

★ ★ RAPPING ★ ★

Dear Editor:

I'd like to respond to H. R. Everett's letter in the February 27th, Daily Nebraskan. I'm going to refrain, however, from answering the ill-founded, ridiculous charges and insults directed both at the students and Adam Clayton Powell and concern myself with what I feel provoked the letter — that being the Union speaker program.

First I'd like to straighten out one thing. Even though the University is tax-supported, no tax money is used to finance any Union-sponsored speaker. The speakers are paid for by the students themselves through student fees.

IT WAS mentioned in the letter that we have not brought in one laudable speaker in the last two or three years. Well, in the last 2 years, writer, George Plimpton; lawyer, F. Lee Bailey; news announcer, Sander Vanocur; politician, Julian Bond; and ex-Prime Minister of Northern Ireland, Terrance O'Neill, have spoken on our campus, courtesy of Union.

If there is not one laudable speaker on that list I guess it's time I consulted Webster for the new definition of laudable.

WE IN UNION have tried to plan a well-balanced speaker program reasoning that one cannot intelligently and objectively form his own opinions until he has learned both sides of the fence.

I think you'll agree that bringing in only men like Hruska or Batchelder as speakers would be just as detrimental and harmful to objective opinion formation as would sponsoring only men like Powell or Dick Gregory. A combination of both types has been our goal.

It's somewhat of a pleasure to hear H. R. Everett's comments about Adam Clayton Powell. Evidently Powell stimulated some thought and re-examination of ideas and values of someone.

Bob Pfeiffer
Pres. East Union

Editor:

Discrimination? Segregation? Sure, but I'm beginning to wonder just who is discriminating against whom.

Blacks are people — that's all. If they want to be Greek they should be admitted or rejected by the same standards as whites, or the standards should be changed for everyone.

BLACKS SHOULD not be pledged because they are black. That is just like saying, "We have our pompon girl, our tassel, our beauty queen and our black."

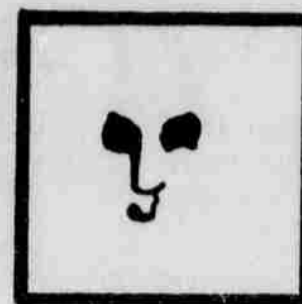
I can speak only for my house; we have tried to get the black students to come and speak to us and to explain their position while we explain ours. We were told that they were no longer interested in discussion.

If a black came to our house during rush she would be treated like anyone else. We have no discrimination when it comes to grades, activities, character and personality.

OF COURSE I realize there has been discrimination against blacks in the past, but to put down the Greek system because of past mistakes is, in my opinion, a narrow-minded, discriminatory position on the part of the black students.

Why don't you rise to the challenge and meet us half-way?
Charol Smith

EDIT EDITORIAL



"THAT'S HOW PROGRESS WORKS. ONE STEP FORWARD AND TWO BACKWARD."

In the Ivory Flower

by Steve Tiwald

Educational reform is a very broad term encompassing the whole process of socialization that occurs through the educational system. The socialization starts when a person is just a few years old and continues after his formal education is completed.

There is no doubt that educational reform is badly needed, simply because society is changing, people are changing and they have different needs than people of 50, 20, or even 10 years ago.

I COULD write pages about this university in particular, detailing the structural inefficiencies, outdated teaching methods, irrelevant curricula, etc. etc., but I don't have enough space here.

Supposedly, work is being done toward improvement in these areas by the Teaching Council, the college advisory boards, and various Faculty Senate and Student Senate education committees.

MEANWHILE, what do we

do? Many students are interested in learning, but find themselves stifled by the present system. There is an alternative. It is not a complete alternative because it doesn't hand out diplomas or satisfy the Selective Service System, but the Nebraska Free University does provide student-centered learning that the regular university lacks.

The purpose of the Free University is related well in the NFU statement:

"OUR PURPOSE is simple. As stated by education reformer Johann Amos Comenius, 'I seek a method by which teachers teach less and the learners learn more.' The NFU sees education in terms of striving for increased awareness, both of one's self and one's world; and of helping to establish a constructive relationship between the two.

To this end we have no need for grades, requirements, credit, or exams.

Nor is the concept of free

university graduation viable, for (unlike the other large university in Lincoln) we do not presume to be able to certify someone 'educated'.

RATHER we seek a personal educational process, continuing far beyond the land of tests and grades."

While students actively work for education reform in the regular university, they should take advantage of this alternative structure.