

# Daily Nebraskan



UNIVERSITY OF NEBRASKA LIBRARY

Monday, November 21, 1966

NOV 21 1966

The Daily Nebraskan

Vol. 90, No. 40

## Committee Drafts First Bill Of Rights

### Statement Objective: To Guarantee Conditions For 'Total Education'

By Cheryl Tritt  
Junior Staff Writer

The ASUN Student Conduct committee approved the first draft of a proposed Student Bill of Rights Sunday night.

The proposed bill attempts "to guarantee" to University students "those conditions indispensable to the achievement of total education in a free democratic society."

Committee Chairman Dick Schulze said that from now until Christmas vacation, the contents of the Bill of Rights will be explained in detail "to all three segments of the University—students, faculty and administrative personnel."

In turn, Student Conduct committee members will attempt to evaluate these groups' opinions and suggestions for improvements or additions to the bill.

Schulze said that the weekly forum between the Office of Student Affairs and ASUN senators will deal with the different aspects of the Bill of Rights for the next month. Committee members will also meet with faculty members who have shown interest in the Bill to discuss their opinions and views.

Beginning the first week in December, committee members will visit campus living units to discuss the Bill of Rights with the students.

Schulze said that the living units will receive copies of the bill prior to committee members' visits so they may orient themselves with the bill and be prepared to express their ideas for improvements or additions.

After communicating with all segments of the University the committee will draft a final Bill of Rights.

Then the senate will "formally initiate the amendment to the ASUN constitution" and a two-third majority is required for the bill's passage Schulze said.

Schulze added that the Bill of Rights was patterned after one initiated by the University of Chicago.

Under one proposal the University would be required to write a statement of all existing rules. This statement would resemble the present Campus Handbook but "the rules would be stated more definitely and students entering the University would know exactly where they stand," Kris Bitner, Student Conduct Committee member said.

Another proposal states that students have the right to choose their own living quarters. If this proposal is effected, women would no longer be required to live in dormitories if they did not wish it, Miss Bitner explained.

Providing a channel by which students could appeal to the right authorities

for changes in University policies is the aim of another proposal, she said.

Miss Bitner added that the Student Senate would probably establish these different communication channels.

Another proposal would free students from being charged with double jurisdiction Miss Bitner said.

As an example she said that if a student stole something in Lincoln he could be prosecuted by Lincoln officials, but that he could not be punished again by University officials.

However, if this student was representing the University at some official function or a convention and stole something, he could then be punished by both local law enforcement officers and by the University, Miss Bitner said.

Another proposal would allow students to determine if their transcripts are sent to their employers.

"We can not stop the University from keeping records," Schulze said, "but it is not an unreasonable request to determine what personal information can be released."

## Student Bill Of Rights

EDITOR'S NOTE: The following is the full text of the first rough draft of the proposed University Student Bill of Rights which was drafted by the ASUN Student Conduct Committee Sunday night.

In order to establish and to guarantee to the students of the University of Nebraska those conditions indispensable to the achievement of the objectives of total education in a free democratic society, the Associated Students of the University of Nebraska hold the following rights, and those responsibilities inherent in a right, essential to the complete development of the student as an individual and as a responsible citizen of that society:

1. The right of every person to be considered for admission to the University of Nebraska and student organizations of that University, without regard for or inquiry into the applicant's race, color, national origin, religious creed, or political beliefs.
2. The right of students upon entering the University of Nebraska to a clear and concise statement of their responsibilities to the University of Nebraska.
3. The right of students to maintain representative democratic student government.
4. The right of students, individually or in association with other individuals, to engage freely in off-campus activities, exercising their rights and responsibilities as citizens of the community, state, and nation, provided they do not claim to be officially representing the University of Nebraska.
5. The right of students

to choose their living environment in accord with their rights and responsibilities as a citizen of a free democratic society.

6. The right of every student to exercise his full rights and responsibilities as a citizen in forming and participating in campus, local, state, national and international organizations and to publish and/or disseminate his views and those of his organization on or off campus.

7. The right of students to decide the content and amount of his University record, both academic and personal, that is disclosed to governmental and employer representatives and all other inquirers.

8. The right of students to establish and petition proper channels for changes in curriculum, faculty, and/or policy.

9. The right of students to fair and impartial proceedings with substantive and procedural due process of the law in disciplinary matters.

10. The right of students who incur penalties prescribed by civil authorities for violation of the law to be free from institutional authority which is used merely to duplicate the function of general laws. Only where the institutions interest as an academic community are distinct from those of the general community should the special authority of the institution be asserted.

11. The right of all students to participate, without restriction, in student activities of the University of Nebraska.

12. The right of students employed by the University of Nebraska to join or to

form unions and enter into collective bargaining.

13. The right of any student organization to enjoy recognition by the ASUN provided that these organizations comply with the procedural regulations for recognition as outlined by the ASUN.

14. The right of students and student organizations to use campus facilities, provided the facilities are used for the purpose contracted, subject only to such regulations as are required for scheduling.

15. The right of every student organization to conduct research freely and to publish, discuss, and exchange, either publicly or privately, any findings or recommendations.

16. The right of students and student organizations to establish and issue publications free of any censorship or other pressure aimed at controlling editorial policy, with the free selection and removal of editorial staffs reserved solely to the organizations sponsoring these publications.

17. The right of students and student organizations to invite and hear speakers of their choice on topics of their choice.

18. The right of all student organizations to decide whether or not they have faculty advisers and whether or not they have chaperones at their functions. The selection of faculty advisers and/or chaperones (official guests) shall be solely the concern of that organization.

19. The enumeration of rights herein shall not be construed as to nullify or limit any other rights possessed by students.

## Advisory Board Form Faces Vote

The proposed Student Advisory Board for the College of Arts and Sciences could greatly help student-faculty-administration communication, according to Robert L. Hough, assistant dean of the college.

He added that the board should also serve as a link of communication between the college and Student Senate. Because there is only one member of the Senate on the newly proposed Board, it could cut down the extent and effectiveness of this communication.

Arts and Sciences students will vote Nov. 20 and Dec. 1 on the constitution for the newly proposed Student Advisory Board.

Larry Johnson, ASUN Election Commissioner, said that polling places will be set up both days in Burnett and Andrews Halls and the Nebraska Union. Polling places will open from 9:30 a.m. to 4:30 p.m.

Hough indicated that he regarded the Board as a cooperative effort of students and faculty to improve curriculum in the College.

He added that students have always had the right to make comments concerning courses and faculty but that the new Board would formalize this so that the students would have a definite place to bring their comments.

He felt that students did have good ideas and that they could provide a lot of worthwhile comments which would be received favorably by the faculty.

Dr. James Rawley, chairman of the history department, indicated that he felt that students in an advisory capacity could be very effective and that the proposed Board is for the good.

Dr. Dudley Bailey, chairman of the English department refused to comment on the proposed Board because he said that he didn't know enough about it.

The upcoming election is regarded by Mel Schlachter, ASUN Advisory Board Coordinating chairman, as an indication of "how much and how many students are willing to commit themselves to bring about educational excellence."



FEDER... editor of new Nebraska Transcript.

## Transcript To Broaden Law School-Alumni Ties

A means of widening and maintaining "avenues of communication and understanding" among the alumni, faculty and students in the University College of Law

comprises the major reason for the establishment of a Law school quarterly, according to Robert A. Feder.

Feder, a junior in the Law College and editor of the newly formed Nebraska Transcript, explained that the paper will primarily concern "current happenings in the Law College itself and current developments in the field of law."

Such a publication, he continued, is hoped to make the school closer, as the three different groups will have a chance "to find out more about each other."

Feder noted that the paper is planned to consist of four issues of four pages each and will contain much about the alumni.

"This ties in with the increasing pressure on law schools to expand and a lack of money provided for this expansion," he said. "Some universities look upon the law school as a building on the other end of campus which is just there. We hope the advent of the Transcript will tie the law school closer to the university and the alumni."

The paper will be circulated free of charge to the 2,200 law students, faculty members and alumni.

Feder noted that the Transcript has an office in room 103 of the Law College and has a staff consisting of an advertising manager, a photographer and a writing staff.

Printing costs, he said, were paid from a stipend from the alumni fund and advertising.

"The name, the Transcript, reflects what the paper is," Feder said. According to legal definition, a transcript is a record of events or happenings.

## Viet Nam People Search For Freedom, Liberation

EDITOR'S NOTE: In the first part of this two-part series, Howard Moffett, Collegiate Press Service correspondent in South Viet Nam, described primarily in physical and organizational terms the competition between the Saigon government and the Viet Cong for control over and support of the population.

SAIGON (CPS) — Both sides in the Viet Nam war are using all the available power they can muster to gain support of the population. Yet, there is another dimension to the conflict between the elites of the government and the Viet Cong, and it is best expressed in terms of their values.

One side claims a sincere anti-colonialism refined by fire through 21 years of war. It emphasizes social justice and especially the abolition of privilege. It travels closer to the ground, and more often has succeeded in identifying itself with the simple virtues and viewpoints of the peasantry.

Furthermore, it has often succeeded in identifying all civil authority, which the peasant tends to view as arbitrary and inimical to his interests, with the other elite (both sides try to do this). It stresses the necessity for social struggle, and to wage this struggle it has built up a system of authority which is unified and centralized to the point of regimentation.

Discipline is strict, and apparently little deviation from the official point of view is tolerated lest the infrastructure's effectiveness be weakened. Personal freedom and ambition seem to be subordinated (sometimes voluntarily, some-

times not) to the collective goal.

The other elite claims nationalism, but has become increasingly reliant on foreign arms and aid to achieve it. It, too, speaks of social justice and the abolition of privilege, but it lays greater stress on the protection of personal freedoms, fortunes and points of view. As a result, differences often become outright dissensions.

This elite is anything but unified. It is riddled with factions competing for influence across political, religious, regional and institutional lines. It has maintained a significant degree of personal and civil liberty at the expense of the continuation of privilege and even organized corruption.

Yet this elite, heavily dependent on foreign aid because of its own factionalism and widespread corruption, is unified in opposing the regimentation and loss of personal liberty imposed by the other elite in the areas it controls.

What is perhaps difficult for American intellectuals to understand is that, although they are often abused by those in power at any given time, the convictions of the second elite run as deep and sincere as those of the first.

Liberation, Freedom

The issue is better expressed by a leading Vietnamese intellectual, Ton That Thien, in a recent article in the Asia Magazine:

"One may ask why the Vietnamese fight, and what has sustained them for so long. The answer can be summed up in two

words: liberation and freedom.

"These are the aims for which they have fought, suffered and died, and for which, I think, they will continue to fight, suffer and die. And they have found the strength for it in the belief that they fight for a right cause (in Vietnamese ghanh nghia).

So long as they continue to believe that their cause is right, they will persist. And who can convince them that to fight suffer and die for a right cause is wrong?

"But the tragedy of Viet Nam is that the Vietnamese are divided into those who believe in the primacy of liberation, and those who believe in the primacy of freedom. The majority of the first are in the North, and the majority of the second are in the South. Neither the North's nor the South's government offers the Vietnamese people both liberation and freedom. Each offers the Vietnamese only half of what they want."

"Double Half-Off"

"This double half-offer, which gives the Vietnamese a sense of half-fulfillment and unfinished business, is the major cause of prolonged division and war, with all its terrible consequences. For not only is Viet Nam divided, but each Vietnamese is torn internally by violently conflicting desires.

"As a citizen, he aspires toward liberation, and as an individual he aspires toward freedom. He cannot give up any of those aspirations.

Cont. On Pg. 3, Col. 1

## Canon: Thought Will Influence Decisions To Try Psychedelics

By John Fryar  
Junior Staff Writer

Some University students may be making decisions on whether they should try LSD even though they do not have much basis for such a decision, according to Harry J. Canon, director of the counseling service.

Canon said that while the issues involving psychedelic drugs "are far from settled," the counseling service and other University agencies "would look forward to discussions on this subject."

He pointed out that current regulations of the Food and Drug Administration are interpreted so that the manufacture and distribution of psychedelic drugs may result in arrest and prosecution.

Canon said the psychedelic drugs, including LSD, DMT and psilocybin are covered by the 1965 Drug Abuse Control Amendments. He said that LSD users "are likely to be in the same boat with peaheds or marijuana devotees, with federal agencies and local officials taking an active interest in situations attracting their attention.

"The user, if discovered, will very likely have to contend with legal investi-

gation and possible charges," Canon said.

Canon said that he had had some contact with Richard Alpert, a "sidekick" of LSD advocate Timothy Leary, during a post-doctoral institute at Stanford. He called Alpert an active proponent of the values of psychedelic experience.

According to Canon, Alpert noted the low incidence of bad "trips", greater love for one's fellow man, enhanced creative abilities and increased self-understanding as being psychedelic benefits.

Canon compared LSD pushers with fundamentalist religionists, with both showing an "evangelistic fervor," and requiring significant emotional experience and "virtually total commitment to their cause."

Canon mentioned several factors for students considering LSD usage to think about:

"We know of no pharmaceutical house now producing LSD for research or other purposes; all sources of supply are black market and the quality of the drug is most unreliable (as is the experience or so called 'trip' resulting from an unreliable drug."

Canon said that the nature of the "trip" is dependent on many psychological variables, including "uncertainty about the trip," "having no secluded place in which to spend your time during the trip," and "being depressed or anxious just prior" to the experience.

He noted that "difficulties would probably arise if these drugs were taken by a person in isolation."

"Factors leading to a bad trip would include not having complete trust in your guide, the person who is to stay with you during your 14-18 hour trip," Canon said.

Distortion makes it hazardous for both a pedestrian or one operating a vehicle, Canon added, and he also mentioned the possibility of developing destructive behavior or the beginning of disorientation and psychoses.

Canon said that students could obtain information from the University Health Center or counseling service as well as the library and bookstore. He mentioned Alpert and Cohen's paperback, "LSD", as presenting "strong opposing views."