

Summer visitors take a break at the children's zoo.

Law workshop uses simulations

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judges sit in on the class, he said.

"Until recently there was no effort to teach law in the schools and the first contact many had was when a kid got in trouble. Law is an important American institution and I find it incomprehensible that it hasn't been studied," Frank said.

The movement in education of teaching moral reasoning, emphasizing concepts rather than facts, has also made the study of law more important,

he said.

"There is a feeling that it is important for kids to think for themselves—even first graders can begin to think of the basic elements of the law—fairness, freedom, justice and privacy," he said.

More complex

For older students moral reasoning becomes more complex, he said.

"Secondary students can see the legal system tends to resolve conflicts of society's values—students can see why there is a rule and what are the

alternatives."

An example might be search and seizure laws. Laws have to balance everyone's right to privacy as well as the right to be free of crime on the streets, he said.

Frank said secondary students should also understand how the legal system works and some basic elements of what he called "street law" including when to make a contact, rights of the arrested person, consumer rights and even law in the world order.

New students join faculty for introductory retreat

Favorable responses from participants of a May retreat for faculty and students have led to the planning of two more retreats.

Although the dates have not been set, Gene Harding, director of the Teaching and Learning Center and coordinator of the retreats, said he hopes they will be held before the middle of September.

The overnight retreat, which was held at a camp near Milford, Neb., was organized to bring faculty and students together in an informal setting, Harding said.

Of the 36 people attending, about half were faculty. The rest were current UN-L students and incoming freshmen.

The faculty participants were chosen from recommendations and from those who had shown interest in activities of this type, Harding said.

He said he tried to choose a variety of faculty, coming from city and east campuses and from different departments.

ASUN helped recruit current students and the freshmen were picked from a list of new students.

Roger Welsch, UN-L English professor, spoke on Nebraska history and folklore which, "allowed us all to be students together," Harding said.

Written evaluations of the retreat showed the participants agreed the retreat had been worthwhile and fun, although there was some disagreement on structure of the retreat, Harding said.

Most of the new students wanted more planned activities, while the faculty and current students generally liked the loose structure, he said.

The retreat was funded by private foundation funds.

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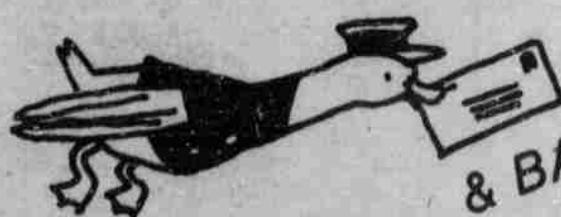
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