

## EDITORIAL COMMENT

### Drug reforms on the way?

Although student use of illegal drugs is widespread, the University has done very little to develop realistic policies or programs concerning drugs. Now at last, some action is being initiated in the area.

The Council on Student Life last week requested that a committee on drug education, rehabilitation and treatment be appointed by Student Affairs to establish drug education programs on campus and identify "resources for both acute and long-term treatment of students with drug problems."

The CSL action comes after an ad hoc committee on drugs found that interaction between campus agencies that could deal with drug problems "apparently does not exist to any great, or even desirable, extent." As a result, students with drug problems have had to seek help off-campus.

The Council also voted last week to formulate a new policy on drugs, which, if approved by the Board of Regents, would replace the current antiquated policy, which states: "The University recognizes no rationale for even a single instance of drug misuse." Under the policy, students who are caught using illegal drugs are subject to suspension from school.

Clearly, the University drug policy ignores reality in three areas:

-The threat of suspension in all cases works against staff and agencies becoming involved in a helpful relationship with drug users.

-The widespread use of drugs is not taken into account by the policy, which was written in 1967. A survey conducted by Robert Brown of the Counseling Center last spring showed that 30 per cent of the UNL students had tried drugs and that the availability of drugs is not a problem for drug users.

-The current policy fails to distinguish between types and amounts of drugs and between simple possession and sale of drugs.

What is needed is a new University policy that takes these three factors into account. The University should stress education and treatment over discipline and should direct its efforts toward controlling the sale of illicit drugs. When possible, the University should refrain from disciplining a student who has already been punished by civil authorities for the illegal possession of drugs.

CSL has done a service in pointing out the University's neglect in the field of drugs. But a lot of work remains to be done.

However, there is a problem concerning drugs that the University has no control of—namely the illegal status of marijuana. Most of the drug usage by students involves marijuana. The question becomes: should authorities enforce the law and toss thousands of students into jail?

It appears that the law against marijuana is a law against a generation. A possible solution seems to be some legal recognition of marijuana, perhaps regulating its use as alcohol is regulated.

### Improving teaching

Have you ever fallen asleep in a huge lecture class? Have you ever cursed a teacher for being so boring?

Unfortunately for too many University students, the answer to both of these questions is "yes." But help may be on the way.

The University's Teaching and Learning Center, organized to help the faculty develop more effective teaching skills, is conducting a program aimed at instructors of large lecture classes.

Certain innovations developed in the program are already in effect. For example, the history department is asking for student reactions to courses now instead of at the end of the semester and the graduate assistants in certain math quiz sections are being encouraged to develop direct individual contact with students.

Vernon Williams, the Center's director, says student input is welcome in the Center's programs.

The Teaching and Learning Center is performing a valuable service in its efforts to improve education. The Center deserves the help and cooperation of both faculty and students.

Gary Seacrest



bob russell

### Confessions of Delbert Duright, part 1

Delbert Duright started kindergarten at the age of six, a year later than most kids. This extra year had made him almost incorrigibly independent. I mean, sometimes Delbert thought he could actually decide himself what he should do. But Delbert soon found The Way.

Delbert took to laying on his rug, buttoning his lip, and otherwise doing most of the proper things. Occasionally Delbert would sin, that is, step out of line, be noisy so that the class could not be let out for recess, etc. This resulted in him being sent to the corner.

Delbert found the corner to be a pretty boring place. Sometimes he would be lucky and would be sent out in the hall. This was when all the available corners were already filled with other disobedients. The hall was decorated with spattered paint, so Delbert could count the dots. Once he got way up into the thousands.

Class time was no joy for Delbert. But he soon understood it all. So it seems, his teacher said, that there are these things that one has to know in later life. These things might be quite boring, but nevertheless, the teacher obviously knew what was best for

Delbert. Delbert found that he was a passive capsule waiting to be filled with knowledge that he could use in later life, although the fact wasn't apparent then.

Recess was also no joy for Delbert. Sometimes it was, when the teacher would let the kids do what they wanted to. But most of the time, the teacher decided what games the class would play. In a roundabout way the teacher told the kids that these games would be useful in later life.

Another thing Delbert found out was that if one did things the teacher liked, it was much easier to endure school. Just find out the kind of things the teacher liked, do these things periodically, and he or she would like you.

This was sometimes called "brown-nosing" or being the teacher's pet, but Delbert figured that the advantages outweighed the disadvantages. He found that he didn't have to do as much work any more. It came to him that maybe this was one of those games that would come in handy in later life, although none of his teachers ever told him of that fact.

Entering junior high school was no big thing for Delbert. It was only

slightly more challenging. This was due to the fact that now there were four or five teachers to figure out. Soon Delbert had the likes and dislikes of all his teachers figured out and it was smooth sailing. He also learned a new word. This word was manipulation, the name of the four or five games he was now playing.

Delbert found that he was still studying boring things that would be of use to him in later life. Delbert was still obviously not competent to figure out what things he needed in later life. Decisions were to be left to adults.

Delbert got elected to student council. He thought it would be nice to get out of class, while most everyone else was in class. Student council was yet another one of these games that would be useful in later life.

Student council was where the school administrators would try to make the members feel as if they were accomplishing something, when they were actually being guided into "decision" by the school administrators. But Delbert thought: maybe this is the way democracy is, so he should probably learn how to be a good citizen.

## LETTERS to the NEBRASKAN

Dear editor,

In regard to the letter by Rod Hernandez which appeared September 16, 1971:

1) I knew who Father Hidalgo was because my history books told about him.  
2) Who was his source on the Alamo and Davy Crockett? Collier's Encyclopedia (and roughly 1800 other reference

books) state that Crockett died defending the Alamo along with approximately 180 other men.

I am not anti-Mexican. I am just pro-facts. I wonder if The Daily Nebraskan diligently researches the "statistics" printed in all its letters as well as it did this time?

Mark Rasmussen

**EDITOR'S NOTE**—Rod Hernandez in his letter of Sept. 16 said there were approximately 1500 men who defended the Alamo. His source is Abel Amaya, associate professor at Colorado State University and an expert on the history of the Southwest United States.



Steve Williams is a student assistant in Centennial College.

steve williams  
The straight and narrow

GUEST Opinion

seven and forty.

To finish off the class, or just give it a lift when the questions got hard, she would hold out her arms and, like a tightrope walker, tip-toe across the tile crack saying: "You can drift a little this way...or a little this way (Swaying left and right as she spoke so we would know what she meant), but in the end you must always follow the straight and narrow!" Sometimes she would continue right on out the door, leaving us to figure it out. We never did.

Which brings me to the question of coed visitation. It seems that the Board of Regents long ago adopted pretty much the same idea of how far students can be trusted as my sociology teacher in high school. They impose rules designed to prolong the sexual adolescence of dormitory residents for the duration of their residency.

The present dormitory environment on this campus is one which tells the student he is doing something wrong simply by being in a room with a girl in which the door is closed. Why don't the Regents ever come out to the dorms and tell the students why this is so?

The reason is simple, the students aren't wrong, the voters simply have a different opinion. So, as in democracy, those in power worry about their own necks before honestly considering the effects of their decisions.

The effect in this case being that it becomes much more difficult for many dormitory residents to establish mature relationships with members of the opposite sex because of antiquated assumptions.

It is important that the Regents consider the idea that

education is a living experience as well as a learning experience. If people are allowed to use their dormitory room as if it were their home (to be used however and with whomever the resident sees fit), we might see a significant reduction in such dormitory activities as pulling fire alarms, flooding floors with fire extinguishers, functions (John, we've matched you up with Delores tonight, good luck), fire-crackers in garbage bins, and the Mid-nite Marauders.

Though all these things are assuredly proud collegiate traditions, perhaps they are presently more of a nuisance than an education.

Another problem with the present visitation situation is that most people ignore it. Violators are so seldom reported or "brought to justice" that a word of warning about discretion replaces eviction threats as was once the case.

But nevertheless, the in loco parentis attitude still prevails and with it the idea that students are too irresponsible to handle their own affairs outside of the classroom. There is a growing number of people who feel the Regents are irresponsible to the rights of students who live under their jurisdiction.

I would encourage the Regents to allow the dormitories to set their own visitation hours as their residents see fit. This policy has been adopted by a growing number of schools with considerable success.

It would provide the student with a more relaxed atmosphere, something that is seldom considered in the "modern" dormitory with its cement block walls and layer cake architecture.

## THE DAILY NEBRASKAN

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