

# The Advisory Boards

Student concern about the over-all effectiveness of the academic programs provided by the University has given rise to the development of college advisory boards the past year.

Although only three — Arts and Sciences, Teachers, and Agriculture — have been formally instituted so far, they promise to be greatly helpful in promoting change.

The constitutions of these boards state four general purposes: 1) Curriculum, "to offer commendations, responsible criticisms and solutions regarding courses, programs and curriculums within various college departments;" 2) faculty-student relations, to "maintain primary responsibility for the establishment and improvement of faculty-student relations;" 3) ASUN relations, to maintain active liaison in order to facilitate communications, gain political support and obtain ASUN aid in completing projects that go beyond the scope of the boards; 4) publicity, to communicate results of their endeavors to the students of the college and the University at large.

Evidence of the usefulness of the advisory boards is provided by the Arts and Sciences group which has been set up temporarily to set a precedent and by getting programs in motion for the permanent board, which will be elected April 12.

### Honors Program

The honors program, for instance, has come under heavy criticism by the Arts and Science students. They feel that it should be greatly expanded to make it a four-year program which could be enriched by seminars and other out-of-class activities.

Inquiries have been made into the possibilities of setting up extensive freshmen survey courses and a University department of religion, using the inter-disciplinary approach to some new courses, and organizing a "community of scholars" dormitory arrangement. A proposal for senior seminars whose participants would also review curriculum has already been forwarded by this board.

The possibilities seem almost limitless. The advisory boards could work with the Student Senate in extending the pass-fail system, and adding greater depth to the faculty-evaluation courses. They could make students more aware of the possibilities of obtaining appeal in the matter of academic work.

## BOOK REVIEW:

# Instant Ivy League

(EDITOR'S NOTE: The following is a book review of two books, "Harper's University: The Beginnings," by Richard J. Storr, and "The Emergence of The American University," by Laurence R. Veysey.)

The period between 1890 and 1910 saw American society grow and develop in many ways. The age of large-scale capitalist industry's rapid expansion was heading for a climax. Immigrants were swelling the ranks of workers and city-dwellers. A new class of business-minded "nouveau riche" was growing. America's attention began to turn outward as the internal wounds of the Civil War became less painful.

### American System

Like the chameleon it has always been, the American system of education, too, changed its appearance. No longer could colleges turn out more-or-less polished "gentlemen" and ministers. New ingredients — a touch of energetic, practical American business spirit, a pinch of traditional British snuff, and a dose of the new scholarship from Germany—all found their way into the bubbling pot of American higher education. Different men combined them in different proportions during the early stages of experimentation before the cookbooks were standardized.

By the turn of the century, recipes called for all three ingredients, and the cooks were borrowing from each other to make sure they did not fall behind in the competition for customers. But even with the basic similarities among the new breed of universities, there were several notable differences of emphasis, style, speed of development and degree of success.

The two quite complementary books under discussion, taken together, gave a good picture of the development of the university in America. One paints a broad canvas with scrupulous attention to form and detail; the other adds depth and even more detail to one of the scene's more interesting highlights.

### "Big Picture"

Laurence Veysey, an alumnus of the University of Chicago and currently assistant professor of history at the University of Wisconsin, has painted the "big picture" with skill and feeling in "The Emergence of the American University." To him,

... the most striking thing about the American university in its formative period is the diversity of mind shown by the same men who spurred its development. Although by the end of the century one can properly speak of "the" university, characterized by a particular structure, not even a powerful trend toward uniformity of procedure could obliterate the profound differences of opinion which subdivided the academic population.

Veysey looks at two types of conflict that were waged in the govern of American academe — (1) the philosophies of learning which warred for primacy in shaping curricula after the Civil War, and (2) the emergence of a new bureaucratic, departmentalized structure in the university after 1890, which was not met with unbound enthusiasm by all observers.

### Civil War

What kind of education did men of that period think American students should acquire? Veysey sees one pattern slowly fading out, the traditional orthodox viewpoint of "discipline and piety" which had held sway in the denominational cloisters until the aftermath of the Civil War and other social changes made it outdated.

Three new concepts on the proper role of institutions of higher education arose to take the place of this old pattern. These were:

—Utility, which stressed professional training. Varying expressions of this general outlook came from Andrew D. White's Cornell, which put all courses of study on an equal footing, and Harvard under Charles W. Eliot, which abandoned the strict requirements for a certain set of courses in favor of the elective system.

—The pattern of a research institution was planted in America by those who brought the seed from Germany. It took root first in Baltimore, where Johns Hopkins University provided a model for other institutions, under the green thumb of Daniel Coit Gilman.

—Finally, a sizable group of educators set "liberal culture" as their goal. Humanism, idealism, education for the "well-rounded man," and even a smattering of old-fashioned religion found homes in Princeton under Woodrow Wilson and

his Calvinist predecessors, and in corners of such places as Yale, Harvard and even the University of Wisconsin.

According to Veysey, the proponents of these different philosophies of education never quite became reconciled. But the clamor of battle muted as a new framework for education arose; the university eventually proved capable of bringing differing factions under the same roof.

### Top Talent

Perhaps the epitome of the new university was aptly named "Harper's Bazaar." William Rainey Harper, in energetically designing the new University of Chicago, included plans for a far-reaching Extension Division and a full-fledged university press. This democratic effort to spread learning Harper combined with a search for the most outstanding scholars and researchers in every field. Harper swooped down on other institutions, luring away their top talent with the promise of comfort.

The success of Harper's university lies mostly in Harper's own talents as a salesman — his ability to make people believe in him and his undertaking. His grand schemes would have been severely limited, however, if there had not been a buyer with plenty of wherewithal — John D. Rockefeller. Rockefeller's willingness to let Harper form his own plans and run his own show prevented Chicago from the disaster that befell Stanford University, where Jane Lathrop Stanford looked upon the school as "her" university, and forced president David Starr Jordan to fire faculty members too publicly liberal for her tastes.

Storr's book, "Harper's University," presents a detailed account of only one side of the story. Storr, an associate professor of history at Chicago, has dug into the University archives for every detail of the dealings, between Harper and the trustees, and Rockefeller and his advisors. The resulting study is much like a drama, with the Dionysiac enthusiast Harper pitted against the Apollonian Rockefeller and his bookkeepers who periodically revolved against the deficits in the University's budget.

### Dry Drama

It's pretty dry drama, though. Both antagonists have high motives — Harper, to build the greatest center of learning in the U.S., nay, the world; Rockefeller, to make sure the infant institution is established on a sound financial foundation. The endless cycle of appeals to Rockefeller for money to bail out the University one more time makes for some confusion. How long ago was that last grant given? What terms does so-and-so want for such-and-such a grant, and how much is X willing to give if Y will match it? It's frenzied finance indeed.

The curriculum, of course, is as important as the cash, and Storr devotes great attention to the courses offered at each level and the requirements for each type of degree. Much space is devoted to blow-by-blow accounts of faculty debates over whether to require Latin for entrance to the junior college or graduation therefrom.

For all its detailed accounts of negotiations for money and discussions of curriculum, however, Storr's book fails to bring the university of any of the people connected with it to life. We are told only the bare essentials of Harper's actions, less through first-hand accounts. The same holds true for Rockefeller, who remains enigmatic throughout the book. The supporting cast also merits more personal description than it receives.

### Chicago's Place

One of the more critical aspects which Storr chooses not to treat in Chicago's place among other universities of the time. Harper felt confident his enterprise was in some ways unique in the nation, even the world. Whether or not this was true, it is certain that Chicago made a far-reaching impact on other institutions. Other than one brief allusion to some other budding universities, however, Storr gives little attention to the place of Chicago in the world of academe.

For a good idea of the context of American higher education around the turn of the century, Veysey's book is most useful. It is hoped that in the forthcoming volumes Storr plans on the history of Chicago, he will give some attention to flesh-and-blood people and to broader social patterns, both of which have had an important impact on the university's story.

Collegiate Press Service



## Our Man Hoppe

# Fair Play For Hanoi

Arthur Hoppe

"As evidence mounts that our planes, accidentally or not, have been bombing civilians in Hanoi," Dr. Pettibone gravely told a televised press conference, "our Committee demands that the U.S. Government yield to the dictates of fair play."

"We assume, Doctor," said a reporter with a yawn, "that your Committee is calling for an immediate end to the bombing of defenseless civilians?"

"Oh, no," said Dr. Pettibone, aghast. "A spirit of fair play merely requires that we declare war on them first."

Several reporters who had jotted "left-wing dove" in their notebooks scratched that out to write in "right-wing hawk."

"Fair play is fair play," said Dr. Pettibone, nodding. "The rules of war are perfectly clear: you may

bomb anyone you wish, as long as you have declared war on him. But to go around dropping bombs on people you are not at war with is sneaky, infamous and downright unfair. Remember," he added with a frown, "Pearl Harbor?"

"Well," said Dr. Pettibone enthusiastically, "as a first step all we have to do is select one Congressman to stand up and propose that we declare war on North Vietnam."

Which one had the Committee chosen?

"Oddly enough," he said, "we've run into a little trouble finding one. The doves understandably show little interest in declaring war on the grounds there's enough shooting already."

What about the hawks? "Well, they support the President. And while they agree that it is the function of Congress to declare war,

they don't wish to function unless the President tells them to."

"He's against Congress declaring it. You see, this would require a spirited debate in Congress. And the President feels that a debate at this time on whether or not to declare war would seriously interfere with the war effort."

Dr. Pettibone squared his shoulders. "But we of the Fair Play for North Vietnam Committee aren't giving up. Surely, out of our more than 500 Congressmen there must be one willing to suggest—or perhaps even just drop a vague hint—that maybe we ought to declare war on these people we have so long been at war with. Fair play will prevail!"

At this point, the reporters scratched out "right-wing hawk," wrote in "some kind of nut" and the press conference ended.

## G. ABEL HALL



The Open Door Policy

Gale Pokorny's

# FOX'S FACTS

As members of academia, it is up to the students of our era to stop every once and a while and take a good critical look at what is happening around us today using whatever perspective we best can.

### Wholly Alarmed

Then after becoming wholly alarmed, we must proceed to evaluate our present college environment and the opportunities and possibilities for change and self-improvement herein contained.

On the brink of total panic at this point, we have the right and obligation to come to some sort of individual decision as to what elements of the past Nebraska we wish to retain and what innovations of tomorrow we will choose to incorporate in our future.

As we walk from one end of campus to the other these days, we become aware of many enlightening factors. First, it is a much longer walk than it used to be.

### Irma Sales Pitch

Secondly if we ever get the chance to look up from the blackboard over which we tread, (if you've seen one Irma salespitch, you've seen them all) we discover that many of our fellow students are making that crucial decision of which I spoke earlier, and it is quite evident that the only element of past Nebraska that a college student deems worthy of retaining is the beard.

One day last week, I found it necessary to enter (cautiously) one of the local Housess of Prey and while I was determining which additional textbook I would be forced to go into (deeper) debt for, I happened to overhear a couple of coeds commenting on one of the brothers of the bush that seem to thrive around campus these days. Said the coed, "Look at him, I'm sure he's not an SDS, (whatever that means) it's getting so these days, you can't tell the good guys from the bad guys."

At first glance this may appear to be a rather pointless quote, but it has certain hidden merits that the poor girl failed to realize. What she obviously overlooked was the fact that if a good guy wants to exist on campus these days, he almost has to do it inconspicuously.

### Bearded Wonders

But the bearded wonders did not choose the bush solely as a means of disguise, they serve other purposes. They rank high on the list of safety precautions.

For example the other day while walking to one of my dawn classes, I spotted another hapless sort likewise trudging along the sidewalk. For just an instant, his attention was caught by one of Irma's ads describing her questionable qualities and it was all over for him. (No he didn't rush over to the Union to buy tickets). He tripped. In fact he caught his shoe on a break in the sidewalk and sailed forward not unlike Chickenman coming down on his chin and knees.

His beard then proved itself by performing two tasks at once. First it cushioned the impact and Chickenman only lost a few teeth compared to the damage that might have happened. Secondly he came down on the next Irma ad down the line and his beard totally obliterated it making the area somewhat safer for those who were sure to follow later on in the day.

### Extensive Enough

A nice beard can also be quite instrumental in maintaining one's health too, provided of course the beard is extensive enough. With sufficient facial coverage, one can wander anywhere in the city quite oblivious to factory smoke, exhaust fumes, Avery odors and other assorted constants.

The S. Claus beard serves as a built in gas mask. Given this fact, it is surprising that one doesn't see more of such beards around in perilous times such as these. (One never can be sure of what those sneaky reds are going to do next).

And let us not ignore the more practical aspects of the facial foliage either. It keeps you warm in the winter, (how many guys do you know with beards who walk around with blue chins) it allows you to keep your record collection free of dust, gets you into all the local coffeehouses and provides you with constant exercise (hey you, you look like a bum, go on get moving).

All told, the attributes of a beard are hard to equal, but fortunately we have those who try.

# Campus Opinion

## Doerr Commended For Work

Dear Editor: We think we can speak for the whole Senate in commending Roger Doerr for his excellent work as chairman of the lengthy Senate meeting on the Bill of Rights.

He is always fair in recognizing speakers, and maintains order at all times. Thank you Mr. Doerr.

Al Stangler  
Jim Hubbard  
Dennis Bartels

## Congratulations To IDA Winners

Dear Editor: We would like to congratulate Mr. Fryar and Miss Martson on their success in the recent IDA election. The large voting turnout assures the IDA of a firm basis of support, as it must have to be successful.

The IDA, under its very capable leadership, should greatly contribute to the welfare of every resident. Finally, we would like to thank those people who worked so hard for us during this campaign. Their efforts and time, it can only be said, have been greatly appreciated.

Jim Arundel  
Paul Cusarsky

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