

Bury Your Head

Vietnam Week is floundering . . . and is threatening to seem as long as the Vietnam War itself.

It makes one wonder why only about 50 students show up to hear about an issue which they, themselves, contend is of vital importance. If it is really so important, and we think it is, why do students refuse to attend sessions which have been set up for their benefit in making an intelligent decision on the Vietnam question?

The Daily Nebraskan finds it hard to believe that more than about 100 students will have an adequate basis on which to ballot in the Monday referendum.

Perhaps it is the fault of the sessions.

Up to this point there has been little discussion on the question which students will be voting on Monday—should the United States escalate the war, continue the present policy or de-escalate the war.

Instead discussions have centered around quarreling about whether the draft is moral and whether killing people in Vietnam is moral.

These seem to be somewhat secondary to the questions of what should the United States be doing in Vietnam and how is the best way to accomplish these objectives.

Sen. George McGovern of South Da-

kota hit one side of the basic question when he spoke Monday night. But we do not find anyone who has attempted to discuss the other side of the question effectively.

Perhaps some type of meaningful discussion could have been brought about if Sen. McGovern were brought face to face with someone like Sen. Gale McGee of Wyoming. He contends that it is necessary for the United States to be in Vietnam to fill a vacuum created by the pull-out by the French and create an atmosphere that would allow the Vietnamese to decide on their own government.

Sen. McGee certainly evoked some lively discussion at a meeting of 1,100 college editors in Chicago last week.

With two such men face to face, student interest surely would build.

But this is still not an adequate excuse for students to become unconcerned about the Vietnam situation.

Perhaps students are tired of hearing about the situation in Vietnam. But Vietnam is not going to go away just because they pretend it isn't there. Vietnam is there.

And if students are as concerned about their education as they sometimes claim to be, they certainly owe it to themselves to become involved in Vietnam Week.

Share Happiness

Too often adults as well as students become so wrapped up in the world situation and our own critical affairs, that we forget about the happiness of others.

Perhaps they should pull out of their orbit and try to "Share a Little Happiness" with others that are not so fortunate as they may be.

The annual All-University Fund drive began Monday with the proceeds going to the American Cancer Society, the United Service Organization, LARC School,

the Mental Health Association and the Multiple Sclerosis Association.

It really doesn't take much. If every student at the University contributed only one dollar, these five very worthy charities would receive a total of \$18,000.

Why be coerced into giving just a small amount?

Wouldn't it be a whole lot better to voluntarily share just a little bit of your happiness?

Increasing Use

'Idiot Boxes' To Take Over College Classrooms?

—Reprinted by permission of TIME magazine
One answer to soaring college enrollment and the surging cost of professors is to put the prof in front of a television camera and simultaneously pipe him into numerous classrooms.

Better yet, just record his performance on videotape, use it repeatedly, and free the teacher to do something else—possibly even talk with students. Today more and more colleges are finding that not only is a taped professor as informative as a live one, but he seldom grows weary of talking.

The use of televised lectures and demonstrations, either live or on tape, has firmly established itself at many big public universities as the key to more efficient scheduling.

Last year 28,000 of Ohio State's 41,000 students took some of their work, mostly math and biology, by television. Michigan State carried 27 courses a term over a TV network that linked 137 classrooms and 300 monitors, required a 20-page log to itemize the offerings. The University of Minnesota reaches 30,000 of its students a year through 50 televised courses, mostly on tape. Colorado State University is using TV in 73 courses this year, transmits some 25,000 student-hours of instruction weekly. The Berkeley campus of the University of California has a library of 330 reels of taped teaching, can feed any of them into 28 classrooms at once.

When videotape became economically practical a few years ago, some schools rushed to put entire courses into a can. Most have since found that students and faculty alike grow bored with so much impersonality.

The common practice now is to use tape as a teaching aid—perhaps a 25-minute lecture on the central ideas presented in a classroom period or a graphic demonstration of key points, freeing the rest of the time for discussion.

In an experiment at San Jose State College, half of the 1,200 students enrolled in a U.S. history course no longer meet in a vast auditorium; instead, they can sit in their dorms or in comfortable seminar rooms to catch the taped lectures at their convenience, then meet in small groups to discuss the topic with a live professor.

After putting some of his lectures on tape, Wisconsin zoologist Donald H. Bucklin reports that he has time to see many more students for consultation in his office. Botanist Walter B. Welch of Southern Illinois University, who found that taping lectures was "one of the hardest jobs I ever did," says he covers much more ground in the tightly organized taping.

The taping process tends to sharpen a professor's delivery. Pauses and diversions that seem natural in a live setting glare painfully from a TV tube. So do a professor's platform idiosyncrasies—a nervous cough or twitch of the head.

After watching themselves on tape, professors "learn

what even their best friends won't tell them," notes Donley Feddersen, director of telecommunications at Indiana. They usually then work to improve their delivery. For some there is little hope.

"If you have a really bad professor, he is going to be worse on television," says the University of Wisconsin's TV station manager Steve Markstrom.

One of videotapes biggest advantages is that a costly or difficult laboratory demonstration can be done once, or erased and repeated until it is perfected, then magnified so that any student near a TV screen can see it clearly—an advantage previously limited to students nearest the professor's podium.

Thus Colorado State uses 200 tapes in 23 of its anatomy courses.

Students on many campuses can check out a tape and view it in a personal study carrel in order to catch a lecture they missed or review for an exam.

The durability of tape raises the possibility of recording the nation's best teachers to make them available on any campus.

"We now have the capability," says the U.S. Office of Education's James Conner, "to preserve our teachers in perpetuity"—although the constant scholarly need for new interpretations of new research makes that a debatable necessity.

In practice, each university likes to think that it can

Looking Up . . .

It may be my imagination, but I am beginning to think that the University is obsessed with the failures of students rather than their successes.

This seems particularly acute in the grading system. The University's purpose is to disseminate knowledge in such a way as to prepare the student for later experiences.

Individual courses have a certain amount of this knowledge that it teaches. Working from this rationale, the number of times a student takes a course before he passes it is superfluous.

A student who flunks a course, takes it again and gets an A knows as much as the students who got an A the first time around. However the student who

flunks and then gets an A has the equivalent of a C in the course that he has a knowledge equivalent to an A. If he knows as much, why penalize him by recording his failure?

If the University must differentiate between the student who gets an A the first time and the student that get the A the second time, it can be done in a different way.

The University could let the student take the course the second time on the pass-fail system. If he passes, put the Pass grade, and only the pass grade, on his record. In this manner, the University has made its distinction without seriously penalizing the student.

This is not a request to give the students a break in

teach as well as the next, and little such exchange is going on.

Another hindrance to exchange is the proliferation of incompatible television systems—a tape produced at one school may not fit the equipment of another.

The biggest handicap to wider use of TV is a residual prejudice against the tape techniques among students and faculty. Many professors hate to change their way of doing things, claim they can teach better in a live exchange with students, although Wisconsin Associate Geology Professor Louis Maher contends that "when you have 200 students in one group, you tend to lecture to the walls anyway."

Extensive use of tape is likely to force professors to specialize more: one may become the stirring lecturer, another a skilled lab-type demonstrator, another an inspiring seminar leader.

After years of academic pressure to get into college, many students resent being asked to sit in front of what they consider "an idiot box"—even if a genius is on the screen.

Despite such resistance, proof of videotape's viability shows up in almost every study of its effectiveness.

After 400 experiments comparing TV instruction with conventional teaching at Penn State, researchers found that the grey screen conveys information at least as effectively as a live professor.

By Dave Landis

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Behind The Front Page

By JULIE MORRIS

Dick Gregory put on a good show Wednesday at the East Campus Union. But I wonder if much that he said affected anyone.

The 1,000 adults and students who heard Gregory harangue them for close to two hours didn't seem to be uptight, as Gregory would say, about anything other than beating the crowd to the door.

Gregory's talk was fascinating because he is a master at stage mannerisms and because he jumped quickly from the joke-cracking comic to the angry young man and sustained the angry young man image for the rest of his address.

Gregory's language was equally fascinating because of his liberal and easy use of slang. His favorite word seems to be "baby".

But he failed to excite or arouse his audience and I think it was principally because he based nearly every word that he said on an emotional plea and had few facts to back up some of his claims (for one that the country's press is managed by the government).

Gregory also failed because he didn't have any solutions to present and he told his audience that before he began talking, "I just want to address myself to the symptoms," he said, "I don't have the solutions."

Everyone has heard the story of the symptoms of racial unrest and the symptoms of a "sick" America. Everyone has probably uttered them once or twice himself. I don't think we needed to have Dick Gregory come to this campus just to tell us what the symptoms are.

★ ★ ★ ★

The "rising cost of a college education" might be a cliched expression, but it's also true.

Take a look at this campus right now. In the past year:

—Tuition went up \$69 for nonresidents, \$95 for residents.

—Fees included in tuition payment went up \$2.

—The fee for late drop and add went from \$2.50 to \$5.

—Fees for four details concerned with late registrations went from \$2.50 to \$5.

—Board and room in University dormitories increased from \$725 yearly to \$800 yearly.

Outside of these obvious costs which great numbers of students may face at one time or another, there are other extraneous costs of college that have also gone up in the past year:

—Coffee refills in the Nebraska Union up from five to ten cents.

—The cost of participating in intramural football went up because students now have to drive or catch a bus to the fields.

—The cost of books for some courses went up because of a change in editions or in the textbook used last semester. (This is, of course, a recurring cost increase).

★ ★ ★ ★

The way I see it, college students are darn lucky the minimum wages are going up.

Right of Left

By A. C. E.

Because hippies have buried themselves and since subversives are always popular I feel the time has come to tell all good Nebraskans how to be a Socially Acceptable Subversive.

Keep clean.

It is mandatory to bathe, shower, or sit in a drinking fountain for a few minutes every day. Subversive subversives are not intrinsically dirty. They just like to be different. In order to be a Socially Acceptable Subversive you'll have to find a different way to set yourself apart from the crowd.

Wear buttons.

Unfortunately most University students can find no political difference between a button which reads, "Caution: Pornography Can Make You Pregnant" and one which says "LBJ: Bombs, Bullets, and Bull- . . ."

Subversives, even socially accepted ones, have to be impervious to frustration. However, as you will find on donning your first truly subversive button Cal Campil will inevitably approach you spouting such nonsense as "That's really cute" pointing a caramel-covered finger at your "Resist the Draft".

In order to avoid such ordeals I would advise that your first socially acceptable subversive button read "Make Love Not War". This way you're not even sure what you mean and consequently no one can disillusion you with crass remarks.

Read Marx.

You don't actually have to read him but just have copies of *Das Kapital* and the *Communist Manifesto* with the rest of your books. Don't worry about people thinking that you're a totalitarian communist because Marx's ideals were corrupted by the totalitarian pigs. As long as you use this line of reasoning in defense of "reading" Marx you're quite safe from the scarlet scare.

Develop your vocabulary.

Include such wonders in your wording as communist swine, fascist dog, capitalist pig, exploiter of the masses, and imperialistic warmonger. It doesn't really matter who you level these phrases at but do try to be consistent.

Use "communist swine" frequently when on campus. This will exemplify your true American feelings to other students.

"Fascist dog" applies to anyone in power: administration, your residence director or housemother, your living unit officers, and any leaders in campus organizations.

"Capitalistic pig" refers to the Union.

"Exploiter of the masses" is a pseudonym for the University of Nebraska.

"Imperialistic warmonger" is more than adequate to describe all Go Big Red fanatics.

Now that you've showered, collected buttons, bought the latest editions of Marx and Engels, and improved your vocabulary you are ready to enter the University community as a Socially Acceptable Subversive. Now that you know what to do, I have to give you the final word on what not to do.

Don't think.

I know that this will not present a problem for many of you, but for the few who still do utilize their intelligence I give you this warning: only Subversive Subversives think—that's what makes them subversive.

Since you are all striving to be Socially Acceptable Subversives don't blow your act by thinking, for this will alienate you from the society in which you are striving for acceptance.

Get it?

Got it?

Good.