

Urge Added Emphasis On International Affairs

The following is an excerpt of a report prepared by the Committee on The University and World Affairs, constituted by the Ford Foundation as an ad hoc, independent group, in response to a request by the Secretary of State, to study the participation of American universities in international education, research and technical assistance.

Members of the committee are:

—J. L. Morrill, chairman; former President, University of Minnesota.
—Harold Boeschstein, President, Owens-Corning Fiberglass Corp.
—Harvie Branscomb, Chancellor, Vanderbilt University.
—Arthur S. Flemming, secretary of Health, Education and Welfare.
—J. W. Fulbright, Arkansas senator and chairman of the Senate Foreign Relations Committee.
—John W. Gardner, President, Carnegie Corporation of New York.

—Franklin D. Murphy, Chancellor, University of California at Los Angeles.
—Philip D. Reed, formerly Chairman of the Board, General Electric Company.
—Dean Rusk, President, The Rockefeller Foundation and Secretary of State designate.

The American university is caught in a rush of events that shakes its traditions of scholarship and tests its ability to adapt and grow. The United States is just awakening to the fact that world affairs are not the concern of the diplomat and soldier alone. They involve the businessman, the farmer, the laborer, the economist, the lawyer—indeed every citizen. And we are discovering that the world includes vast regions and peoples we have little known before.

This American awakening has come along with the upsurge of demands for independence and economic advancement among hundreds of millions abroad who have known little of either. In their own awakening they see education as indispensable to their quest for growth and dignity.

At the center of these new education demands, all the more pressing because they often coincide with the policy goals of our government, stands the American university. It is challenged to meet the needs of our own people for a far better knowledge and understanding of others. It is challenged at the same time to help meet the needs of emerging nations for the creation and rapid improvement of whole educational systems.

Whether the rapid technological and social development upon which nations insist will take place by totalitarian regimentation or in conditions of growing individual freedom and responsibility is a crucial question of our times. It is an educational question as well as a social, economic and political question.

The American university is a center both of learning and of service with a public purpose founded upon the traditions of American society and the heritage of other universities in history. It serves the high needs of society, as no other institution can, primarily through its teaching and research. Its scholarship is guided responsibly so as to encounter the great intellectual and educational issues that confront us. Traditionally, the university also engages in other forms of direct service to society, such as extension work, consultation, and assistance to other educational institutions.

The system of land grant colleges, established a century ago in the United States, is one notable example of adaptation of American institutions of higher learning to meet heavy new demands. At that time, the new task was to provide higher education to the workers and farmers on a developing frontier.

In the postwar years American universities, responding to the nation's new involvement in world affairs, have taken on many new and expanded activities. These include new courses on Asia, Africa and the Soviet Union, and United States relations with them; research on economic, political and social development of the newly independent nations; foreign students in large number; and special overseas projects to help build and strengthen educational institutions in other countries.

The universities' response so far, however, has been largely sporadic and unplanned. To meet the challenge of their potential role in world affairs adequately, they now have an historic opportunity to undertake, individually and in cooperation, a major effort as institutions. They have the responsibility, in the best university tradition, to make a contribution which no other institutions can: to enlarge our horizons as a free society, to help educate the leaders and help build the educational foundations of the newer nations, and to cooperate with educational institutions in other nations in order to help create a free international society. These tasks require the sustained participation of the best American university competence and the pioneering of new academic traditions.

To help American universities and colleges achieve their unique purposes our educational resources must be strengthened. In a pluralistic society like ours this effort requires a new set of cooperative relationships between universities and colleges and the institutions that call upon and support them—the federal government, the states, the foundations, and private enterprise. This is possible in turn only if new organizations are formed in the private sector and within the government in order to achieve more effective educational leadership in world affairs.

To achieve these ends, the Committee believes that their needs to be:

1. A lifting of sights that will transcend the traditionally domestic and Western orientation of scholarship and training, in universities and colleges, and the limited aims of "technical assistance" and "national defense," in government.
2. Higher priority for world affairs in education, and for education in the government's international programs.
3. Planning for longer term programs to support universities and colleges at home and to promote educational development abroad.
4. More effective use of scarce educational resources through improved organization and cooperation among American institutions and in relation to their counterparts abroad.
5. A higher quality of educational performance through the systematic development of American competence for the new, varied, and difficult tasks confronting American institutions of higher learning.
6. More adequate resources for these tasks.

Daily Nebraskan

Member Associated Collegiate Press, International Press
Representative: National Advertising Service, Incorporated
Published at: Room 51, Student Union, Lincoln, Nebraska,
SEVENTY-ONE YEARS OLD

Telephone NE 2-7651, ext. 4225, 4226, 4227
Subscription rates are \$5 per semester or \$9 for the academic year.
Entered as second class matter at the post office in Lincoln, Nebraska,
under the act of August 6, 1912.
The Daily Nebraskan is published Monday, Tuesday, Wednesday and Friday during the school year, except during vacation and exam periods, by students of the University of Nebraska under authorization of the Committee on Student Affairs as an expression of student opinion. Publication under the jurisdiction of the Subcommittee on Student Publications shall be free from editorial censorship on the part of the Subcommittee or on the part of any person outside the University. The members of the Daily Nebraskan staff are personally responsible for what they say, or do, or cause to be printed.
February 4, 1956.

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"PLAY BALL!"

Staff Views

BOVINE VIEWS

by Jerry Lamberson

The current legislative session will have at least one item regarding agricultural research at the University, that of vegetable research.

It will be up to the legislative group to determine whether funds will be made available to carry the present vegetable research in central Nebraska into its second phase. Such a program calls for \$67,000.

Prior to this, funds were contributed by affected communities so that the projects could be carried on. But recently the communities refused to finance such research and were seeking dollar help from the University. To keep the program alive until July 1, the University has provided funds from an unfilled faculty position.

Several questions will be facing the legislature as they study the need or such appropriation. One of these is that Nebraska is not considered a vegetable growing state and most of the industry is related to farm products such as corn, wheat, beef and dairy. Much of the major vegetable growing regions are in areas near the coast so funds to keep such a research project alive may be doubtful to some of the state senators.

The sum of \$67,000 would seem too high for the research of vegetables. Considering that vegetable growing has only a limited acreage as compared with other crops in the state, it might seem improbable that such a project could afford that amount if other crop experts would be seeking much larger amounts for research in their fields.

The continuation of such a project might help the vegetable industry to become one of the larger industries in the state and

Glenny

(Continued from Page 1)

tential for continuing to receive the same proportion of income from these sources during the next ten years.

Are tuition rates too high or too low to provide equal educational opportunities to various economic groups in the state. What proportion of educational financing should the student pay in private and public institutions.

Are sufficient scholarship funds available so that able but needy students will be able to attend institutions appropriate to their interests and abilities.

Coordination
How can the state coordinate the activities of the institutions of the state on a continuing basis. What special efforts should be made to coordinate budgets, programs, services and plans of the teachers colleges and the University of Nebraska. How can this be accomplished?

Not Guilty

By Myron Papadakis and Bob Nye

"Did I tell you about . . ." These words echo throughout the campus rebounding off the walls and reverberating through the halls. Coupled with the cry, "I can't wait to tell Pat, Jean, Marybell . . ." the rumors spread covering the campus.

The hypocritical, egotistical rumor spreaders derive their pleasure from maligning others. Since they know almost nothing about their subjects they can speak with unchallenged authority.

A rumor may be vicious to start with, and with the distortion it receives every time it is passed on, it may completely run away with itself. Envision this example and imagine the possibility of distortions. If one person passes a rumor to two friends, and they spread this to four others at the rate of one gossip per minute. It would take thirteen minutes for the whole campus to hear it. A fight turns into a near riot, a beer into a six-pack and a "No Doz" into a Benny. Enough said, phonies carry on under the white

banner of "The Cleansing Truth." Now for the main reason for this article, which is naturally the collection, evaluation and dissemination of questionable information.

Our agents have discovered that six sorority standards chairmen has purchased stock in Haig & Haig . . . fella's, have you heard that the standards chairmen have finally adopted the 33rd date rule . . . three out of four professors smoke . . . within two months the Rag will have a good article or it will feel like a fugitive from the law of averages . . . we just heard that the reason for the unpainted chimney on campus is the diversion of funds for the purchase of bulk quantities of hydrogen peroxide . . . a certain well to do sorority has decided to help ease the gold flow by restricting their summer rush to the continental limits!!!

Now that the few of you that followed the article to its conclusion are confused, disgusted and sure you've wasted your time and ours, we suggest you clip this article out, wad it to a small mass and discard it.

Nebraskan Letterip

Ashamed of NU At BB Game

To the students:

Saturday I saw my first and last N.U. basketball game. I witnessed the most shameful display of sportsmanship and conduct that I have ever seen. Never in my life have I been so ashamed to be of any group.

We, the students of today, have many times been called the leaders of tomorrow. If this kind of attitude typifies the leaders of tomorrow, then may God have mercy on us.

Basketball and other sports are supposed to be games of competition designed to promote friendship, fun, physical fitness, and sportsmanship. What I witnessed tonight was none of these. It was nothing but a barbaric display!

Time after time the University proudly points to itself and proclaims its standards, its goals and its achievements. Yet tonight I saw members of the student body, coaches, and faculty members, screaming for blood, booing refs, and threatening them with bodily harm. And yet we call ourselves "civilized"!

Has winning become so important that we must lose

all our human dignity and act like wild animals? Are you proud of acting like a pack of wolves closing in for the kill? Is this what we come to college for? To mass together and yell and scream for blood?

We look at history and exclaim in horror at the Romans and their sports. We point proudly at ourselves and say, "We are civilized. We have sports which take skill and physical stamina, but we do not fight like animals for amusement." Yet as soon as we are through patting ourselves on the back we turn around and begin acting like animals.

For my part I am thoroughly ashamed of this incident and I think we all owe Missouri an apology. Perhaps even more we owe ourselves an apology and a promise to put an end to such actions in the future.

I wonder if we are civilized enough to realize our mistakes and try again to act as young ladies and gentlemen should act, or are we so barbaric and are sports so important that we must continue to act like animals and barbarians. Disgusted and ashamed,

R. E. L.



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