

opinion/editorial

Series gives students look at NU Board of Regents

The Daily Nebraskan has undertaken an in-depth look at the NU Board of Regents. Many weeks of research have gone into the series of articles on the Regents which begin today and will run consecutively.

The Regents are a body of eight men established by the Nebraska Constitution. Regents are elected by voters in their district for six year terms. Their duties and powers are prescribed by state law.

Both the Nebraska Constitution and the University of Nebraska by-laws say the regents shall receive

no compensation for their service, but that they may be reimbursed for their actual expenses in performing regental duties.

In 1974, the voters of the state approved a constitutional amendment to allow the student body presidents of three NU campuses to serve as non-voting student regents. The student regents are: Ken Marienau, UNL; Paul Hoffman, UNO and Rod Anderson, the Medical Center.

The Daily Nebraskan series will also include a look at the student regents.

The student regents attend monthly meeting of the board, present information to the board and offer their opinions, but have no statutory or constitutional power.

The board has the responsibility of governing all operations of the university, according to an opinion by the Nebraska Supreme Court in 1977. The Nebraska Legislature has the final say over how much state money the university will receive, but the regents decide how state money and all other funds allocated to the university will be spent.

The board approves all appoint-

ments to the university, all purchases and sales of land, all new construction and controls all university operations, either directly or indirectly.

The NU bylaws say there may be no conflict between the private interests of a member of the board and his official duties, and that they should have no substantial financial or personal interest in business transactions of the university.

The series on the NU Board of Regents should give readers an insight to the men serving on the board.

Survey of teaching methods leaves students high, dry

At most educational institutions, attempts to discover what the consumer, i.e., the student, desires are like rain in western Nebraska: we never get enough, and what little we get always falls in the wrong place.

And so it was last week when students received a chance to voice their views of teaching methods used at UNL. A survey distributed by Ned Hedges, Vice-Chancellor for Academic Affairs asked students how often their teachers used various teaching methods, such as straight lectures, class discussions and individualized instruction, as well as how often each method should be used ideally.

But despite the welcome smell of rain, once again students were left high and dry. It wasn't that the questions were difficult to decipher. The problem was not what the survey asked; rather, it was what the survey did not ask.

For example, if given a choice between an interesting, informative lecture and a dull, boring discussion group, most students would probably choose the former, not because it was a lecture, but because it was good.

Unfortunately, the survey never made that distinction, apparently assuming that all teachers are equally knowledgeable in their field and have an equal concern for their students.

Obviously, then, we needn't be concerned about raising salaries to attract better teachers, nor about teacher evaluations, since all we have to do is convince them to change their method of instruction.

Poppycock.

I've had question-and-answer type classes where the biggest question was

when class would be over; I've also had teachers who ask a question in such a way that the student gave a better answer than he thought he could.

And while straight lectures are usually monotonous (one of my professors once spent an hour reading a magazine article to us), other teachers can sometimes hold my interest so well that I'm too rapt to take notes.

michael gibson

So how could I answer the survey? How could I compare an outstanding teacher's questioning tactics with a teacher whose idea of stimulating discussion in a senior level class was asking who was president during the Great Depression?

It was all immaterial to the computer, I guess, whether a teacher was more interested in how much his students learned or how many articles he had published.

It didn't care if he was an expert in his subject or just another example of how those who can't do, teach.

And, most importantly, it wasn't interested in whether a teacher used the teaching method best suited to him and used it as well as he could in order to help his students learn and mature.

Of course, there are surveys that ask such questions. They're called teacher evaluation surveys, and UNL policy requires each student to fill one out in every course he takes.

But the results of those evaluations are known only to the teacher and his department chairman, and they can take the evaluations or leave them.

And because those results are not pub-

licized, students can't find out which teachers to take and which to avoid. Nor can they determine the reason why some teachers are paid more than others, or why some are given tenure and some aren't.

One final note: last week I ran into an English teacher I had as a freshman. In my estimate, she's probably the third best teacher I've had at UNL. In her nine years here, she has finished third three times in a student vote for best professor in Arts and Sciences; her teacher evaluations, as far as I can determine, are phenomenal.

Perhaps it was just coincidence, but the same day I filled out the survey on teaching methods and so did my part toward helping the administration improve the quality of UNL's education, she told me she wasn't being rehired.

I wonder if I'll ever see a survey about that.



letters

As a matter of comment about the coming Orange Bowl game, the selection of Oklahoma as an opponent for Nebraska stinks. Comments about the selection of Oklahoma down this way indicate that the selection is the most asinine they have known. Wouldn't selection of most any team of another section be much better?

Maybe some approve it because they think the game will be a play-off for the Big Eight championship. I'd say beating Oklahoma once a season is enough. The Selection Committee shouldn't be surprised if only a few Nebraskans show up for the game.

I noticed in the local paper that Rick Burns in his extremely fine performance in the Missouri game of two weeks ago had a rushing yardage of 225 yards, and that it was thought that this broke the rushing yardage record for a Cornhusker for a single game.

This belief does not agree with a clipping I have which states that Glenn Presnell in the Missouri game of 1927 rushed for 299 yards in 46 attempts. I recall that in one game, I believe it was in the Syracuse, he rushed for 256 yards. His average per game, as I recall, was 181 yards rushing, which gave him the highest rushing yardage in the nation that year.

I noticed that the last "Husker" football guide gave outstanding rushing yardage records of several Cornhusker players, but

there was no mention of Presnell's records. Maybe they do not intend to include records of two-way players, or their records are not complete.

With a continuation of Nebraska's fine football tradition, I am,

Wm. H. Buckhannan

Terrible crime

On Tuesday, Nov. 28, a terrible crime was committed on city campus. While a grad student was using the restroom on the first floor of Andrews Hall, someone stole his biggest tool used for studying: his tape recorder.

The reason the recorder was so important to this student, was because this student is blind. While all of us can use cheap notebooks and pens to take notes, this student has to use an \$85 machine because of his lack of sight.

The part that bothers me most about this incident is that the person who stole the recorder had to know that the owner was blind. When the student went to wash his hands, he found his briefcase open on the sink with his recorder gone. The thief took the recorder and left everything else in the case. Why didn't the thief just pick up the case and walk off with it instead of searching through it? I think he did it

knowing he had time to get away because the student couldn't see what he was doing.

I think this action was committed by a totally sick person with no morals. The idea of taking a necessary item from a person who doesn't have the same gift God gave us just makes me sick.

Although the police have been notified, little hope remains in getting it back.

I just hope when the person who stole it uses it, he can try to think of the student who now has no way to efficiently study like you and I.

Kevin Horn

Freshman
Arts & Sciences major

Car stuck

Last Tuesday, Nov. 28th, my car was stuck on a sheet of ice, in that Area 3 parking lot not-so-fondly known as "the North 40." This is the lot just south and east of the 17th and Holdrege intersection, for those of you unfamiliar with its many terrors. Two gentlemen from the University Grounds office (north of the parking lot) were most kind and helpful in freeing my vehicle - by manual labor, no less. I regret that I do not remember their names. I would like to take this opportun-

ity to publicly thank them again. Without their help, I might still be sitting there.

"The Girl in the White Toyota"

Display despicable

I was very disturbed by the Arab student display in the Student Union on Thursday, Nov. 30th. Admittedly, the Palestinian condition is despicable. The trade off in the Middle East must not be the exchange of Arab and Israeli lives, but this is exactly what these violent sorts of activity involve!

The Palestinian question will not be solved by violent means. Israel will not be pushed into the ocean by hostile neighbors. Instead, what is needed is a long-lasting understanding that all people need and deserve peace and a decent living environment.

Only when the Palestinians prove themselves to be reasonable, peaceable neighbors will this problem ever find its solution. I find it difficult to accept that our otherwise intelligent Arab students could see this as anything but a struggle of two peoples to survive and that as a world community it is our responsibility to insure that all cultures survive and strive for peace and harmony.

K. Bloom, student