

## 'A Job Well Done'

"A job well done"—that's the way ASUN President Terry Schaaf described this year's student government and the Daily Nebraskan agrees.

ASUN, under Terry, Roger Doerr and Bob Samuelson, did accomplish a great deal and it has been successful in making student opinion equal with that of other segments of the University.

### Excellent Advice

Furthermore we feel that Terry provided next year's student government with excellent advice when he warned it against being conservative or reactionary, but stressed that it must always be responsible and informed.

The Nebraskan—balancing the traditional student government-newspaper relationship—has not always agreed with this year's ASUN executives, but we feel that for the most part our differences are now unimportant and our common ideas, goals and feelings are primary.

Terry, Roger and Bob all have con-

tributed more time, work, effort and devotion to the students at this University than almost any other three students presently here.

### Great Justice

Terry has done great justice to ASUN. In its first year, he was the most effective senator with the best oratory and often the best ideas. In its second year, Terry provided the work and devotion that made the position of ASUN president a full time job.

Roger—for whom respect is unlimited—will long stand with Larry Frolik as being the second great ASUN first vice president and president of the Senate.

Likewise Bob as the ASUN's first, second vice president has made the job vital and important. Bob occupied his job like its formers visualized it and provided the impetus for a little extra spirit, individualism, imagination and thinking.

All three represent "a job well done."

## Beneficial Results

Students can work with administration in accomplishing some sort of tangible and beneficial results. This has been proved by the Ad Hoc Housing Committee and its recommendation this week.

In the Daily Nebraskan's opinion, the committee has proved successful and effective.

### Workable Compromise

The committee's report on housing represents a workable compromise between fundamental ideas about the benefits and necessity for group living and the students' concern with individualism and freedom.

The report stresses the benefits of on-campus housing such as dorms and Greek living units, especially for freshmen. It notes sincerely that students can benefit from living in a group atmosphere and that campus living facilities can provide educational benefits.

Yet at the same time the report also recognizes that upper class students should have as much freedom as possible in guiding their own lives and that there

is no reason for discrimination between men and women. The report recommends changes in housing regulations which will make it easier for all students over 21 to choose their own living residence and provide a large range of choice for all seniors, juniors and sophomores with parental permission.

### Minority Portion

It might be argued as the minority portion of the report suggests that regulations for freshmen students should not be quite so final and that individual feelings of students and parents should always be taken into consideration.

But for the most part the report seems to earnestly consider the feelings of all parties—the administration, the students, the parents and the individual.

The report is only a recommendation but the Nebraskan hopes that different parts of administration and the Board of Regents will recognize the careful consideration, hard work and understanding of all parties who took part in the committee.

## Bill of Rights

The Student Bill of Rights, in the making for over a year, became part of the ASUN Constitution last Wednesday. With the tally completed, the vote of the student body passed all sections except part one of Article 5. The following is a complete listing of all parts of the document, as approved by the students.

(The following amendment was submitted by a petition signed by not less than five per cent of the regularly enrolled full-time students of the University.)

1. Each student shall have the right to choose his living environment.

(The following amendments were submitted by a two-thirds majority of the Student Senate of ASUN.)

Article 1. In order to affirm and define those conditions essential to the achievement of total education in a democratic society, the Association of Students of the University of Nebraska consider the following rights among those necessary in the development of the student as an individual and as a responsible citizen of that society.

All persons have the right to be considered for admission to the University of Nebraska and student organizations of that University without regard to the applicant's race, national origin, religious creed or political beliefs.

Article 2. Students have the right to a clear and concise statement of contractual obligations before entering the University of Nebraska.

Article 3. Students have the right to maintain democratic government.

Article 4. Students have the right to equitable participation in University policy-making decisions.

Article 5. Students have the right to an equitable role in formulation of housing policy which allows maximum individual choice.

Article 6. Students have the right to free discussion, expression and inquiry within the classroom.

Article 7. Students have the right to an unprejudiced evaluation of academic work.

Article 8. Students have the right to determine who shall have access to their academic or non-academic records.

Article 9. Students have the right to invite speakers, to publish, and to broadcast without censorship.

Article 10. Students and student organizations have the right to contract to use University-owned facilities provided the facilities are used for the purpose contracted, subject to such considerations as are necessary for use of the facilities.

Article 11. Students have the right to participate freely in off-campus activities when not claiming to be officially representing the University of Nebraska.

Article 12. Students have the right to due process in all academic and disciplinary procedures.

Article 13. Students have the right to be free from University discipline asserted as a result of an action which is in violation of civil or criminal law providing the action does not concurrently violate University regulations.

Article 14. Students employed by the University of Nebraska have the right to form student employee unions.

Article 15. Student organizations have the right to enjoy recognition by the ASUN provided that these organizations comply with the procedural regulations for recognition as outlined by the ASUN.

Article 16. Students have the right to participate in student activities provided they meet the membership requirements prescribed by that activity.

The ambiguity created by the passage of the petition amendment concerning housing and section two of Article 5 will be one of the problems facing the Senate in implementation of this document. Although it is most likely that recommendations of the Housing Committee will go through and the amendments therefore will not pose immediate problems, they still create an essential flaw in an otherwise sound Bill of Rights.

Steps will be taken yet this spring to bring about changes implied in many of the other articles. The Senate, with a mandate for action which is quite unequalled in recent years, will have to prove to the University that there is no need for a shaken faith in student government and that student leaders are more anxious than ever to bring about constructive change in the University.



## Our Man Hoppe

## The Killer Instinct

Arthur Hoppe

"Get ready to move out," snapped Captain Buck Ace. "We've got another search and destroy mission and I want you men to zap Charlie and zap him good. Any questions?"

"Yes, sir," said Private Oliver Drab, 378-18-4454, raising his hand tentatively. "Why?"

"Why what, Drab?" said Captain Ace, slapping his swagger stick against his puttee with annoyance. "Have you got something against search and destroy missions?"

"Oh, I've got nothing against searching, sir," said Private Drab. "But to tell the truth the destroying part's been bothering me lately. I keep thinking of Mr. Crannich."

"All right," said the Captain, his curiosity getting the better of him. "Who's Mr. Crannich?"

"That's our druggist back home, sir. And he's a terrible man, really. I mean he cheats the little kids and sells teen-agers dirty books and short-changes

the old folks on their prescriptions. He's the very worst man I know. Yet, try as I might, sir, I just can't bring myself to want to kill him."

"Who wants you to kill him, son?" said the Captain, adopting the gentle tone one uses with suspected mental cases.

"Oh, no one, sir. I just use him as a test. I mean if I can't work up any enthusiasm for killing the very worst man I know, you can see how I naturally feel about killing (and here Private Drab waved a hand at the surrounding jungle) a bunch of strangers."

"Strangers!" cried the Captain. "They're not strangers, you idiot. They're enemies."

"Yes, sir. But the fact is I don't know them, not even casually. Now I'll bet some of them are just as bad as Mr. Crannich. And that's what I say to myself, sir, when I get one in my sights. I say, 'I'll bet you

cheat little kids and pervert teen-agers and short-change old folks, you rat.' But to be honest, sir, it's pretty hard to tell that about a man at 200 yards—especially when you've never met."

"Look here," said the Captain, putting a fatherly arm around Drab's shoulder. "I'll personally guarantee that each one of those Charlies out there does just that. So next time, you zap them good."

"I'll try, sir," said Private Drab with a sigh, "but I'm afraid I lack the killer instinct. Like I say, I don't even want to kill Mr. Crannich—and I've known how terrible he is for years."

"All right, Drab," said the Captain sweetly. "I'll give you a reason you can understand: either you'll do what I tell you or you'll do 20 years in Leavenworth. Now move out!"

"Well, it's still asking a lot wanting us to kill a bunch of strangers," said Private Drab later to his friend, Corporal Partz, as they slogged through a rice paddy, "particularly when you know a lot of people who deserve it more."

"You're wrong again, Oliver, and the Army's right," said Corporal Partz, squeezing off a long burst into a suspicious-looking clump of bushes.

"It's a hell of a lot easier to kill someone you don't know than someone you do."

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## Campus Opinion

### Need More Like Dr. Rejda

Dear Editor:

Not many people have given the proper amount of thanks due to the developers and instructors of the Nebraska Free University.

For the last eight weeks, I had the pleasure to attend a course called Extra-Sensory Perception, which I thought intellectually stimulating as well as interesting just for the general knowledge that I gained from it. Due to lack of available materials for the course, our class closed down but not without regret.

The kind of relationship that I shared with my instructor and fellow students was good and more than likely the ideal situation for all classes, i.e., groups in discussion rather than the instructor-lecture system currently in standard use throughout most of the United States.

I would like to give a vote of thanks to the instructors who devoted time and energy to this product, for the materials provided and the time spent in planning the weekly sessions. For my own instructor, Dr. Rejda, from the Economics Department, I can only say that we need more dedicated men such as him who would give a little of their free time to make the experience of education more meaningful. It's nice to know that our instructors are at least interested in the goals of our education.

Hopefully, NFU will continue in the fall semester, with more of the same caliber material to be presented. Every student interested in gaining "Total Education" should experience this unusual and note-worthy form of self-advancement and education.

Steven R. McIntosh

### Display Corn, Not Creative

Dear Editor:

A quick retort suffices those who have been duped into thinking that the "display" outside the art building is "art". The glib anti-heroes responsible for this questionable assemblage slavishly follow the prevailing fad of would-be artists ensconced on college campuses, sans thinking, sans feeling . . . Their display is corny, not creative, depressing, not inspiring; trite, not imaginative; ugly, not beautiful.

We should have the courage to recognize it as junk and call it by that name . . . Any man and Everyman could assemble equally irrelevant and tawdry rubble; no longer must the artist have more sensitivity, insight, or creative genius than the artisan.

Every man is now his own best-loved artist, self-anointed, self acclaimed. If your I.Q. runs below 90 and your image is disheveled enough, hero status is assured.

The men who made the surrounding snow fence showed more creativity than those who amassed the brumage therein, and they were honest enough not to try palming off their work as "art". Laud the men who made the snow fence, I say! Draft those who cluttered their display!

Al McLeod

### Logicus Retorts

Dear Editor:

He bloody well gave it away. Mr. Voss, that is. Bloody photos don't impress me. No matter who takes them and who did the bloodying.

But they bother Mr. Voss. So much that he wants to see me sacrificed for my lack of sensitivity—or lack of squeemishness.

"Surely," goes on Voss, "this isn't the attitude of a missionary." Guess he missed the part about the two-way cutting psychology. And never read a book about Latin America or the Inquisition.

That's precisely the attitude of a missionary, 'Nuff said.

In truth (with a small "t")

Logicus

### Greeks Have Rights, Too

Dear Editor:

I believe that it is about time a Greek spoke up in defense of the system. I am particularly alluding to the recent fuss made about discrimination in sororities and fraternities.

The question is: why shouldn't we discriminate? Isn't one of the basic tenets of our democracy that people have the right of free association? Yes, you say, as long as you don't infringe upon someone else's rights. It is quite clear to me that Negroes have the right to free association, too—as long as the people they associate with want to associate them. The Negroes have their own fraternity. And, by the way, has anyone ever accused them of discriminating against white people? I doubt it. And I also doubt that they would be anxious to open their doors to whites for the simple reason that they don't want to, and they, like us, have the right to do what they want in the matter of association.

The liberals—they all speak about humanitarianism. But are they humanitarian in forcing others to accept their standards? Isn't this coercion instead of humanitarianism? And don't these liberals have their own little "in groups" which they enjoy very much because they provide friendship, enjoyment and relaxing interchange of ideas?

This is what the Greek system is and I don't understand why so many people are trying to destroy that. Everybody has their own little circle of friends. The nature of it may be different—perhaps they are colleagues in a certain field of study or share religious interests or are of a similar political orientation. People accuse Greeks of being clichés of chat. So what if they are? They serve their purpose and the people in them enjoy themselves.

So why can't each be to his own and choose his own friends and living mates? Maybe this would be one way to make the world happier.

No Beloney

—Minnesota Daily Collegiate Press Service