



The

# Daily Nebraskan

MONDAY, MARCH 3, 1969

LINCOLN, NEBRASKA

VOL. 92, NO. 72

## Manley: Colleges must relate to current society

by Bill Smitherman  
Nebraskan Staff Writer

The modern university must help students relate to their society, according to Dr. Robert Manley, professor of history at Hiram Scott College.

The University of Nebraska was one of the last major universities in the country to institute a campus social program, Manley told a luncheon audience at the dedication of the Nebraska Union Centennial Room Friday.

Much of today's student unrest is occurring because colleges are not relating to today's society, Manley said.

Students today are actively searching for their places in society, he continued. A modern university must be a place where students can discover how to reach their goals.

MANLEY, WHO IS currently writing a history of the University, said that students have always taken an active role in the affairs of the University.

During the University's pioneer years, rules governing students were very strict, he said. Chapel twice a week and church on Sunday were compulsory. He added that students could not leave school without a written permit from the chancellor.

Students were not as docile as the rule-makers might have liked, however.

It was during this time that one graduating class took memorable revenge on an unpopular rhetoric professor, Manley said.

The class graduated at a downtown theater. Then the new alumni returned to University Hall, dragged the professor from his office and threw him down the front steps.

STUDENT LIFE IN THE early years was centered in boarding houses. The fact that the school was established in a large community made dormitories unnecessary, at least from the administration's point of view.

Manley said that the place students could really interact socially was at the literary society meetings held on Friday nights.

These meetings were tolerated by the University faculty, Manley said, under the condition that they end by promptly 9 p.m. It was considered suspicious to be in the streets later than this, he continued.

The problem of student housing has been one of the most lasting the University has faced, Manley said.

When there was little student social

interaction there was a corresponding lack of school spirit. There was also an air of restlessness bordering on despair among early students.

MANY EARLY STUDENTS worked from eight to ten hours each day as well as carrying heavy class loads, Manley said. The strain of student life led to frequent mental or physical collapse among students and sometimes even death.

University programs to help relieve some of the strain on students grew out of very real necessity, Manley continued.

The game of "canebreak," a fifteen-minute free for all between the freshmen and sophomore classes, was a popular student event in the late 1800's. The game was later condemned by officials, however, when it became the source of numerous injuries, Manley said.

DEAN ROSCOE POUND cited his introduction of football to the N.U. campus as one of his most important contributions to the school, according to Manley.

Pound also led a campaign against swearing that was common in athletics at the time. He and his followers led the movement for "cussless victories."

During the early years students

spoke out again and again for the building of dormitories, Manley said. Editors of the "Hesperian Student" concluded, in the 1890's, that the University would never have a cohesive student body until students lived together.

Newly emerging Greek fraternities satisfied some of this need. However, only a small percentage of the student body could live in the Greek houses, he said.

THE UNIVERSITY didn't begin the building of dormitories until the 1930's, Manley continued. In the same years, the Nebraska Union was built as the first campus social center.

Manley commented that the University has always made a great contribution to the society of the state by educating its young. Today's University must be able to help a student realize his place in society, he continued.

He concluded by urging students and faculty to donate primary source material such as diaries and other documents to a historical file on student life.

After Manley's speech, a check for \$650 was presented to the Union Board to buy a Centennial seal for the door of the new room. The money was collected from the student body through living units.

## Convention approves appointments, agenda

by Jim Pedersen  
Nebraskan Staff Writer

The ASUN constitutional convention Saturday approved appointments, accepted the Rules and Credentials committee reports and organized the committee structure of the convention in its opening session.

Tom Morgan, chairman of the convention, announced that the agenda would consist of the topics which were submitted to the Executive committee. They are:

- The purposes of ASUN
- The preamble to the ASUN Constitution
- Reapportionment
- Election of NSA coordinator and election of delegates to the NSA convention.
- The powers of ASUN
- The organs of ASUN
- The amendment procedure of the ASUN constitution

New topics may be added to the agenda by a majority vote of the delegates of the convention.

BEFORE MORGAN could submit the reports of the Rules and Credentials committees, Randall Prier, a delegate from the off-campus independents, moved that the Executive committee be dissolved and that the convention elect a new committee and chairman.

"For the convention to be authoritative, we want to act on our own accord," he said. "We should not be an extra arm of the ASUN Senate; we should not be controlled to such an extent by an act of Senate."

"I think this would set a precedent for playing parliamentary games," Bill Chaloupka, Senate delegate, said. "We can show our autonomy best by our actions."

MORGAN RULED the motion out of order and Prier challenged the ruling of the chair. The motion of challenge was defeated 25-2.

The Rules committee report provided that only voting delegates may have speaking and debate privileges; however, a voting delegate may yield the floor to an alternate or non-voting member of the convention. The report also provided that the ex officio members of the convention, the ASUN president and second vice-president, shall be voting delegates.

In other organizational business, the convention approved the appointments of John Wirth, assistant chairman; Dave Van Horn, sergeant-at-arms; and Mike Naev, parliamentarian.

The convention then moved into the committee of the whole to discuss the establishing of committees.

Chaloupka suggested that the convention should not be bound by strict committee rules.

The convention decided that any delegate can take an amendment or topic to a committee and recommend that the committee include the topic in its report. If the committee rejects the delegate's proposal, he may introduce the legislation on the floor of the convention.

THE CONVENTION then established three committees.

The ASUN structure committee will be made up of 11 delegates and will handle the parts of the agenda concerning the preamble of the constitution, the powers, the organs, and the purposes of ASUN.

A Miscellaneous committee of four members will work with the amendment procedures of the ASUN constitution and with the topics concerning NSA coordinator and conference delegates.

The committees will elect a chairman from their membership. Alternate delegates will have the same privileges in committee as they do on the convention floor.



Dr. Robert Manley, professor of history at Hiram Scott College, speaks at a luncheon dedicating the Union Centennial Room.

## Bill to abolish 'derogatory books' introduced by Senator Danner

by Sue Schlichtemeier  
Nebraskan Staff Writer

Legislative Bill 178, expressly prohibiting such familiar novels as "Emperor Jones," "Little Black Joe," "Little Black Sambo" and "Huckleberry Finn," is being introduced in the Nebraska Legislature because the books allegedly use racial epithets considered "degrading or derogatory to ethnic students."

The philosophy and purpose of the bill was explained to a group of students and teachers during an informal discussion Wednesday night by one of its sponsors, Omaha Sen. Edward Danner.

Danner began the discussion saying "I'm just like an old time steam engine; you have to get me fired up to get me started."

DURING the course of the evening, the group successfully fired him up.

"If I'm standing on your toe, it's you who knows if you have a corn or not," Danner said. People themselves know where the pain is, he continued. A doctor cannot diagnose until the patient tells him where it hurts.

Danner explained that the white people cannot tell the Negro what hurts him, because the whites don't feel it.

He condoned the appointment by each school district of a three-member committee to select textbooks which reflect the achievements of the Negro. He said that Negroes had spilled their blood in every war involving our nation. He is seeking to bring into proper perspective the contributions of the Negro. "Once you bring the Negro up, you bring everyone up," Danner remarked.

THE FIRST sign of vocal disagreement came when a young lady said "I think Negro history is fine; the thing I quarrel with is most of the rest of the bill." Danner would amend existing statutes to which she referred.

Danner said that the listed publications he suggested would be deleted from the bill, because he realized

developing this list would be like covering a waterfront.

He continued, repeating, "You can't tell me what hurts me! I cannot tell you what's hurting you and what you object to!" He said that he has never introduced legislation of a separatist nature.

Danner said that a person should be allowed of his own volition, to read works (i.e. "Little Black Sambo") in the library or buy them at a bookstore, but a student should not be compelled to sit in a classroom and listen to such degrading material.

ONE STUDENT commented that there seemed to be a misunderstanding and that Danner was dealing with ultra-Americanism.

A University professor asked why any work shouldn't be excluded that treats any minority in a derogatory way from the curricula.

The comment was made that in effect LB 178 was providing for censorship boards who selected only upgrading information about Negroes — and that the Nazis were the first group to burn books.

Someone asked if we should then delete Negro history that doesn't reflect the Negro in a favorable light? The suggestion was made that this might hurt the Negro even more.

A TEACHER questioned whether or not the whole thrust of the book should be censored and excluded because of an epithet.

Most of the group agreed that allowing three people to decide whether a book is derogatory could be dangerous and inconsistent.

Fred Link, English professor, emphasized that we must "Tell it like it was!" Why censor — why exclude — how can we change the past, he asked.

One girl argued that without the complete picture (inclusion rather than exclusion), we won't feel Negro history. Books won't be able to build up the prejudice so we can look at it objectively, she said.

A BLACK student said that the two

sections of LB 178 are in sharp contrast. He thought that the bad arts — when Negroes were slaves, times they were denounced by white society — should be included to prove the greatness of the men who overcame these obstacles to achieve greatness.

They discussed the fact that excluding such literary achievements as Ellison and Baldwin would mean an omission of worthy Negroes' work.

Elbert Hill, a black student, commented that the lines in the bill which say, in effect, that no curriculum committee shall approve reading material using any racial epithet considered derogatory to any ethnic student, was an interesting statement.

Being black, he said that in other words, if his brother said, "Teacher, don't read this, because it is degrading to me," the committee would be compelled to censor it from the curriculum. Thus, the ethnic student would be dictating the curriculum.

"Senators, I don't feel you have listened to us," someone said.

"I have," Danner replied.

"But do you hear us?" Danner then asked for concrete suggestions, explaining that the bill must be kept general to be passed.

THE DISCUSSION turned to very constructive ideas. Most of the group agreed that they were in complete sympathy with Danner, that Negro history should definitely be taught in the public schools, but that present history books were not false, just incomplete.

The group wanted the bill to be phrased to leave it less ambiguous.

THE BILL provides that beginning in 1971, all American history textbooks approved for certain grade levels shall adequately stress Negro contributions to the development and growth of America into a great nation; contributions to art, music, education, medicine, literature, science, politics and the war services in all wars of this nation.

## Applications due Wed. for ASUN Senate seat

Applications for the vacant ASUN Senate seat from the professional and graduate colleges are due Wed., Mar. 5, at 4 p.m. in the ASUN office, according to Mike Naev, president.

Applicants from the professional and graduate college must appear before the Senate on that Wednesday. Applications are available in the ASUN office.

There are also Senate vacancies from the College of Engineering and Architecture and the College of Agriculture and Home Economics. These applications, available in the ASUN office, are due Wed., March 12 at 4 p.m.



She might have been serious, but she was also humorous; anyway she did it. Jill Eiche earned audience approval Friday night as she was awarded the first place trophy for Coed Follies travelers acts.



Proving that beauty is skin deep, Chi Omega put on the charm to capture first place in Coed Follies competition Friday night. Kappa Alpha Theta placed second, Diane Theisen and Dave Buntain were named Ideal Nebraska Coed and Outstanding Collegiate Man at the conclusion of the show.