

Phil Boardhd man's A GUNNER'S BULLETS

In the midst of all the talk about "total education" many students have probably had serious doubts that such a concept could ever really apply to them in their situation here at the University. It seems to be such an elusive ideal that it cannot actually be applied to a situation, but only discussed as a possibility for the future.

With these doubts in mind, let us review the meaning of total education and how it applies to this University. Then we will look at how total education as an ideal is being applied in specific situations.

First then, why the necessity of talk about total education? Total education seeks the development of each individual to his fullest potential, it permits him to make free decisions in the context of his life and to accept the responsibility for these decisions, it frees him from being fearful in the face of the awful complexity of life but allows him rather to find joy in the mysteries of life. In this respect, total education is an educational ideal that must be sought after by any individual, group, or institution that even pretends to be interested in education or in the solution of human problems.

These are idealistic goals, and we must become aware of how they actually apply to a human situation. With total education, we seek a social system in which people may deal honestly and freely with each other out of love and not self-seeking pretenses, where facades and dehumanizing walls are broken down in the face of a society that accepts each individual honestly for what he is and requires that he accept the society to the fullest measure of his responsibility. This again may sound idealistic, but not only are these goals that we must work toward, but it is only through an honest commitment to such ideals that they will in any sense be realized.

It is at this crucial point of honest commitment to ideals that a discussion of total education will shed a harsh light upon the University. For here we must force the objective reality to stand and be measured in terms of the goals, ideal though they may be.

It is not enough for the University to speak of "total education"—an honest commitment to total education requires that the University believe in it and strive after it in all its decisions, policies, and practices. Thus the University must inject creativity and discovery into its educational processes by constant experimentation and change. Because total education seeks to develop each individual, the educational program of the university must arise from the needs of the students.

There can be no doubt that the educational standards of the University are determined to a large extent by the requirements of business, government, and industry. Some say this is necessary, especially in such fields as engineering. Okay, but let's not play games and call it "total education"—it is not an educa-

tion but a training, for it judges a man on what he does and not on what he is. The University is not here to provide an industrial training program for students—this training can be most efficiently provided by the industries themselves. Instead the University must be providing an education relevant to the needs of the student of today and the man of tomorrow.

Seeing our goals in terms of total education and realizing the shortcomings of the present educational system, we cannot be content to sit back and complain about poor education. We must all—each and every student, faculty member, administrator—accept the responsibility for trying to realize this spirit of total education; and positive things are being done in this direction, especially on the part of the students.

This year has seen active steps taken with the Bill of Rights, College Advisory Boards, and the Faculty Evaluation, all aimed at aspects of bringing about total education. Unfortunately the Pass-Fail system, a very important step in achieving a broader-interest education, has suffered a cruel blow at the hands of departments which have become so possessive of their own body of knowledge that they want to keep it in "the club" and out of the reach of the students they should be serving (reflected perfectly in the idiocy of an art department that "doesn't want students dabbling in the arts").

Yesterday plans were announced for setting up a free university in Lincoln next semester, the most profound approach to total education to be tried here. For the free university draws its very lifeblood from the ideals of total education, and for this reason it speaks directly to the problems of conventional educational system that we mentioned above. It is student-centered, and as such derives its goals, curriculum, even place of meeting, from the needs of its individual students. It is not tied to a more orthodox institution and therefore not only is it free from the grading procedures, degree requirements, social regulations, and departmental rules that approaches to educational instruction.

The free university will be concerned with the broad scope of student relevant concerns. It will raise questions not being asked in the conventional schools; exploration of these questions will be more meaningful, for in each case they will be an expression of what is relevant to the life of the student. Education will again assume a position of positive service to an individual, and because the student will be taking a rather large part in his own education, he will be meaningfully accepting the responsibility for his education and the responsibility for total education as expressed in the free university. And to the extent that students here make an honest commitment to the concept of total education, the free university will become an embodiment of the spirit of total education in actual practice.

GRADES TO LEARN
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ART
WOMEN'S :
MEds P.E.
BUSINESS
JOURNALISM



SO WE'RE AN INTELLECTUAL ORGANIZATION—

Our Man Hoppe

Judge Hardy For President

Arthur Hoppe



San Diego

Mr. Ronald Reagan came down to San Diego to deliver his first public address since his landslide election as Governor of California. And I think he's going to make a great Governor.

He certainly made a great candidate. All during the campaign he was boyish and charming, lacing his speeches with little jokes on himself, which he'd tell with a toss of his head, an arched eyebrow and a wry grin.

So you couldn't help liking him—the way you

couldn't help liking Mickey Rooney when he played Andy Hardy.

Of course, some Californians worried about this. "He's certainly likable," they'd say, "but who wants to be governed by Andy Hardy?"

Well, I'm glad to report there's no cause for concern on this score. These doubters of little faith clearly underestimated Mr. Reagan's ability. Mr. Reagan, the candidate, and Mr. Reagan, the Governor, are two different things. You could see the change already.

Oh, the way Mr. Reagan, the Governor, strode purposefully to the microphone in his conservative blue, suit, incorruptible white shirt and solid dark tie.

And, oh, how sternly he lectured us all on the responsibilities of a citizen, the dignity of individual initiative, the propriety of morality and the virtues of virtue.

How he frowned as he talked of "little groups of bureaucrats" who had long tried to "lay down the rules for thousands of people in thousands of communities"—sapping their self reliance.

How grave his voice as he pledged to "return to the cities and counties the legitimate regulatory powers stripped from them by the courts"—so that the people might better govern themselves.

It was a great speech. And it's most reassuring to discover that California is definitely not going to be governed by Andy Hardy. No, it's going to be governed by a stern, incorruptible, dignified gentleman of the old school. You know, like Andy's father, Judge Hardy.

Well, we all play roles in life and I'm glad Mr. Reagan has now chosen this one. As I say, I think Judge Hardy will make a great Governor. You can't help admiring Judge Hardy.

Indeed, the only thing odd about Mr. Reagan's first public address since his landslide election as Governor was the audience he chose to deliver it to: The Associated Press managing Editors Convention—500 influential newspaper editors from all over the nation.

But after Mr. Reagan, the Governor, made his dignified speech, the first thing he did was to say he hoped there wouldn't be any questions asked about his national political ambitions.

"I am no longer a candidate for anything," he said.

And, oh, the way he said it—so boyish and charming, with a toss of his head, an arched eyebrow and a wry grin.

BRENDA LYLE'S...

The Other Sheep

EDITOR'S NOTE: This is the second column in a six-part series by Brenda Lyle about her personal opinion of the Negro woman's role on the University campus. Miss Lyle was asked to write this column by the Daily Nebraskan.

Last night I had this dream and you know, it was really strange. I saw a group of people congregating in a parking lot with guns and they seemed to be writing down things on paper.

Finally, I got closer and found them to be the people who had harshly condemned my column—they were plotting and their plan was to assassinate me but as yet there has been no bullets fired my way. Needless to say, there have been many people who have called me and offered their congratulations. To them I thank, because I really need a little inspiration.

And so my pen begins to scribble again, and to you, I present my second column which is based mainly on a question that has been often asked of me... "How do I feel as a Negro girl on this campus?"

When I first arrived in September, 1965, I had no idea that college would be so hard. Coming from a predominately Negro school in Kansas City, adjusting to dorm life and classroom situations was a big step. Being the only Negro girl in Women's Residence, I was really put on the spot.

I did not want to put on a front but I knew that I had to be extra-careful of the things I said, the way I dressed, and the way I carried myself throughout the day. I guess I was trying to defeat the old myth of the Negro who had just received his freedom; letting people know that all Negroes were not alike—there were the good examples and the bad examples as in any race.

After all the confusion was erased temporarily, I found that I had gained true friends and that my color had not mattered.

At first it bothered me when I walked into class... people would turn around and stare like I was a specimen to be studied. But eventually I took the attitude that I was there for the same reason they were... to sit and listen to the lectures, to take notes and to comment when I saw the need.

When they looked at me, in a cur-

ious manner, I returned a smile and continued writing. I believe that a part of their education is to learn to live with people and other races and to understand them... If they could not accept me or my comments, it was just a sign that they were not truly trying to educate themselves.

I wanted to receive grades, bad or good, because I was a student who deserved them; not because I had been the only one of my race in the class.

My major depression period came when I began to have many disappointments as far as my social life was concerned. Maybe it was the fact that I was comparing the social atmosphere at home and at colleges where my other friends were attending to the situation here.

I saw it to be completely different and I must say I saw the Negro female's kindness toward the guys being abused and her outlook on life condemned. Maybe it was something that had happened years ago or maybe something she had said or done in the past, but anyway it was certainly held against her.

How do I feel? Well for sure, I am lonely and I can't say the daily walk to class and back to the dorm is what I would call an ideal college life but what can you do. You take what is here and step by step you try to get people together and you try to change the situation so that the girls that come here a few years from now will have an easier road to follow.

I really don't feel unwanted or discriminated against—if I am, it is by members of my own race. Well, glory for them... if people never talk about you, you really are not important... am I not correct?

I only ask that I receive a solid education from this University where in two or three years, I will be able to go out in society and know that I am qualified to cope with it and most of all to know that I am qualified to teach the teenager that has so often been classified as a juvenile delinquent.

When people smile at me, I hope that some of them will someday have a meaning behind that smile. When they become my friend, I hope it is because they have learned the true meaning of "friend" and the true evaluation of the many races that make our world.

Tasty Tidbits

By T. F. J.

POTPOURRI

The time between Thanksgiving and Christmas is usually slow as far as activities are concerned so this is a good time to launch a big project or two. You can get miles of publicity and if it falls through, no one will notice in the Christmas-end of semester rush.

Rumor has it that AWS is afraid of electing incompetent officers next year. To avoid this catastrophe they are not going to let present board members run for office. All Women Students do have the vote—maybe someday they can nominate their own candidates.

A certain member of the City Recreation and Parks board is being watched closely by the mystics. He's going on a buffalo hunt this Christmas and will probably be trading the head for a red bathrobe.

All of you who voted in the Arts and Sciences referendum this week are to be commended. Both of you.

Buy Bernard's Builder's Buzz Book. Her number is up—we're not listed!

Aren't elections wonderful! Only four football jocks managed to exert enough energy to vote for Homecoming Queen. Yes, it's true!

The sleeping beauty of the Senate sleeps no more. A note from T.F.J. was silent and effective. Heart attacks give the same results.

If you're New Orleans bound, wait a few days before you sign up for the Union trip. If enough people wait they may lower the "student rate" to the point that parents can afford to send them.

In case you're looking for a faculty-adviser for some obscure reason—remember—if any controversy surrounds your organization chances are that no faculty member will accept the post as adviser until he has his tenure and a full professorship.

Is it true that ASUN Associates have managed to out-organize the Senate? Maybe nepotism does have its advantages.

Coming soon our next column—Christmas Shopper's Guide.

Campus Opinion

Remove The Unreasonable Barrier!

Dear Editor:
Last year when the University announced that students would be allowed to take courses on a pass-fail basis I had high hopes that finally those in power were concerning themselves with the advancement of the educational process.

This seemed to be a step towards helping rather than hindering students in achieving a good education. Students now could take useful and interesting courses without worrying about the necessity of requiring a good grade. (A necessary worry since many of us hope to keep scholarships and be able to enter graduate school).

The difference between obtaining a "C" over an "A" is tremendous while very little additional learned. The real value of a pass-fail seemed to be that students could take extra courses above what he would usually take. Courses which are worthwhile, but ones which he will probably not take because of the effort necessary to get a good grade.

At least that was what I thought. So foolishly, (at least according to a high authority in the A&S College), I decided I would like to take an extra three-hour course over my regular 17-hour schedule. The extra three-hours I wanted to take on the pass-fail system.

It is an extremely interesting and worthwhile course (an introduction to the theater) but one which I will probably never take because of the nature of our educational system which demands that one concentrate on his majors and minors.

This was my plan, until I came before a dean of the Arts and Sciences College who told me that no one was allowed to take more than 18-hours unless it was an emergency and necessary for graduation. No argument would make him change his mind.

Now, it seems to me that a student who is doing well in his courses and who wants to take extra courses should be allowed to do so. I see no reasonable basis for any rule limiting the number of hours a student can take.

A student should be allowed to take as many hours as he wants and can carry. I hate to inform those almighty deacons in power; many students are quite capable of carrying more than 18-hours. If someone wants to then why not let him, if he fails then that's his responsibility and he will know better next time.

Besides, most of the students who wish to carry such a heavy load are also capable of making the grades. This, too, is where the pass-fail system works admirably. It allows the student to take interesting courses without worrying about getting an "A" or "B."

These courses are ones which provide much of what we mean by a liberal education but which are not in his major or minor and as such grades serve little function. If students are required to take less than 18-hours no matter what then the value of the pass-fail system will be severely limited.

I think if the University is truly concerned with the total education of the students it will be well to remove this unreasonable barrier.

Doyle Niemann

IDCC Steps Forward

Dear Editor:
Wednesday's IDCC meeting marked a major step forward in forging acceptable compromises on the issues concerning the defeated IDC Constitution. A new name was adopted, one which implies many of the ideas presented by those, including myself, who opposed the original was altered so that it more nearly conforms with the standards set by the opponents of the IDC.

One amendment, aimed at eliminating the problem of exactly how the ballot on approval should read was defeated. However, this is to be expected due to the nature of the democratic process.

Finance was discussed at some length, but nothing was decided. On the basis of the discussion and other amendments, I foresee a positive solution to this important problem.

Nevertheless, I cannot help but feel that two more compromises are needed before the revised constitution can fully meet the demands of those who voted against the original measure.

The first of these compromises concerns the selection of the president and vice-president.

I propose that these officers be selected by a majority vote of the residents of all member dormitories. Since the legislative body of the Inter-Dormitory Association is to be chosen by dormitory, this method of executive selection would provide a needed contrast.

This proposal would serve two purposes. First, the residents would have a very clearly defined voice in the management of the IDA. Secondly, it would increase the prestige and influence of the two offices. They would be true executives, rather than merely spokesmen for the council.

The second compromise concerns the matter of constitutional amendment and referendum. The constitution, in order to meet the definitions provided for by ASUN and common political practice, should be able to be amended by those who approved it, the dormitories. The same principle holds for referendum. A referred measure should be submitted to the dormitories, not the council which enacted it in the first place.

With these two compromises and a suitable decision on finance, I am confident that the IDA Constitution should and will be approved.

Tom Briggs

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