

Faculty evaluation: cooperation needed

Comments on the Faculty Evaluation Book and the related questionnaire to be filled out in classes Monday and Tuesday have ranged from "it's a very good thing" to "unattractive, not useful" or "worthless."

Although there are drawbacks in the questionnaire, the committee effort, on the whole, is commendable and faculty members are urged to cooperate in having their classes fill out the forms.

Nearly everyone agrees that there should be some method to evaluate teaching performance and attain the best possible faculty. University administrators state in the booklet Expectations for University Students that "students can contribute significantly to the evaluation of instruction. The faculty has the obligation to solicit student evaluation of their educational efforts . . . students should express their reactions and opinions about the character and relevancy of the instruction . . ."

There have been some valid criticisms of the questionnaire. One is that there is no opportunity for open-ended or discussion questions. There should be such questions to give students a chance to express views not covered in the questions and to convey a general attitude.

Others have said the best way to improve teaching is to allow only the faculty member involved and his department chairman to see the results. But possibly a more effective method to better teaching is to publish the results.

Still others have raised doubts about the questionnaire, saying it forces opinions and is not all-inclusive. But committee members counter with the statement that the questionnaire is patterned after one used successfully at Princeton University for several years.

No doubt there are problems with the evaluation. And, what makes it especially acute is, as Professor Peter J. Worth puts it, the published material can theoretically "do material damage to a person's professional life."

But there is also no doubt that this effort represents the best attempt at a University-wide faculty evaluation ever tried on this campus.

It deserves repeating that professors should be urged to cooperate to make this a success. And then, if they have suggestions to create a more efficient and workable system, they should let their views be known to the committee.

Education bills lag

Committee starts without Nixon

Washington (CPS) — During the 1968 campaign, President Nixon said, "When we talk about cutting the expense of government — either federal, state or local — the one area we can't short-change is education. Education is the one area in which we must keep doing everything that is necessary to help achieve the American Dream."

Nine months after assuming office, Nixon has yet to send his education proposals to Congress or indicate where education stands on his list of priorities, and some legislators and educators are getting impatient.

"Nary a word about education" was contained in the administration's message to Congress last month on its legislative priorities, observed Rep. Ogden Reid (R-N.Y.). Reid urged the President to "promptly forward to Congress a comprehensive program dealing with the educational needs of the country."

George Fischer, president of the National Education Association (NEA), which acts as a lobby group for federal aid to education, commented before the House General Education Subcommittee: "The Nixon rhetoric on education is the same as his promise to end the Vietnam war. I don't blame the President for either problem — he inherited both — but I am startled and chagrined by his lack of convincing proposals to solve these problems."

The administration is reportedly preparing an education message to be forwarded to Congress soon, but expectations are that it will focus on elementary and secondary education rather than higher education.

The reason for this is said to be that the White House, wishing to win the battle against inflation, is unwilling to expand its aid to education in general, and post-secondary education — considered less vital than education in grades 1-12 — must therefore receive less financial emphasis.

In the absence of any proposals from the administration, however, Rep. Edith Green (D-Ore.), chairman of the House Special Subcommittee on Education, has announced her committee will not wait for Nixon's message, but will open hearings this month on the wide range of recommendations that have been made to solve higher education's financial problems.

Bills introduced this session include the following: —A comprehensive community college bill, which would authorize grants to the states for planning, construction and operation of community colleges.

—A bill that would reimburse working college debts for tax payments.

Evaluating food meet: will it feed hungry?

by John Reynolds
College Press Service

Washington — What is a White House Conference? It is a Washington Magical Mystery Tour, a politician's Disneyland. It is a carnival of scientists and citizens, bureaucrats and businessmen.

The most recent White House conference, and the first held by the Nixon Administration, was The White House Conference on Food, Nutrition and Health.

The conference officially began with a keynote address from President Nixon, in which he said,

"This meeting marks an historic milestone. It sets the seal of urgency on our national commitment to put an end to hunger and malnutrition due to poverty in America."

Many at the conference were disappointed with the President's speech. They had expected some new announcements about Administration efforts to end hunger, to dramatize the urgency of the conference itself.

Ruth Friend of the American Friends Service Committee, one of the conference participants, said Nixon should have "called for a national emergency in the area of hunger, and stated clearly some money figures on a guaranteed adequate income."

Instead, the President said nothing new to some 3,000 participants gathered for the conference. He said he would listen to their recommendations with care and he asked them to support "three landmark pieces of legislation."

—the family assistance plan, which would provide every American family with a guaranteed income of \$1,600.

—reform and expansion of the food stamp program.

—the Commission on Population Growth and the American Future.

Nixon criticized the nation's food programs as "shot



"Ah am the ghost of Vietnam past . . ."

Nebraskan editorial

Heroes in the seaweed

by Jim Evinger

'Tis the season of many things — movements, promotions, sales and commercial activity. The Moratorium people herald a season of peace as an essential part of Christmas. And covertly and overtly, political candidates bring to the season the potentials and possibilities of themselves to hold elective office.

In the multi-faceted Christmas season, perhaps the local Moratorium movement and the upcoming state political campaigns are closely related.

The focus of the December Moratorium here seems to be directed toward expressions of concern and public displays of commitment. The Tuesday press conference outlined plans for leafletting, canvassing, a vigil and a candlelight procession.

These activities are all fine and well, and consistent with the November and October events. But the efficacy and long-lasting significance of the December plans seems doubtful.

Realize that Regent Ed Schwartzkopf is considering filing for Lieutenant Governor on the Republican ticket, that Lieutenant Governor John Everroad is thinking of running for the newly created Regents seat in Omaha, that University Professor Wallace Peterson is considering running for the indomitable Roman Hruska's U.S. Senate seat, that one of the few qualified state senators, Stan Matzke, considered running against the insignificant Robert Denney's Congressional seat, ultimately deciding not to file.

The national Moratorium concept emerged from the McCarthy campaign, based on the principle of organizing a lot of people around one political issue. Locally the Moratorium seems blunted and only one of the campus's gray activities. (Wish that it were even a gray portion of the Lincoln community.)

Perhaps the most effective way to work for peace in this season and in the months ahead would be actively to campaign for candidates committed to the principle of peace and reordering our national

priorities. The possible Regents vacancies offer another opportunity to work for really significant improvement of the quality of the University.

True, it was grassroots organization that worked for Bruce Hamilton and the New Party in the Fall of 1968 and never got too far, but it was also grassroots groups that came close to securing passage of the lowered voting age amendment.

Lack of funds was a primary reason for Matzke declining to run for the Democratic nomination for the seat held by Denney. And this is exactly where significant numbers of students could make a difference.

Numbers of volunteer workers to staff an office and man a campaign go a long way in helping overcome a lack of funds. Student workers are the resources to contact people in the community, speak before small groups and generally be available for campaign work.

This is the stuff of which campaigns are made, the stuff which the local Moratorium has not developed.

If this state is not offering the candidates that will support a shift in government spending for military programs to domestic needs, student activism at the Moratorium level is largely misspent.

Active support for and close communications with a candidate who'll carry the banners of nonmilitary priorities would be a tremendous vehicle to capture Moratorium bodies. As more and more candidates' names come to the fore in the press, student scrutiny of those candidates and their positions becomes more necessary.

Stand up and be counted for peace through the Moratorium, but realize that our best efforts could now very well be expended through a continuing entity like the Nebraska Democratic Coalition to elect Congressional and Senatorial candidates who'll represent the beliefs and goals of the Moratorium people.

spent just talking, and now it was time for action:

James Primeau, a farmer from southwest Louisiana pointed out tersely, "by 1971, 1972, 1973, a lot of us poor people will be dead."

Elliot Mormon, a Princeton student, noted that Nixon's income support level was not adequate, and that the panel's goal of 1975 seemed very remote in solving the problem of hunger immediately.

Walter Reuther of the United Auto Worker's Union explained that "what we need is a national commitment to end hunger" like the commitment America had to go to the moon.

Many of the conference participants expressed their feeling that the conference was stacked in favor of education, scientists, and agriculture-industry representatives.

Over 1500 of the conference participants were educators, scientists, medical and health professionals, agriculture and industry representatives. About 1000 were consumer-spokesmen for civic, business, professional, women's student, religious, and community action groups, including the poor.

Jean Mayer, Harvard nutritionist and special consultant to the president in charge of planning and organizing the conference, claimed, "the conference has not been designed for any biases . . ."

However, Chairman of the National Welfare Rights Organization, Mrs. Johnnie Tillman, said efforts to get a greater number of poor people invited to the conference was rebuffed by Mayer.

One Black participant suggested in an afternoon meeting, "the whole conference has one of those hidden kind of agendas."

Conference participants, especially those representing the poor, are afraid this conference will go down as just another exercise in rhetoric, and many conferees keep asking the question, "When does the talking stop and the action start?"

Ya gotta have a gimmick

... Kelly Baker

I sometimes wish I could teach a class about movies. If I did, one required show would be "Medium Cool."

Haskell Wexler, a cinematographer who won an Academy Award for photography in "Who's Afraid of Virginia Woolf?" conceived the story idea, directed, photographed and co-produced "Medium Cool."

The theme of violence as a finely woven part of American life is begun in the opening scene when John, a TV cameraman, and Gus, his soundman, are filming an early morning auto accident.

Calloused to the pain and horror of the wreck, the newsmen film and record the accident before reporting to the station and having them call an ambulance for the injured woman.

Another theme, that of the role of the reporter and cameraman and their responsibility to their readers and viewers, is entwined with the motif of violence. A question is raised about the cause-effect relationship of the two — does the emphasis on brutality in the news beget even more brutality — sort of a self-fulfilling prophecy, or, is the newsmen only doing his job, providing the sort of news that readers and viewers want?

The movie also assesses the reporter's responsibility to the public and to the subjects of his reports

John and Ruth, his date, spend an evening at a roller derby where the game's brutality is reflected in the audience. Old ladies in the crowd urge on two fighting players with shouts of "kill her, kill her" and "kick her in the groin". Even though John and Ruth are horrified, they also are sexually aroused.

John's interview with a Black cab driver named Frank Baker marks the beginning of his awakening to the humanity of the people he photographs. Baker found an envelope containing ten thousand dollars in the back seat of his cab and turned the money in to the police. Other Blacks contend he should have kept it.

John goes to Baker's home in the ghetto to set up a second interview and is confronted with Black resentment of newspaper and television coverage as well as the charge that cameramen are taking pictures for the FBI and the police. At the end of this excellent scene, Wexler has two of the Blacks address the camera. This technique changes the effect to a direct audience address.

A day or so later John sees a boy, Harold, kneeling by his car and thinks he is stealing hubcaps. In the ensuing chase the boy drops a case he was carrying. When John returns the case he meets Eileen, the boy's mother, and the scene is set for a later romantic involvement.

Back at the television station, John's idea for a human interest story on the cab driver is turned down and John is fired, ostensibly for using unauthorized film. Trying to ferret out the real reason for his dismissal, he learns that the station has been turning over its film to the FBI and the CIA.

John goes freelance and develops a relationship with Eileen and Harold. A series of flashbacks develop their life in West Virginia before they moved to Chicago. It is interesting to note that in both scenes of Harold with his father, the father is carrying a shotgun.

A former boxer in the Catholic Youth Organization, John takes Harold to the gymnasium to watch a workout. Working over the punching bag, he admits that "really the object is to beat the other guy's brains out and then you win."

The night before the Democratic National Convention Harold disappears and Eileen spends the night wandering the streets of Chicago looking for him. In the morning she is caught up with the crowds of demonstrators and is carried along in the flow of their march. Oblivious to what is happening, she kneels when the demonstrators kneel, marches when they march and is a part of their confrontations with the police.

Meanwhile, John is in the Amphitheatre filming the convention. When he walks around the ground floor he makes the comment that he used to attend circuses in the Amphitheatre as a child and from the proceedings of the convention, it strikes you that circuses are still going.

There is a beautiful scene in which Mayor Daley is introduced to the delegates in the Amphitheatre and the band plays "Happy Days Are Here Again." The next shots (still to the sound of "Happy Days") show demonstrators with broken heads being carried away on stretchers. A delegate from Colorado rises to ask "is there any rule under which Mayor Daley can be forced to end the police state of terror around the Conrad Hilton?"

Eileen is finally able to get in touch with John and they begin to search for Harold. Their search ends when the car they are driving smashes into a tree and Eileen is killed. Another car passes the wreck and a small boy leans out the rear window and snaps a picture.

Violence has been self-serving and a man who made his living from violence has found a violent end. "Medium Cool" is the best film that has come to Lincoln for some time . . . I wonder whether it was given an "x" rating for sex or truth.

Open Forum

Dear Editor: First, we of the Tri-University Project would like to thank you for your past articles covering our tutorial efforts.

Our Indian tutorial program is well underway. More and more students are joining us, and doing a great job. They sense they are learning, too.

We would now like to expand our efforts to include Black students in both Lincoln and Omaha. As with the Indian Program, we feel an orientation session would be useful to both inform us of the problems and to work out the mechanics.

On Thursday at 7:30 p.m. in the English Department's Library-Lounge on the second floor of Andrews Hall, an orientation session will be held

to insure a good start. Several key people familiar with the education problems of Blacks will be with us.

Included among these guests will be Mr. Ernest Chambers of Omaha, Mrs. Althea Alston of the Sunside School in Omaha, Mr. Walter Stroug of Student Affairs here at the University, and other community representatives in and around the Lincoln area. These people know the problems and can provide the information and leadership so necessary to any success we might have.

Anyone interested in helping with this program should make it a point to begin by being present Thursday evening. Thank you, The Tri-University Black Tutorial Program

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