

AT OUR UNIVERSITY . . . Education Moves Ahead

DURING FRIDAY AFTERNOON'S budget hearing the Governor asked the Chancellor a very pointed question. The essence of the question was how has the student graduated from NU today improved from those graduated several years ago. To this question Chancellor Hardin replied that it's very difficult to evaluate the products of our state's higher education and compare them with students graduated earlier. This is true. How do you evaluate a graduating senior?

The Chancellor did say two things which have relevance to this question. The first is that the University is getting a better quality of student from the state's high schools. This gives credit where it belongs—to the hard working and constantly seeking to improve educators on the secondary and grade school levels throughout the state.

It was only two years ago that the University dropped its "bonehead," non-credit, English course, which had been offered for years to bring students up to freshman standards of our English department. There was no longer any need for such a course any longer because high schools improved and up-graded their own standards.

THE OTHER COMMENT made by the Chancellor Friday was that University students work harder today and are more serious about their education than ten years ago. This any student can vouch for. A forward moving university means constant upgrading of its standards for admission as well as graduation. This means more responsibility on students and an increasing study load.

With better prepared candidates for admission, our University can consider tightening up their admission requirements, or, at least, a tightening of requirements on freshmen. A tightening that would insure that the "surviving" freshmen—now sophomores—are of the caliber which the University demands for its graduates.

Many universities are re-examining their whole course and credit structure in belief that the better prepared student should be able to handle broader course

offerings along with more difficult specialized training. The modern doctor, lawyer or engineer needs to know more about the world, its people and its history as well as more about medicine, law and machines.

The 3,500 courses offered at the University of Southern California are to be reduced by almost half. The remaining courses will be more comprehensive in scope. Rules on class attendance will be more permissive. More emphasis will be put on individual student contacts with faculty, and on independent study. . . . "an increase of University standards means more responsibility on students and an increasing work load."

AMERICAN EDUCATION is moving forward, despite real faults here and there—College of Medicine, library facilities, faculty salaries, agriculture programs, and building and maintenance.

Besides not being given adequate money to continue moving forward—even with existing faults—the greatest mistake would be to discourage experiment and change in the educational process of a university. This does not mean experiment in the sense of graduate, faculty and undergraduate projects, but in the sense of course structure, semester divisions, class attendance, examination and testing, and others.

THE EDUCATIONAL STRUCTURE of father's university, like his texts and teachers, are not the best. The college father attended would be a pretty poor excuse today—even if he graduated ten years ago. The clamor of critics of American education after Sputnik caused the caliber of those applying for college entrance today to be better prepared than those before. This also brought an automatic—either voluntary or involuntary—lift in the preparedness of college and university graduates.

We can be thankful for educational leadership that keeps looking ahead, and tearing up old blueprints that were once the best we had.

The Chancellor, when asked by the Governor, could have asked what he thought of Nebraska's ability to support higher education?

CAMPUS FORUM



Masons, Sub Rosas: Cannot be Compared

To the Editor . . . I am replying to the article published on "Sub Rosas equal Masons" which was submitted by James K. Taylor.

Taylor forgot to submit the facts preceding and following the excerpt from the "American Republic," a History 091 textbook. Taylor should re-read the article and I would suggest that everyone take the time to read the article to get the true facts. The caption is found on pages 408-410 of the History 091 textbook.

When an article is submitted for publication it would be best to tell the whole story instead of just part of it.

Does Taylor know what the Masonic lodge is and what it stands for? Are Masons to be labeled as members of a sub rosa group? Taylor's comparison seems to imply this form of a statement.

What about the following Masons: George Washington, Thomas Jefferson, Andrew Jackson, Harry Truman, J. Edgar Hoover, General Douglas MacArthur, and Will Rogers? These important men are a few of the long list of great Americans that are Masons.

You, the reader, must decide if Taylor's comparison was justifiable.

Sincerely yours, Stanley N. Navrude (Editor's Note: You bring out an important fact concerning sub rosas: Though they have similar aspects to many other organizations, they cannot be justifiably or seriously compared with a any group.)



"I THINK I LIKE IT."

Courses Include European Study Read Nebraskan Want Ads

Special language courses in French, German, Italian and Spanish are being offered for the summer of 1963 by Michigan State University.

Six-week courses in French at Lausanne, Switzerland; German at Cologne, Germany; Italian at Florence, Italy; and Spanish at Madrid, Spain are now open to students with some background in the language they wish to study.

The approximate cost, covering round trip air transportation from New York to Europe, tuition for the six-week language course and board

and room with a European family is \$500.

Additional details on the program and application forms can be obtained by contacting: Fredric Mortimore, American Language and Educational Center, Continuing Education Service, Michigan State University, East Lansing, Mich.

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HOUSE UN-AMERICAN ACTIVITIES COMMITTEE . . .

Political Contrasts

REPUBLICAN

by mark anderson

The House Un-American Activities Committee (HUAC) is one of nineteen regular ("standing") committees that are given routine approval and appropriations at the beginning of each Congress. However, controversy is almost synonymous with HUAC. Civil libertarians, the Americans for Democratic Action, the American Civil Liberties Union, and many intellectual liberals regularly denounce HUAC as un-American and damaging to our free democratic structure.

Criticism consists of charges of malignment of civil liberties through improper investigative procedures, lack of legislation drafted, repression of unpopular ideas, lack of a definition of un-American, and even denial of the right of Congress to investigate.

Obviously, some arm of the federal government must investigate and evaluate such questions as the current strength of the Communists in the waterfront unions in Hawaii, the connection of Communists with organized gambling in Miami, and current changes in the Party line.

These are questions a university political science department does not have the power or scope to thoroughly investigate. The FBI could do the work, but no one would want a semi-secret extension of the police arm of the state to hold hearings on, evaluate, and recommend legislation to the House; interrogate witnesses on internal security; and maintain widely available files on pro-Communist activities. Clearly, HUAC fills an informational, investigative, evaluative, and legislating function indispensable to the U.S.

The charge is advanced that un-American could be construed to mean all beliefs at variance with the committee's particular bias. In practice only Communism, Nazism, Fascism, and a few other hate groups, e. g., the Ku Klux Klan are ever involved in investigations.

The most serious criticism used against HUAC is in regard to the loss of civil liberties. In 1953 a set of formal procedural rules was adopted which help protect the witnesses' constitutional rights. A majority of the committee of nine is needed to initiate any investigation or to give a recommendation for a contempt of Congress citation. Any witness cited as a member of a subversive organization is sent a registered letter giving the name of the organization to which he allegedly belongs, the date and place of the hearing at which he was named, and the name of the person who testified. The person accused then has fifteen days to communicate with the counsel of the committee and/or request an appearance before the committee to give denial or affirmation. Also a complete record of all testimony is kept, witnesses have their own counsel, and subcommittees have at least one member of the minority party. These procedures and the watchful eye of Congress placate the worries of all but the most extreme civil libertarian.

Because of the subversive nature of Communism, there is a strong need for special legislation to uphold national security. The committee can and does provide this. HUAC's basic legislative enactments include the Smith Act of 1940, the Internal Security Act of 1950, provisions of the Immigration and Nationality Act of 1952, the Communist Control Act of 1954, and the Espionage and Sabotage act of 1954. Other narrower laws deal with such matters as revocation of naturalization by fraud.

Affirmation of the usefulness and legality of the committee has been given many times by the Supreme Court and Congress. In March, 1961 the House approved HUAC's appropriation by a vote of 412-6. In short, HUAC's role in national security far outweighs the controversies surrounding it.

DEMOCRAT

by philip kelly, jr.

The objective of the House Committee on Un-American Activities is to "unearth" elements which danger America's security. This objective is good and necessary. We must guard against sabotage, Communist infiltration, and disloyalty. But it is the contention of many, including members of Congress, that this committee has grown too powerful in its ability of destruction.

Alan Barth, in his book, *Loyalty of Free Men*, states that "the government of a free people must take certain chances for the sake of maintaining freedom which the government of a police state avoids because it holds freedom to be of no value." One of these "certain chances" is a free judiciary system. The defendant is tried by an impartial judge, a judge who is impartial by his professional training, the ingrained tradition of the bench, and the customary safeguards of courtroom procedure.

An individual coming before the Committee can only lose. The publicity of his appearance stains his record. In the recent San Francisco trials, many teachers could not return to their former occupation, even after being found innocent.

There can be no impartial judge because of the political make-up of Congress. Congressmen are free to make unproven accusations or slander because of the Constitutional provision that "for any speech or debate in either House, they shall not be questioned in any other place."

Congress was not designed to determine the guilt or innocence of an individual. In various cases investigated before the committee, the individuals on trial were not accorded just hearings. In the Supreme Court case of *Watkins vs. U.S.* (354 U.S. 178), the Court held that the Committee had not accorded the defendant a fair opportunity in realizing his rights.

The reform of the Committee should be made on the floor of Congress. Only Congress can limit itself and put an end to the abuses and unfairness on the part of its own committees.

After reform, the Committee should limit itself to look at the complete loyalty program and report to Congress and the public with a set of general conclusions as to the administration of the program.

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