

Student Employee

With prospects of greatly increased costs of attending the University looming, particularly through tuition and dormitory rate increases, it would be highly advantageous for all students employed by the University to seriously consider participation in an employee union.

Selleck Sophomores
A move toward organizing such a group has been made by a committee of Selleck sophomores with only qualified success. A disappointingly small number of people attended a meeting called for organizational purposes, so the students are now approaching the problem from the angle of circulating a petition among student employees.

To help support the idea of this union, the Senate recently voted to put a section in the proposed Bill of Rights which claims that students have the right to organize in this fashion.

The problem, though not yet studied in depth, is that salaries for student employees, which are already low, will decrease proportionately if the budget increase and the new dorm rates go into effect without concurrent wage increases. According to committee member Jim Whyte, a \$400 work scholarship could decrease in value by 46 per cent if this happened.

Consequences Grave
It is obvious that the consequences could be grave for many students who depend on their salaries paid by the University to keep them in school. This would be especially true if the University isn't able to significantly increase the scholarship and loan programs for financially distressed students.

Another factor which is somewhat alarming is that student employees do not come under the minimum federal wage law, although they will begin to enjoy the state's minimum wage protection due to recent legislation by the Unicameral.

If student employees were able to organize as a large group with well-grounded complaints, there is no guarantee that the University would negotiate. The National Labor Relations Act exempted state-owned schools from the list of employers who must comply with their employees' right to arbitrate for higher wages and better working conditions.

Articulate Grievances
However, if the student group could articulate its grievances and pose a threat to continuing administrative efficiency, the University would undoubtedly be more than sympathetic. The University also undoubtedly would not have the means to immediately establish a higher wage scale, but this would be one more argument in support of greater appropriations by the state for the University.

... Alan Barton Whistle While You Walk

Why don't we, as students on this campus, do something? Any person, who spends more than a week here, can clearly see that the students of the University are plagued with a multitude of serious crises.

Overbearing Dragon
It's time we organized — our constitutional rights are being infringed upon by an overbearing dragon, the administration, who controls our intellect and dictates our education.

In the mist of this tumultuous dilemma, we should retaliate with an equally awesome weapon of our own to quell the dragon's fire and restore a sense of liberty. Let's create a "student senate," give it authority, and implement its decisions in the various areas of conflict that we, as the students, want clarified and protected.

Here are just a few of the most controversial topics that I think a functioning student senate should handle.

Sidewalk Chalking
For one thing the senate should select an ad hoc committee to study the potentials of sidewalk chalking. The administration's recent decisions to abolish this age old custom is disheartening. It's become a tradition on campus, a monument to the past, much the same as the Geography Building has.

Since they have decided to keep it as a campus heirloom, why should chalking rituals be outlawed? I feel an ad hoc committee could draw up a very strong protest proposal publicly denouncing the administration for its lack of patriotism.

Another serious University problem that a student senate could intervene and arbitrate would be the controversial issue of our school's nickname. A campaign is underway to change the present title "Cornhuskers" to what is felt to be a more appropriate name—"Mousers."

Ludicrous Idea
I don't know how they came up with such a ludicrous idea, but the whole thing sounds silly to me. The student senate, if we had one, could initiate another ad hoc committee to investigate this foul play, prosecute the leaders and return our campus to a pleasant serenity.

Blue books are another important problem that a representative student organization could investigate. It's about time these manufacturers of exam books assumed a stronger sense of responsibility toward the University's needs, and provided a space on the cover of each blue book for the quiz instructor's name. There are definite possibilities that if an ad hoc committee submitted this grievance to the manufacturer some results would be returned to the students immediately.

All of these problems present enough material to keep a student senate busy for years, but there's still one more issue that cannot be overlooked, in fact, it deserves ultimate priority. We've been neglecting the fireless efforts and hours contributed by our administration toward providing us with a "total education." I think they're not really dragons. They deserve some well earned recognition for their achievements.

Celebrate Birthdays
This, I propose an ad hoc committee to study the possibilities of initiating parties to celebrate their birthdays. In order to keep it within the festive spirit of our campus, the parties should be open to all students and held on the football field.

Well, people, with all these demanding concerns permeating our campus and obstructing our delights in education, I think it time for the students to act and organize a representative student assembly. Don't you think so? Let's begin by organizing political parties and staging an election.

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Our Man Hoppe

Friends Don't Come Cheap



Arthur Hoppe

WASHINGTON:

The experts here agree that the Sino-Soviet split offers unparalleled opportunities for new directions in Russian-American relations.

Communist Bloc
The thawing cold war, the cracks in the communist bloc, create a rare challenge at this precise moment in world history. We must strike, they say, while the iron is hot.

They've convinced me. I'm for seizing this rare opportunity and making the most of it. I'm going to go to Moscow to collect the 100 rubles the Russians owe me.

The reason the Russians owe me 100 rubles is that the Soviet satirical magazine, Krokodil, reprinted a couple of columns of mine several years ago. Which made me a little nervous. Whose side was I on, anyway?

Love To Pay
But they generously said they'd live to pay. Only I'd have to come there to pick up my check. Because you can't send rubles out of Russia.

Well, it sounded like a flimsy excuse to me. They could've sent me 50 pounds of caviar, couldn't they? But, being nervous, I wasn't about to dun them.

Now that we're all friends again, though, I'm off to put the bite on them. Heigh-ho, what are friends for, anyhow?

The C.I.A.
So I've got my passport, I've got my shots, I've got my visa and all I need is my travel money. Of course, in Washington there's no problem about that. I'll just drop around to the nation's largest travel bureau, the C.I.A.

"Hi, there," I'll say. "I'm off to Moscow to see our dear friends, the Russians. I'd like a couple of gees, if you please."

"Certainly, sir," the man behind the teller's wicket will reply, "would you like it in small, marked bills?"

Fun Abroad
"I hope you won't expect me to do anything in return that might interfere with my fun abroad. Like spying."
"Good heavens, no. It's

true we do have this silly reputation as a spy agency. But, actually, we just love to give out money to promote tourism and fun abroad."

"And taking the money, I trust, will not compromise my integrity?"

Wrong Organizations
"Land sakes alive, you'll be doing us a favor. You can't imagine how difficult it is for us to give our money away these days. So many Americans belong to the wrong organizations. I am not now, nor have I ever been, a member of the Communist Party."

"Heavens above, not them. I was thinking of the National Student Association. They've blown their cover. Now if you'll just sign here that you don't belong to any of the following 137 labor unions, business groups, foundations and trusts which have been exposed as our front groups..."
On second thought, I think I'll go pack right away instead. If I want to seize on this rare moment in history when we and the Russians are friends, I have the uneasy feeling that I'd better hurry.

Campus Opinion

Student Supports Foreign Airlines

Dear Editor:

Re: Union Defends Fight.

It is unfortunate that the Union should make such a strong attack against foreign airlines. Since the Nebraska International Association is made up of students and professors from around the world we are trying to further international understanding, which excludes discrimination against any nation or its airline.

As a result there was no objection on the part of the NIA members to use Trans World Airlines, which so far seems still to be an American airline. Our flight does not have a twenty-one day requirement.

However, it does have the advantage that participants are able to remain in Europe two weeks longer than with the Union flight, since our flight departs on June 14 and returns on August 29.

We did not feel that it would be necessary to provide transportation from Lincoln to New York since some participants might want to have a look at New York before leaving for Europe. We also thought about those students who might not have enough money to take a plane to New York and who might therefore try to get a free ride to New York.

In any case we felt that it would make a big difference to students whether they have to pay \$405 or \$300, especially since the cost for them, once they are in Europe, would be very low. For example if a student really does not have a lot of money and wants to see Europe, he could always buy a bike for \$30 and stay at Youth Hostels which charge less than \$1 for accommodations and three meals.

In this way his stay would be no more than about \$100, for the two and a half months stay in Europe, and he would both meet more European students doing the same and make more friends for America.

Benno Wymar

The Loving Conspiracy

(EDITOR'S NOTE: The following letter on the nature of teaching, by Dr. Patrick Gallagher, chairman of the anthropology department at George Washington University, appeared in the school's newspaper, the Hatchet.)

I sincerely appreciate your kind invitation to comment on the experience of delivering lectures to my superclass in Lisner Auditorium but I think my comments nonsense if taken out of context, of what I think about teaching per se. Let me therefore accept your invitation like an uneasy intruder in an unknown land; let me walk around rather than directly enter the land) by stating three general propositions I hold because of my experiences in all classrooms, including Lisner. All three are subjective, highly personal, and nondemonstrable. But for the sake of clarity, I will state them dogmatically. It may well be that you will find my comments nonsense even when so provided with context. If so, your course is clear. If you do use my comments, though, I ask that you quote everything below.

Loving Conspiracy
1. Teaching is an act of loving conspiracy. I realize that a man can honestly accept pay for lecturing on subjects which do not engage him passionately to auditors whom he doesn't respect; and further, I know that the auditors may be permitted to practice law or to marry lawyers as a reward for their glassy-eyed tolerance of the instructor, for their endurance, and for their fidelity of attendance.

But however typical these conditions, such lecturers are not teachers, such auditors not students because there is no love shared, either for each other or for the subject which brings them together in the classroom. While love is a necessary condition, though, it is not a sufficient condition: the teacher and his students must conspire.

By this I mean more than the cliché that teaching is a dialogue, a common inquiry. I mean that the teacher and student must form some kind of underground, a kind of secret freemasonry, against an extremely powerful and popular attitude.

Interest Of Scholars
That attitude is the notion that all of what engages the interest of scholars is either (1) piffle, on a par with the content of the contemporary game of Trivia, in which the successful player supplies correct answers to such questions as "What is the name of the high school attended by Jack Armstrong, the All American Boy," or (2) black-magic formulae invented by mad scientists which inspire awe, since they permit the construction of machines which can melt cities, since they will doubtless let a man land on the moon, and since they may even some day solve the problem of getting automobile clocks to work.

Part of the popularity of this attitude can be explained, I think, by an anthropological observation. The observation is that in societies such as ours where literacy is rampant, the Intellectual Capital of a people (i.e., the ideas they have laboriously forged over the centuries) is transmitted from generation to generation in two ways, by two routes.

On one hand, there is the oral tradition, which consists of face to face conversations reaching from the hoary past to the present moment, the content of which is stored solely in the human memory. On the other hand, there is a competing literate tradition, the content of which is stored in libraries and archives and passed on largely in schools.

Antagonistic, Conflicting
Among the interesting contrasts between these two bodies of information, one stands out dramatically: the two traditions are just about always antagonistic and conflicting.

Thus, according to the oral tradition, we learn (1) Ice cream cools the consumer and hence is deservedly popular during hot months, (2) More women are delivered of children during the time of the full moon, and (3) The desk on which I now write is stable and substantial.

But, according to the literate tradition, (1) "Ice cream contains much sugar and hence its consumption raises bodily temperature," (2) "There is no correlation between the phases of the moon and frequency of childbirth and (3) "While ostensibly solid and substantial and still, this desk actually consists of pin-points of energy, countless in number and separated by distances so relatively vast as to make the entire thing a whirling mass of nothingness."

A Pious Attitude
The solution to conflicts of this sort students seemingly embrace is that of maintaining a pious attitude toward the literate tradition while physically in the (to them) artificial world defined by the campus walls, but abandoning the literate for the oral tradition everywhere else. Thus during a summer session, one might write at length of metabolism and sugar and then leave the exam to buy an ice cream cone.

To turn now specifically to the situation at Lisner; it seems clear to me that the larger the number of people engaged in loving conspiracy, the better; further, I think the larger the class, the most exciting the experience of lecturing, and the larger the group (as sociologists remind us), the greater the chance that such excitement will be contagious.

Finally, the larger the class, the more pressure on the lecturer to say something; it is one thing to be unprepared for a class of three students, but quite another and much more painful thing to be unprepared for a class of three hundred.

The classroom situation should demand the very best efforts of all those in it. When I specify love as the governing relationship between teacher, students, and subject, then, I am not being tender-minded.

There is, in fact, no place for gentleness in this kind of enterprise, not because it is too sacred (indeed, it has to be secular), not because it is too serious (it should be joyous), but rather because it is too difficult.

Nonsense To Another
The sources of this difficulty are many, but Herman Hesse cited two important ones when he had his character Siddhartha say, "Words do not express thoughts very well; everything immediately becomes a little different, a little distorted, a little foolish. And yet it also pleases me and seems right that what is of value and wisdom to one seems nonsense to another."

Now, teachers (or at very least grammarians) traditionally are dour and severe fellows, as we all know, and hence certainly not guilty of being tender-minded. But in maintaining rigor and discipline they use a kind of external coercion which today is unnecessary and quite anachronistic.

As I understand the history of this coercion from reading one of Jacques Barzun's essays, it is one of our legacies from the Middle Ages, during which time lecturers could assign harsh grades and fine obdurate students in order to intimidate and control their classes.

Coercion Today
Materially (aside from grades), we have only quaint vestiges of this coercion today (library fines and late registration fees are examples), but spiritually, the coercion is still with us, complete and pristine, for order and performance in classrooms from kindergarten to graduate school are preserved through punishment not reward (Here it is as curious and sad as it is true, I think, that the results of over fifty years of work by learning theorists in psychology are blithely ignored by educators.)

I say that coercion is anachronistic and unnecessary today for the obvious reason that the teacher's problem is not that the current student is lazy, noisy, disrespectful, or unruly. All to the contrary; he is far too docile, wonderously accepting, incredibly uncritical, completely domesticated.

Which of us hasn't heard in class, after a teacher acknowledges a politely raised hand, "How much of this are we responsible for," with its transparent implication that the student is entirely willing to memorize anything however absurd, worthless, removed, or wrong it may be, if the instructor asks him to do so.

The size of the class in Lisner helps here in at least two ways: first, as I've already mentioned, it goads the lecturer to do his damndest; second, it precludes the possibility of taking attendance and hence frees both lecturer and students from such a distracting irrelevancy and lets them get on at once with the material at hand.

3. The Intellectual Capital guarded by colleges constitutes a unity, despite its convenient division into traditional disciplines. But we become so familiar with these divisions from anthropology to zoology that they end up being popularly regarded as God-given, as "a priori," to judge from the provincial zeal with which their respective boundaries are guarded.

In any case, the deplorable consequence is apparent: courses are seen as finite series of predictable length, time and place, with a beginning and ending date (the latter signalled by a sigh of relief), hermetically sealed off from all other such episodes, so that one seldom hears a student fresh from an aesthetics class, let's say, contribute any aesthetic point of view to a succeeding class devoted to, let's say, primitive art.

Meekness Of Students
Part of this is doubtless due to the meekness of students already mentioned, I think. Only fools rock the boat, after all; and, besides, if something else is said, won't we be responsible for it too?

But part of it is also due to the fragility of the instructor, who is charged to defending his field and who seldom welcomes conflicting points of view from other courses. As a result, the student too often leaves school with the ability to add and subtract apples and baffled as to how he might proceed to similarly deal with oranges; and the only thing the whole dreary business is related to in the real world is the Apple Course as given by Professor Finch, a man, as everyone knows, who asks tricky objective questions and likes essay examination answers to be short.

Here, the advantages conferred by the size of classes in Lisner is again twofold, I think. First, it helps exercise the lecturer to demonstrate that the Apple Course is relevant to the conduct of an interesting and worthwhile life, to say nothing of its relevance to the Orange Course, given in another department.

Attendance-Taking
Second, the size, by precluding attendance-taking, cloaks the student in a protective anonymity which obviates the possibility of reprisal from the instructor if he says what he thinks.

I am aware that a counter argument to this second point comes trippingly to the tongue, namely, that large classes depersonalize. To those that advance it, I would say that this specter is much more a state of mind than it is a question of class size. It exists, of that I'm certain, but it exists because of attitudes not because of computers.

These attitudes reside, or can reside, inside the heads of members of a class, whether that class consists of a teacher and a student at either end of a log, or whether the class consists of a teacher and 3,000 on either end of a microphone.

The common task of both sides, as I see it, is to slay that specter, to drive out so that finally, when the millennium comes, none of us will see anything even faintly amusing in W. H. Auden's line: "I am grateful to Professor Lighthouse for his lectures on the Peloponnesian War."