

ASUN motions criticizing Daily Nebraskan defeated

By Shelley Smith

Prompted by a possible lack of interpretation, two resolutions criticizing the *Daily Nebraskan's* coverage of university activities and issues were defeated by ASUN Wednesday night.

The resolutions, one which specifically criticized coverage of East Campus events, and the other, criticizing total coverage of campus activities, were a result of increased student concern and complaints received by ASUN, according to one sponsoring senator, Joe Nigro.

Nigro said he felt the defeat came because people might interpret the resolutions as being dictatorial to the *Daily Nebraskan*. He added that the real purpose of bringing these opinions before the Daily Nebraskan might have been achieved because of the long debate.

Nigro said he has heard complaints about the *Daily Nebraskan's* coverage and ASUN's executive committee felt something should be done.

He said that since the *Daily Nebraskan* is the major means for students to get information about the university, it should be more concerned with campus activities.

"I've heard complaints from IFC (Interfraternity council), the Recreation Department, and East Campus," he said.

"It's their general concern that a lot of activities and issues are not being covered. I'm here to express that concern," he added.

Senator Dan Lamprecht, chairman of the Special Topics Committee which sponsored the resolution criticizing East Campus coverage, said that ASUN is not trying to tell the *Daily Nebraskan* what to print.

He explained that ASUN represents its constituents and that there is a "very real concern of a bunch of students what the *Daily Nebraskan* reports."

News editor Tam Lee explained that there are other channels in which ASUN might take to gain awareness of this problem, and said she felt it was not in ASUN's jurisdiction.

"I don't think ASUN has any business doing anything like this—anything to do with the *Daily Nebraskan*," she said.

Carla Engstrom, *Daily Nebraskan* editor, said there has been a sudden amount of people upset with the coverage, and emphasized that the *Daily Nebraskan* is not a public relations paper.

"We are not anyone's public relations organization and the *Daily Nebraskan* never will be," she said.

"There are a lot of ways you can go to voice a concern about *Daily Nebraskan* coverage. This is like the City Council telling the *Lincoln Journal* what to do.

ASUN, after a three week heated debate, also passed an act which requires all ASUN committee members "to represent to those agencies, in all ways possible, the general policy positions decided through enacted legislation of the ASUN Senate."



Photo by Mark Billingsley

Snowmobiles appear on Lincoln streets as the winter cold settles in to stay.

Speakers tell of own experiences in coping with racism

By Alice Hrnicek

The number one need of minority students at UNL is instruction in coping with racism, according to Cyrel Foote, director of the UNI Culture Center.

"The campus isn't the real world," he said.

Foote, along with Janice Harrington, the originator of the Black/Speak series, sponsored by Student Y, and Alan Thompson, an educational psychology major, spoke on black identity in crisis in Wednesday's Black/Speak.

"It's very, very frustrating," Foote said. "You're almost schizo. You've got to deal with white administration, brothers and sisters (referring to blacks), and a lot of others."

Each of the speakers related their backgrounds in an effort to analyze how blacks form their identities and how the process is different for individuals depending on the degree of influence of the white community.

Raised in Montana, Thompson lived in a population with few blacks.

"My brothers and I were the only black students in a town of 19,000," he said.

Because of this, he said, he feels he is more aware of his blackness. An important person shaping his identity is his grandmother, he said. He added that his mother and aunt were also prominent because as librarians they encouraged him to read literature about the positive contributions of blacks to American society.

Conflict with blacks

When he arrived at UNL, Thompson said he came into conflict with other blacks because he had an easier time relating to whites.

Different areas and different family backgrounds influence how people relate to others in society, he said.

"The key is unity. To me, to be a black American is to be unified with other black Americans though they have different backgrounds.

"I will always want to meet people different than I am. If unity is going to exist then that attitude will have to exist."

He further stated that there is a need for Afro-American students to be aware of differences and to help others adjust to college life.

In early childhood, Harrington attended a segregated school in the South, then a white Roman catholic school in Nebraska during her teen years, which influenced her.

"I was not allowed to say black in our house," she said. "We used the word colored."

"By the time I had graduated from high school I had internalized every negative thing ever said about blacks and I was believing it."

When she entered UNL, she said she didn't feel she was black because she had assimilated many of the white's attitudes.

'Couldn't take it'

Her counselor assigned her to a black literature course, she said. Harrington went to the class and saw that it consisted of all blacks. "I couldn't take it," she said.

This is only one illustration of the identity crisis she developed when she started attending UNL. One of the contributing factors was that in the '60s there was no one she could approach with her problems.

"I couldn't go to a white counselor or to the blacks because they would have thought I was an Uncle Tom and I was sure they'd lynch me."

Instead, she turned to reading works of black poets who popularly expressed angry viewpoints in the '60s. "I started noticing that the university had a white atmosphere," she noted. "I started listening for messages of blacks but there was nothing but the sterile white environment."

Harrington concluded that she had all of a sudden developed a black identity but that it didn't fit because there existed minimal unity among blacks at the campus.

"I felt angry about our repression," she said. "I started losing friends because I wanted to have an Afro life."

"You can't be black on campus. As long as you act white you're accepted."

Militants

Foote, who received a bachelor's degree in Fort Hayes, Kansas, grew up in a time and place where integration in schools was just beginning. He attended a previously all-white junior high school in Wichita which had just started taking black students.

He became friends with a number of whites at first, he said. But after the assassinations of Robert Kennedy and Martin Luther King, Jr., the blacks in the area became militant.

"Rioting started," he said. "We jumped on white students."

As soon as he moved and went to another school, the struggles became even more intense. The principal of the high school was killed and several students underwent brain surgery as a result of fighting, Foote said.

"At the time, I felt I was a leader in changing athletic policies in regard to blacks," he said. As an athlete, he said he couldn't conceive a "basketball team without brothers."

The next school he attended had an enrollment of 5,600 with 12 blacks. Foote said that a lot of the students had never seen blacks before.

"I was trying to relate all this," he said. "I couldn't see how an institution like this still survived. I didn't hate white folks but I didn't like them either. All I'd seen was how they had downtreated us."

White responsibility

Foote noted that in being a token black in a profession one sees all the changes.

"You understand why whites are ignorant. It's not all their fault."

He added, however, that whites do have a responsibility to learn about other cultures.

"Blacks are raised in a white environment so they know what it's like." But it's different for whites. "If you would throw them in the ghetto, they would know what it's like."

The director stressed that it's getting harder for professionals to get motivated to improve inequalities in attitudes.

"It shouldn't be the black students and faculty always bringing out the problems to the white folks," he said.

Harrington noted that the university atmosphere and programming isn't conducive to dealing with the diversity of cultures.

The number of programs must be increased and minority students must learn to communicate with each other, she concluded.

Although there is an affirmative action program on the campus, the office has no secretary, Foote said. "If we're going to do something about it, let's be for real."

"It might be that it is left up to us to educate whites but it gets frustrating. It all goes back to playing the game. In the end I'll learn all the games and still keep my identity but what is it all for?"

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