

Chatfield: Expansion Necessary For Honors Program

By ED ICENOGLE
Senior Staff Writer

Honors courses at the University have achieved limited accomplishment because of limited objectives, according to Lee W. Chatfield, associate dean of student affairs.

Although the courses have been somewhat successful, Chatfield said, there is a need for expansion.

"The purpose of the honors courses is to increase intellectual involvement," he said, "not to provide accelerated courses."

GOALS

Chatfield cited a two-fold goal established with the courses.

"First of all, they are to give something more than lip-service to the very bright, interested student by recognizing his ambition in education," he said.

The other goal is to enable the faculty to learn more about teaching by working with especially intellectually concerned students.

SUCCESS

Proof of the honors courses' success is the continued interest of students invited to take the voluntary courses.

Most of the honors courses are on the freshman level, especially in the subjects of English, history and philosophy.

"Many of our more able freshmen are going to the so-called prestige schools," he said. "We are trying to fight this somewhat by offering the honors courses, which those schools also offer."

Chatfield added that in most departments the honors concept has not yet been applied beyond the freshman level.

VALIDITY

Robert L. Hough, associate dean of the college of Arts and Sciences, questioned the validity of the concept of the courses.

"The ideas of small classes and individual attention are fine," he said, but

many people are beginning to re-evaluate honors courses which only include the top students.

Hough, who attended the National Collegiate Honors Conference in Washington, D.C., last month, said that the honors system is undergoing serious evaluation on many campuses.

"The question is who are we trying to help?" he said.

CHEATING OTHERS

Putting select students in special classes, may cheat the other students.

Hough said there are good students who are not in the honors courses but who need the stimulation

offered by the top few percent of the students often invited into the honors courses.

Currently, between five and ten per cent of incoming students at the University are involved in freshman honors courses, Chatfield said. He estimated that 300 freshmen are currently enrolled in one or more of the courses.

Although efforts are being made to eliminate extra work in honors courses, many of the teachers conduct the classes by assigning two to three times the load of a normal course Chatfield said.

First Quiz Bowl Bouts Begin Tonight In Union

First Quiz Bowl matches will be held Thursday night at 6:50 p.m. in the Nebraska Union. Second round matches will begin at 8:20 p.m.

Freshman teams: Zeta Tau Alpha v. Pi Beta Phi; Alpha Xi Delta Classics v. Sigma Phi Epsilon; Kappa Alpha Theta v. Arthur (Beta Sigma Psi); Disney House v. Alpha Omicron Pi; Cornhusker Coop v. Theta Xi; Sigma Alpha Mu v. Ag Men; Abel IV Dupes v. Sigma Delta Tau; Cather freshmen v. Love Hall.

Upper class teams: Delta Tau Delta v. The Troopers; Kappa Alpha Theta #2 v. The Uncalled Four; Love Memorial Hall v. Cornhusker Coop; Pioneer House v. Pi Beta Phi; Pent House v. Alpha Xi Delta Turtles; God's Divine Independents v. Ag Men; The Unteachables v. Harper's Knights; Beta Theta Pi A v. Cather Hall VI.

Daily Nebraskan Classified Column

These low-cost rates apply to all classified advertising in the Daily Nebraskan. Standard rate of 50¢ per word and minimum charge of 50¢ per classified insertion. To place a classified advertisement call the University of Nebraska at 470-5585 and ask for the Daily Nebraskan office or come to Room 51 in the Nebraska Union. The classified advertising managers maintain 9:30 to 1:30 business hours. Please attempt to place your ad during those hours. All advertisements must be prepaid before ad appears.

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Campus Calendar

(All activities in Nebraska Union unless otherwise indicated.)

LUNCHEON FOR DICK WILSON—11 a.m.

GEOLOGY ASSISTANTS—12:30 p.m.

PLACEMENT OFFICE—12:30 p.m.

AWS COURT—3:30 p.m.

HYDE PARK—3:30 p.m.

UNION TRIPS & TOURS COMMITTEE—3:45 p.m.

UNION SPECIAL EVENTS COMMITTEE—4:30 p.m.

UNION MUSIC COMMITTEE—4:30 p.m.

YWCA CABINET—4:30 p.m.

PEOPLE TO PEOPLE—project committee—4:30 p.m.

UNION-Public Relations Committee—4:30 p.m.

ASUN—Stillman exchange.

PROGRAM—4:30 p.m.

KOSMET KLUB—6 p.m.

PHI MU ALPHA SINFONIA—6 p.m.

AUF-EXEC—6:30 p.m.

CHRISTIAN SCIENCE ORG—6:30 p.m.

INTERNATIONAL TEACHERS—6:30 p.m.

QUIZ BOWL ISOLATION—6:45 p.m.

QUIZ BOWL—6:45 p.m.

BUILDERS - SPECIAL EDITIONS—6:45 p.m.

SPANISH CLUB—7 p.m.

YWCA-MENTAL HOSPITAL COMMITTEE—7 p.m.

YWCA - CULTURAL CRAFTS—7 p.m.

AUF BOARD—7 p.m.

MATH COUNSELORS—7:30 p.m.

CORNHUSKER PICTURE—8:15 p.m.

ASUN - PARKING COMMITTEE—9 p.m.

Seminar . . .

Dean Stresses 20th Century

By Christie Schwartzkopf
Junior Staff Writer

Dean of Student Affairs at the University of Kentucky, Dr. Doris Seward, stressed a need for awareness of evolving designs of the twentieth century at the AWS-Mortar Board sponsored seminar on graduate school Monday night.

"Attitudes are changing," said Dr. Seward. "Some men and women are rejecting traditional ideas about the woman and her career." She added that "the world needs brains. This is not a man's world—it is a brain's world," she told the 100 students attending.

"Three things about girls are different today," she said. These are her life span, her work expectation, and her educational requirements.

She asked that students project their thoughts in the long range, noting that the life span of today's youth should encompass 100 years.

A result of this predicted long life span will be that most women in the United States will work at least 25 years. Most of her 25 years of employment, Dr. Seward said, "will occur after her children leave home."

Dr. Seward recommended that women go on to graduate school if they have the potential. She cautioned, however, against thinking of education simply as vocational. "True education gives the tools and vocabulary for learning. It gives us a mind liberated from prejudice and a mind adverse from insincerity and vulgarity," she said.

Dr. James C. Olson, Dean of the Graduate College noted the dilemma facing a student embarking on graduate school. While graduate school is a competitive, demanding area, graduate work is becoming imperative.

He said the question to ask in considering graduate school is, "do I have a professional sense, a commitment to this field?"

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On the level, Mr. Chairman...

STANFORD UNIVERSITY

Mr. Robert W. Galvin, Chairman
Motorola Inc.
9401 West Grand Avenue
Franklin Park, Illinois 60131

October 11, 1967

Dear Mr. Galvin:

Thank you very much for your invitation to present my views on business. I hope that what I have to say will not only be representative of how students like me feel, but will give us a chance to resolve our differences in a constructive manner.

I am a graduate student in engineering and I am not planning a career in business. My decision to pursue a life of teaching and research is based on a great deal of thought, introspective thought, about what kind of person I want to be and how I want to spend my life. I have been profoundly influenced by the value of real interpersonal relationships and I demand for myself the opportunity to pursue these freely. I am also intrigued by ideas for their own sake. Thus I have chosen teaching and research as a career.

In order to present my viewpoints and to indicate why I do not desire a career in business I will briefly describe four main areas of concern to me—which I will treat individually in later letters.

First, I wonder if I would be happy as an individual if I were a businessman. For instance, what are my prospects for individual creativity and nonconformity in my first ten years as a junior businessman? I have no interest in making money except to be comfortable and I feel that making money for its own sake is a rather sterile and self-centered goal. Thus how much would the dollar sign dominate my relationships with other businessmen?

Second, business has enormous power to effect social change—yet the emphasis seems so often to be to make the product shinier, bigger, or more eye-catching for the sake of sales. Business is not primarily interested in social change—witness our poor people stagnating in the cities and remote rural areas while millions are spent on advertising to catch the eye of the middle-income housewife.

Third, if after many years of struggling upward through a company, I were finally in a position to make large-scale economic decisions—could I really be the philanthropist? How would my stockholders and my board chairman react in general to projects of considerable social merit but small or uncertain economic return? Would I decide that my effort to attain this position of responsibility was worth it?

Fourth, who is to decide where business will go in the future? Is business really going to be capable of undertaking the changes that the new generation is going to ask of it? I feel that the real action is going to take place outside the immediate sphere of business—either in the government or in the academic world.

Thank you for your consideration.

Sincerely,
Ralph B. Kimball
Ralph Kimball

*Ralph Kimball
Stanford U.
Palo Alto*

Last week this paper carried a letter from Motorola Chairman Robert W. Galvin, in which he asked Mr. Ralph Kimball, an electrical engineering major at Stanford University, for his views concerning business. Mr. Kimball accepts the invitation, and subsequent correspondence between him and the Motorola chairman will be published in this paper. □ The debate is part of a continuing dialogue between Mr. Galvin, speaking as a businessman, and a number of college students presenting the campus viewpoint. The exchange of views was initiated last year in college newspapers as a step toward better understanding and mutual respect between campus and corporation. This year, in addition to publication in campus newspapers, other dialogue discussions are being aired over 35 college radio stations.