

CSL to study student health

by Carol Strasser

A special committee formed Thursday by the Council on Student Life will make a detailed study of the University Health Center which could result in a new governing structure for the Center.

The committee will consider the possibility of establishing an all-University governing board for the Center with input from all segments of the University community.

An ASUN resolution asked that the Council investigate the possibility of an alternate governing structure for the Health Center which would provide a formal channel for student input. Students, as well as faculty and staff have only an advisory role in the Center's decision-making process.

Council member Ely Meyerson said the study involves duplication of a

system-wide study of the University of Nebraska's health centers by Regents Robert Prokop and Robert Koeft, both medical doctors.

CSL member Mike Berns, who helped write the charge for the committee, said a committee of students and University staff might come up with different conclusions than a committee of Regents. It was agreed that the committee should make use of information obtained in the Regents' study.

The committee of three students, one faculty or administrative representative, one representative from the University's staff and one Health Center representative will be chosen by Thursday.

Included in the committee's study will be a detailed breakdown of the Center's services, breakdown of costs of services to members of the University community, current

extent and possible expansion of services and the organizational arrangement of the Center.

The committee will report back to CSL March 1.

The Council moved to accept some of the recommendations of its committee investigating student fees. The Council will send to the chancellor its recommendations that the term "mandatory student fee" be changed to "activities-services fee" and that a classification of payments required of students be included in University publications.

The classification, as suggested by UNL Comptroller Carl Yost, divides payments into tuition, mandatory fees, special fees and fines and penalties.

Special fees include those

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McHardy... "a whole chunk of history has been ignored."

McHardy: black isolation a myth

by H.J. Cummins

Pan-Africanism, black concern for blacks wherever they are in the world, is a historical as well as contemporary fact, Abba Cecile McHardy told an audience of about 30 professors, graduate and undergraduate students Thursday afternoon.

The African-American Studies Program guest said early records challenge the "popularly held opinion of isolation of the African."

McHardy, smiling and joking frequently, said the intercontinentalism of blacks, long ago, is "a whole chunk of history that has been ignored."

"Early records show Africans were always advanced people," McHardy said, who served early European explorers as interpreters, guides, mariners, and mercenaries, while some blacks were being enslaved.

"The use of free African merchant vessels was 'phenomenal,' in the 'triangular (Europe, Africa, North America) trade route' in which the buying and selling of slaves was one of the three trade steps.

French revolutionaries under LaFayette who fought with freedom-seeking North Americans, and British mercenaries who fought against them, both used Africans, McHardy said.

What she called British "Blackguards" served as "agents of the colonial authority," she continued, likening them to contemporary black policemen who exploit ghetto blacks.

France, Spain, England, Holland and Portugal used African troops extensively from the colonization of the New World and Africa, throughout the two world wars and the French participation in Vietnam, she said.

Cimarrons, "free colonies of blacks all over

the Americas," had agreements with the European powers to leave them alone, McHardy said, but most of the agreements included stipulations for the blacks to serve, at least for a time, in the major power's army.

This "long reputation of being quite credible soldiers" has given Africans an experience of a much wider world than just their continent, she said.

But throughout their travels, the Jamaican native said, "there was continuous contact back and forth year after dreadful year," between Africans all over the world, so all knew what was happening to blacks "in all territories."

She said she believed "a record of flight was the principle type of black resistance."

Slaves of Europeans returning home from colonies would flee their servitude in Continental countries which didn't sanction slavery, she said.

Many escaped slaves returned home, she said, "to form movements, often to insure political and social advantages," for their people.

McHardy said a current problem is that fewer educated Africans return to their homes, because relative incomes and physical comforts in Africa don't compare with those in more advanced nations.

"Africans studying abroad are shown another reality that is really a fantasy, and they feel deprived," she maintained.

She said she wished major powers would quit trying to force their unsuccessful cultures on African nations and "allow us to develop our own original ways."

African nations are being "seduced by the ambitions and lifestyles of western educators," she said. McHardy is a lecturer in Third World Studies at Vermont's Goddard College.

Professors disagree on value of research

by Linda Larson

"Publish or perish" is a common expression. But how important is it for UNL professors?

Four professors and a dean interviewed Thursday agreed that keeping up-to-date in one's field is vital to good instruction. They said research is important but disagreed somewhat on how important it is to good teaching.

ARTHUR Bruce Winter, political science professor, said professors teaching elementary French, basic accounting and many other lower level courses could be good teachers and go through their entire careers without ever doing research.

The fundamental concepts are mapped out in these areas, he said, adding that the only thing these professors could research is teaching techniques.

But Winter said in political science, history and sociology, which are constantly in a state of flux, research is an essential part of instruction.

"WHERE THE discipline is altered by current events you have to do research to keep up-to-date," he said. "In the higher echelons of all fields there are lots of areas for research."

Some professors have a time problem, Winter said. But if they don't have time to research, a means must be devised to get the latest information to them, he added.

Research could interfere with teaching but it doesn't have to, Winter said.

"THE DESIRED end is balance. You can't say 'do research' and expect results," he said. "The professor must be motivated."

Melvin D. George, dean of the College of Arts and Sciences, said research and publication are important.

"We assume that students want the most intellectually alive teachers we have," he said. "As a general rule, research strengthens teaching."

"A HEALTHY balance must be reached between teaching and research."

The same students who say some professors would do a better job if he did less research complain about the teacher who uses the same notes each semester, George said.

Charles W. Mignon, associate English professor, said research is equally important for all professors.

"THERE MAY be more pressure at the undergraduate level to be aware of developments in teaching techniques," he said.

A professor teaching lower level courses may need a knowledge of more fields, such as psychology and the history of learning, according to Mignon.

He said promotion and tenure in the English department depend on teaching, research and service. A promotion requires evidence of outstanding performance in one of these categories or a good record in all three, he said.

"I FEEL MY first obligation to the University is to be a good teacher," Mignon said. "My own interest in this direction. At the same time nobody has ever suggested that remaining intellectually active, usually associated with research, is not necessary for good teaching performance."

"You can't stand with what you had when you started,"

Mignon said. "And publishing is still the major way a man can move from one institution to another."

Richard K. Booher, associate zoology professor, said in his case research isn't a criteria for promotion.

HE SAID that he was hired to enhance a teaching program and that "the University has lived up to this."

Booher said he was recently promoted in spite of pressure on UNL for research and a tight money situation.

Research is good but it isn't necessarily vital to being a good teacher, according to Booher.

Researching would "only give me ulcers," he said. "I don't want it as a basis for my paycheck."

"BUT THERE are no circumstances where it is permissible not to stay up-to-date in your area and still be a good teacher," he said. "It is an obligation."

Research is said to supply the motivation to keep up, according to Booher. He says, however, that a good teacher will keep up at any cost.

"If I could do research one day a week without the administrative bother of getting funds I'd leap into the laboratory," Booher said. The essence of a scientist is to be "eternally nosy," he added.

THE PERSON who doesn't have the itch to find out something new in his field can't be a good teacher, according to Booher.

"It helps to be able to implement the itch" but what's important is if the professor has it or not, Booher said.

Mignon mentioned that professors have private reasons for wanting to publish, such as wanting to get the attention of colleagues.

PUBLISHING can help or hurt you, he said, because what you publish will be professionally judged.

Dorothy Zimmerman, assistant English professor, agreed that research is important as a contribution to good teaching.

"It is important to keep mentally alert," she said.

Activities

during "interim"

University of Nebraska-Lincoln students will be able to participate in a wide variety of classes for credit during the interim period between semesters, Dec. 24 - Jan. 17, according to Earl Green, head of class programs with the UNL Extension Division.

During the period, seven tour courses, 15 campus courses, and a reading course will be offered for credit. "A student who wishes to apply himself can earn up to three hours credit during the interim period," Green said.

Five tour classes will go to England Dec. 26-Jan. 17 for study there. Two of the groups will study drama in London and receive credit in English courses. One group will participate in a workshop on English education for credit in Educational Administration. Another will study comparative politics for credit in Political Science, while a fifth group will study the "Development and Philosophy of English Architecture."

Another tour class will go to

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