

Social regulation students' domain

In the University of Nebraska's handbook on "Expectations for University Students," a portion devoted to the Council on Student Life states that the CSL shall "have general policymaking power . . . to take action on matters affecting student living, social, and out-of-classroom activities." On Tuesday the CSL took action. The council approved one policy statement prohibiting discrimination against race, creed or sex in social and non-academic regulations. Another policy statement outlining maximum self-determination by students in making those rules was postponed until next week.

The most obvious and easily applicable example of the equal rules statement is the University's Victorian concept of women's hours. Under the new policy, the University could not maintain women's hours without also placing curfew restrictions on men. The logical step is to abolish women's hours. And it is high time the University put aside its archaic social regulations and moved into the 20th century in full stride instead of playing games with keys and single dorm experiments. The statement is sufficiently innocuous, however, to be broadly interpreted to cover many issues. Significantly, the council has taken the initiative to make the policy which eliminates rule discrimination and promotes equality in social and non-academic affairs.

Possibly even more important than the equal rules statement is the student self-determinism policy yet to be passed. This statement, if passed by the CSL and approved by the Regents, would grant students the basic right to determine their own social and non-academic rules in the smallest unit of student organization. It would apply to student activities as well as living units. At the same time, general guidelines would be established by the CSL, a student-dominated body. Again, an obvious example is coed visitation. Self-determinism would allow each fraternity, sorority, dorm floor or whole residence hall to implement coed visitation — or reject coed visitation — on terms that are acceptable to the students who must live in the environment. What could be more basic than the right to determine how you will live within society's generally accepted norms?

The self-determinism policy, and its visitation implications, comes in direct conflict with University Regents' policy "reaffirmed" on Monday. The Regents have pre-empted the CSL and announced they will not allow open coed visitation. In effect, they have set policy relating to "social and non-academic affairs" before allowing the CSL to act. It is questionable that the Regents ever intended to sincerely consider non-academic policy recommendations set forth by the CSL.

However, when the CSL reconsiders the measure next Tuesday, it may do so with the knowledge that a great many students back the determinism policy in full. Hopefully, organizational and informative meetings being held this week in residence halls will awaken students to the realization that they can and should have a voice in determining their social and extracurricular affairs. Hopefully, they will become vocal in demanding those rights. Both CSL policy statements, one passed and one tabled, can be reviewed by the Regents. That august body will not act favorably unless students let themselves be heard. If students remain silent, maybe they don't deserve the right of self-determinism.

Jim Pedersen, news editor

Graduate visitation When student comes of age

by Pat Broderick
Benton resident

It's been a good year for the undergraduate at the University of Nebraska. Last spring Governor Norbert Tiemann signed a bill lowering the "age of responsibility" to 20. At 20, a Nebraska can drink, sign contracts, do everything except vote. Voting age is still 21. Hours after the signing of the bill, every bar in Lincoln was drained dry. The cause for rejoicing continued into the fall semester as Coach Bob Devaney's Cornhuskers, playing solid conservative football, ground out a seven and two record and settled back to await a Christmas season bowl bid.

Sixty-nine has not been so satisfying for a group of graduate students living in Benton and Fairfield Halls, the men's and women's graduate dormitories on the Nebraska campus. Within a month of Tiemann's "lowering the age," a group of them traveled to a Board of Regents meeting in Omaha.

Nebraska's Regents had vetoed a proposal by the graduates that they be allowed to have visitors of the opposite sex in their rooms between noon and 11 p.m. But they were going to listen to the graduates' case.

The proposal pointed out that the average resident of both dorms was 27, and that no one under 20 would be allowed to live in them.

At the meeting the graduate students said they considered the group mature and tight-knit enough to prevent "abuse" of the visitation permission. They told the Regents that among them were several married individuals and several Roman Catholic nuns.

Regent Robert Raun said that he felt committed to his constituents (Nebraska Regents are elected), and that his predominantly rural constituents would not go for college kids of any age entertaining members of the opposite sex.

The graduates replied that a 57-year-old resident of Benton, on sabbatical from the Omaha Public School District, had been forced to leave his wife in the lobby.

As adults, they said, they were used to entertaining in their homes and felt that the dorm was their home on campus. The Regents acknowledged the graduates' mature approach and thanked them for going through proper channels.

On Monday, Nov. 17th, Nebraska undergrads eagerly awaited the sending of post-season bowl bids. Graduate students Byron Jeys and Elsie Shore set off for Omaha and the November regents' meeting.

In Omaha, they told the Regents that a confidential ballot of the dorm residents had produced margins of 45 to 1 in the men's dorm and 34 to 5 in Fairfield in favor of visitation.

Also, they mentioned that male janitors work all day in the halls of the women's dorm. Coed visitation would be no threat to privacy any more than were the janitors. In many colleges, undergraduates have coed visitation; at Nebraska, of course, they do not. The several women and the man opposed to visitation could switch to an undergraduate dormitory.

Miss Shore pointed out that visitors could use the rest rooms of the neighboring dorm of their own sex and advanced her opinion that there is nothing wrong per se in having visitors in a room with a bed.



"WE WANT TO BRING AMERICA TOGETHER...
(Nixon - 11-6-68)"

Nebraskan editorial page

Open Forum

We are reading, with warm-hearted appreciation, your editorial by Ken Wald entitled "Doesn't Library Want to Help?" in Nov. 10. We can't cry too much for you, however, because fellows like you look for a book only once or twice a day, but we look for them all the time, all day long, and day in and day out.

I congratulate your writer on having made a careful study of the procedures involved: the facts are mostly accurate and we like that. Also, we have come to appreciate the fact that any publicity, good or bad, is probably better than no publicity. At least some of you fellows are trying to get a book to read.

Why not mention that one of the perennial problems of a research library is continuous inventory. When we submitted our biennial budget for 1969-71 we were more conscious of the lost or misplaced book than ever

before. We could keep better house if we closed the book stack to all but the favored few. But we also thought that improvement in our inventory system would help a great deal, even with open book stacks.

Nothing is free, of course, and this item of several thousand dollars in part-time wages was red-penciled in the Chancellor's Office before the budget went forward to the Legislature. So I guess you fellows are going to have to cry some more.

Incidentally, did you know that one hundred thousand volumes in social science that belong in the Love Library are now housed in the Law Library? Did you know that another hundred thousand volumes in science that belong in the Love Library are now housed in the Thompson Library on the East Campus? Did you know that we will soon open an Undergraduate Library in Nebraska Hall and that when we do another hundred

thousand volumes in the Humanities that belong in the Love Library will be moved to Nebraska Hall? Why? Because we added 48,000 volumes to the collections in 1967-68 and 60,000 volumes in 1968-69 and will probably add 70,000 volumes in 1969-70; and, when we added 60,000 new volumes last year we had to move 40,000 older volumes then in Love Library to other buildings in order to make room for the new volumes.

It is also stimulating to recognize that all available library shelving on the two Lincoln campuses will be filled to capacity within two to three years and that it will now be impossible, even with the best of luck, to have a new central library expansion ready by that time. What will we do then: throw away some of the old volumes, perhaps 70,000 volumes per year, or leave the packages of new books unopened and store them in basements somewhere?

Please try this on for size and let's have another go around"

Frank A. Lundy
Director of University Libraries

Dear Editor:

I wanted you to know that I and my colleagues in the Counseling Service appreciate the style and tone of the article written by Miss Carol Anderson. She spent considerable time with us — including a morning-long staff planning session and captured the essence of our concerns and approaches to students. Discussions at our staff sessions tend to be rather open and self-critical. If Miss Anderson had chosen to do so, I think she could have treated us very nearly as badly as we treat ourselves in the closed-door meetings. She apparently sensed the climate and intent of our interactions, and was reasonably accurate (from my point of view) in depicting our basic concerns.

Harry J. Canon

OUTSIDE

by Michael Egger, David Paas, and Tom Siedell

As we pointed out in our last discussion, the traditional liberal arts education has been pushed into the background in our universities and is maintained only as a quaint conversation piece.

This must not be allowed to continue. For it is a most valuable part of the development of the human personality. St. John's College of Annapolis, Maryland, has stated what we believe to be the goals of a liberal education:

The liberal arts enable men to win knowledge of the world around them and knowledge of themselves in this world. Under their guidance men can free themselves from the wantonness of prejudice and the narrowness of beaten paths. Under their discipline men can acquire the habit of listening to reason.

In accordance with this goal we have prepared a four-year liberal arts college curriculum. We believe it should contain three years study of Latin and three years study of a second foreign language, regardless of the amount of foreign language studied in high school, three years study of mathematics, three years study of physical and biological sciences, three years study of English literature and composition, each with three to four credit hours per semester for a total of 17-18, and a major field of study comprising roughly thirty credit hours to be taken in the senior year.

It is apparent that language and mathematics are the cornerstones of the curriculum. This is completely justifiable, for the ability to use words and manipulate numbers are among the most basic mental abilities. It is also consistent with academic tradition; conceived in late antiquity as the cornerstones of education, they have remained so the present.

Latin is included in the curriculum because of its historical and cultural value, but also because of its relevance to our own day and age. It is the mother tongue of five modern European languages and heavily influences most of the rest. Moreover, much English vocabulary and syntax is derived from the Latin. Finally, its case endings and phrases abound everywhere, particularly in scientific and legal vocabulary.

The second foreign language could be Greek-highly

the tower

desirable because of the tremendous influence of classical culture in Western civilization — or one of the modern languages. Their value in comprehending the living patterns of peoples around us with whom we must learn to live in peace requires no discussion.

The need for thorough grounding in English requires little discussion, but at the college level it is beneficial to stress the literature of the language.

No space is left in the curriculum for the social sciences, philosophy, and other liberal arts disciplines. We feel, however, that the intellectual development and training provided by the disciplines we do include will enable the student to read, appreciate, and understand the great classics in these fields. Moreover, the great works in these fields and others will be likely to appear in the advanced literature courses of the three languages.

Mathematics occupies a prominent place in the liberal arts curriculum. First, like language, it is one of the basic mental faculties and second, it is the queen of sciences and thus is indispensable in the study of modern science. It is an eminently practical discipline and provides an orderly and rigorous mental exercise.

Understanding the universe and using reason justifies inclusion of three years of the physical and biological sciences. They are, like mathematics, also of practical contemporary use.

Finally, the fourth year of college should be spent studying an academic major. It is intellectually beneficial to study a field in depth, for it yields greater appreciation and understanding. But it must be kept in perspective and not override the entire curriculum.

Because of the depth of study in each of the liberal arts fields we have suggested, a major in any of them should be easy to obtain with far fewer than the 30 to 34 credit hours of course work available in the senior year.

In other areas the full year's course work might be needed, but the individual will, having spent three years of intensive study in the liberal arts, be intellectually prepared to pursue any academic field of interest at a more advanced level than if he had begun his major in his early college years. This program does necessitate some reform of present majors program, but certainly not enough as to make it prohibitive.

The message . . .

by Frank Mankiewicz and Tom Braden

Washington — When the march began, the Justice Department was still muttering about violence, and the Vice President had cowed the networks into prime time so he could denounce — in the manner of the Oriental despot — the bearers of bad news.

But from Arlington, across the bridge to the Lincoln Memorial, down Constitution Avenue, down Pennsylvania Avenue, past the front of the White House and on to the Capitol they came. Each with a candle, and each wearing the name of an American killed in Vietnam.

They came in the dark and they came by day, in the rain. And they came through another night and part of another day, so long did it take for silent people, 6 feet apart, to carry all the names. They observed the traffic lights, they walked when the sign said "Walk," and it was quite the most impressive thing Washington has seen — perhaps ever — but certainly since Martin Luther King stepped uncertainly down the Mall six years ago with 200,000 people behind him to tell us his dream.

Mostly young, mostly white, mostly with longish hair, to be sure. But a considerable number of older — some much older — men and women, all marching with pride and all in silence for the two-and-a-half hours each one walked.

A proud man, walking with a younger son and carrying the name of an older one, said, "You can do a lot of thinking in two hours." The younger marchers said they thought about the man whose name they carried and whose name they called, loud and clear, when they reached the front of the White House.

What are they saying? "Get out of Vietnam now and damn the consequences"? Not really. That was some of it, but there was a larger message.

"We've had it, Mr. President," they were saying. "Up to here. We've had it with a government in Saigon which mocks our effort as it steals our money. We've had it with sly evasions about chemical warfare — at home and abroad. We've had it, finally, with a system of priorities which sees no end to Vietnam and no start to racial peace."

"We've had it with a Vice President who deliberately sets American against American, who rips the veneer of civility off ancient hatreds now healing and encourages the notion that a gathering of GOP faithful in Iowa is made up of real Americans, while 250,000 marchers in Washington are somehow connected with Eldridge Cleaver."

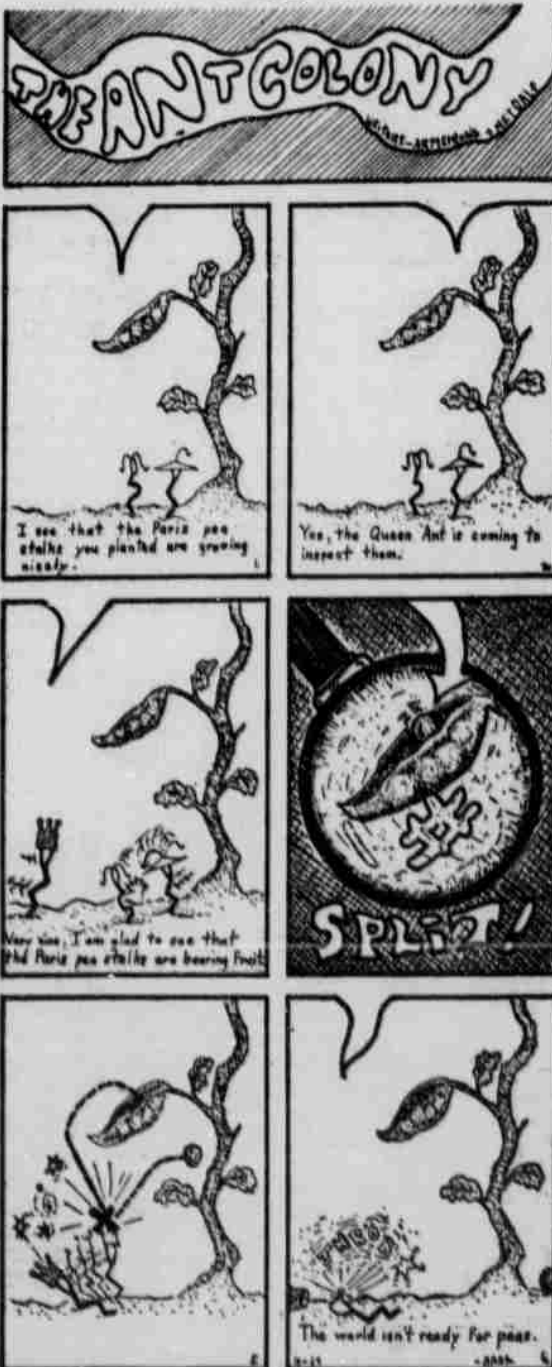
"We've had it with prosecuting alleged and publicized Chicago rioters while the Mafia thrives and prospers. We've had it with an \$80 billion Pentagon budget while our skies darken with choking fumes, our rivers and streams and lakes are polluted and condemned, our schools deteriorate, our jails decay, our highways strangle us and crime refuses to yield to tough talk alone."

Maybe they are not the Silent Majority. But if they are not, they are a sizable minority. They are neither unwashed dirty kids nor bearded revolutionaries nor — in the phrase of the Marine Corps commandant — are they gentle doves who have never heard a shot in anger. Many are veterans, and many are parents of dead veterans.

They are telling us that patriots are on both sides of this awful gulf that Spiro Agnew is widening every day, and that patriotism defines "victory" in many ways. Victory is the unconditional surrender of an enemy on the deck of a battleship, to be sure, but victory is also a great nation acknowledging its error and retrieving its honor.

They tell us, as the Prophets did, "Your old men shall dream dreams; your young men shall see visions. And where there is no vision, the people perish."

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