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University of Nebraska-Lincoln

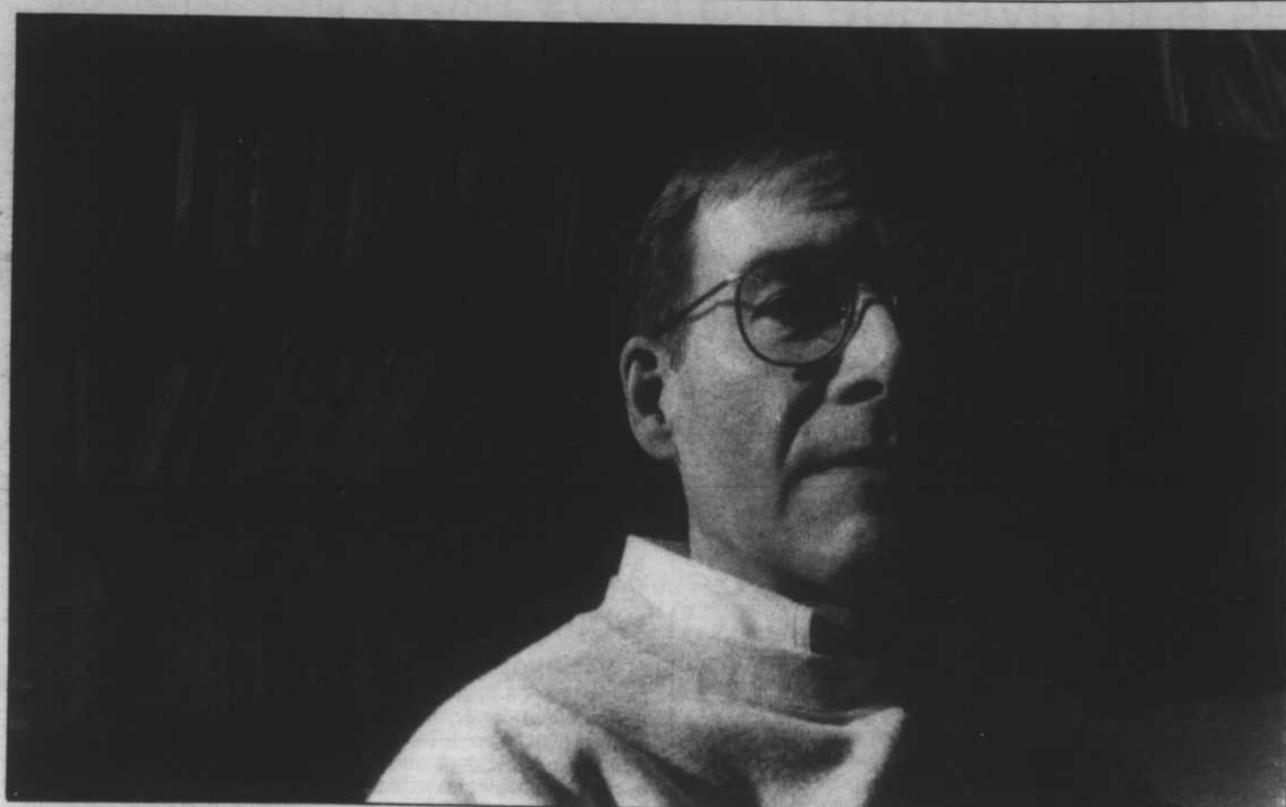
THURSDAY



35/15

Today, partly sunny and cooler. Friday, more of the same.

DIVERSIONS



Michelle Paulman/DN

James Moore, history professor at UNL, says he disapproves of the \$22 price for a used textbook that retails for \$17.98 new in a suggested-price book. Moore called the mark-up "ridiculous."

Textbook trouble

Professor questions 'ridiculous' bookstore prices

By Kara Morrison
Senior Editor

The price of textbooks has often been the subject of student grievances, but one professor thinks it's a subject worth studying at UNL.

University of Nebraska-Lincoln history professor James Moore was shocked at the high price of a 336-page paperback book that he assigned to his History 202 students.

Moore was asking if any of his students already had the book so that he could show it to the rest of the class when he noticed its price tag.

Moore, along with Norman and Emily Rosenberg, wrote the first edition of "In Our Times: America Since World War II," and he still receives a small amount — 17 cents — in royalties per book.

"That's how it grabbed my attention," Moore said. "My royalty statement listed the retail price of the book at \$17.98."

He noticed that a used edition of the book was being sold for more than what he knew to be its suggested retail price.

The suggested retail price of the book is \$18, according to the 1992-93 edition of "Books in Print."

At the University Bookstore, "In Our Times" sells for \$22.90 used and \$30.10 new. The same book at the Nebraska Bookstore sells for \$22.25 used and \$29.65 new.

"That's about 25 percent over retail for a used book," Moore said. "That's ridiculous."

Larry Behrends, general manager of the University Bookstore, said "Books in Print" was a valid source for pricing information, but he said his store used current pricing lists

See MOORE on 3

Campus uproar not anticipated over lift of ban

By Corey Russman
Staff Reporter

As President Clinton finalizes plans to end the 50-year-old ban on homosexuals in the military, one University of Nebraska-Lincoln student hopes the action will open people's eyes.

Lise Johnston, co-chairperson of the Gay/Lesbian Student Association, said it was "about time ROTC was forced to come in step with the anti-discrimination laws at UNL."

Clinton plans to phase in his system in two steps. In the first step, the president would ask Defense Secretary Les Aspin to stop the questioning of new recruits about their sexual orientation and to stop the process of ousting declared homosexuals.

In the second step, the White House would issue an executive order to formally lift the ban and address the problems raised by the Joint Chiefs and others. The executive order is expected within six months.

The Association of Students of the University of Nebraska has already called for a change in UNL's Reserve Officers Training Corps' policy, said Herb Howe, associate to the chancellor and the administrator to whom ROTC reports.

The policy prohibits gays and lesbians from participating in activities that lead to a commissioning.

ASUN adopted a bill in August 1992 that required the ban on homosexuals be lifted. If the ban remained in place, the Academic Senate would urge the respective colleges to reconsider whether to grant academic credit for ROTC courses.

The Academic Senate would also ask ROTC instructors to withdraw from faculty status until the programs complied with the NU Board of Regents' and UNL's anti-discrimination policy.

Johnston said she hoped Clinton would lift the ban as soon as possible, but she admitted there might be difficulties.

"There always will be problems any time you make a step forward," she said.

Johnston said she believed Clinton's action would be protested by religious conservatives, among others.

See ROTC on 3

Staffs work to include women, minorities

By Angie Brunkow
Staff Reporter

The effort to make UNL classrooms a "warmer" place is underway, a faculty member said.

Suzanne Ortega, an associate professor of sociology, said several campus organizations were trying to make education more inclusive of women and minorities.

A committee formed by the Academic Senate is the leader of this movement.

Robert Bergstrom, an associate

professor of English, heads the committee charged to develop a general education plan for the university — a plan that considers the role of diversity.

The committee was formed in October with the help of Joan Leitzel, senior vice chancellor for academic affairs, and UNL Chancellor Graham Spanier.

Bergstrom said a universitywide plan for undergraduates would be developed within two years, but the committee should decide the role of diversity by February.

Bergstrom said the committee would try to get input from minorities, women and department heads to incorporate diversity into the plan.

"The matter of diversity and multicultural education has been on our minds since the beginning," he said.

Ortega said a group of faculty and staff was also looking for ways to integrate diversity and education.

The group, Faculty and Staff for Cultural Diversity, is planning a faculty workshop in April to help faculty members learn to include diversity in

math and science classes.

Ortega said many professors in those departments were interested in making their classrooms more open to minorities and women, but they were unsure how to do it in such "cut-and-dry" subjects.

"It's easy in English. It's easy in art. But what does cultural diversity have to do with math and science?" she said.

Ortega said she hoped this question would be answered by the workshop.

She said diversity needed to be included in math and science because few women or minorities were represented in those subjects.

Students might be encouraged to take the classes and pursue math and science majors if the classes included discussions about the contributions of women and minorities, she said.

Ortega said the workshop also would include a student panel, offering students the opportunity to share their classroom experiences and give advice.

Students to learn about diversity through SCOPE

Peer education key to program

By Michelle Leary
Senior Reporter

A new program at UNL would help businesses save money in the long run by teaching students about diverse relations before they enter the work force, a spokesperson for the program said.

Reshell Ray, coordinator of ethnic minority programs in the Office of Student Involvement, said that "if students learn to how to relate with others who have diverse backgrounds,

companies will not have to re-train their employees later on."

The program, SCOPE, which stands for Students Creating Opportunities in Pursuit of Equity, allows students at the University of Nebraska-Lincoln to educate their peers on diversity issues.

Ray said she thought of the idea for SCOPE after visualizing a telescope in her mind.

"When you use a telescope, you look through a small hole and you can see the moon, the stars and virtually the whole universe, and that's how I see diversity," Ray said. "People can look through their small hole (their eye) and see everything around them: the people, their cultures and their

— "I get mad when people act ignorant as far as accepting other people."

—Stock
SCOPE educator

diverseness."

Ray said she began accepting applications for SCOPE educators last November. She chose eight students to participate.

UNL student Susan Davis said many people had discovered it was easier to find the differences between

themselves and others than it was to find similarities.

"But learning to find those similarities is important to me," Davis said.

That is why Davis, a junior psychology major, applied to be a SCOPE educator.

The educators, who attended a day-and-a-half training class, are diverse in race and culture.

"Their diverseness will be the key to making this program successful," Ray said.

Kimberly Stock, a freshman secondary education major, said she joined SCOPE because her frustrations with people had elevated after coming to UNL.

"I get mad when people act ignorant as far as accepting other people," said Stock, an Asian American. "When it's in your face every day you want to do something about it."

"I applied to SCOPE because I really wanted to join something where I could find a solution instead of having to listen to people complaining," Stock said.

Ray said SCOPE's goal was "to create an environment on campus that will be conducive to all students, whether they be an African-American student from an inner-city or a student from rural Nebraska or a Japanese student from Singapore."

"We want them to feel comfortable here at the university," she said.