

opinion/editorial

Education not just diploma

In case you haven't noticed, today's editorial has been framed.

Being a campus newspaper, the symbolic nature of a "frame" should have a very obvious meaning—education.

After all, isn't that what every UNL student is striving to someday obtain—a framed diploma to hang on the wall?

And this editor has certainly received an education after three weeks on the job.

He has discovered that Josh McDowell can generate 44 letters to the editor in one week. Josh must be very important and one of the top priorities for all past and future UNL students.

Parking on campus is another top priority and, "If those damn cops give me another ticket I'll write a letter."

Then there is the proposed draft registration and "I'll run to Canada before they draft me." That should be the motto of all concerned American college students and let's hope they learn to write it in French or Russian.

Does the fact that two UNL deans spent last weekend in other states applying for jobs have any implication on the quality of education at UNL? Does the fact that instructors under them are part of a faculty that ranks seventh in the Big Eight in salaries have anything to do with the deans' search for other employment?

ASUN has remained stable. As long as they can get a quorum every Wednesday night and the administration finally concedes to certain demands, there will be another election every spring.

Then there is the UNL faculty. Or is there? That is something this editor has yet to determine

from the overwhelming silence this office has received from that sector of the readership.

And with faculty salaries ranking in the bottom 20th percentile nationally, why should legislators (or concerned students for that matter) address themselves to such silence?

Why should they? Because faculty salaries, it would seem, have some affect on the quality of education that students receive at the University of Nebraska.

But then again, is education important? What we all want is a diploma to hang on the wall.

The Daily Nebraskan recently sponsored a letter writing contest, "How does the University of Nebraska contribute to the state?"

Perhaps the question would have been better stated, "How doesn't the University of Nebraska contribute to the state?"

Critics have stressed this point and what better opportunity than this to say judging is in no way restricted to totally positive letters. Content, quality and information will probably be the winner—no matter how positive or negative of the university that letter might be.

Most importantly, the Daily Nebraskan has provided an opportunity for everyone at UNL to express themselves about an activity they are involved in everyday—education.

Today this editor received a frame. He may soon obtain a UNL diploma.

It is hoped future UNL diplomas surrounded by frames will symbolize more than merely "a diploma to hang on the wall."

Harry Allen Strunk

More student activism needed

I would like to comment on the article which appeared in the Jan. 31 issue of the Daily Nebraskan concerning student activism giving way to persuasion. First though, I would like to say that these comments include my opinions as well as those of most other students in the U.S.

I agree with many of the statements made by professors Campbell, Bonneau and Avery. It is true there is a clear turnabout in the way students function concerning issues today as compared to 15 years ago.

guest opinion

Today most students are content with sitting in the union complaining about important issues rather than doing anything. The typical belief is that we can do nothing about them.

This is untrue. Of course student activism is less visible today. Very few of us are active.

It also is true that the approach used by activists is much more realistic and sophisticated. I commend ASUN for the way they research (our?) concerns. Persuasive tactics can be successful if there is a large number of people speaking loudly.

However, I don't think we are more successful. I would have to say that we are not achieving our goals.

Our student government may have all the facts but students rarely give support or input. Well researched platforms are successful only if students actively support them. There is strength in numbers.

It is true that today we are more concerned with careers and jobs. We have been tabbed the "me" generation. Yet we are much like the generation prior to the 1960s.

America at that time was basically unthreatened by the outside world. All students were concerned with getting a good education and job. Then bam, they had to demonstrate and protest to save that ideal. Their "me" was threatened.

The same thing seems to be happening today. Our "me" may be threatened. Eventually we may have to do something to get what we want.

Professor Avery made a lot of sense. Protest becomes necessary when going through proper channels does not work.

Yes, I am promoting demonstrations and student activism. I am not promoting violence. Get involved, read the paper, form opinions, and then if we really believe that it's right, do something about it together.

If there is no success through the proper channels, protest. But the protest must have the proper purpose and be sufficiently researched and supported before anything can be accomplished.

Regent Schwartzkopf made the point, "nothing speaks louder than facts and demonstrations without facts have little impact." Demonstrations without support also have little impact!

I believe that soon we have to start looking at our direction and decide if it's what we want. If it is not, then it is time to do something about it. We can move in any direction we want, but only if done properly with the right motives. I think it is time we made a move.

Dick Conradt
Psychology, Social Science

Social wrongs burden military

WASHINGTON—If we aren't careful, we're going to wind up doing to the military what we've already done to public education. We're going to overload it with so much extraneous social baggage that it will be unable to carry out its primary mission.

You know what we've done to the schools. Every time anybody came up with a social objective that seemed to make sense, we gave it to the schools to implement.

william raspberry

We decided that it was time to put an end to racial segregation in America. But instead of working to eliminate residential segregation, which would have solved a lot of problems of coincidence, we saddled the schools with the job of desegregating society.

We decided that, in a country as rich as America, it was immoral that anyone should suffer hunger or ill health. So we introduced school lunches and school health programs, telling our educators that they must also run feeding stations and health maintenance organizations.

We saddled our schools with the responsibility of dealing with racism and sexism and physical underdevelopment and poor driving habits—anything that struck us as a worthy social undertaking. And then we commissioned studies to find out why the schools seem no longer capable of educating children.

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