

## 'Publish or perish'

Each semester the editor of the Daily Nebraskan attacks the "publish or perish" principle which permeates the University's evaluation of faculty. Because it is much discussed, however, should not make this system of judging faculty a dead issue. The inequalities, unfairness to professor and student alike and general inadequacy of this means of determining teaching ability must lead to its demise.

There simply is no correlation between the number of books published by a professor and his ability to teach students the subject matter he has mastered. If you have ever taken a class under a publishing professor, you know that authors are not necessarily good teachers. The professor whose textbook is used in 40 major universities or who continually turns out articles for scholarly journals is recognized; whereas the professor who intellectually stimulates students but does not publish is not. This is not to say that he who publishes is automatically a poor teacher, however.

Nevertheless, the abundance of unexciting teachers in American higher education is indicative of the failure of evaluation by publication. Teacher evaluation by this method does not select, promote and recognize the good teacher — it honors and rewards the competent author. Not only is this system unfair to the faculty, it is unfair to the students.

How interested is the professor likely to be in his students and classroom presentation if he is constantly harried by the need to research and write his next article or book? Will he be more worried about bringing the subject alive for students, or publishing the required number of articles to earn him promotion? The existence of Centennial College and similar experimental colleges throughout the nation show that some administrators, faculty and students feel the small-group, free study learning experience can be more exciting and effective than teacher-to-class divine revelations. If faculty are forced to publish instead of teach, students would rather learn from each other and self-structured study than sit through dull lecture classes.

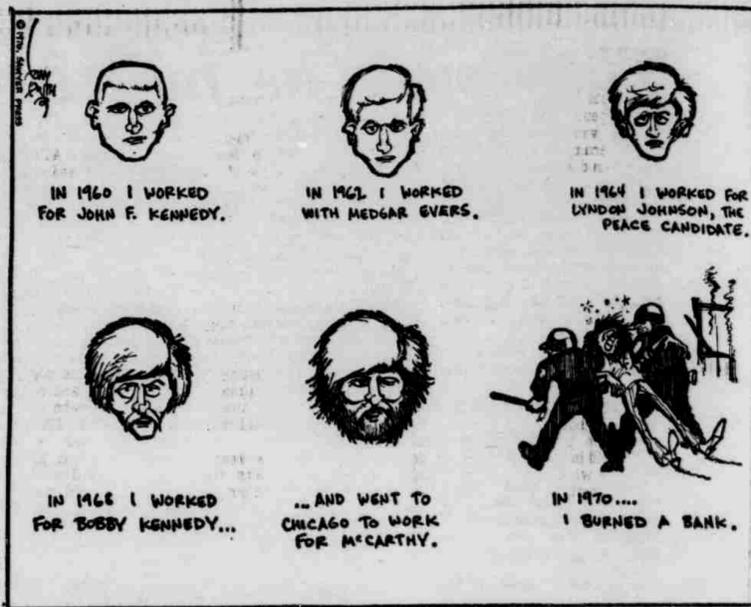
One means of improving teaching is to improve the means of evaluating a professor's abilities. One effective method of evaluation is assessment of a teacher by his colleagues—not on the basis of his publishing record, but on observance of his teaching methods and knowledge in subject discipline. Some departments at the University use this procedure. Another method is to utilize student course and teacher evaluations in essay, not computerized, form when considering hiring or promotion of a teacher. Students, more than any other group in the University, are in a position to judge a teacher. Their opinion should be consulted.

Undergraduate teaching at the university level is in need of improvement. Abandonment of the publish or perish doctrine and the adoption of a rational means of evaluating teachers would be a step towards improving the situation.

Jim Pedersen

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Lots of things have been happening in the Ivory Flower this week with regard to the governing of the University. Monday the "Daily Nebraskan" front page reported the resignations of some ASUN senators. Tuesday the Faculty Senate turned into a circus performance while considering restructuring itself.

Wednesday the students were treated by the "Daily Nebraskan" to a special section about the Regents, the men who hold ultimate power over the students' lives with regard to academic affairs and many social regulations. And, throughout the week, the committee presenting the annual World in Revolution conference next week has been very hard at work, culminating seven

months of planning and preparation.

FIRST, I'll comment briefly on the World in Revolution Conference. People often complain about Nebraska being a cultural wasteland and it isn't often that a program of this caliber with speakers like Abraham Ribicoff, Saul Alinsky and others takes place.

Students should not pass up this opportunity to hear directly from some of the top authorities on urban America. The problems of American cities are important to all of us. The future of the United States including rural America, is closely tied to what is happening to the cities.

Concerning the resignations of ASUN senators the fact should be pointed out that it's

an annual occurrence that some senators resign at this time of year.

MORE ATTENTION should be focused on WHY these senators resign. Conflicts with job, classes and sports were the reasons stated by the quoted Senators for their resignations.

Commitment to student government is essential for senators to be effective in Senate, for student government as a whole to be effective.

If a senator is not going to contribute positively he should resign and make way for someone who will. An example of this is Dave Landis, who criticized expenditures for Time Out and the World in Revolution Conference, but all year did not offer a single

positive constructive program or even resolution.

THE FACULTY Senate Tuesday held its monthly meeting and turned into a circus performance. In considering plans for restructure it showed itself oblivious of student (ASUN) work for a combined faculty-student senate.

The chairman, Lincoln campus President Joseph Soshnik, refused even to allow a student to speak to the Faculty Senate.

Many faculty members are concerned and would like to see change — in the direction of combined faculty and student input into the governing of the University. Obviously, these progressive faculty members are not represented in the group that controls the Faculty

Senate show.

And, Wednesday in the "Daily Nebraskan" we heard from those six men who control the destiny of the University — the Regents. I see more clearly now why we are so distressed about the job they are doing.

THEIR COMMENTS show a lack of depth in their knowledge of the University. The budget is their primary concern, and this seems to be the limit. Students are people, paying for services they receive. The Regents, to my knowledge, have never gone out of their way to listen to students.

If they would get input for decision making from students and faculty, not only from the administration, this would be a better university.

## \*\*\* RAPPING \*\*\*

Editor,

I'm a student in the University of Nebraska's study abroad program in Bordeaux, France, this year. This morning a revelation came to me and I feel obliged to share it with the searchers for truth at my "home base" as I play "center field" here in the land of enchanted enlightenment. I would be most appreciative if you could print this letter in your (and my, even in abstentia) newspaper. Thank you.

The value of life and of death is wont to escape man and inasmuch as we are reasonable and sensitive beings it is our part to return to the original and unquestionable natural purposes which guide creation.

The meaning of the concept of sacrifice is often overlooked as Mr. Gibran points out in "The Prophet".

Eating should be seen as the sacrifice of life for our higher purposes. Thus when we kill the lettuce plant destroying its life and at the same time sacrificing the insects, rabbits and the multitude of other life which would thereby have profited, we must be conscious of this fact and aware of our higher, more worthy goals for this lettuce.

The cow sacrifices grass for the noble purpose of its life. We, in turn, sacrifice the milk of the cow which was intended for its young, and the cow itself, for the noble purpose of our life. The taking of all life should be seen in this, nature's enlightened way.

Lanson D. Moles

COUSIN SWIFT'S "Modest Proposal" was in the right vein, but his cynical outlook on the English and on economy detoured his thinking from the noble essence of cannibalism. My fellow sensible beings, are we not subscribing to a profane understatement of the value of all life when we refuse to eat the other human beings we kill?

Editor,

Recently the university and especially CSL have been focusing their attention upon the racial bias present on the campuses. After much discussion and heated argument, the existence of the problem has been clearly demonstrated to the officials and the students. The problem is well established here, but what is it exactly?

THE PROBLEM is the failure for all aspects of university life to be available to all students. This discrimination has prevented equal opportunity for all university students to enter the activities of their choice. But more major yet is the failure of the students to do anything to correct these faults.

A stalemate between two factions has developed. One side calls for immediate positive attack such as forceful opening of all groups to minorities. This could lead to establishing set numbers of representatives from each minority and majority in each group or activity.

The second faction is busy coordinating their forces for the attack upon discrimination. They want to categorize and carefully think through any action. Both factions are partially right, but actually dead wrong.

THE COURSE of action that must be taken involves prompt, organized efforts. Without both organized and immediate action, any effort to solve the problem will only bury the crux of the problem.

THE HEART of the whole issue is the students' personal feelings and bias. Superficial covering of this can be accomplished by immediate action forcing people to react in the desirable manner but this will not change what they feel inside.

ON THE OTHER hand, lengthy organization, clarification and defining the redefined will set the issue aside until the atmosphere cools off. Then no one will remember ex-

actly what happened in the first place, so that any action will be sufficient.

No one here at the University of Nebraska wants to instigate any measures which might endanger their own self image and require a change in their own personal lives. Their reasoning is: Any change is fine, as long as you make it, not me.

IN ORDER for any permanent concrete change to occur for the correction of racial discrimination and bias toward other people, you and I — everyone — must be willing to stop and analyze himself considering his feelings, prejudices and actions. And then proceed to correct any errors discovered in his instrumental construction which rectified, would better facilitate human understanding. The attack upon discrimination must be based on oneself whether you be black, purple, white, or green.

After setting yourself in order, turn to work upon your immediate circle of friends to end bias.

Ron Mindt

Editor,

In last Monday's Daily Nebraskan some, but not all of the statements in Ed Icenogle's editorial titled "Cultural Experience?" were rather disturbing to me. The editorial centered around the quality of the "cultural experience" available to students at the University of Nebraska and called for more state support of cultural endeavors.

I would agree with the latter wholeheartedly for I have always felt that private support of the arts has not succeeded very well. This is not only state problem, however, but a national problem.

IT IS ALSO true that the student at the University of Nebraska does not have the cultural advantages of his counterpart in Chicago, Minneapolis, New York and Boston.

But Icenogle's statement to the ef-

fect that the only traces of culture which do exist on campus are the Sheldon Art Gallery and the "infrequent importation of outstanding artists and performers" overlooks a rather substantial part of the University's activities in the arts, namely, the concerts and operas given by the School of Music and the productions of the Drama Department.

An incredible amount of effort, skill and labor goes into these for the very purpose of encouraging a native culture of substance.

IS IT POSSIBLE that Icenogle believes that these cannot be counted among the "traces of culture" at the University? One could add that there are lecturers who come to the University who might also be thought of as making a cultural contribution.

A campus group sponsors an annual Chamber Music series, not to speak of other series in the city which would certainly never reject student patronage.

Getting a cultural experience requires effort, such as getting out of the dormitory and finding one's way to the places where things are going on.

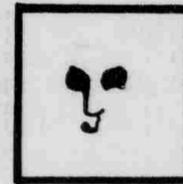
If the student finds a cultural experience only by looking into the test tubes of the Biology lab then he is rather short-sighted.

CULTURAL experiences are here in great plenty: courses in the arts and humanities which give insights into the constituents of cultural life, the Sheldon Gallery, musical and dramatic productions of a great variety, lecturers and several subscription series as well as many local musical events such as organ recitals on many fine instruments in the city.

The student who comes to the University only to learn a trade may not be moved to take advantage of these, but they can provide a cultural experience of some depth and meaning.

Raymond H. Haggh  
 Prof. of Music

EDIT  
 ORIAL



## Our man hoppe

by ARTHUR HOPPE

Dear Mr. Moynihan: I am writing to pledge my full support for your proposed policy of applying "benign neglect" to our racial strife.

I couldn't agree with you more that benignly neglecting the problems that beset and divide our society is the only way to get a little peace and quiet around here. Have you thought of extending The Benign Neglect Doctrine to pollution?

IF WE Americans could get together and benignly neglect pollution, it would go a long way toward silencing the hysterics, paranoids and boodlers on all sides of the issue.

The heart of the matter, as I see it, is not merely to neglect pollution, but to look upon it benignly. With a little effort, we might even come to enjoy it.

When one casts aside his irrational emotional responses, an oil slick on the water becomes an aesthetic experience; the interplay of rainbow-hued colors dancing in the sun delights the eye. And what could more soothe the troubled soul than contemplating a soft coverlet of warm amber smog on a balmy spring day?

IF APPLIED to Vietnam, poverty, inflation and those under 30, The Doctrine of Benign Neglect would do much to quiet the extremists who are now tearing our society asunder. A problem ignored, I say, is a problem you don't have to deal with.

I speak as a long practitioner of Benign Neglect myself. At the moment, I am benignly neglecting a recurrent twinge in my left chest, beetles in my basement and a funny noise in my transmission.

Thus far, the results have been in keeping with my motto, which I am sure will appeal to you and the entire Silent Majority — "Everything Will Work Out All Right."

The only problem I can foresee is selling The Doctrine of Benign Neglect to those who will be benignly neglected, such as militant blacks, conservationists, doves, hawks, poor people, investment bankers and young anarchists.

I, myself, for example, have had a difficult time selling it to Mr. Hotchkiss of the Courtesy Collection Agency. He keeps saying, "A bill is a bill and must be paid!"

THE GOVERNMENT, however, has one great advantage: the highest desire of most citizens is to be benignly neglected by the Government.

The only time the Government takes a personal interest in us is to send us a draft notice, a tax bill or a jury summons. The Government, let's face it, is bad news.

So all we need do is convince the militants of the advantages of being benignly neglected. In turn they will perhaps benignly neglect to burn down our cities. Perhaps.

Of course, under the principles of racial equality, I demand that the Government benignly neglect me, too. To do my part, I have decided to benignly neglect it. I am sure it will continue to make progress without me.

Please inform the Commissioner of Internal Revenue of our agreement before April 15. And do give him my most heartfelt and benign good wishes.

Benignly Yours, etcetera . . .