realize why their grasp of this art was so broad and well-developed. They were the products of the older, more potent education. Their academic preparation demanded the development of a deep grasp of the liberal arts.

The outline of their education is in sharp contrast to ours. After a four-year elementary education, German students attend secondary school for nine years. Their secondary education provides a thorough background for their advanced study in college.

While young students in the U.S. are slowly dabbling through a few diluted academic courses, German students are beginning their long study of Latin and Greek as well as the modern foreign languages which are included in their liberal arts curricula. Some members of the Muenster Choir studied the English language for over six years.

All Liberal

The important thing to remember is that the German secondary education is devoted entirely to the liberal arts. The German student is not free to pick and choose his way through school on 'pud' courses as is his American counterpart.

When the German student enrolls at the University of Muenster, he is ready to tackle his advanced study. The manner in which the German student studies is also in

Ceylon Life Discussion Is Planned

"Ceylonese Student Life" will be discussed by World University Service traveller Victor Cherubim at 4:30 p.m. Thursday in 232 Student Union.

Cherubim, a native of Ceylon, has studied at the University of Ceylon and the University of London where he received his Bachelor's Degree in Economics.

He recently completed further studies in business administration at Albion College, Mich., where he served as president of the World Friendship Club.

Named one of the 120 Ceylonese students to participate in the U.S. state department's international educational exchange program, he will be sponsored by the Union Talks and Topics Committee in connection with its current "Twentieth Century Highlights" series.

University Dames

University Dames will meet Thursday at 7:30 p.m. in the Student Union Pan American Room.

Arthur Murray dancing lessons will be featured.

... Out in Left Field

sharp contrast to our University.

Although they have a five month vacation, they continue their study with intensive reading. Most of the students stay in private homes or rooms. Consequently, their study is not interrupted by incessant diversions.

The student who is a product of German education seems to be more mature and well-balanced in addition to his excellent training, whereas his American counterpart is unable to function without

close supervision by government or school administration.

In the opinion of Richard Hovey of Western Maryland College, our (education) system is being threatened by the sloppy, slothful attitude of students.

Hovey seems to have misconstrued the argument in this matter because the bad attitude of which he speaks represents our entire education system.

In fact, the real threat to our entire slipshod education system is the occasional enlightened student.

Workers Needed

Workers are needed for the Red Cross transportation committee.

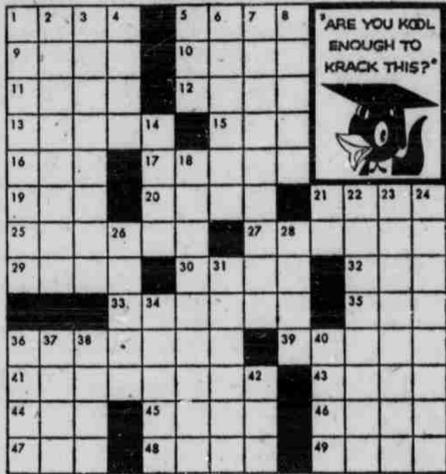
Members of the committee drive students to orphanages and hospitals Mondays through Thursdays. They are paid for gas.



KOOL CROSSWORD

No. 5

- ACROSS**
1. Talk about your victory
 5. Perches in churches
 9. Clair de li's last name
 10. ... Kool is the best kind to smoke
 11. Swedish gal's name
 12. An arbor graduate
 13. Gooty Mortimer
 15. French lady saint (abbr.)
 16. ... Aviv
 17. Competitive kind of woman
 19. Eric is a little short
 20. Motors, wavs and lions do it
 21. King of Norway
 25. It's common to airports
 27. Walk with a roll
 29. Raps backward
 30. Graf (German ship)
 32. Almost a Veep
 33. Discerning
 35. 2nd Person sheep
 - 36, 39. What makes Kool so enjoyable?
 41. Not the kind of town for a race track
 43. Speak highly of
 44. Dental degree
 45. Act like an onion
 46. Little America
 47. This suffix is the most
- DOWN**
1. Is very hot
 2. Second man
 3. Girl from L.A.?
 4. It's shiny in a sports car
 5. One man's caroming hand is another's ...
 6. His ale (anagram)
 7. Play obviously not by Somerset Maugham
 8. A bum one mired in you
 14. Classical dumb gal
 18. Good places for dolls
 21. Either's brother
 22. Tennis skunking sounds romantic
 23. Fish, not beer-loving spouses
 24. Crooks who could be soft touches
 26. This is madness
 28. Meet up, in the rain
 31. Hand holder
 34. A type of line
 36. Fashion
 37. What the British call cigarette butts
 38. Tree house
 40. Fellow who could probably use a Kool
 42. ... out (earn a scanty living)



When your throat tells you it's time for a change, you need a real change...

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A Thing of Beauty Is...

Remember the ephemeral splash made by the Campus Beautification committee last year? That was the group which came up with several recommendations for dressing up the outside face of NU.

The grass strip in the center of the parking lots is one of the results of their studies. Such ideas as a reflecting pool between the tower and Love Library fall into the category of being things which are nice but not feasible—or so the committee was told.

But whether there is a pool to capture the glow of the tower at one end and the lights of the library at the other, other spots of rush-stopping beauty already exit on the campus. Like the fall spectacular with which we are now being presented.

A walk around the library, a stroll past Soc and teachers—a pause over by the old Ad building—these should all be added to the list of required subjects. So should one trip out to Ag Campus—even though the hole for the Kellogg Center has marred a former beauty spot.

It is only at certain seasons of the year—this being one of the major ones—that the realization strikes suddenly that even

though our buildings may not be architectural standouts, a tree, a curving walk and a crimson bush can turn the landscape into such a breath-taking scene that no amount of campus hustle can keep an individual from pausing to wonder.

This is the value of having things of beauty on the college scene. Ours is a rushed society within a hurried society. We are a breed of runners.

But it is difficult to run past a scene of great beauty. And somehow, the sight of nature's splendor seems to shift into clearer focus relative values of things which tend to become muddled in the daily maze of classes and exams, meetings and work, coffee and term papers. Somehow the sight of beauty seems to work a magical transformation on the thought there are larger truths transcending the small ones learned in class.

Thus we would like to extend a sincere compliment to the persons responsible for maintaining the beauty of our showpiece portions of the campus. We wish the funds would drop magically from the sky to finance such landscaping for the more barren portions of the campus—for these tend to be the areas which carry the heaviest load of student traffic.

M. E. Speaking

By Carroll Kraus

With the jumble over the eligibility of one of the candidates for Homecoming Queen, let's hope that the mess doesn't reflect on the new method of selection.

The mixup may have thrown an unfavorable light on the new method, although it had nothing to do with the snafu—it was only the matter of eligibility, the same matter as in any election.

The election in itself went rather smoothly, according to my observations. Voting lines and campaigning this year topped anything I have seen in four years.

May Be Discouraged

However, some prospective voters may have been discouraged from casting ballots after looking at the long lines in the Union.

It was refreshing to have 10 candidates this year that weren't necessarily members of Tassels, since being a member of that group—which supposedly is primarily a pep organization—doesn't positively indicate that one of its members would serve as a worthy all-University Homecoming Queen.

This observation is based on the method of selection of Tassels, with which I am at odds.

And besides having 10 lovelies (?) to

vote on, it was kind of nice to vote for three of them. You know, give a bunch of 'em a little support.

Actually, there are several candidates who I personally think would make fine Homecoming Queens. Do hope one of them makes it at least to attendant.

Another Criticism

In the wake of Western Maryland College Prof. Richard Hovey's attack on "intellectual sloth" on the part of college students in Best Articles and Stories, another prof has come up with sharp criticism of multiple-choice exams.

The prof, Banesh Hoffman of Queen's College, especially attacked College Entrance Board and National Merit exams. He says the tests "damage young minds by rewarding superficiality, penalizing intellectual honesty, and casting doubt on the good will and competence of the examiners."

Although not following Hovey's line of thought, Hoffman seems to have hit upon a good point.

Many tests of this type do not seem to be indicative of true knowledge in a field; often the questions tend to confuse.

In fact, an expert in a field might be made to look silly by failure to answer some of the theoretical questions referred to in the manner wished by the test administrators.

Could it be possible that the questions in Regents' tests fall into the same category?



Kraus

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