

# Residential learning

One of the merits of Centennial College, as nearly any of its members will attest, is the opportunity it affords students to have a learning experience in the place they live and with the same people. Furthermore, the University seems proud enough of Centennial College, at least enough to devote a goodly part of one issue of *Alumnus* magazine to it. It is somewhat surprising then, that the University would balk at the idea of spreading this educational concept to other living units on campus.

I refer to the attempt by the Interfraternity Council to arrange for freshmen English classes to be held in Greek houses. The original proposal by IFC last semester was for the English department to set aside four sections of English 2 for Greek freshmen to be determined by the IFC and Panhellenic. The idea was half-heartedly accepted by the English department and the result has been the establishment of a half-hearted program.

Admittedly there were, and still are, a good many problems. Dudley Bailey, English chairman, questioned the legality of holding University classes in private facilities and also the convenience for the staff of teaching outside a regular classroom. Scheduling was also a problem. Unless the class was held at 7:30 a.m. or 4:30 p.m. too few students from the same Greek house could fit the class into their schedules. (The sections were to be filled half by a fraternity and half by a sorority). But if the English department questioned these difficulties, they apparently also questioned the merit of the proposal. It would seem that a greater effort by both IFC and the English department to clear up the problems might have resulted in a better program. As it stands, the classes are being held in Andrews Hall and are made up of a cross-section of University freshmen.

The concept of residence learning is too good to be limited to Centennial College. The concept should either be spread in the form of many such residential colleges or transferred to existing living units wherever possible — both in dorms and Greek houses. What is more, when the Greek element of the University, so long devoid of scholastic or intellectual ideas, finally suggests something of merit, they shouldn't be discouraged. The University should carefully review the possibility of setting up a system by which living units can arrange for classes to be taught in their facilities not just in English but in many subjects.

In the mean time, a little research and work by IFC and the English department could probably solve the problems which surround the English classes that were to be held in houses, and arrange for a better program for next semester. Dr. Bailey has said that the English department is not opposed to the idea of residential learning. He has also said that the English department does not have a closed mind on this proposal. I would hope that statement is accurate and can be applied to the rest of the University as well.

—Jim Pedersen



"MY, IT LOOKS PEACEFUL AND SAFE IN THERE."

## In the Ivory Flower

by STEVE TIWALD

Unfortunately, part of the column I wrote last week was deleted. Because of these changes the tone of the column was significantly different than I intended.

Although ASUN Senate is now going through an identity crisis, questioning its purpose and structure, the need for student participation in the governing of the university is unquestionable.

Nebraska University's Student in the Academic Community document tells us that the purpose of the University is "to provide opportunity for human and intellectual development in the service of society."

THE UNIVERSITY should promote "conditions conducive to the personal and intellectual development of students" and enhance "the development of responsible individualism."

If the University's Board of Regents, Administration and faculty propose to carry out this mandate, what they are talking about is student power.

The validity of student power has been recognized at many colleges and universities. To varying degrees it is being exercised by students and accepted by administrations.

AN EXAMINATION of the concept of student power reveals that it has an educational premise, the notion that people learn through living, through the process of integrating their thoughts with their actions, through testing their values against those of a community, through a capacity to act.

Growth is not the ability to accept what the past has created. Student power is a medium through which people

integrate their own experience with a slice of the past which seems appropriate.

The principle that applies is very American — democracy. He who must obey the rule should make it.

ED SCHWARTZ, former president of the National Student Association, and many others have discussed the application of this principle in relation to students. They have said (as far back as 1967) that students should make the rules governing dormitory hours, boy-girl visitation, student unions, student fees, organizations, newspapers and the like. Faculty and administrators should advise — attempt to persuade, even. Yet the student should bear the burden of choice. They should demand the burden.

Students and faculty should co-decide curricular policy. Students, faculty and administration should co-decide admissions policy, overall university policy affecting the community, even areas like university investments.

STUDENT POWER brings change in the relationships between groups within the university. It renders irrelevant the power of factions outside a university who impose external standards on an internal community — Regents, alumni.

Most students don't want power. They are too tired, too

scared or too acquiescent to fight for it. That, too, is a student decision. Those with potential power may choose to ignore it — even those who have decided not to decide have made a decision.

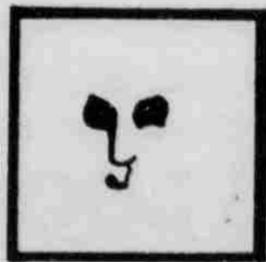
Yet, abdication of responsibility, or transferral of authority to other people inhibits individual and collective growth. Students who accept other people's decisions have diluted their desire to question, to test themselves, to become through being. They create walls between their classroom material and their lives, between their inner and outer selves. Acquiescence is boring, even humiliating. Education should be neither.

STUDENTS WHO ignore student power ignore themselves. They are safe, respectable, but emasculated. Ultimately, they can be dangerous. Later in life, they wield power in the way in which it was wielded upon them — without any standard to govern it save that of power.

The standard of the university should encourage a democratic temperament, not an authoritarian elite. Student power is not the elimination of authority; it is the development of a democratic standard of authority.

The purposes of the university and of student power are one and the same — educational — and should be regarded as such.

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