1972

Breakaway, Spring 1972

University of Nebraska at Omaha

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"MAXIMUM Involvement" has been the theme of the 1971-72 Breakaway. We have tried to seek out features on many of the often overlooked areas and programs of the University. We have tried to spotlight some of the campus newsmakers while at the same time not slighting the achievements and concerns of the typically uninvolved students.

A university such as UNO is made up of some interesting things. There is the commuting student with his myriad of off-campus interests. There are the faculty members — some of which have served the University for over 20 years, others who are just beginning their careers in higher education. There are the innovative programs and curriculum which help to make an institution of higher learning such as UNO a leader rather than a follower.

Via the "Maximum Involvement" approach, the Breakaway has attempted to feature many of the interesting, (yet often overlooked) students, faculty, classroom situations and issues of the University. In doing so, the Breakaway should be considered an informative publication of the present and likewise, a reflective mirror in future years of a collegiate experience.

In this, the spring semester issue of the 1971-72 Breakaway we announce the winners of the 14 "Student Spotlight" awards. The Breakaway congratulates the winners for their academic and non-academic achievements. Each of the 14 winners has received a plaque and $25 savings bond for his unique contributions to the University.

With our "Maximum Involvement" approach to this year's two editions of the Breakaway we hope we have informed the student of what's happening on his campus, and if in presenting a thorough look at the collegiate year, the student finds he has learned a bit more about UNO and feels a little better as 505-66-3307, then the Breakaway probably accomplished it's purpose.

Sincerely,

Richard D. Brown
Editor-in-Chief
Breakaway
April 3 marked the official dedication of the 31,000-plus square foot addition to the Milo Bail Student Center.

The million dollar project begun in the summer of 1970 was completed this semester but only after a myriad of problems hindered completion for about six months.

Featuring extended cafeteria facilities and a sizeable enlargement to the previously-crowded ballroom, dedication of the new addition allowed for a major restructuring of most of the first floor of the Student Center building.

With the move of the University Bookstore to spacious quarters in the new section of the building, the former Ocampo Room and old bookstore areas were converted into a meeting room-office area complex for student organizations.

According to Dr. Rex Englebretson, director of campus planning and space utilization, the mall area outside the new south entrance to the student center is but one phase of a new look for the campus.

Future years will see the scenic area in front of the Administration Building give way to new construction projects and the focal point of the campus is expected to be moved west to more mall areas such as was provided with the completion of the Student Center addition.
1. Five points for finding a parking place on campus. (2½ points for off-campus parking.)

2. Fifteen points for finding class syllabus so you'll know what to study.

13. Twenty-five points for proceeding to stacks for quiet study.

14. Forfeit fifteen points if you get lost in the stacks and need help to find your way out.

15. If of the female sex, you can earn ten extra points by studying in the woman's rest room since they provide chairs, and in some, couches.

16. Men who consider No. 15 unfair may receive twenty points for standing and studying in the men's room or for requesting equal facilities.

17. Twenty points for finding the maintenance tunnels and studying there (if you can avoid hitting your head).

18. You're ready for the exam. Proceed to your classroom to discover the test was two days ago — and you skipped class. You've won if you have 35¢ in your pocket for a cold beer!
You cannot find it. Deduct five points and call your mother or your roommate to search your room for it.

Back to your car. Ten points if you can find all the books you need to study.

Minus five points if you can’t find all your books. Run to the library to see if you can check them out there. Five points if they have them there.

Move directly to the Student Center. Ten points for skimming notes in Room 312.

Move to the ballroom. Forfeit five points for those two fast hands of pinochle with your friends.

Off to the ‘Room’ for a fast cup of coffee to soothe the soul and receive fifteen points for reading the first of eight chapters to be covered on the test.

The ‘Pit’ offers added distraction. Deduct fifteen points and 25c for the pinball machines.

Ten points for remembering the special reading assigned. Proceed to Reserve Room — five more points if you read it.

After returning to library, forfeit five points for tripping in turnstyle.

Twenty points for remembering to purchase blue book from Honest Ben’s Bookstore.

The EXAM GAME is a sequel to our first semester Parking Game. Both games can be played separately, but we’ve found it particularly interesting to play them in sequence.

This game is designed to help the student study before an exam. It can be used prior to an hour exam, or a midterm. The game is even more stimulating before a final. There are only two rules for this game:

1) You must be no more than two hours from exam time, and

2) You cannot have studied for the exam previous to the time you begin.
WALKING into the library one day with the expressed purpose of finding a book on Seventeenth Century Romanian poets, my eyes were suddenly accosted by walls and walls of graffiti.

Hoping to forget this strange sight, I carefully arranged my books on the nearest table. Oh no! More graffiti!

Well, this certainly needs investigating, I thought to myself. In my most Sherlock Holmes manner, I nonchalantly strolled through the library, copying the more interesting bits of graffiti and then analyzing them.

Now psychologically speaking, I’m no psychologist. However, anyone with a Psych 101 background can interpret some graffiti.

Take, for example, the love poems. They probably aren’t literary enough to give Elizabeth Barrett Browning any competition, but that’s beside the point. Anyway, these love poems are all quite brief: “Nancy & George” or “Linda & Fred.”

One was a bit more original: “Gary & Greg.” Like I said before, I’m no psychologist, but I know a pervert when I see one.

Proceeding to another table, I was momentarily stunned by a hasty scrawled message. “Sororities are rent-a-friend organizations.” The poor child that scribbled this was probably a sorority-reject from a poor socio-economic strata whose suicidal tendencies were taken out by acts of misplaced aggression and hostility aimed at those sources alienating her from integrating the Freudian concepts of id and super-ego into her total personality. (For that poignant analysis, I relied heavily on Soc. 101.)

Now for the fun part. Throughout the course of my investigation, I was vaguely aware of all the four-letter words, as the more genteel press would say, that appeared as graffiti. Since it’s quite difficult to pinpoint and analyze those who write this type of thing, I decided to consult the Masters and Johnson studies. But the librarian would not let me check this book out, so I guess I’ll have to speculate as to who writes pornography and why.

Or perhaps this is the pathetic struggle of some desperate soul trying to free himself from an Oedipus cycle by concentrating on other forms of sexual diversion while playing down his somewhat abnormal tendencies that began in early childhood when his father beat his mother, and were sustained throughout adolescence by a deep fear of his father’s manhood.

You can’t shake hands with a closed fist.

Then too, it could be the doodling of someone who was just bored. And there are always those who mix sex with politics.

Get high . . . Climbing a mountain!

As my library tour drew to an end, I was in the possession of several choice pieces of graffiti. If only I could catch someone in the actual process of writing graffiti, I thought to myself.

Ah-ha! Across the room I spotted my victim. A long-haired hippe freak was frantically scribbling something on the table.

Sneaking up behind him, I casually dropped my book on his head. “Oh, pardon me,” I said, “I dropped my book. What are you writing? Are you scribbling graffiti instead of taking out your frustrations on a more viable object? Or are you doing it because you’re hung up on the hypocrisy of society and are deliberately committing an act of vandalism in response to all the phoniness?”

My victim just stared at me. For a moment I thought he might not answer. “No — I was just seeing if my pen worked,” he muttered.

Graduate from UNO — and then you can go to college.

Stella & Stanley James & Roger

Illustrating this point, I chose the rather brief: “Virginity is not incurable” example. This is not the clear-cut case of someone’s frustrated sexual life I first thought it to be. The writer may very well be a male-chauvinist pig who adheres totally to the playboy philosophy.

Kathy Tewhill
From the Tradewinds to ‘Space Ghosts’ . . .

TRIVIA

IS A

‘MIND

EXCURSION’

In February 1965, The Tradewinds had a hit record called “New York’s A Lonely Town” (My Woody’s Outside Covered With Snow). A little later in the year they had a second hit. What was it called?

But before I ask that, you might ask: who really cares? Well, the answer to that is trivia experts. (The song was called “Mind Excursion,” by the way.)

Probably the now-defunct Tradewinds themselves could care less, but this is why trivia is so important. Somebody has to remember insignificant facts, if only to liven up a few dull parties around town.

In any case, where do trivia experts fit in on campus? To answer that I journeyed into the dark corners of the UNO campus to uncover these unusual people. Freshman Jim Carter felt trivia was “something people can spend their time doing that doesn’t amount to much, mostly for relaxation. Trivia is things like knowing music facts, old posters, old TV shows, movies, and even cartoon themes.”

“I love cartoon shows,” Jim continued, “and have a lot of cartoon themes I’ve taped dating back to ‘66-’67. The shows might be lousy, but I’ll tape them just to listen to the music. For instance, the theme from Space Ghost has a nice sound, with beautiful brass, but nobody really paid much attention to it. I suppose if the music was marketed commercially it might sell,” Jim added.

My conversation with Junior Brett Kettelhut went like this:

“So, you consider yourself an expert on guns, huh?”

“Sure. For instance, I suppose one of the most underrated gauges is the .28 gauge shotgun; loaded with the proper shell and appropriate choked barrel, this gun can efficiently kill all upland game birds in the hands of a competent shooter.”

“Then I take it you hunt, too?”

“Yes. Anyway, I personally prefer the double-barrel shotgun. I own a Model 21 Winchester, which at this time is the finest double-barrel being produced here in the United States.”

“Well, okay, but can you quote prices?”

“Browning Over and Under runs about $450; Ithica Single Barrel Trap Gun runs in the neighborhood of about $1200. My Model 21 Winchester has a base price of $1500 and runs as high as $3,500 according to your tastes and desires. Do you want some information on pistols? I can quote . . .”

“No thanks, Brett. Gotta run.”

And then there was Junior Kim Monari. Her fate was to be living in the wrong decade.

“Fifty’s trivia, I would say, is knowing that Neil Sedaka only slept on blue sheets and Elvis Presley had 4,000 pairs of cuff-links sent to him from fans.”

“I think the pressure of society nowadays makes people long for the days when things were so much simpler. For instance, kids could sing along with a Top 40 song because everyone knew the words. Who knows the words to “Son of My Father” by Giorgio?,” Kim said.

“When people laugh at the greasy hair and funny clothes, long skirts, bobby sox, etc., it’s probably nervous laughter because I think kids would really like to return to those times,” she said.

What about Flash Cadillac and the Continental Kids?

“I loved them. They represented the very worst and the very best of the Fifty’s culture.”

(Just for the record, Kim Monari and her partner Chuck Roubicek were one of the three semi-finalists at the Fifty’s concert twist contest. She was the one dressed as a high school-sweatered pony-tailed, bobby-socked bopper.)

Kim continued, “just looking around campus it would seem Fifty’s nostalgia plays a bigger role than you might think. The response to the Flash Cadillac concert was probably the most enthusiastic we’ll ever see for some time to come.”

As F. Scott Fitzgerald said, “we are borne back ceaselessly into the past.” He must have known at least something about trivia.

Bob Darnell
yesterday — today

FRISBEE MANIA

In today's lecture we are going to be discussing some recently discovered facts about the use of the frisbee in the past. The frisbee has had a very distinguished career in annals of history, but due to political suppression this career has not been widely publicized. Therefore the frisbee has not been able to take its rightful place in the history of the world.

For these reasons, I will be spending today's lecture on the subject of frisbees in hopes of correcting some of the grave injustices done to them in the past.

There is much controversy over who invented the frisbee. Some scholars say Socrates invented the frisbee, but the only thing our evidence can attribute to Socrates is the splatter-screen.

According to some ancient documents discovered in Peoria, Illinois, the frisbee was invented by a Chinese businessman in the 5th century B.C. His name was Fu on u, but due to his great dexterity and ability to do just about anything, he was called Oddjob. O.J. invented the frisbee while dining at his usual restaurant. The food there was abominable and one day when O.J. was able to locate a waitress he picked up the plate and threw it and the contents into the kitchen. This became a very popular sport and soon afterward hot and cold sandwich machines were invented to save the cook from decapitation.

The next well-documented use of the frisbee comes in 1492 on the shores of the Atlantic Ocean. Although Columbus had been warned many times that "if you throw a frisbee too far, it'll fall off the edge of the world," he paid these warnings no heed and with a mighty heave, spent his frisbee far out of sight.

Patiently he waited amidst the de-risiveness of the commoners and finally after three days his frisbee was washed ashore by the tide. Attached to the frisbee were 14 barnacles all claimed the exclusive rights to the New World. Columbus bought them off for a mere pittance and... well, you know the rest.

Next stop in our tour of frisbee history is the well-known case of George Washington throwing a frisbee across the Potomac. Many would contend that George threw a silver dollar, but knowing how frugal George was, this seems rather unlikely. Our story has it that George was attempting to get some orders across the river to have a bridge blown up farther upstream. George's accuracy left much to be desired and the frisbee splashed into the middle of the river. Fortunately some American Commando Trout caught the frisbee and the attached orders and carried them out to perfection. This may sound far-fetched but has been substantiated by a British commander's personal diary in which was written "There must be something fishy about that explosion."

So I think you can see by my lecture today that the frisbee has indeed played a role in progress of the world. The daring exploits of the frisbee and men and women who used them should not be suppressed, but rather they should be brought to light. That is why I am urging that a Frisbee Studies Program be adopted at this university. • Rick Nelson
THE topic of part-time jobs is a rather sore spot to the typical UNO student. Most earn coin as janitors, shipping clerks, stenographers, etc. In other words, the work is pretty tedious and not exactly what students hope their college diploma will lead to. Not all students indulge in these tasteless tasks, however. There is an occupation that presents a little bit of glamour and class amid all this drudgery — modeling.

Omaha has two modeling schools that are recognized by the Modeling Association of America, the Nancy Bounds Modeling Agency and the Dory Passolt School of Modeling. UNO students from both share the same general outlooks and attitudes while stressing many of the same qualities in their individual approaches to modeling.

Ronnie Bounds, a model, teacher, and manager at her family's studio, says, "Modeling does more for the inside of a girl than the outside." She said her family's agency is more interested in a girl's attitude rather than her looks.

"If a gorgeous chick thinks she has nothing to learn or wants to model her own way, then we don't want her," Ronnie said.

A pert 5'2" brunette, Ronnie has been at the Bounds agency for eight years. She is currently taking an advertising course at UNO to help her with the business. Her interest in modeling developed through associations with the Fred Astaire dancing schools in Kansas. Science fiction buffs might remember her as the hostess of the popular Sci-Fi weekend movies of the mid 60's.

What is the biggest problem facing those who enter modeling school? Ronnie unhesitatingly answered, "Most girls come to us with little or no confidence. They might have a great figure but most are unsure of themselves and need to assert their personalities."

In the seven-month instructional period at Nancy Bounds, the girls are taught poise and charm and how to be at ease in a variety of situations. Needless to say, that type of conduct isn't acquired too easily. "You wouldn't believe the amount of work that has to be done may sound rather hackneyed, but in this case it accurately tells the story," Ronnie said.

Toni Wagner, a part-time UNO student, also models for Nancy Bounds. Her interest in modeling developed quite naturally since her mother is also a model and teacher at Nancy Bounds. Toni started modeling two years ago and plans to continue until she gets "too old and fat."

What does she like about modeling? "It's given me self-confidence and the opportunity to meet a lot of exciting people that I wouldn't meet otherwise," Toni said. She agrees with Ronnie's evaluation of modeling as "hard work," saying at times it's "wearying and tiring." But Toni quickly adds that "it's all worth it. The feeling that you get up on stage is worth a million bucks. It's really an ego trip."
Cher Fangman, another Nancy Bounds model who has been interested in modeling for many years, is a UNO sophomore and 1971 Tomahawk Beauty Queen. She finds the business "an exciting and fun thing to do." Cher lists "confidence, the chance to meet people, and poise" as the most important qualities that she derives from her modeling.

Katie Johann, a UNO freshman employed by the Dory Passolt School of Modeling, finds modeling her "childhood dream" and that it's "a lot of fun." Katie graduated from the Passolt School last April and particularly enjoys style shows and informal modeling because "it gives me a chance to talk to people."

What are their opinions about the women's liberation movement? Those that expressed opinions were unequivocally opposed to it and advocated the pre-lib femininity. Ronnie pronounced the general philosophy of the models: "All girls want to be dominated. We like to have doors opened for us and our cigarettes lighted. The women's lib movement is more degrading than it is liberating." Ronnie explained that modeling schools generally "hate phoniness. We don't produce a group of look-alike girls. We teach femininity," she added.

The overall image of modeling, then, as formed by the UNO girls that participate in it, is pretty refreshing. They find their work exciting and challenging but also realize that it demands a continual effort and dedication. They find it to be less than bright lights and glamour but still find it a very satisfying type of work.

• Steve Carlson

Toni, (left) and Ronnie, (sitting) demonstrate posture and poise to Nancy Bounds students.
MOST UNO students go home almost every day, but Gerald Law hasn't gone home since he first arrived on campus in August of 1970. Why?

"Hong Kong is a long way off," he explained. The tall, soft-spoken Chinese student came to UNO because he wanted the adventure of going to school in America, and because his father had a good friend in Omaha.

He pointed out that the business influence of America on Hong Kong is considerable, since most of the largest firms in the British Crown Colony are owned by Americans, so his coming to America to study accounting was a logical choice.

He has found UNO to be a bit different from the three large universities in Hong Kong. "It doesn't really seem like a university," he said, noting conditions at UNO are almost too pleasant for a college campus.

In Hong Kong, the students have no choice to do anything other than follow the system and work like mad to maintain an A average in order to get a degree. There is no such thing as protesting for students rights, or any of the things students protest for over here. The student in Hong Kong is just lucky to get in school and stay. Any deviation from the set pattern would quickly land him out in the street, and his place would be filled by any one of the thousands waiting to get in.

Gerald likes the idea of students having more freedom, although he thinks some students in this country abuse the privilege.

"Everybody here seems to be friendly," he said, "although we come and go and do not have a chance to get to know each other well." The informality of the students took a little getting used to at first, because in his homeland, relationships are more formal and structured, but he has grown accustomed to it.

One of the biggest surprises he has had since arriving here has been the preoccupation with and emphasis on sex. The Chinese are much more conservative with sex.

During the course of conversation, he casually mentioned that the name he is known by on campus is not his real name, but only a name he made up "for convenience sake." His real name is Tak Keung, but since Hong Kong is a British colony, all Chinese residents must have an English name when they start school, so they just pick out a name. He chose Gerald Law because it is short, easy to spell, and sounds "all right."

Law was completely lost when he viewed a recent showing of contemporary art. "It is meaningless to me," he said, "I don't understand it, and therefore can't appreciate it."

He especially likes and appreciates the space and the tree-lined streets here in Omaha, and the beautiful lawns. There are very few trees in Hong Kong, and none as large as the trees commonly found here, because there isn't enough room for them on the densely populated island. There is also not enough room for large lawns and flower gardens such as in Memorial Park, so he has been doing a lot of "eye feasting" around UNO.

"Students walk through Elmwood Park and never seem to notice how big the trees are and how much grass there is everywhere. It is a luxury few Nebraskans appreciate," Gerald noted. He naturally cringes at the idea that the park may someday be destroyed to make way for parking lots or buildings.

During the summer, he took a sightseeing trip through the Western states stopping off in Los Angeles and San Francisco, but since he went by plane, he did not get to see some of the scenic sights of Colorado, nor the Grand Canyon, nor the Tetons. He did see enough to feel that this is a good country to live in. His only complaint was in the poor hotel service and the rudeness of some restaurant personnel.

His dream is to get a BA degree in accounting, then go on to a masters degree and wind up a certified public accountant. As a sophomore, this dream seems a long way off, but he is determined to see it through. He feels he is doing all right in his classes so far, but faces a handicap with American English, especially the idioms and expressions.

"There are so many different meanings to the same words," he said, "and so many different words mean the same thing, that it is hard to tell what a person means."

His favorite hobbies are swimming and gardening. In the backyard of his residence on Pacific street, he swims daily, and during the summer, he raised some prize-sized tomatoes.

As what the average Hong Kong citizen thought about Americans, Gerald smiled wisely and said, "The average person in Hong Kong thinks about Americans about as often as Americans think about Hong Kong." - David Suitor

LAW...he still has a long way to go towards understanding some of the intricacies of the English language.
Papa Gator —

Pied Piper of Soul

EVERY weekday night between the hours of seven and twelve the minds of thousands are suddenly flipped over by one man and taken for a ride through the land of Galactic Soul.

Who is Pied Piper of rapture who is often imitated but never duplicated? This is Papa Gator, “the soul regulator” or to others Herman Pearson, student and athlete. An average day for him would make most men get gray hair before their time. He is a defensive linebacker on the UNO football team, an outspoken student, and a dapper rapper on K.O.W.H. AM-FM radio.

His philosophy on life is basic hard-work and sacrifice. He feels that in order to get what you want out of life you must be able to push yourself until you attain it. He is definitely living up to this ideal by working every possible shift on the radio station which correlates with his school and sports activities.

Upon graduating from high school, “I was very realistic about life. It was all a matter of how I was going to get there that counted,” he stated. Gator started college at the University of Nebraska at Lincoln and played football there in 1965. He didn’t think school was right for him at that time and after the first year, he quit.

Papa Gator enrolled at UNO in 1969 and since then its been up hill all the way.

Gator is a naturally soulful dude on and off the radio. He didn’t have to change his personality to become a soul DJ because “I just walked in the door being myself and got the job.”

The name Gator comes from the time he was playing in the North-South Shrine All-Star grid contest. “All the other players had equatic names such as “Fish”, and “Tadpole” so because I was considered a sticker on defense, I decided on the name Gator.”

Herman feels that music is worth listening to if it has soul. “If I dig it, it has soul,” he said. He is also aware of the fact that music today is very hard to categorize.

He also sees the necessity for a black radio station because many black people don’t know what is happening in the community. Herman has a deep concern for the effect of soul music on black people. “A man could be thinking about rippin’ his girl friend off the next day, but he turns on this record and it changes his mind.”

“Black music in black neighborhoods is needed because it soothes the black man’s mind,” Herman emphasized. “Even from slavery it’s been natural for him to hum or beat on something.”

In response to rumors that he was drafted by the pros, Herman responded, “I have received several letters from different teams asking me for my services so I will be in somebody’s camp this spring.”

• Joe Johnson

HERMAN PEARSON ... as Papa Gator he spins the soulful discs.
SPO BOARD

Students, Time & Enthusiasm

WEIGHING THE PROS & CONS ... discussing the merits of booking the Nitty Gritty Dirt Band are (from left) Sandy Baxter, Student Activities Adviser Jim Meier, Debbie Runnels, Carol Strother, Student Activities Coordinator Rick David and Terry Manning.
EACH semester over 12,000 UNO students chip in three dollars each for entertainment. This year the collected money totaled $72,500.

Here on the West Dodge campus, the students decide how they will spend their activities fees. At least that is the objective of the Student Programming Organization (SPO).

The SPO board is a group of students selected to represent the student body. Anyone who has “time and enthusiasm” can be a candidate for the board, said Student Activities Coordinator Rick David. Hopefully the board will represent “all the factions of the UNO community.”

As David explained, it is SPO’s function to “smoothly unify the divergent interests” of the students on campus. This semester SPO had great potential as a small decision-making group. There were only nine members.

Carol Strother, president of SPO, is a sophomore in the College of Education with a double major in elementary education and political science. She joined SPO the beginning of her freshman year as a replacement on the films committee. A member of Chi Omega sorority, Carol enjoys “meeting all types of people.” She says being in SPO has helped her “become more aware of issues and events.”

Terry Manning, also a sophomore in the College of Education, has a double major in mental retardation and blind education. This was Terry’s second year in SPO. As a freshman, she had friends on the board and thought SPO would be “a way to meet people.” An independent and a cheerleader, Terry said she doesn’t feel that she represents any “certain faction.”

The only bootstrapper on the board is Army pilot Louis Bouault. A graduating senior in psychology, his main interest in joining SPO was “to get to know the students even more.” He was surprised to find students who were not on the board coming to meetings. Although he’s a member of Pen and Sword, Bouault said “I don’t think I represent any group, like bootstrappers.” He would like to see the minority groups “become aware of working with SPO” instead of “vying for a position in the race” for funds.

A sophomore, Viviann Hix is a psychology major who was “interested in being active in the school.” Last semester, she headed the homecoming committee and was responsible for coordinating all the activities connected with it. Viviann is also a member of NEBPRIG and Sigma Kappa sorority. “But,” she said, “Sigma Kappa is a group of people I enjoy being with. I don’t represent them especially. I represent all the students.”

Andrea Binkley is a transfer student from Washington, D.C. She spent a year with VISTA and last summer toured Europe a la hitchhiking. Andrea is an independent. A junior in speech-broadcasting, she is a crew member of KYNE-TV station. Her objectives in joining SPO were to get involved in the university and to meet people.

Debbie Runnels also said she wanted “to be involved in something in school.”

As an independent, she feels the only way to meet people and have any “student life” is to become active in student affairs. Debbie is a recreation major in the College of Education. She said the board “represents everybody except the apathetic majority.”

Sandy Baxter, secretary-treasurer of SPO, admits that she represents a “different point of view.” She is a married student working with Everywoman, a women’s rights group. Glad that black students are represented on the board, she said “you can’t program for blacks unless you know what they’re into.”

“It appeared to be a challenge for me,” said Thelma Carr, one of the two black representatives on the board. Mrs. Carr, vice president of SPO, felt that she was “flexible and able to sit down with the group” to discuss problems. She said the board is not as representative of the student body as it could be. “All minorities should have a voice” in SPO. “Everyone has an input,” she said, “There should be two representatives from each ethnic group on campus.”

George Goodwine, a member of Black Liberators for Action on Campus, felt minority representation on the SPO board had been “spotty” in the past. “I’d be lying if I said I represent all the students, black and white, on campus.” He also feels that “more guys should have applied” — there are two men and seven women on the board.

This semester SPO was criticized for scheduling too many speakers and not enough pure entertainment. Students also complained of not having a big name rock concert. The criticism seemed to come from all sides. Rick David, SPO advisor, said SPO’s major problem is in “trying to equitably satisfy all the factions of the UNO community.”

CAROL STROTHE

... there was little time in her schedule for moments such as this.
The Least Known Athletes

TENNIS anyone? a question asked by Humphrey Bogart in his first stage play is a good question on this campus.

Yes, UNO does have a men’s varsity tennis team. But the Maverick netters don’t get the publicity of other sports. The team is smaller — only eight players last season. A non-spectator sport such as golf, tennis gets little attention.

Why the lack of interest in tennis at UNO? Coach Carl Meyers and two lettermen, Tom Crew and Mike Cramer, agree that lack of time due to work and school studies cuts down the number of students able to participate in tennis. It is because of work that sophomore letterman Jeff Brown won’t be playing this year.

Other reasons also account for the lack of interest in tennis at UNO. Mike Cramer, a junior who played singles for Omaha Benson pointed out “It’s difficult to practice here during the winter.” He criticized last year’s Maverick squad in saying “There was a lack of team effort and tennis should become more of a team sport with not just one guy always playing No. 1.”

Tom Crew, who earned four letters at Central High, feels that although tennis is not a big sport, UNO students “are not sports-oriented.” He cited the tennis team’s poor schedule in noting “we would have to bring the level of competition up in order to get better players.”

However, Tom noted the Midwest is not exactly considered the tennis center of the nation, so competition here could never be as keen as in other areas. “To be competitive in our conference, we would need a paid outside coach but the program here doesn’t warrant it,” Tom added.

Why then does Tom participate in tennis at UNO? “It’s good competition and a good conference for tennis at my level. Besides, I like athletics and I’m best at tennis so I go out for it.”

So much for the opinions of Maverick tennis team members. What about the good tennis players who are not on the team and don’t care to be?

John Carroll is such a person. John played No. 1 singles at Benson High School for three years. He played for UNO last year, and is ineligible to complete this season. John said he wouldn’t play this year even if he was eligible because “tennis is an individual sport, not a team sport. That’s why I like tennis.” He listed the “low caliber of tennis in the whole conference” and the lack of tennis scholarships as additional reasons not to compete.

Coach Meyers candidly labels his role as a tennis manager rather than tennis coach. He feels comparing the money appropriated to tennis in relation to other sports is an unfair comparison.

“The university really does a good job,” said Meyers, “considering the number of people participating. We get a full schedule, and the amount of money is reasonable for the number of people we have. If we had national-caliber players, we surely would send them to national tournaments. Also, you have to remember the other sports (except golf) collect revenue,” Meyers said.

Monetary support for the tennis team covers equipment, lodging, travel expenses, food, balls, jackets, and miscellaneous. The money granted to other sports includes grants-in-aid.

Meyers cites three ways the program could be improved: get an expert coach, provide grants-in-aid, recruit, and provide better facilities for tennis.

He summed up the objectives of the UNO tennis program in saying, “the university provides the opportunity for the person who wants to compete in intercollegiate play.”

Tennis practices are few and far between. However, the regular scheduling of matches keeps the netters in good playing condition.
CHEERLEADERS

Fight Apathy

The flight of the football — or the swish of the basket. The crash of bodies falling to the mat, or even the thump of feet racing down the track. Is there any common sound accompanying these events?

On any given game night, the clap of hands, the swish of pom-poms and the encouraging yells and cheers of fifteen UNO cheerleaders can be heard rebounding from the fieldhouse walls.

If nothing else follows a pattern at the school, this squad of cheerleaders does. Every Maverick athletic event finds 10 females and five males meeting to lead cheers. This is actual proof. Not all UNO students are apathetic.

During the summer, one night a week, you could find these students practicing their routines. When sporting events are fast approaching, practicing is more like two nights a week or an extra few hours on a Sunday afternoon. Captain Sue Toohey says there was 80 percent representation by the cheerleaders at all home games during the last year.

What motivates these students to support athletic events as they do? When asked, cheerleader Julie Armetta said, "I get real excited during the games, and I like to yell, scream and jump around." Her cheering companion, Robin McNutt is caught up in tradition. She says her father attended Omaha University and played baseball. Robin feels some of his pride for the school must have rubbed off.

All of the squad members feel it's a good way to meet people. Susan Toohey says people recognize her and they are always friendly. She enjoys meeting people from other campuses. Away games provide an excellent opportunity.

Bob Knudson said, "Faculty and students recognize me, maybe not by name, but they always say hi!"

Most of the cheerleaders feel UNO's commuter atmosphere provides a unique situation compared to other large universities. The Lincoln campus was the prime example. Julie says she has met almost every athlete and coach, something not done on most campuses.

Jeanne Ciani thinks UNO has a much greater need for cheerleaders than the Lincoln campus. "Spirit is not a problem at Lincoln."

Suzie Griego, a transfer student from Lincoln, is now a cheerleader at UNO and feels her cheerleading efforts here are appreciated by the teams. At Lincoln, she feels she would be no more than a status symbol.

As in other areas, the major difference between large schools and the smaller universities such as UNO, is the problem of budgeting. Sue Toohey has no complaints, however. During the last two years, she says the administration has provided enough money to permit different cheerleaders to attend special tournaments around the country.

During the last two years the Maverick yell squad has attended tournaments in Colorado, California, Kansas and West Virginia. Robin McNutt says the most recent trip to the NAIA Wrestling Tournament in Oregon will cost each cheerleader about $50 to $70 in various expenses. This will include food expenses, various cab fares, and extra entertainment.

Even with all the excitement and enjoyment, UNO cheerleaders question their effectiveness. Susan Toohey says the coaches and athletes have expressed their appreciation, and all of them say the cheerleaders provide moral support, but she feels there is a definite problem in achieving necessary student participation.

Gail Jones says her duties as a cheerleader should be to lead students in various cheers, not to be the only person cheering. Cleo Aulner, a second year cheerleader, says there is a possibility sports promoting may be increased due to this semesters' sports investigation committee report.

All members of the squad feel that, on the rare occasion when students participate and cheer, it is well appreciated.

With such diversity of attitudes towards sports and their necessity at UNO, what keeps these fifteen people together, determined to support school athletic events? Perhaps Terry Manning's view of the situation explains their determination: "The wonderful people I work with and met more than made up for the small disappointments. All in all it was a very enjoyable year," Terry said.

In order to enjoy school and it's activities, you must capitalize on the good points and work to change the bad," Robin added.

With attitudes like this, and 15 students striving to capitalize on UNO's good points in the future there should be no problems in athletic promotion.

Mick Carlin
Not Delegated to a Certain Group

Raeanne Tries 'Involvement'

"IT DOESN'T seem to be delegated to any certain group. Not belonging to any certain group, I feel rather at ease here," said Raeanne Rule, in reference to the Student Center cafeteria where we talked.

Raeanne seems to enjoy a feeling of independence in "not belonging to any certain group" and the mystique of being unclassified. She said although she feels her interests are narrow, she "enjoys a variety of people."

As chairman of the UNO 1972 Teacher Evaluation, Raeanne has had an opportunity to work with a variety of people, including administrators, faculty and students. She considers teacher evaluation "necessary, but not a sufficient check on the education we’re receiving." She suggested more student involvement at the departmental level as "a good beginning" to increasing the student voice in academic matters.

Here involvement in student government and teacher evaluation has been "very definitely an educational experience." As a result of her participation, she feels she has gained "some idea of the complexity of the university structure" and has become "less cynical of people involved in student government."

The role of involvement in the university system is a new one for Raeanne. When she entered the university in the fall of '69, she was an engineering student and, as she was in high school, uninvolved in school activities.

She changed her field of study last year from engineering to English because she "hated computers" and found English a "more personal" field of study. An unstructured contemporary novel class taught by John McKenna was the most influential factor in both her change of major and her subsequent interest in education reform.

Participation in the Student Senate Educational Affairs Committee was Raeanne’s first student government experience. "I think of the student government office as a Petri dish," she said, explaining her belief that both are places where change and development are noticeable. Senators are "forced into taking a side and supporting it," she said.

The soft-spoken junior considers herself an "independent worker" rather than a leader. As a leader she has a tendency to become too personally involved with the people she works with and finds it difficult "to impose my organization on other people."

Raeanne feels the responsibilities of a student extend beyond thoughts jotted down in a blue book or class attendance. "The university student is responsible for establishing his own academic aims, and implicit, is his responsibility to become involved in the administration of education at the university."

Although Raeanne said she thinks her interests are narrow, they encompass ballet and modern dance, literature, math and physics, academic reform, and writing. She plans to attend graduate school and study theology.

After her year of "involvement," will Raeanne remain active in student government?

"Probably not — my studies need more attention than I’ve been giving them," she replied. But according to Raeanne, involvement in the educational system is a part of the education.

"It is insensible to claim to be concerned with ‘getting an education’ while expressing no interest in the improvement of educational processes and standards," she said.

Mary Ellen Lynch
'Runners' Bring Media Into Classroom

If you happen to saunter down the second floor of Kayser Hall and turn left at the hallway, there to your right is the Audio Visual Department. This department assists teachers and other faculty members who want to show films, slides, video tape a class, or do dozens of other things.

The department has a crew of students called "runners" who set the equipment up for teachers, show them how to run the various machines and retrieve the equipment when the instructor is through with it.

So now meet two of the runners' of Audio Visual, Doug Clark and Dave Steele, who faithfully through rain or shine cart the equipment across campus to a given classroom and set the requested machinery up.

Doug, a sophomore, has been with Audio Visual since last October. He had prior experience running projectors when he was in junior high, but says, "It all came back to me, when I began working."

All A-V student runners earn a minimum wage of $1.70 per hour. Their duties consist of setting up projectors, video tape machines and other equipment before a particular class starts.

What unusual experiences happen in such a job? "Sometimes the equipment won't work. One time in Kayser Hall, a teacher called ahead of time and wanted a projector at a time when there was only one available. I had trouble threading the machine. Later the teacher called and said, the projector isn't working. I went over to assist the teacher and all at once the projector came on, the film broke and it unthreaded all over," Doug said.

Once Doug "had to set up a screen in the Eppley Conference Center auditorium. There was a shortage of screens. The screen Doug had was missing a hook and wouldn't stay up. So, Doug tried to fix it. He went back to the A-V office and found a broken screen. He took a pair of pliers, broke the hook off, and transplanted it on the auditorium screen. "It worked," Doug proudly exclaimed.

"A million things can happen but usually your biggest trouble occurs when you incur problems setting up the various equipment or getting the equipment to run right," Doug said.

One of Doug's biggest problems was with Campus Security. Doug rolled a TV out of the Engineering Building and was taking it to Kayser Hall. The campus cop asked to see some identification. Doug showed all the identification he could.

"The biggest problem the department has is people running off with equipment," Dave said.

One time Dave set up a tape recorder for a teacher. He brought the tape in. The instructor asked Dave if he was sure that was a tape? Dave replied "I'm very positive it is, sir." Dave nearly died in vain trying to show him how to run the recorder.

Dave's biggest gripe is "the freaks who yell during the SPO movies in the Engineering Building on Friday nights."

"You can run yourself ragged tracking down equipment. What plagues us the most is instructors who call five minutes before they need the equipment and expect to get it right away. What's worse is the ones that call in for a projector to use yesterday," Dave mused.

*Joel Eager
A SUBSTANTIAL part of the UNO student body is represented by what is sometimes not so affectionately referred to as the "boot" population. Consisting of approximately 300 active duty and retired members of the military, bootstrappers elicit a wide range of feelings from non-military students and faculty. Resented by some and envied by others, bootstrappers are perhaps grudgingly, but almost universally admired for their classroom ability.

Excuses aside their talents can be easily understood by looking at the boot himself. Almost always a career military man, he is a mature adult taking a short break from the service to complete his education.

He has been around the world and in his travels he has learned that he, and others like him, deal with the inconveniences of travel a lot better if they help each other. Because the boot is not a native Omahan he has had to develop a way to help himself and his contemporaries coming to a strange city.

To solve the problem back in the 1950’s concerned bootstrappers decided that with so many G.I.'s coming to Omaha to attend UNO there should be an organization established to help them make the transition from military life to a totally civilian setting. They applied themselves to the task and the Society of the Pen and Sword Inc. emerged. A fraternal organization now quartered in the Prom Town House, the Pen and Sword is a registered corporation organized within the laws of the state of Nebraska.

The Pen and Sword has changed considerably since its inception in 1951. It is an organization depended upon and respected by military members not only in Omaha but throughout the world. Yet, somehow, it has been looked upon disparagingly and suspiciously misunderstood by segments of the UNO student body prone to such emotionalism.

The Society is a living example of a group self-help project. It is non-discriminatory, non-sectarian, non-political and non-profit making. Membership is voluntary and is limited to active and retired U.S. military, although recently, admission of non-retired veterans has been considered. The organization is supported entirely by the initiation fees ($15) and dues ($2 per semester) of its members.

An indication of the value of the Pen and Sword to military students is shown in the high percentage of Bootstrappers who are members; nearly 700 (three of whom are women) out of nearly 800. It is staffed by 10 semi-annually elected officers and one full-time employee (a retired Air Force sergeant). The officers serve without pay in a variety of functions.

Among standard services offered to Pen and Sword members are extensive housing lists, a Xerox copying machine (5 cents per copy), a loan closet (household items), military long-distance telephone service operated in cooperation with Offutt AFB, class ring ordering service, and a professor evaluation and examination file. The three major services are naturally the housing file, which nearly every incoming member needs desperately, the telephone system (AUTOVON) through which the military student can contact his parent military unit to check on everything from pay to assignments, and the professor file.

The professor file serves one major function in keeping with the purpose of the Pen and Sword. It provides a system whereby courses and professors are evaluated by students who have studied under them. Again, the emphasis is to give another man the benefit of someone else's experience.

Some of the files contain old exams used by the professors which help the student by showing him what type of testing or evaluation system the professor has used in the past. The files are used almost exclusively prior to enrollment and enable the student to determine if a professor's teaching objectives are consistent with his own learning desires.

A little known fact is that each file is open to review by the professor it concerns. According to President Nate Davis, all the professor need do is present himself at the Pen and Sword offices, identify himself, and request to see his file.

Other services and functions offered by the organization include book exchanges held at the beginning of each semester, monthly socials, two formal dress balls per year (in May and December) and a tutoring service offered to any UNO student experiencing difficulty.

The Pen and Sword serves as a base of operations to a many newly arrived members. It is "sort of an island in the middle of the civilian world," says Davis. It provides some basic security and a ready source of needed information.

• Denny Sturm
Nate Davis is the 30-year-old leader of the largest fraternal organization on campus — the Pen and Sword Society. A 12-year Army veteran, Nate is a senior majoring in business.

One of an increasing number of blacks attending UNO under the bootstrap program, Nate is an articulate yet sensitive man who is quite concerned with the role of the bootstrapper on campus.

In the following interview with Breakaway Staff Writer Denny Sturm, Nate comments on several salient issues affecting the bootstrapper and campus life in general.

_Do you feel bootstrappers have been given essentially a raw deal on campus?_

Nate: Well . . . to say a raw deal — I don’t think that’s really appropriate.

_Do you think they have been misunderstood?_

Nate: They are misunderstood, probably, and unfairly categorized. A big generalization is made that by virtue of their being in the military they have certain predispositions which rule their actions.

_What?_

Nate: Well, for one we are supposed to like the war because we are the military. That’s ridiculous.

_How do you mean?_

Nate: Who would want the war ended more than us? We’re the ones who die. Who would want the war ended any faster than us? It seems that people never stop to think that we are the ones putting our lives on the line. I for one would love to have seen the damn war ended ten years ago. For another thing, the public tends to think the military is still as it was 50 years ago in that you have no opinion if you’re in the military. This has changed today.

_How do you feel it is now?_

Nate: I’ll tell you exactly how it is. You can voice your opinion as you see it. Unless the regulation has changed in the last two years, you can even demonstrate if you wish — as long as you do not wear a uniform or damage property or offend the rights of others.

_How do you feel about the treatment bootstrappers are given in the Gateway?_

Nate: Well, the Gateway wants news, something of interest to the students and they want provoking articles. They have gone so far as to what I feel is libel to individuals. I don’t really give much consideration to the news in the Gateway. I think they use sensationalism and are somewhat biased.

_Do you feel, Nate, they are basically prejudiced to the interests of the bootstrapper?_

Nate: They have been in the past.

_Do you think they have been fairer in treatment of minority news than they are of bootstrapper news? Do you think there is better feeling for blacks than for boots on campus?_

Nate: Yes, I think so.

_Isn’t that kind of an unusual situation when you think about it?_

Nate: It’s interesting, not really unusual. It’s popular to be against the establishment and bootstrappers are supposedly part of the establishment and so the press uses the view that the young people will appreciate.

_Well, do you feel the Gateway takes such a view because of the young people preparing the publication?_

Nate: I think the Gateway workers probably feel that way but I don’t think that all young people feel that way. What bothers me is that they are not representative of the young — not from my experience at least.

_In spite of the adverse publicity the boots get, Nate, what do you think the overriding opinion of boots on campus is?_

Nate: I can see a change coming about. When I first arrived here boots were always together in one little group. Now it has sort of changed. I’ve been told by many students that the type of bootstrapper has changed. He is younger — around 30 years old and under. He can relate to the younger students. In fact, many of the boots on campus are not detectable as bootstrappers. There are a lot more single guys than before. It seems like since I’ve been here, the bootstrappers have merged with the student body for the most part.

_Do you think this is having a positive effect?_

Nate: It seems as though it is finally being recognized that the bootstrapper can’t be simply categorized. He is from all walks of life. He’s from the ghetto, both black and white. He’s from the middle class and, believe it or not, he’s from the upper class, too. He’s just an individual doing his individual thing.

Denny Sturm
She Brings Enthusiasm Into Engineering

AN ENERGETIC, efficient, sincere, and dynamic bundle of female wit and wisdom has become involved in the general courses of events on campus.

Mary Wees, a rare person with great enthusiasm for school activities and the students involved, has made quite an impression on quite a few people around this campus. To top that, she recently celebrated her victory in the campus elections for the vice-president of the student body.

Mary possesses not only the rare qualities common to the dynamic personality, but she becomes involved in activities usually considered rare, at least for a female.

A 20-year-old junior, Mary enrolled in engineering at UNO. Very few females have ventured into this male-dominated field. Mary’s current schedule includes such courses as engineering mathematics, computer programming and electrical circuits.

Upon entering an all male class in electrical circuits, most females would rate the chance of getting discriminated against as being fairly good. “In the United States the female is not accepted, especially in areas where decisions must be made. Engineering is one such field,” Mary said.

With a 3.5 grade point average, Mary has definitely proven her capabilities. She is sometimes referred to as a “curve-breaker”. She is similar to many students here in that she works part-time at an Omaha engineering firm to supplement her education expenses. Employed by Hennington, Durham and Richardson, Mary is a strange sight among all the male employees in the computer and systems department, but Mary says this provides her with a very important learning experience.

Mary feels many students go to college today because they would like to better their job possibilities. “They want to go one step higher than their fathers were able to go.” Mary thinks UNO provides an opportunity that many students might not have had otherwise.

A former secretary of the Student Senate, Mary is an ardent supporter of the UNO Engineering College. She has fought the proposed phase-out of this department all the way to the top. She has gone as far to say that she believes “President D. B. Varner is setting up his own dynasty.”

Her sincerity is clearly seen, when she speaks of student representation. She deplores the present lack of control by students over student activities money and future campus plans. “If students want to have Flash Cadillac, or a conference on sex or whatever, then they should have them. After all,” she said, “it is their money, and they should have a voice.”

One question certain to rise in a case like this is whether this is merely another individual effort to spread the women’s liberation philosophy? Mary says, “I do not think of myself as a member of this group, but they certainly are undertaking a worthwhile goal. I don’t think my opportunities should be limited if I have the abilities to compete, just because of my sex.”

• Mick Carlin
TREASURER WORKED HER WAY TO THE PINNACLE

BLONDE hair, cut in a shag, bending over a mimeograph machine. One hand churning out page after identical page so that they fly out of the machine, and float down, one on top of another, forming a neat stack. That's Colleen Murphy Flemming in Library Office Annex No. 16. As I wait for an interview, I'm tempted to ask, "What's a nice girl like you doing in a place like this?"

Colleen isn't always confined to LOA No. 16 — sometimes she can be found in the Student Government office, MBSC 232. A senior in the College of Arts and Sciences, she was elected Student Treasurer for the '71-'72 academic year. I did ask how she, a speech-dramatic arts major, became interested in being Student Treasurer. "I kind of worked up to it," she smiled, as though she had been waiting for that question.

While at Notre Dame High School, she participated in every dramatic production, her roles ranging from stage crew to leading lady. She also campaigned for student body president, but was defeated.

At UNO, Colleen served on the Student Senate as a sophomore and as a junior, where she was appointed to the Student Activities Budget Commission. The Commission consists of seven members — Treasurer, three students, and three faculty members. Each has one vote. As Student Treasurer, Colleen is chairman of the Commission. "I have no veto power," she answered, before I could ask, "I can advise for or against a proposal."

Sometimes a misconception of her "power" leads to severe criticism. "I guess I've been called discriminatory," she admitted.

A January 25th Gateway article, headed "Minorities Approach Student Programming Organization (SPO) for Funds," said Black Liberators for Action on Campus (BLAC) asked for "almost $20,000" for a Black Heritage Week.

Colleen thought the situation was "presented realistically."

"I really believe in these heritage weeks . . . but you can't allocate money that you don't have." She added that the "whole student government runs on $18,000 a year. Not just a week." Pointing out enrollment was down this year, resulting in less money available for student activities, she said, "I think they (BLAC) got quite a lot of money already. I feel SPO has been very generous."

Her steady gaze tells me that she is not afraid to say what she feels. Colleen is a member of Alpha XI sorority. And "Greek" organizations, of late, have been labelled "racist." I wonder aloud if she has been criticized because she's affiliated with a sorority — if she has been stereotyped a "Greek racist." One navy-blue boot stops bouncing, and she folds her hands in her lap, her blue eyes intent. "I think I've been labelled a racist because I'm a white student," she says.

Colleen explains, in her soft voice, that it's the consciousness of one's skin color that causes conflict. "If we could get to the point of not being so conscious of our color — but it's not just a Greek problem, it's an Omaha problem too."

In coping with criticism, Colleen believes that "people working in student government can expect criticism. A lot of times you don't think it's fair criticism, but it's an occupational hazard."

She is hopeful that a better understanding of problems related to student activities will come with better publicity. The "Around Campus" column in the Gateway is "just great" in Colleen's eyes. "It's something we've been wanting for three years."

She explained to me what my $30 student fee covers. Right now, $14 goes for student activities, $14 goes in the student center building fund, and $2 pays student government costs, including salaries. Colleen is paid $630 for her services as Treasurer from September through May.

"Sometimes I feel I'm earning the money I get for the job and sometimes I don't. But the one thing I do know is that I wouldn't be doing it if I weren't being paid for it." She feels that way mainly because "there's too much criticism and a lot of running around."

The three other students on the Commission that allocates student fees are not paid salaries. This semester they are Diana Jones, Roy Beauchamp, and Rusty Schwartz. Colleen said these students spend a lot of time working for student government. And, with a slow grin, she said, "But they might work up to Treasurer."

— Shelly Roderique

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Open For Kidding

CAMPUS ‘STARS’

It’s eerie when a perfect stranger asks, “Are you the REAL . . . ?” You might wiggle your toes, look at your fingers and reply, “Of course I’m real!” Then if it happened again, it might shake you up a bit, with everybody running around asking if you are real.

This is exactly what happens to eight or ten UNO students all the time and they take it in stride. Would you believe Michael Cole, Robert Livingston, Robert Kennedy, Robert Wagner, Gary Lewis and Glen Ford are right here on the campus?

Having a famous name does make a difference, because the professor can always remember when George Washington doesn’t have his term paper or skips class, whereas he might not notice Joe Brown. The famous names just don’t blend into the scenery very well.

Poor Glenn Ford gets a double dose of curiosity hounds. The minute he signs his name, the room clerk will squint up at him and ask, “Actor or Automobile?” Or when making reservations to arrive, to see a long line of bright smiles of expectation dissolve into hostile stares as they realize that he isn’t the REAL Glenn Ford.

Mrs. Ford had a lot of fun last summer being Mrs. Glenn Ford when the couple went to California. The hotel people would whisper among themselves, “I thought he was divorced!”

Michael Cole says he thinks it’s funny when people associate him with one of the stars of TV’s “Mod Squad.” Most people want to know if he is related to the star, or if he has ever met him. He isn’t related and he has never met the REAL Michael Cole, but he would like to sometime.

He does enjoy watching the show and thinks his famous namesake is a pretty good actor. Since he is a business major, he has no plans to emulate Michael Cole the actor but when he has someday become a famous businessman it would be sweet balm to have someone ask the actor, “Are you the REAL Michael Cole?”

The kidders don’t make too big a problem for grown men, but Rick Nelson says it wasn’t always that way. When he was younger and the teacher would say, “Ricky Nelson,” the whole class would laugh at his expense and he hated it.

At every party, someone would say, “Play us a tune, Rick,” or “Sing ‘Travelin’ Man!’”

Now that he is older, and Ricky Nelson no longer has a TV show, he doesn’t get asked the stupid questions anymore. Rick doesn’t sing or play an instrument in public and he doesn’t have any Ricky Nelson records. He says he used to like the rock singer, but now that he’s older, the music sounds a little too country-western for his particular taste.

Carol King’s problems began last summer with the success of the “It’s Too Late” song and the Tapestry album. A senior, Carol likes her namesake even though the two have never met and she admits having a name made famous by someone else creates interesting situations. For example, during a teacher’s conference once, she heard her name being paged over the intercom. She went to the designated room and found a group of visiting grade school teachers wanting Carol King to sing them a song.

“People ask for my autograph all the time,” she smiled, “in spite of the fact that I have dark hair.” Except for a little plunking on the piano and guitar, Carol has no musical inclinations. She has a double major in English and Library Science plus a small daughter.

Another interesting indication of how the people who have famous names feel may be shown in the fact that the majority of our famous name students have unlisted telephone numbers.

• David Suitor

Although UNO’s Carol King enjoys the songs of her namesake, she prefers to use the works of singer-poet Donovan in her junior high English class.
DORMITIES are coming to UNO. Well, not really, but students now have what will probably be the closest thing to a dorm situation here available to them at the Prom Town House.

The conversion of the Town House to a student facility was the brainstorm of the Student Housing Director J. C. Casper. He is also responsible for Student Housing’s rise from a few file cards to an organized, effective student operation.

Several years ago the UNO Housing Bureau was run by the administration and consisted of a few file cards lost in an office with a secretary, busy with other duties, in charge of the operation. It was then proposed that the student government assume the responsibility of this service and finance it with student funds. One of these advocates, Aaron Eairley-wine, became the first Student Housing Director.

Confronted by problems on all sides—the administration, the owners, and the renters—he was not able to effectively organize the service and in its first year it appeared to be a failure.

Then, last summer, J. C. Casper assumed the position of Student Housing Director. He discovered that the files were in an unorderly array and to make Housing an effective program he would have to realign the entire system.

J. C. has encountered the same problems as his predecessor did but has managed to retain control of the situation. “If I didn’t have several faculty members running interference for me,” he says, “I probably would have accomplished very little.” Through J. C.’s efforts, “usually over forty hours a week,” the Student Housing program at this university has achieved relative success.

But J. C. is not at all satisfied with the progress which has been made. He says, “there is still much to be done, but there are several major changes which must occur first. The position of Director should not be a part-time job. It should be a full-time position in the hands of a trained professional and the administration should resume the responsibility for the service and fund it from their budget. This would be a big step in the direction of student housing.”

Criticism has been leveled at J. C. for his infrequent office hours. He explained, “that at the present time this is unavoidable. I must divide my time between classes, clients, meetings, and the Town House and this leaves very little time for office hours.” He states, “at the beginning of the year I had several assistants who were paid from my budget, but after they were paid they left for other positions. This left the entire job to me, and as I said before, it cannot be completely effective on a part-time basis.”

Concerning establishing dorms on or near the campus J.C. said, “I think that possibly some day they will be brought into existence, but because of this zoning area I can’t imagine it happening for quite a few years.” He is, though, quite optimistic about the Prom Town House program. He says, “I do think that the Town House could develop into a situation very much like that of a dormitory but it will take years to iron out certain problems we’ve confronted.”

• Gary Norton
Is Bobby Herold

Ready for the Majors?

BOBBY Herold is a 22-year-old UNO baseball All-American turned professional.

The brown-haired, 6'0", 180-pound German-Irish hunk of muscle has a tale to tell young diamond hopefuls trying to make it in the majors.

One of eight children, Bob attended Cathedral grade and high schools. He started playing baseball with his cousins and older brothers in early grade school. "My dad used to hit balls to me all the time. We played in Cathedral's dirt field behind the school," Bobby recalled.

The native Omahan used to "start playing ball at 8 a.m. Monday through Sunday. My mother would make me help clean the house though before I went out to play," he noted.

Bobby used to strengthen his throwing arm by "tossing eggs and water balloons at passing cars." But being quick on his feet, Bobby was never caught.

Cathedral High School had no baseball team when Bobby was there so he was not able to play until his junior year when he got into the American Legion league. "I couldn't play ball otherwise because there was no team in my district," said Bobby.

"I played for Fairmont's which was made up of Holy Name and Cathedral area kids. The coaches stuck me at shortstop and centerfield," Bobby said, adding the Fairmont entry did not establish much of a winning reputation.

Creighton University was next for Bobby. He attended on a partial scholarship and started eight games as a freshman. The second year he went out, his old coach Herb Malard resigned. The new coach was a recent graduate of Creighton who had been a senior when Bobby was a freshman. Bobby was cut early in the season. "I guess you could say he did not especially like me. We didn't exactly get along," Bobby said.

But "sweet revenge" did come at UNO when Bobby later hit a home run in the 13th inning against a Creighton team to win the game. "We played them six games while I was playing for UNO and I hit pretty fair in all of them," Bobby said.

Herold played his first year of ball at UNO under Coach Virgil Yelkin whom he describes as the "Greatest". He did not receive financial help his first year. The second he got partial aid, and a full ride his senior year. Bobby's overall batting average for the Mavericks is .320. He ended up with a .404 his last season while manning left field.

The All-Conference, All-District, All-American played in a Glendale, California league during the summer of '70. Bobby did well and returned to Omaha confident he could play professionally.

Last year the Tigers, Cardinals, and Royals approached Bobby with pro offers and the native Omahan decided to sign with the Royals. "They seemed to be the most interested in me. Besides, at the time I thought they were a better organization," Bobby replied.

"I went down to Kingsport, Tennessee for the Royals and batted .292 and led the "A" league with 10 homers. When I started hitting .330, they began messing with my stance. They told me about my not doing them any good unless I could get out of the minors. So they moved me farther out of the box," Bobby said.

"A lot of politics is involved. Ability, believe it or not, is not always that important. If a kid out of high school gets $20,000 to sign and hits .300 and a college kid starts at nothing and hits .292 then they keep the high school kid because they have an investment in him. Besides that he's usually three to four years younger than the college kid to begin with," Bobby noted.

Bobby went to Homestead, Florida and tried out with the Ex-Po's. He was allowed three throws and three hits at bat. "There were about 150 players there when I showed up. They already knew who they were going to pick," Bobby said, explaining why he came home empty-handed.

"I know I can play major league ball. They're more consistent in the major leagues, but I know I can make the grade," Bobby said confidently.

At the present he has one offer that is tentative with the Orioles. He has others with the Cardinals and Phillies pending.

Bobby is five hours away from a teaching major in history. He only has student teaching left. If he doesn't make it in professional baseball, he figures he'll probably teach.

According to Bobby, "There is discipline in baseball, but of a different kind. You have to be able to relax. It is a science and way of life in itself."

• Pat Rinn
S UDDENLY, music explodes from supercharged keyboards and pulsating strings. It cascades off the stage, splashes against the walls, and spills out into the night. Couples caught in this musical maelstrom start to dance. Pilot is performing.

“We write our own music,” said Greg Fox, leader of the popular rock group called Pilot. Fox explained that the group chose “Pilot” as a name because “Everyone has to be the pilot of his own life.”

“We write about the things that are important to us,” he said, “the things that have made an impression on our lives.”

Pilot is composed of four other members: Ron Cooley, Michael Voltanz, “Goff” Macareeg, and Mike Nuccio, lead singer. All except Goff are either students or graduates of UNO. In December, they took a big fat gamble and cut a record called “Wake Up, Look into Your Mind” on the Woodlark label.

Greg said that the group has just finished cutting some new, untitled singles which should be out this fall. He is somewhat of an expert on the technical aspects of record making and tries to improve technique and improvise new types of material to keep his combo alive.

“It takes about six hours to make a record, depending on the difficulty of the material,” he said, adding that overdubbing takes longer. The music tracks in this case are made, then the vocal tracks, and then these are all mixed into the finished product.

Greg is a 23-year-old English major, but he has been in music nine years and has been a leader of the Pilot since August. He formerly played and sang for the now-defunct Chevrons. He practices with the group during the week and at least five hours on Saturdays. They also hold weekly business meetings to discuss bookings.

When asked why he was trying for an academic career and a professional career at the same time, he swung his feet up on the desk and grew reflective.

“Well, just going to college is an education, and life is an education, too,” he said, “I need them both.” He is optimistic about his group, even realizing that rock groups have a tremendously high death rate. “You gotta do what you feel you must,” he concluded.

Unlike Pilot, another student musical group is wracked with organizational problems. This group is called by the improbable name of “Aunt Chico’s Wild West Show,” led by Norma Pattivina.

It’s called that because Norma has always wanted a wild west show, which seemed as good a reason as any, that day in the Pit when she and Rocket Gilmore and Tom McNavage gathered to be interviewed by the Breakaway.

“Aunt Chico’s Wild West Show” is caught on the horns of a dilemma. Most musicians won’t play in a band unless it has bookings and a band can’t get bookings without musicians. However, the two girls and a guy have heart and courage. They feel that you just can’t keep good talent down.

Skip Kahane, UNO English major, has been a singer and popular guitarist for several years. As a single, he sung with the Johnnie Crawford, John Besset, and other coffee house concerts, but last September, he and his roommates decided to form their own group called The Skipnics.

The Skipnics just finished cutting their first record called “Sad Lisa” on the Knuckle Rapp label, with Skip’s singing, Nick Provenza on guitar and mandolin, and Jim Jirozsky on electric piano. They are preparing an album which they hope will bring them fame and fortune. If it falls short of the mark, they will just keep trying.

Skip calls their music “acoustical” because with the exception of the piano and organ, it is non-electric and “has not been radically altered by fuzz tones, ‘wa-wa’s’ and other things that go bump in the night.”

Each group at UNO is hopeful that they will strike it rich, and find the way to fame a la The Beatles, but although they are optimistic, they are also practical Midwesterners, and they are hedging their bets with good solid academic degrees in other fields. Surprisingly enough, most members of the groups are English majors.

David Suitor
He Survives In His Struggle With The Large National Chains

RON WEAVER seldom sees an entire movie — "just bits and pieces." That's because at 26, he's the manager of the Military Theater and movies for him are business and not entertainment.

Ron is a business student at UNO, married, and an ex-sailor. He's been working at the Military on and off since he was 12. As manager he thinks of himself as a "kind of jack of all trades."

The Military is one of the last hard-core neighborhood houses left, according to Ron. "We cater to the kids, and we're one of the last to do so," says Ron. "Other theaters don't usually want too much of their business."

Ron's theater is a member of 53-year-old North Star chain. The Center Theater is also part of that group and although it depends some on neighborhood audiences, it also caters to foreign film buffs.

The Military seldom shows first-run films. The management likes it that way but it presents a bad problem for the small houses. "The big chains get a movie, make a killing, and run the film dry," claims Ron. "Then the small guy gets stung."

Because the "big outfits" keep the movies so long, Ron feels that even if they get a good movie that the neighborhood crowd hasn't seen, the interest just isn't there.

Ron considers the Military almost a UNO run establishment. Besides himself, his projectionist, Al Bach, attends school here.

The Military has recently run some silent flicks complete with organ and organist. "They went pretty well," says Ron, "we had a full house every night."

He likes his work and someday hopes to own his own theater. Even more important, he likes the family-neighborhood image the Military projects. ©
"YOU CAN'T be Pat's brother?" as the questioner lets out a laugh of astonishment. For either Jim or Pat Anderson it has happened again -- stark disbelief by people on finding the two are brothers.

And on the surface, a second take is in order. Long-haired Jim makes a sharp contrast to his older short-haired brother Pat but comparisons only begin there.

By today's university norm, Pat could be considered the outplace student; the student of perhaps four or five years ago. He has been an Air Force cadet for most all his UNO career and has belonged to fraternity life in that time too. He could be termed as straight as they go.

Jim, clad in Lee jeans and jacket, boots and topped by an old velvet hat becomes what many of the public regard as today's typical college student.

Differences between the two brothers became evident quite early. While there is just more than two years difference in their ages, Pat tried to play the part of the older and help raise Jim, but as Jim emphatically states that didn't last long. While Pat would go off to play basketball, Jim preferred to hop a freight for a couple of miles down the line. Their priorities in life were different from there on in.

Neither boy smokes or drinks; this being attributed to their home upbringing and perhaps their religion. Both began as Catholics, going through parochial grammar and secondary schools but Jim is no longer an attending Catholic. He is religious, not in an organized sense, but in an individualized and very personal manner in which one man seeks to help another.

Loner Jim distains most organizations and would never consider joining any of his brother's groups, especially a social fraternity.

The individualist emerges even further when you consider his last several years on the road. Jim, enrolled in what he calls

Pat can remember only one argument about Vietnam. Pat was recently commissioned as a second lieutenant in the Air Force, considers AFROTC as a "scapegoat for negative feelings."

"Kids don't really realize the educational opportunities," Pat said, noting he feels an education equal to West Point can be obtained through ROTC. Through ROTC at UNO, Pat has been able to help the finances at home. His tuition and books are paid for through the programs. He also works as a waiter at the Omaha Press Club three nights a week.

Jim, who is not working at the moment, is considering moving away from home, calling it one of his bigger mistakes. While his life was his own when he came off the road, he nows feels restricted.

Family problems result in most of the arguments. The family car being the most prominent; each accusing the other of leaving an empty tank. Remarkably, hair causes few if any home problems. Their mother is resigned to Jim's hair and Pat considers Jim's shoulderlength locks his own business and never would consider telling him to cut it. Jim, very serious about his hair, thinks hair should mean something. Many people, he says, despite him for his appearance. Hair, like his religion, relates to his feeling for people, especially the more oppressed. "Long hair is the closest I have to changing my skin color. I am accepted by the blacks in the South where an ordinary southern boy would not be because of my hair," Jim said.

Pat, who was the student speaker at graduation ceremonies in May, was commissioned a 2nd Lieutenant in the Air Force. He hopes someday to be serving in the information department.

But the future isn't set. "I might stay in (the Air Force) if I like it or come back for my masters," Pat said. But he and Jim have really only one goal. As Pat says, "it's to live life to the fullest."

Mike Casmon
QUIET on the set! Roll 'em!

These are words which are familiar to most everyone as motion picture terminology. They are also familiar to UNO students Tony Syslo, Tim McCormick, and Mark Lampy. This trio has pooled their talents and funds, not to mention their spare time, to establish a film studio in the Syslo's basement.

There you can find a miniature Hollywood studio with film, cameras, and sound equipment scattered throughout the room.

How does a filmmaker get his start? Tony and Tim began at Ryan High School when a project was required for their homeroom class. Then Mark, who also went to Ryan, joined his two classmates and together they worked on the idea until it materialized into a studio.

The real work began the first semester of their freshman year at UNO. "We started off working on a James Bond type of movie," stated Syslo, "but that wasn't really socially significant. We then tried an art film medium and we loved it."

Syslo went on to describe their work since then as basically character studies dealing with "local characters that are recognizable to the public." The characters are played by local actors, all non-professional, who resemble the person in either looks or actions.

The filmmakers have used many local facilities in their work to create a realistic quality to their films and to make the characters more easily identifiable to the viewer. The City Hall and the Blackstone Hotel are just a few examples of the sites which have served as background for the movies. Securing permission to use facilities such as these have caused some difficulties but is not what Syslo considers one of the major problems.

"Our limited budget is without a doubt our main problem," he says. "With our inadequate resources and our problems with acting material, it can take eight to nine months to complete one film." Since all three are presently working their way through school the studio has become an expensive sideline; not only in costs, but also in time. "The equipment we wanted was 16mm but the only thing we could afford was 8mm. Although it is adequate for our use at the present time we would like to eventually buy 16mm equipment because of its superior quality and flexibility," Tony said.

Tony describes Omaha as having a "great potential" as an area for his work. He says, "it could be one of the finest areas in the country for making films. I think the people would react very favorably to someone making a film and would want to help in any way they could. There's something mystical about films that does that." He feels it would be a "fantastic idea" to offer a program at the University in cinematography. He realized funds would be a problem, "but by combining several departments together it would be possible."
A HOLLYWOOD

On the national scene Tony thinks that the motion picture industry is going through a "period of adjustment" and that the situation will settle in a little time. He considers the made-for-television movies to be a great help to the business.

As far as film censorship is concerned, Syslo is uncertain where he stands. He doesn't like the idea of being told what to see and what not to. On the other hand, though he feels that censorship is good because it keeps "trash" and flicks made for "sensationalism" out of what is an art medium, "I think shows of this nature are undermining the industry and turning the public against it," Tony said.

A psychology major, Tony and his associates, Tim (who is a business major) and Mark (who is majoring in physical science), consider their future in films to be uncertain at this time. Tony says, "we want to continue on with our studio and hopefully make it somewhat profitable. First, though, we want to see what we can do and how it will be accepted."

Though not professionals, these three students are far from rank amateurs. Their curiosity and exuberance has led them down a path of learning to a possibly promising future in the cinema arts. Possibly the trio will continue on to a successful career. Possibly Omaha will become a cinema center in the country. Possibly . . .

James Bond wasn't socially significant. We then tried the art film medium and we loved it.'

Cut! Print!

FAVORITE SPOT . . . The Old Market is a good background for Tony, Tim, and Mark to shoot films on a myriad of subjects.

• Gary Norton
Jeanine Giller

‘Miss Nebraska’

HOW WOULD you like to go to Kearney for us?” asked the voice through the telephone.

The pretty blonde clutched the phone tightly with both hands in anticipation of his next words. Her heart fluttered with excitement. A haze filled her eyes as she tried to answer but couldn’t.

“You’d be Miss Omaha competing in the Miss Nebraska pageant . . .” was the valentine message Jeanine Giller received at home the night of February 14th, from an official of the Miss Omaha pageant, declaring her Miss Omaha.

“I never imagined it would ever have happened,” said the 22-year-old senior, smiling, “it’s true, too!”

Prior to her appointment as Miss Omaha, Jeanine appeared in six beauty contests, vying for either Miss Omaha or Miss UNO. Each time she finished runner-up or second runner-up.

“Last year I was second runner-up for Miss Omaha,” Jeanine explained. “This year they decided not to have the contest in March but will have it in October. Sheryl Donnelmyer, Miss Omaha 1971, didn’t feel she should wear the crown for twenty months, which she would have because the contest has been moved to October. And Mary Lee Vecchio,” she continued, “has a contract with Disney World dancing, so she wasn’t asked because of her contract.”

“I was second runner-up, working with the Miss Omaha pageant,” Jeanine said, recalling the February announcement by John Love, general chairman of the Miss Omaha pageant, “so . . .” she gestures with a comfortable wave of her hand.

What motivated her to compete in six pageants?

“The thing that kept me trying,” she said pleasantly, “is that after the first contest I kept challenging myself, rather than other people. When you consider it a personal challenge you try harder. I never considered myself as being number two, I just always tried for the top.”

Modeling at fashion shows, appearing as a special guest at banquets, or a guest speaker for high school or civic groups are some of Miss Omaha’s activities. But what’s it like being Miss Omaha?

“It keeps me busy,” Jeanine said with a reassuring nod. “The most interesting thing is meeting the people behind the programs. It backs my faith in people.”

She claims her main function as Miss Omaha is to promote Omaha; “for me, in a two-fold way. There’s a personal reason along with my public duty of promoting Omaha. I want to attain better poise and confidence in front of large audiences.”

Asked what advice she gives to high school students during speaking engagements, the personable blonde says she urges them to continue their education, not just in the classroom.

Being Miss Omaha has helped her in her own classroom. Jeanine student teaches journalism at Ralston High School. She finds teaching “time consuming and very rewarding. Everything you say counts, and some kids take every word as the gospel.” This is why, she believes, “a teacher should be prepared and knowledgeable.”

The new Miss Omaha graduates from UNO this spring, with a teaching certification in Speech-Journalism. Almost as importantly, she’ll dance in the June Miss Nebraska pageant in Kearney. Dancing is her specialty.

Next fall Jeanine will teach in Omaha. She likes teaching and one notices when she says, “Hopefully, I’d be a good teacher in speech but a great teacher in journalism.” Laughing, “I just want to be a great teacher.”

The attractive blonde nods an “of course” when asked if she likes short skirts, and says, “I don’t think of it that way,” when asked what it’s like being a celebrity. She says it’s easy being Miss Omaha “because I believe in Omaha. Omaha has been good to me for 22 years.”

For Jeanine Giller, Miss Omaha, what is the final step up?

“Being happy,” she says behind blue eyes, “to stay active . . . to live a full life.”

• Tim Kenny

CONTEMPLATING . . . following her earning of the Miss Omaha crown Jeanine represented the Omaha Jaycees in the Miss Nebraska pageant and won the top spoils.
Big Views on the Student Senate

Knock on wood, (with gavel of course).
"Can I please have order!"
"Jim, you had the floor."

Perhaps it's been only recently speaker Bill Lane has learned to pound that gavel for all it's worth when a Thursday night Student Senate meeting gets out of hand. And he's been accused of being an inept officer, but Bill's handling of the job has noticeably improved since he was elected.

A 25-year-old second semester sophomore, Bill's a veteran of senatorial debates and squabbling. He served last year as a sophomore senator and now represents constituents in Arts and Sciences.

 Asked the now standard question given all senators — is Senate a joke? Lane responded, "It's a joke in a way," but "ultimately we have power to force the administration to do things. It's kind of a hot spotlight on the backward dealings of the administration; for example (Durwood) Varner's engineering college and other tactics. At least we have a body here that gets upset and has a voice. Maybe we can make it uncomfortable for Varner and his people.

"It's obvious the Senate has no representation on the Board of Regents. We're not privy to Varner. There's got to be numerous times they (Regents) spring things without any warning." But Bill said you can get people to put pressure on the board to reverse the decision "or make damn sure they think twice before doing something similar."

What about his critics? They say he's a poor speaker. "Well you're always gonna have flak. I'm learning on the job, (he's crammed his head full of parliamentary procedure), making mistakes and it breeds ill feelings at times. I won't say I'm receiving any undue flak. It's justifiable in one form or another. But my biggest pet peeve in the position as a senator is some senators seem to feel just because you disagree with legislation this legislation shouldn't be afforded a proper hearing. As a result they decide to use various parliamentary maneuvers to block hearing or dissolve the quorum."

But when Lane has problems with unruly factions he's got one senator who views himself as the senate's personal buffering agent.

He's got a distinct southern accent and he's a boot (representing CCS), but sergeant-at-arms Jim Horton has made his mark on senate proceedings.

Jim got into student government because "I was most concerned last summer about some actions of the Senate which seemed to reflect on the entire student body." So when he ran for the office "I classified myself as a reactive type candidate. An instructor of mine made me remember that all activists seem to be liberal leaning and I felt you could be conservative and active."

He sees his accomplishments as a senator "more in the sense of what didn't happen that might have." He's "a leveling agent, taking a firm stance on outpourings of emotion. I've helped hold things down and moved stuff to middle grounds."

How does he find his status as a boot? He expected to "move into really hostile territory" when taking his Senate seat. But it was a pleasant surprise. "So many students are really friendly and receptive to boots," Jim said.

"Politically people will have to pay attention to boots. You don't give a man a thing because he's a boot, but you don't take it away because he is." The hostile vocal minority against boots, "is a very small number of small people. You know, I really don't have hippie scalps under my belt!"

Geri Teteak

LANE . . . he has some pretty strong views on the limited powers of student government and he's often seen outside the Student Government Office discussing them with fellow students.
For these champions . . .

Bowling Means Filling Grandfather’s Shoes

The sport of bowling might seem rather insignificant to most fans here where the gridiron exploits of Big Red are a legend. But that isn’t the case with a couple of UNO brothers who help to form what has to be one of the foremost bowling families in the Midwest.

Ron and Randy Wilson have each garnered state and national honors in their bowling careers. In 1970 Ron represented Nebraska in the All-American Youth Bowling Championship in Washington, D.C. by virtue of winning the scratch division (requirement: 170 average or better) in the state tournament. He competed with graduating seniors from all over the United States and won a $1,000 scholarship based on a college-type examination, his class rank, references, a written essay, and his bowling score.

Ron says the Washington trip was “certainly the height of my bowling career. It was really something else because the tournament sponsors made you feel very important.” The scholarship added to Ron’s excitement because it was so “unexpected.” Why was that? Ron explained, “I finished 23rd in my division and since there were only seven scholarships awarded in each division, I didn’t think I had much of a chance.”

Last year the name Wilson again was prominent in the state and national matches. Randy, bowling in the scratch division, outscored about ten other rivals in the state rolloffs and thereby won the right to succeed his brother as Nebraska’s representative in the nationals. In Washington, Randy posted a sparkling 1,105 total in the six-game qualifying rounds for an 11th place finish out of the 47 entrants in the scratch division.

Ron, a sophomore majoring in accounting, says “Bowling is just like any other sport. It’s fun to participate in, but you have to learn to like it even when you lose. I have as much fun bowling with friends as in a league. There’s no pressure on you.”

Many might presume that most collegians shun bowling in favor of other activities. But Ron and Randy both believe that Omaha youths “participate in bowling as much as other sports. There is no size handicap as found in football and basketball, there are a number of good youth programs offered, and Omaha bowling facilities are generally in fine shape.”

They pointed out that “about half of the competitors in local bowling shows like ‘Strike It Lucky’ and ‘Bowling at Leisure’ are under the age of 25.”

The chief bowling influence in the lives of the two brothers was their grandfather, the late Floyd Wilson, Sr. He slipped each of them into bowling shoes at the age of seven and soon thereafter they started bowling in leagues. Randy, a freshman majoring in forestry, acknowledges that, in bowling, his grandfather “knew what he was talking about.” The elder Wilson was a state youth director in the Youth Bowling Association and had long been a volunteer teacher of Saturday bowling classes for youth. He considered bowling not only a skill you can work at, but also primarily a game that should be fun.

Steve Carlson

Participating in two leagues, the Wilsons frequently bowl with friends or compete with one another in practice.
An Apathetic Minority of 1,700

The graduate student on campus belongs to a minority. The group, consisting of all the graduate students on campus, is faced with some of the same basic problems that hover over the more "established" minority groups in our society. The graduate student does not receive adequate attention, he is not represented, and he himself is often apathetic.

The scholastic work of the graduate student is quite different from that of the undergraduate student's. Theoretically, the graduate program should be different than the undergraduate program. However, as Dr. Elton Carter, dean of the Graduate College, stated, "We simply do not think graduate." With the faculty being as overloaded for graduate education as it is, indeed, it is hard to think graduate.

As of fall 1971 there are 1,762 students enrolled in the Graduate College. At the same time, there are only 168 professors teaching graduate courses. Many
'The role of the grad student is a nebulous one. We're neither night or day; we're shadows.'

of these faculty members not only teach undergraduate classes but serve as heads of departments or are in other administrative positions.

Gayle Miller, a sociology graduate student, said, "Number one, many of the graduate courses are 400 level which means that an individual faculty member is basically teaching two courses in one to meet the needs of both the undergraduate and graduate students. Secondly, much of the student's graduate education should really consist of informal faculty-student discussions over a cup of coffee or a glass of beer. Many of the faculty members, due to their University commitments, do not have time for these informal aspects of graduate teaching."

The graduate student is not represented. There is a Graduate Student Association (GSA) on campus. However, it is dominated by graduate assistants. Not all graduate students are graduate assistants. Some graduate students are research assistants or "special" students.

Membership in GSA is low. "It is my feeling that it is a pawn of the Graduate College," Gayle said. "Besides, it offers nothing. They (GSA board members) just sit and shoot the bull," he added.

Perhaps the low membership in GSA is indicative of the graduate student's apathy. "It is not surprising that apathy exists among graduate students," said Merrillie Moshier, an English graduate student. "The role of the graduate student at UNO is a nebulous one. We're neither night nor day; we're shadows. For the most part, graduate students are seriously interested in their own scholastic activities. They tend to become engrossed in their area of endeavor and lose sight of the University as a working machine, assuming, of course, that it does work," Merrillie said.

Gayle seems to agree with Merrillie. He states that "One of the reasons graduate students may appear to be apathetic is because graduate school involves a commitment to one academic discipline and University department. Consequently, matters regarding other departments, other colleges or the University as a whole are often viewed as insignificant to the graduate student and his program," Gayle said.

Like the undergraduates, the graduate student is either employed outside the University, married, or have some other obligation that take them off the campus. Consequently, he has little time to get "involved." According to Dean Carter, three-fifths of the graduate students at UNO are part-time students. A graduate student is considered part-time if he is registered for nine or less hours.

Gayle does not see the answer to the graduate student's dilemma in becoming more involved in campus political organizations. "I think this is due to the unusual position of the graduate students on the UNO campus. Most graduate students see themselves as somewhere between an undergraduate student and a faculty member. Consequently, they don't feel that they are fully represented by either the Student Senate or the University Senate. Instead, I think meaningful graduate student representation should be at the departmental level, i.e., on department curriculum committees, etc.," Gayle added.

• Suzy Buchwald
Music is one of the driving forces of the black community, whether it be soul, jazz, black-rock or gospel music. The voice of the black community is heard through its music, and it has a lot to say.

In September, 1970, a young UNO black brother took the initiative to gather together some of the black brothers and sisters from the North Side community to form what is now known as the Omaha Black Madrigals.

The Omaha Black Madrigals is a group of about twenty blacks who sing for the reason and not the season. The majority of them attend UNO and Creighton while the others are from Tech and North high schools. The director of the group is Michael Dryver, who was at one time a student here. The group is all black and auditions are given and each potential member is judged by the other members.

Ella Scurlock, a Madrigal member, was at one time singing with the University Choir at UNO. It is a one hour credit course, that meets five days a week for an hour. Ella is a University Division freshman.

Ella explained, “I left the University Choir because one of my friends told me about the Black Madrigals. The five-day sessions were also part of her consideration in leaving the UNO group. The Black Madrigals meet two nights a week. “I would have joined the Soul Choir but I have a class conflict,” she added.

The Black Madrigals is presently made up of volunteers, with an equal number of men and women. Their repertoire ranges from spirituals to light concerts (such as the Burt Bacharach one held on April 14.) Most of their performances have been held at Joslyn, while others have been at various places around the city including benefit performances at Methodist Hospital.

One of the many rewarding experiences for the group was a college scholarship awarded to two musicians for their performance at a Joslyn concert on April 14.

The only instruments used are the piano and drums. The plans for the future of the Madrigals include raising the necessary funds to cut a record.

The Black Madrigals are oriented toward a variety of music. Providing something different is their goal. While striving to achieve this in every performance, they likewise hope to expose black talent to the greater Omaha area.

Jim Nelson
An Extended Rest

A BLIND date is as All-American as red, white, and blue, and as All-American as the best friend who fixed you up. But how many guys can claim they married the other guy's date?

Through his sophomore year, Mark Greenberg attended school at St. Olaf's in Minnesota. Keeping up grades, participating in numerous student activities, and fitting in a social life made his nerves frazzle and his edges fray.

A suggestion to go to UNO for a semester of rest and relaxation was taken at the beginning of his third year. But bubbly, honey-blonde Rikki Smith changed his semester stay into a two-year plan.

"I enjoyed listening to someone with something really interesting to say," commented Rikki, "and Mark is a very explosive person to talk to."

Thinking that he had bored her because she had said so little, Mark sent her a surprise package that weekend containing a nine-page story he wrote called "The Wisest Man in the World." The moral of the story was that people have to be themselves no matter what. This was Rikki's first glimpse of Mark's writing talents.

"Mark called that night to apologize for boring me — but we talked things out and started dating," she recalled. "Rather, she sandwiched me in whenever she could," Mark hastened to add.

Involvement in campus activities brought them closer together. Both were active in Greek organizations and other campus groups. The most outstanding entry on both their activity lists was the Student Programming Organization.

The two joined forces when the hypnotist Kreskin came to UNO. The gimmick group left clues leading to a gold key redeemable for twenty dollars to promote the performance, and Mark and Rikki hosted the Kreskin program.

While acting as host couple, Mark and Rikki really got to know Kreskin. "He is a very personable, real man," commented Rikki. "He not only broke entertainment records but he helped Mark."

Previous to this time, Mark's Greenberg pride made him keep his writing secret. Kreskin read Mark's copy and some of the stories he had published under an alias in Playboy, Analog, and Esquire. Up until that time, only Rikki had known about his writing professionally.

The hypnotist really tore into Mark for not making a name for himself with the science fiction he had been turning out. "I was glad someone could finally reach him about his writing," exclaimed Rikki. "He is really good."

Writing on campus secretly as Jackson Burrows in the 1970 fall Gateway's "Living Below" poetry section was Mark's contribution to student publications. It was very well received and Mark said it was all done with Rikki on his mind.

Whereas his science fiction is all heavy writing, Mark admits that his poetry expresses his feelings and not a great deal of concentrated presentational format.

Star-crossed lovers of a sort, the couple had double parent trouble to impede their relationship. The senior Greenbergs wondered where their son was keeping himself — never at home or else in a concentrated fog. Similarly, the Smiths thought their daughter has taken up with a freak. "He wore blue jeans, a swinging fringe jacket, and his hair was in his eyes on our first date," Rikki said. "My parents are ultra-conservative and that first impression really stuck."

Things got more serious (as things sometimes do) and they began to date each other exclusively.

On July 6, Mark surprised both himself and Rikki by proposing. He even called her the next day to make certain she knew he was serious. Mark couldn't afford a ring, however, and he was awfully busy in a frantic effort to finish up his college career in the next few days.

Exams were finally over for Mark and on July 30 he brought over a bottle of champagne to celebrate the end of his senior year.

"Rikki didn't realize that I had bought her an engagement ring and twisted it in the wire under the wrappings of the bottle," Mark said. "He had to point it because I was so engrossed in talking that I missed it entirely," laughed Rikki.

They were married August 1 at St. Luke's Methodist Church. Before the wedding, unknown to Mark, Rikki had slipped the minister one of his poems. He read the poem at the beginning of the ceremony.

"I couldn't figure out what he was reading. When I did, I could've strangled Rikki," commented Mark. "But," he continued with a smile, "I was supremely happy at the same time."

Things are hectic for the couple — as they are for any young marrieds. "No matter what the future brings," concluded Mark, "we're not letting anything get ahead of our marriage."

● Mary Jane Sullivan
The Codys: Unusual Situation

CINDY Cody is a freshman at the University of Nebraska at Omaha. Joe Cody will graduate from UNO this December.

Unusual? No.

But Cindy is Joe's daughter. And it is a little unusual going to college with your father.

Cindy describes their situation as "different" but really enjoys it. She says her father "is more like a roommate than the traditional father."

Joe said, "With roommates there is a period of adjustment and in our case there was no adjustment period."

"I've come to know her as a person—not just as my daughter. And I like her."

"Many times he asked me to go to school with him," Cindy remarked. But she said no until last fall. "I wasn't going to college without knowing what I wanted to do. Too many kids are pushed by their parents to go to college without knowing what they want."

Cindy has finally decided what she wants to do. She happened to get a job as an apprentice draftsman and really liked it. Now she is majoring in drafting and design.

Lieutenant Colonel Joseph Cody has been in the Marine Corps for 25 years. He is now in the College of Continuing Studies to get a degree in journalism. He said, "They're a little touchy about officers having a degree of some kind."


Maryland is where Cindy went to high school. But she said, "I'd never go to college in the east. Things are slower here, but a lot nicer."

"In the east," Joe said, "you're really a number and they are tied up with working out administration problems."

"You don't realize how good an administration they have here. They really help you."

When asked if he felt any prejudice toward himself as a bootstrapper he said, "only from those where all prejudice lies anyway."

This fall Cindy and her father both pledged Greek societies, Alpha Xi Delta and Sigma Tau Gamma, respectively.

Cindy saw sorority rush as a way to meet girls, since there are no girls in her classes. She said the stereotyped image of sorority girls was broken when she "found out how different it really was, everyone being an individual."

"You should try everything you can," Cindy says. "There are a lot of things to do and you won't know about them if you don't try."

Unlike Cindy, her father didn't activate. This was partially due to the fact of keeping a father identity between himself and Cindy.

"From what I've seen," Cody said, "those more concerned and . . . interested tend to be Greek."

It's a little awkward, Cody explains, when people come up to him and tell him Cindy wasn't in class today, she did this and she did that.

Usually parents aren't aware of what's really happening from day to day on campus, what classes and teachers are like, and how you spend your free time. Cindy and Joe don't seem to have that problem.

Cindy says they often tease each other by saying, "You don't know what it's like."
A funny thing happened to Jim Tyler on his way to supporting UNO athletics — he became an athlete.

Jim has been a die-hard and vocal supporter of the university’s athletic program since it was announced that a committee would be established to review the Maverick athletic program.

But around the end of October, when first-year wrestling coach Mike Palmisano came under fire from the Gateway, Jim decided enough was enough.

And, contrary to the belief of some, he did not try out for the wrestling team to “find out what kind of coach Palmisano was.

“I just wanted to wrestle,” Jim said. “I knew there was going to be a spot open (177) and I wanted to take advantage of it.”

Jim isn’t exactly a newcomer to the sport either. He was a three-year regular on Westside High’s mat team, before his graduation in 1968. His sophomore year he finished second in the state tournament competing at 138 pounds. He placed second at the same weight the following year at the state meet and third the next year at 145. He won the district meet his junior and senior years and earned second his sophomore year.

Jim said, “I knew I was getting fat, and that bothered me. Beside that I was always bragging about what I had done before and I had to prove that I could still compete.”

The former secretary of Sigma Phi Epsilon fraternity also said that he had no reason to doubt Palmisano’s ability in the first place. Why? “Because I was on the committee that picked him as coach. And I was the only student member,” Jim recalled.

He related that he asked several questions of Palmisano, and earned the wrath of some of the other members for asking them.

Jim said he queried Palmisano about his relations with “the black people,” how “he (Palmisano) would like coaching without money” and how “he would like coaching without a press.”

But back to Jim Tyler the athlete. The first days of practice were torture for
'I still drink beer, but I found out that wine was better for dehydration purposes.'

Jim, who scaled 216 pounds at the beginning. He admitted, "I almost got sick the first week of practice, and just about every day they had to carry me out. I remember Zegers (freshman Terry) and Fish (Ken) had a game they played called 'beat on Tyler,' " Jim laughed and remembered.

He knew he didn't have a good chance to make the squad, since he was trying to comeback after a three-year layoff. And although he had won three intramural titles previously, he was still apprehensive.

But one day his fortunes took a turn for the better, or worse, as the case may be. Chuck Smith, who seemed to have the inside track to the 177 spot, had to quit because his wife was expecting a baby. Enter Jim Tyler.

Jim's record as of mid-season was 7-8, after he campaigned at 177, 190 and heavyweight. Jim admitted his record wasn't really that good, but he also added, "I still make freshman mistakes, in fact I make way too many. Like when I go for a takedown I don't keep my head up, and then when I get a hold on a guy, I take it halfway then quit. But then, I figure every time I stay off my back I win. You know I used to be able to go six hard minutes in high school without breaking a sweat. It's kinda hard now to make the six."

An admitted beer drinker and a pack-a-day (almost) smoker, Jim hasn't given up either yet, although he has dropped from the 216 to 170. "I still drink beer sure, but I found out that wine was better, for dehydration purposes. I haven't quit smoking either but I try to follow a little philosophy I had in high school. I used to run a lap for every cigarette I had smoked. Now I run two — or at least I try."

Jim carries a 3.0 accumulative grade point average with 113 hours in the College of Business Administration. He wants to attend law school when he is graduated, either at Creighton or in Lincoln. During his four years at UNO, Jim has been past regional chairman for the National Student Association, a member of the Student Senate, past vice president of the Inter-fraternity Council, and is a member of Omicron Delta Kappa.

He earned a Brandeis scholarship and used it through the first two years at UNO. He finished the last two under an Ak-Sar-Ben scholarship. He was offered an athletic scholarship, but told Palmisano to "give it to someone else. It just wouldn't have been fair for me to take it."

The season has been a profitable one for Jim too, since he won a bet with history professor Dr. William Petrowski. "He bet me all the beer I could drink in one night that I wouldn't win one of my first four matches. He lost," Jim quips.

Petrowski probably doesn't mind a bit.

*Bob Knudson*
ONE OF the more significant changes made during the past year was the lowering of the voting age to eighteen. Two voter registration drives were held at UNO to encourage students to register to vote. The lower voting age also brought another change — eighteen became the new age requirement for many political offices. In the May Nebraska primary were several young candidates, including some UNO students.

Sophomore Norma Pattavina and UNO junior D. Michael Blankenship won the right to be on the November election ballot for the Omaha School Board. Two UNO juniors, John Pease and Andrew Liberman, also ran for the school board but failed to get enough votes to be on November ballot.

Former Gateway editor John Malone snared over 7,000 votes in the 2nd District Regent race but lost to Clifton Batchelder and incumbent Kermit Hansen. Two more UNO students, Dick Sanders and Tom Penke, were unsuccessful in bids for the Nebraska State Legislature.

Nineteen-year-old John Cassidy, a sophomore, will be one of the youngest delegates attending the Democratic national convention, as a supporter of Senator George McGovern.

Norma Pattavina, 19, said her campaign for the primary was “low-key.” She said she tried to meet people and attended as many meetings as she could. She had some flyers. In this fall’s general election, she plans to have more signs, position papers, and to speak to more general audiences.

Norma says the lowering of the voting age was not her primary concern in running for an office. “I’ve been thinking for the past couple of years about running for an office. If I’m not elected, I might run for the school board again. I might not run, but I might work for another candidate instead. Basically, I like politics.”

She says she received her biggest support in areas “where I’ve lived and where people knew me,” but she believes she has considerable support from young voters. Norma finished seventh among 25 candidates for the school board. She finished highest of the candidates not endorsed on the Orange Ticket.

John Malone said he ran for the regents because “I felt I could be the best candidate. I still think I would have been the best candidate.” Malone said he “wasn’t aiming for the young vote,” because the only common factor there was age.

John said his main handicap was “running against two well-known, prominent Omahans. They (Hansen and Batchelder) already had name recognition.”

Tom Penke said, “The district itself influenced me to run. It has a rural background. Someone from a rural area should run for a rural district.”

Tom said he didn’t know if he would run again in a future election. “It depends on how things work out if I run again,” he added.
LIMITED BUT VARIED POLITICAL ACTIVITY . . . (Above top) Members of Students for McGovern pass out campaign literature in the Student Center. (Above left) John Malone's defeat in the primary didn't erode his interest in politics because he plans to work for incumbent Kermit Hanson in the general election. (Above right) Dick Sanders found his primary loss to be a learning experience which he hopes to build on in the future.

Dick Sanders said he "wanted to run for an office for a long time. I was disappointed that more young people didn't vote," he said.

Dick said the district he ran for, the ninth, is composed mainly of senior voters, but he and his friends made special efforts to interest young people in voting.

"My belief was in representing the people of the district," Dick said. He feels that "people living in a society should do as much as possible to better that society." Running for an office is Dick's way of active involvement in his community.

Although he lost in this election, he plans more political involvement in the future and believes he gained much personal experience in the election.

The primary election produced many young candidates who proved that young people can be successful in office bids and are willing to put time and work together for their beliefs. The success of these candidates in getting votes may encourage more young people to vote and be active in politics.

Karen Smith
A Changing Role For Women

"I couldn't be as intelligent or as progressive if men always looked at me as a woman or said 'Oh, she's a woman'.

With the role of women in today's society changing, the goals and ambitions of the female are no longer hidden behind the fumes of a hot stove or the door of a laundry. Senior Mary Jane Lohmeier typifies well the changing role of women.

Besides being former speaker of the Student Senate and interim Student Vice-President, Mary Jane has also been active on the debate squad, Zeta Tau Alpha sorority, Angel Flight, University Senate committees and is currently a member of the Chancellor Search Committee.

Mary Jane does not feel playing a leading role in the decision-making aspect of the Student Government has forced her to relinquish any attributes considered feminine or womanly. "I don't think being feminine and learning how to handle people is incongruent. I think you can handle both. You treat other people with respect and by doing that you set a standard by the way people respond to it," Mary Jane said.

How does she define her past role as speaker?

"I think the whole purpose of the speaker is to act as a guide or a leader of the group and that means interpreting what they want to do and finding the easiest possible way for them to do it. I used to get so angry because maybe I was not involved in the discussion or the senators would be getting off the subject and it was difficult to remain patient," Mary Jane said.

In past months there has been considerable interest and controversy in senate business and Mary Jane said her handling of these issues has sometimes caused her to be more objective than usual.

"There's been touchy situations such as the Chi Omega discrimination issue. Because I am a Greek, I wouldn't consider myself taking on a responsibility that I wouldn't want," Mary Jane said.

Another major issue before the Senate was the debate over dropping the Ouampi Indian as the school mascot. "I had to realize a different point of view in the Ouampi case and it's hard to go from one point of view to another," Mary Jane said, noting the real hassle with Ouampi was outside the Student Senate meeting.

"So many people in small group discussion felt the student body should have voted on it and I had to sit there and explain it," Mary Jane recalled.

Although she feels women have been exploited to a degree, it is Mary Jane's contention that "some women let themselves be exploited. Women can do what they want, especially if they are capable and have some good ideas of their own. There are many women who enjoy their role as the sexpot but as for me, I wouldn't want to be treated as a nobody."

Mary Jane became interested in student government work by campaigning for the Steve Wild-Mike Nolan student-presidential ticket three years ago. She is still involved in student government despite a double student teaching assignment this semester.

In general, Mary Jane practices what she preaches because she attributes her success as a student leader to "listening to people, talking with them, getting to know them and trying to put yourself in their position."

Joe Johnson
Your baby brother did what all over your term paper?
I T'S been a long time since UNO has been anything other than a sprawling mass of concrete and cars. But several veteran professors of the old institutions still remember "the good old days" and whether or not they were really so good.

Dr. Carl W. Helmstatter, professor of accounting, has taught here the longest. Now retired but still teaching here part time, Dr. Helmstatter said he came to the university in 1929 when the "campus" was two buildings — one on 24th and Pratt Street and the other about eight blocks north at 24th and Ames. He said Pratt Street was the main building, housing ten classrooms and a gym, while the Ames building, a condemned grade school, housed the sciences.

Dr. Helmstatter, who said the average teaching load in 1929 was 15 hours or more, believes this university had then and has now "a devoted, dedicated faculty doing its best to help students."

The 24th Street campus also brings back memories to another professor. Dr. Paul Stageman, professor of chemistry, didn't begin teaching here until 1941. However, he was a graduate assistant in chemistry in the 24th Street days. Dr. Stageman said he spent all his time in the Ames Street science hall and seldom needed to go to the Pratt Street building.

In 1938 the university moved to the newly-completed Administration Building. Dr. Stageman said it "seemed big compared to 24th Street," and was built for a maximum enrollment of 1200 students.

But despite the new bigness of the Administration Building, the faculty still knew each other. Dr. John Lucas, emeritus professor of marketing, said there was a "close relationship among all disciplines," and in groups at lunch faculty members would "talk of things of mutual interest" which sometimes led to "cross fertilization of information among different disciplines."

Dr. Lucas, who started teaching here in 1938, said that in those early days "nearly everyone came to graduation and all the faculty and staff were on the stage."

Teaching at this university has been "very rewarding" for Dr. Ralph Wardle, professor of English, who also came here in 1938. Dr. Wardle said that when the university was smaller there was "more intimacy and personal contact between students and faculty." He said there was no time for research, though, because teaching alone was a full time job.

Professor Cheryl Prewett, Chairman of the Department of Industrial Technology, came to OU in 1940. He said the university had the "atmosphere of a small school" and it had a certain "charisma we don't have now."

During World War II, Prewett was the only full time faculty member in the whole Engineering Department (of the College of Applied Arts). He said that all professors taught some "evening class that had to do with the war." Prewett said these classes were populated by women, older men, and workers.

Prewett feels there is a "more liberal minded questioning student now." He said students in earlier days "questioned little about the administrative set up," that they just "followed rules."

In 1942 Dr. Joyce Minteer joined the university as an administrative assistant in the Dean of Students office, a position she held until 1946 when she began teaching part time. She has taught full time since 1951. The Professor of Business Administration said she began here as a shorthand and typing teacher when business was part of the College of Applied Arts. She now teaches Business Communications and Reports.

When she came, the university was "one beautiful Georgian building, lots of trees, green grass, and space." Dr. Minteer said she misses a time when she knew better the other people than those just in her own college. But she said, "You can't go back." The university "has to grow, it can't stand still."

Professor Margaret Killian, Chairman of the Home Economics Department, said she didn't have an office during her first 17 years here. The 28-year OU veteran said she had a desk and file in the foods lab but the desk would be covered and used as a serving table for her classes.

Ms. Killian said she came here in 1944 to fill a vacancy in Psychology, then became Home Ec. Dept. head at the same time. During the 40's she said she taught "as high as 36 hours a week... the entire home ec. curriculum."

The post-World War II era brought a number of professors here for reasons ranging from coming home to being the only job around to getting a better paying job.

Dr. Leta Holley, Emeritus Professor and Chairman of the Department of Business Education, came here because she wanted to make a change and improve her salary from that of the college she was teaching in at Fayette, Missouri. That was in 1946. She said she has stayed so long because, "I like the university, people, and administrators."

She said she has been "treated fairly" in her profession. She too mentioned the added teaching loads of the post-war era due to the onslaught of returning GI's.

Assistant Professor of Mens Physical Education Lloyd Cardwell also remembers the alfalfa field, but for a different reason. It was also where the fieldhouse now is, Cardwell said there was a lack of facilities then, with "one little, old quonset hut for athletics as well as physical education."

Cardwell said football games had to be played at Benson High's field because even though the present football field was here, there weren't any seats. He said games were played here after the fieldhouse was built in 1949.

Since he came here in 1946, Professor
of History Dr. Frederick Adrian said his department has grown considerably. He said that there used to be just three faculty including him in the then History and Government department. He said now there are 15 full time faculty in History alone.

Professor John McMillan, Chairman of the Physics Department, has been here since 1947 and said that he “likes teaching.” He said that once he was offered an eastern research job at a high salary but turned it down. He said he doesn’t like the east because costs are higher there and he has always liked college teaching.

Dean William Utley, Continuing Studies dean, also thinks there is a “need for people to keep on learning.” He said this is more true today than before World War II. He said before the war people were satisfied with learning a trade, business, or vocation and by reading could “keep pace” with advances because “change was slow.”

Although Bootstrappers are now an obvious part of UNO, Utley said at one time “no one knew they were around.” He said the first boots in the early 1950’s were on campus for only six months, carrying a heavy load and maintaining “little association between them and other students or involvement in student affairs.”

Dr. Paul Beck, professor of history, came to OU in 1949 to teach European history. He said he even took a lower salary than from where he was teaching so he could teach his specialty. Today, however, he is teaching a constitutional history class and American history survey classes.

Dr. Beck said his students have changed over the years. He said he “used to have three to four students in my office.” He said now he “can go a month and not see any.”

Dr. Beck said communication with other faculty members used to be easier. He said faculty “didn’t need interdepartmental memos” or the phone to communicate a message. He said he could just “pass the word” or put a note up on the bulletin board.

Every veteran faculty member remembers some form of closeness in the old days. Dr. Hollie Bethel, chairman of the Elementary Education department, remembers university dinners that were held in the Administration building auditorium.

However, Dr. Bethel said that in her department there were two and three instructors to an office then. Because of this, she said, “students couldn’t talk confidentially” with their supervisor, which is necessary for those taking student teaching.

Professor William C. Hockett, chairman of the Accounting Department in the Business Administration College, also came here in 1949. He said the economy was slow then and there “weren’t many positions available.” He came here to teach finance and said he stayed because he “likes the midwest” and was “satisfied with the way I was treated at the university.”

One of the changes Hockett noted was the “clearer organizational structure then — everyone knew what their areas of responsibility were.” He said the organization was “tighter and clearly defined.”

Dr. Francis Hurst, professor of psychology, was another 1949 arrival. He said he was stationed in the Midwest for a while during the war, liked the area, and was offered a job here after the war.

Dr. Hurst said students were more traditional when he first came. He said there were no beards or long hair on students or faculty and students would “conform to rules and regulations more readily.” He added that at one time he could call all the faculty by name but that “now I couldn’t recognize some as being faculty.”

Dr. Charles Bull came here in 1950 because he “liked” the faculty, students, and community” and because OU was what he “thought would be a growing and developing institution.”

The Professor of Marketing said the university and his department now has the “money to do things we couldn’t do before” such as obtaining new equipment. He said that when he came finances were tight and they had to “use our resources more economically” in determining what and how much equipment to get.

Facilities were limited in many departments 20 years ago. Dr. Edwin Clark, speech professor and head of the University Theater since 1951, said his theater classes and productions had to “borrow materials from the Omaha Playhouse and from high schools.” He said the art department helped with sets but he was the only staff member then doing the producing, directing, and scene designing for the theater’s plays.

Dr. Clark said that because he is in the university theater instead of another area he has the “opportunity to get to know” his students on a “one-to-one basis” which he said is “not true in other areas.”

Dr. Clark misses the “feeling of belonging.” He said it was “nice to know and be known.” He said its “something you don’t have in a large university. One loses his identity in a mob.”

The old days have left us and the university “family” has gone its separate ways. The flowers and trees and wide open spaces are gone. But in the minds and memories of these “veteran” faculty members the spirit and conditions of the “good old days” remains.

Some good, some bad comes from remembering. In another 20 years, maybe there will be a few more faculty members added to this list to recount the pros and cons of their memories of the “good old days,” we are currently experiencing. What will they remember most about us?”

Jeanette Lant
With a 40-36 Record –

HANSON’S GRIPES ARE FINANCIAL

"I'M NOT worried about losing my job when most of the people on campus and in the community are not concerned about what happens to our team."

The man talking is Head Basketball Coach Bob Hanson, just after his team had lost to Kearney State, 70-59. This defeat eliminated any chance of the Mavericks going to the NAIA national tournament in Kansas City.

Hanson has compiled a 40-36 record in his first three seasons at UNO. In his initial year, he led UNO to a 16-10 mark (their best season since 1931) and captured the Rocky Mountain Conference title.

Looking back on his three years as coach, Hanson said: "The only problems we have are financial. We don't have any housing, or recruiting money and we can't even adequately feed the team.

"We had one boy, a good player, who was kicked out of three apartments because he couldn't come up with the rent money. Now how can you expect him to be thinking about basketball when he doesn't even know where he's going to sleep at night," Hanson asked.

He continued: "When it comes to recruiting, I have a budget of $16,000 a year but I can't with good conscience bring in a kid from out of the city when I know he'll just end up in the ghetto without transportation to attend school."

Even with these obstacles, it should be noted that Hanson's teams have all hovered around the .500 mark which is a marked improvement over his predecessors in the cage game.

What would it take to improve the situation?

"We need a new conference affiliation, preferably in the North Central Conference where we are allowed an improved grant-in-aid program. Then we need to raise funds that can assist in solving the financial problems so that we can obtain the room and board we so badly need," Hanson said. "Once we start winning the games, attendance will improve so that some of the money problems will become self-liquidating," Hanson added.

With more money would there be any other problem in recruiting?

"No! Omaha is a great city to come to, especially for the black athlete who has a difficult time adjusting to the small college towns that are predominately white. We should be able to move from a so-so team in a weak league into a constant winner in a much tougher league."

— Vince Christie

PLANNING SESSION ... Assistant Coach Steve Aggers, Earl McVay, Cal Forrest and Merlin Renner listen to Hanson’s hurried advice.
HEN THE Frederick W. Kayser Professor of Economics, Department of Economics chairman, acting director for the Center of Urban Affairs; and the interim dean of the School for Public and Community Affairs meet, the committee is composed of one man. That man is Dr. Elroy Steele — father, neighbor, teacher (first love), student, chairman, director, and friend.

Who is Elroy Steele? Is he merely a list of the titles he has acquired?

"Since OU merged with the University of Nebraska system, the university has been in the process of being turned around. Students have seen several different administrators," Steele said.

"When you try something new, you run into the difficulty of finding someone to get it started. There's not enough advance notice or people who want to sacrifice hours of leisure for the benefit of programs with worthwhile causes. It becomes a matter of request then, but you can only run on this basis for so long," Steele added.

Sitting back in his chair, the 52-year-old man of many positions reflected: "Active or interim people, starting from the chancellor down, trying to develop permanent programs is difficult. Yet, you know what you are doing is of some significance because if you bring people in they will be bound to develop the heavy workload. So you can't say you don't have an effect on future people coming in on a permanent basis. The trouble with an interim role is that it tends to become permanent."

Steele expects permanent appointments to the Center of Urban Affairs and School of Public and Community Affairs positions will be made by August.

Having grown up as a student of the "old school," Steele remembers the educational prerequisite of dozens of years ago — the student was expected to be prepared to and qualified for learning. The "e" of education was equated with the "e" of the elite.
Sitting up in his chair now, his posture emphasizing the importance of the point he just made, Steele leaned back again in contemplation. "I've spent many hours thinking 'What is an educated person?' I think essentially, that it's got to be a person who is alive and interested in human beings. He's got to be CONCERNED for others. If not he is always educating himself."

"This reminds me of other thoughts," Steele philosophized, "as you get older, the days seem shorter and shorter. I think if you can't feel personally that you've been alive and concerned, or made contributions along these lines, traditional education wouldn't have helped you in the first place. Of course, the one-to-one relationship is prohibitive, but, just the matter of someone being concerned is vital," Steele said.

Looking at the ceiling, with hands behind his head for support, the veteran faculty member said "As you get involved, you don't know what or where undeveloped interests will lead you. Two women have been important in my life. The kindergarten teacher and my wife, Dorothy, whom I met in Washington, D.C. They provided the backing with 100 percent encouragement and shared sacrifice," Steele noted.

"I've built quite a few friendships over the years," he said, noting that his current administrative jobs have lessened his face-to-face contacts with students. "The tragedy with people is that they just don't have time to talk. Before you talk about it, life has gone by," Steele said.

In his positions as director and dean, Steele must rely on secondary means of communication. Managing activities with memos is a substitute for personal contact.

Pausing, he noted, "the memos I write daily may not be as important as talking with a student." Why? he asks rhetorically, "Because I am the one who would have been enriched," Steele concluded.

— Dave Overman

IN HIS TEACHING ROLE ... Steele listens to the studying problems of one of his sophomore economic students.
A progressive influence in the College of Education, Dr. Eugene Freund has encountered many and varied obstacles in his fight to gain recognition of the UNO Chapter of the American Federation of Teachers (AFT) as the sole bargaining agent on campus.

The 39-year-old associate professor of educational foundations serves as president of the local AFT chapter currently struggling for recognition on the UNO campus.

"Through AFT membership we have a powerful clout that is not present with membership in the National Education Association (NEA)," explained Freund.

"That clout is the AFL CIO," he stated, noting "there are also problems that come along with the benefits of being associated with the largest of labor organizations."

Freund cites three problems with the AFL. The first is lack of recognition of women's rights. Secondly, Freund claims many local AFL unions do not allow blacks into their membership. Third, Freund said the national AFL has tended to be pretty hawkish.

"The AFT as a group has been against the escalation of the Vietnam war which is just the antithesis of the AFL, CIO. However, there are many other issues that both unions can agree on. For instance they really understand the employer-employee relationship well," Freund said.

An advocate of a more progressive approach to teacher training, Freund labels school as "a socializing agency which can have a very pervasive influence on the lives of American people."

"Prospective teachers are not being trained to become the kind of influential socializers they ought to be. Colleges of education are literally training future teachers for a world that does not exist. They have a tremendous cultural and time lag so that students are trained for a world that existed 25 or 30 years ago," Freund said.

The New York City native who taught in British Somolia during the mid-60's feels colleges should turn out teachers who can change society and solve problems such as racism, violence, and the poverty cycle.

"In that way I'm an educational reconstructionist," Freund volunteered. "One of the ways of turning American society around is by making education a change-oriented institution rather than an institution that perpetuates the status quo. Perhaps I'm labeling, but from my vantage point it appears that colleges of education are status quo-oriented. They turn out students with a kind of punch press sameness. What we need to do is turn out different and creative students who can come up with new coping techniques and solutions to problems."

Freund notes that while many of his colleagues have their office walls cluttered with their many degrees and certificates of achievement, he is personally in disagreement with the practice.

"However, if there was a certificate that I wanted to hang on my office wall it would be the grade card I earned in my first semester of college. That semester I received two D's, two F's, and one incomplete. If there is ever a chance to award scholarships in my name, I would make sure it didn't go to a student of high scholastic ability. Instead I would prefer to see it awarded to someone who is failing but whom everyone agrees has a high potential," Freund said.
For Some Teachers

TEACHING — it's a demanding, satisfying, full-time job for most college professors. And many would agree it leaves little time for anything else.

But several professors at UNO have ventured into another rewarding field: writing. Books, that is. When time can be begged, borrowed or stolen. Interviewed were five of an untold number of published faculty members.

"Writing," said Dr. Donald Grandgennett, "is an added effort." As associate professor of secondary education, Grandgennett has made the effort and will see his book, "Analysis of Teacher Behavior," published late this summer. The book is a composite of ratings given teacher applicants by public school personnel directors utilizing the traditional interview procedure with added exposure of ten-minute teaching demonstrations on videotape.

After research and experimentation with a number of UNO student-teachers, Grandgennett concluded that the innovative videotape demonstrations are definitely an asset in determining teaching performance in addition to, not as a replacement of, traditional interviewing. Some applicants will stumble through an interview, he explained, but will really make an impression showing what they can really do in a teaching position, and vice versa.

Grandgennett, who has earned a B.S. in History and Physical Education, and an M.S. in Education Administration at UNO, and an Ed.D in Secondary Education at Arizona State, has written other publications covering other aspects of education. They include articles on flexible scheduling, student teaching, and policies and practices of student activity programs.

In 1969 he began writing "Innovative Teacher Education," a book to be co-authored with Dr. Robert Schuck, director of the research division in the school of medicine at the University of Pittsburgh. The uncompleted manuscript found it's way to the back of a drawer by way of a too-busy teaching schedule, but Grandgennett said "My next real focal point is to finish that book."

This semester he teaches two graduate classes, "Seminar in Secondary Education" and "Emerging Curriculum," leaving him, for the first time, more of an opportunity to research.

Another faculty member on campus "paying the price" of a more-than-busy schedule of teaching, researching, and writing, is Dr. Willis Rokes, chairman of the Department of Insurance, and professor of business administration.

Rokes' recently-published book, No-Fault Insurance, is the first of its kind, dealing with the controverisal remedy for national auto insurance reform. As a previous underwriter and claims attorney, Rokes has followed the no-fault concept since 1961, and last summer expanded a monograph on the subject into the full-length, 400-page book. Since its release in November, No-Fault Insurance has sold somewhere near 5,000 copies to attorneys, legislators, educators, and consumers across the country. Business administration students even find parts of the book, on reserve in the library, required course reading.

What the book itself does is present a detailed but clear-cut overview of the auto insurance problem and give facts on the no-fault system impartially.

Since the book's release, Rokes has received invitations to speak to insurance associations and legislative committees in Cleveland, Kansas City, Arizona, and other places. In February he had several commitments in California, and in May he plans to speak on the no-fault concept in Miami Beach.

Rokes' past publications are even better indicators of his sense of involvement. He has written three other books, one of which is required reading in the Insurance Institute of America. "The Nation" carried two articles by Rokes: one an attack on AT&T and the telephone monopoly, and another an attack on Nixon and consumer problems.

"If I see something wrong, I want to remedy it," Rokes said.

His teaching schedule of two graduate business courses, his writing, and his extensive other commitments, keep him busy to say the least. In fact, on his office door, below the list of chairmanships and memberships, is a note that reads "Every other week I spend and hour or two with my family." Rokes said his wife is inclined to agree, but seriously, he "enjoys the involvement."

Dr. Donald Cushenberry is another teacher-writer who is also very much involved in his field — special education. He has been director of the UNO Reading Clinic since his arrival in 1964, and is now waiting publication of his two new books, both dealing with student reading problems.
EXTENDED EFFORT

Remedial Reading in the Secondary School, to be released by Parker Publishing Co. in July, is a “how-to-do-it” book designed to aid all teachers who find that their students’ biggest obstacle in any subject is reading.

Every teacher is a reading teacher,” Cushenberry explained. “Every teacher needs to teach new words and better comprehension...”

Cushenberry’s second recent book, Effective Reading Skills for the Slow Learner, is co-authored with Dr. Kenneth Gilreath, assistant professor in UNO’s Special Education Department. Published by Charles C. Thomas, it should also be out this summer.

Cushenberry’s most successful past publication is Reading Improvement in the Elementary School, published first in 1969. Since then over 23,000 copies have been sold and it is used as a required text in over a dozen universities and colleges including UNO.

His main concern as a writer, he said, is time. Cushenberry himself teaches three graduate courses in reading and “Reading for the Secondary Teacher,” an undergraduate special education class. Busy as he is, he keeps himself somewhat to a writing schedule. “You need to devote a regular portion of the day or week to writing,” he said. “It can’t be haphazard.”

IV

A fourth faculty-member on campus who has “moonlighted” as a writer is Dr. Roy Robbins, a history professor who has been at UNO since 1954.

His book, Our Landed Heritage — A History of the Public Domain — 1776 to 1936, was originally published by Princeton University Press in 1942. During World War II it was out of print, but later had several reprints by the Peter Smith Co. In 1962, the Nebraska University Press brought the book out in a paperback edition, and as Robbins said “It has done very well... holding up in sales even to this day.”

The text, which is required reading at a number of universities, examines the public lands and their resources in the eastern part of the country during “the formative years”, before the twentieth century.

To up-date the book and cover the “obviously more important” resources of the western states, Robbins has been given another grant by the University Senate Research Committee for research this summer.

The problem of expanding the book to include the period between 1936 and the present, is compressing it all in a chapter or two, considering the vast advances that have been made. Robbins agreed the material warrants an entire book, but said “I’ve got to keep it in the brief survey pattern of the text... but detailed and colorful.”

UNO undergraduate students in “Civil War and Reconstruction” or “The American Frontier 1840-1900” find Robbins in his present teaching role. He also conducts a pre-seminar graduate class.

V

Dr. Ralph M. Wardle, who has taught at UNO a total of 30 years, finally saw his most recent book, Hazlitt published last summer after working on it between interruptions for several summers.

He defines his book as “a complete biography... with a critical interpretation of the man’s writing.”

As of December sales on the book have gone “very well, considering the price,” Wardle reported. He explained that the $15 hard-bound edition is sought primarily for library collections and not personal ones.

Wardle’s previous publications include Biography of Mary Wollstonecraft, Oliver Goldsmith, in addition to articles in scholarly magazines such as Modern Language Notes, College English, South Atlantic Quarterly and Nebraska History.

Looking forward to another summer at Cambridge University in England, Wardle said his next book will be The Life of Charles Lamb. The research, he said, should be interesting since Lamb and Hazlitt were professional contemporaries and good friends.

GRANDGENNETT... the office phone often interrupts his working with students or, for that matter, his writing.

• Donna Luers
ON A WARM summer day on the first of July in 1969, another name was added to the faculty. That name was Dr. George Gail Heather who was to become Dean of the College of Business Administration and Professor of Marketing at UNO.

"Geographically, I came from Lubbock, Texas where I was Dean of the School of Business Administration for Texas Technological College which is also called Texas Tech," Heather replied.

Heather is a 5'11", 165 pound pleasant "Texan" who is very fond of snakes. "I have some very funny tales to reveal," he replied, "especially the time that we packaged up a snake to send to some friends. Everything went fine until the snake was to reach its final destination...this final destination was the wrong address!"

Originally from Macon, Missouri, Heather graduated from high school in 1934. He attended Northeast Missouri State College. In 1938, he received his B.S. degree from Southwest Missouri State college in business, social studies and mathematics.

He again attended school and received his M.A. degree from the State University of Iowa in economics, business and business education. Then in January of 1946, he received his Ph.D. degree from the State University of Iowa in business and economics.

Having resigned as Business College Dean last summer, after serving only two years, Heather was asked what he thought of UNO. He paused for a few moments.

"Nearly three years ago, I had the opinion that UNO was bound to become one of the real fine large public urban universities in the United States. I think that, evidenced by many of the events which have occurred since then, UNO perhaps is not going to reach my anticipation of its maturity as soon as I had thought."

"There is simply too much instability, uncertainty and budget difficulty," he continued. "I think, though, President Varner will renew confidence in the administrative personnel and that soon UNO will reidentify its educational direction and be on its way once again."

In comparing Texas Tech to UNO, student-wise, Texas Tech is approximately 9,000 ahead of UNO. "Because of UNO's newness within the University of Nebraska system, the particular educational objectives and the philosophy have not been clearly defined. This has been most upsetting to a few of the faculty in the College of Business Administration," Heather said.

Heather went on to say, "As a specific comparison to Texas Tech, the goals or objectives of the institution seem to be better identified over quite a number of years. Also, the faculty felt more comfortable in their setting. The faculty members efforts could concentrate on achieving the goals rather than dissipate their efforts on a..." there was a slight pause as he paged through a small black book "...brouhaha or uproar in attempting an identification."

When asked if he liked teaching, the reply was a very emphatic, "Yes, you have to like teaching, otherwise an individual could not be a success in that field."

"UNO has many exceptionally fine faculty members. There is simply no doubt that a group so qualified and so dedicated will bring about a university that will be a credit to the Midwest," Heather said.

However, one year after stepping down as dean of the Business College and assuming only teaching duties in the Department of Management, Heather's name does not appear on next year's faculty roster nor has the gray-haired professor been scheduled to teach any classes.

"I suppose that there are many problems that have come out of the whole situation. There has been embarrassment not only for others, but also for myself. I just feel that everything would be much more comfortable if I leave."

Is Heather planning to return to Texas Tech?

"Nothing is definite," he replied.

**Patti Green**
LEANING precariously on two legs of his chair with feet propped on his massive desk, Professor John H. Query laughed loudly at the title of this article. "I feel like the guy in the commercials with the long flowing cape who goes around cleaning up messy cities.

In March, Query became a candidate for ombudsman, the authorized position for a grievance man.

"The problems UNO has had with this position come from trying to operate under a dictionary definition. I don’t care about that or what other schools do about it. What I care about is what’s indigenous to UNO and the students. An ombudsman must be a social worker as well as a counselor and a good listener. He has to sympathize and empathize with students and faculty."

It seems Query has been serving as informal ombudsman for some time. A variety of students with personal problems have come to his office in the reading lab for help.

"I had one young lady come in my first year of teaching at a college level and after ten years of elementary school teaching, it took me completely by surprise when she told me she was pregnant. I just didn’t know what to say. I asked her if she was married (‘No’), if she loved the father (‘No’), or he her (‘No’), and finally if her parents knew (‘No’). I was really groping. Then I asked her what religion she was and I called their charities.

I took her down there myself and what was funny was they looked at me like ‘You dirty old man.’ Anyhow, this was the first month of the semester so we got her in a home and she had the baby. It involved a lot of counseling throughout the pregnancy. She’s back in school now."
"I've also had people with marital problems come in. One bootstrapper and his wife were separated and getting a divorce. Well, I called his wife in California and explained to her that he was just not getting anything out of school he was so upset. She came up and we all got it worked out. I helped them move into our apartment complex."

Query has even gotten a student out of jail. "The guy was in one of my classes. He'd just flunked a final and had gone out to get drunk and forget it. Well, his wife called me about 3:00 a.m. to say he'd been arrested as drunk and disorderly. I've had some policemen in my courses and the one who was on duty that night, I happened to know. So, I went down and signed out for him without any problems."

As director of the UNO reading lab and tutorial services, Query seems to do a good share of guidance counseling. Query, however, does not only express concern for students with problems. It's the plight of the average student that really troubles him.

"I feel one big problem that's only gotten worse, is the unfortunate tendency for many universities to become more and more impersonal. Where I was in school I felt like I was one more number on a factory conveyor belt. Your freshman year they stamp an ID number on your forehead and that's the only way they know you.

What was really a let down was graduation. After four long years I walked up to a cardboard box, the girl said 'number' and handed me a piece of paper just like everyone else."

Query evidently feels this impersonality starts with the instructor. "When you pass a student in one of your classes and he has enough courtesy to say hello to ya', at least you ought to be able to say hello back and not just grunt. I always make it a point to know at least my students first name and I'm always familiar with his work."

During an interview, Query stopped frequently to greet passing students with a grin and a "Hi. How ya' doin'?" One recent graduate stopped by on his way to a job interview. The problem of the poor job markets for graduates is a familiar one to Query. "It's really hopeless. Kids who didn't come back to school this year couldn't get jobs to make the money last summer. It's awfully bad for education majors. Five years ago the school systems were coming to the campus asking for teachers. Anybody could get a job. Then the colleges started grinding them out until now the supply exceeds the demand. Last year there were 2,500 applicants in Omaha and only 400 openings. One guy with a masters degree is selling shoes at Brandeis," Query noted.

Query, who eloped in October ("I only had the weekend in Reno because I had to be back in school Monday morning), has discussed the ombudsman position with his wife. "We both realize it will mean a lot more time I have to spend on campus. But I think I'd have the opportunity to really get a lot done from there. Ideally it's a position with unlimited potential."

Whether he is chosen the official grievance man or not, Query is deeply concerned with the growing pains of an urban university and the students who are suffering the consequences. He seems to know the right people, be aware of the appropriate time, and have access to the high and necessary places; he uses this to the ultimate. Maybe, the man with the flowing cape cleaning up a messy university, isn't so funny after all.

Nanci Gardner
STACKS of IBM cards fill the office on the first floor of the Administration building. The cards are information processed for recent research with the psychology trailer.

The 42-year-old man, dressed in casual clothes minus the white laboratory coat expected of most researchers, studies behavior deviation in children.

The man involved with the Psychology Research Trailer this semester is Dr. Joseph C. LaVoie.

As assistant professor of psychology, LaVoie came to UNO the first semester of the 1970-71 school year. He has worked with the trailer the past three semesters.

The trailer was purchased by a grant through the Faculty Research Committee in August, 1969, for purposes of doing research with children primarily.

Dr. Norman Hamm, assistant professor of psychology, had requested the trailer for several studies dealing with children conformity behavior and social reinforcement.

LaVoie's interest in the trailer stems from the department he came from at University of Wisconsin where they worked with four trailers. A dissertation research paper on resistance behavior using adolescent males which he wrote in September, 1970 also contributed to his interest.

LaVoie's interest in the trailer stems from the type of research he is doing.
Since his studies deal with children, they require a quiet setting free from distractions. Such research could not be done well by using school classrooms.

"It is an important part of our basic equipment in Developmental Psychology," said LaVoie. He also noted that it has been a success in this type of research.

The psychology trailer is used strictly for research. The trailer, 8x24 feet long is divided into two rooms; the subject room and the observer's room. A one-way mirror is used for observation purposes.

The trailer is also self-contained. It has its own lighting, heating system, and air conditioning. This spring remodeling was planned for the trailer which includes closed circuit TV used in experimenting with adolescent subjects.

LaVoie is currently working on the second of a series of three studies which involve children's resistance to deviation behavior and effects of various modes of instruction on children's behavior.

The subjects used in these studies are from District 66 schools, primarily in the first and second grades. Testing of these children is carried on Monday through Friday during regular school hours from 9:00 a.m.-2:30 p.m. Each testing session is about 20 minutes long.

The children are tested with parental approval. Children on special drugs, with learning disabilities, and slower maturation are excluded from the study.

LaVoie, besides his research work, teaches three undergraduate courses, Psychology 102, 352, and 354. He also teaches a seminar course.

In view of the success of the present trailer, Dr. LaVoie said that there is a need for another trailer. He cited money as the main problem in obtaining another one. The estimated cost of one trailer is $3,000.

Who are the other people involved with the trailer? Besides LaVoie, Dr. Norman Hamm has used the trailer for his research studies. Graduate students use the trailer to complete the requirement for their master's degree in Psychology. Undergraduate students may have access to the trailer for independent study projects in Psychology courses.

Charissa Squiers
YOU open the brochure of classes offered by the National Institute of Bankers. The pages are filled with descriptions of classes and pictures of stoic, solemn men dressed in business suits. But then you come to a page with a picture of a man with broad grin, long blonde hair, a scraggly beard, wire-rimmed glasses, — looking for all the life like a precocious leprechaun who is teaching a course in business communication.

You say to yourself, “Why not?” You, with 37 other bankers, attend the first night of a class no one was even sure would go. You and everyone else sit stiffly in your chairs. A short man bubbles into the room, casually leans on the podium, and says, “I don’t know what we are going to do in this class — I’ve never taught it before!”

The room sighs with relief. The normally pompous bankers deflate and become real people. You have just been introduced to John Wanzenried, who describes himself as a man who “truly, truly loves to teach — I love to work with the community.”

John Wanzenried — 29 years old, husband, father, teacher, Ph.D. candidate, community worker, politician-of-sorts — is a man of apparent infinite energy which is infectious and gives you the feeling “I can if I try.”

You hear of John the UNO speech professor, but you won’t read or hear of John the political speech writer or politician. “The university is always saying ‘go out and work in the community, but don’t use our name . . . give credit to the university if it’s good, but take it on the chin as an individual if it isn’t.’

“This situation presents kind of a paradox for people in education,” John says. His name is never associated with the campaigns he has worked on so the university won’t have to suffer any embarrassment.

And yet politics is an important part of John’s life. “In terms of an experience of working within a system, I think it is very valuable and rewarding.”

John’s political involvement began as an idealist in Greensborough, North Carolina, where he participated in sit-ins “when sit-ins were the popular thing to do.

“I thought then that I could change things in and of myself,” he says, “but now I am more pragmatic. I’m still kind of as romantic and idealistic as Spock is . . . we have all of this wealth in this country . . . we shouldn’t have all these people starving . . . I think this is true.”

When asked if he thinks he can change things, John answers with an adamant and emphatic “No! That I can’t change them. I don’t have much faith in the political system . . . it’s nice to think it could be changed, but I don’t think it can ever be changed.

Will John Wanzenried stay in teaching? “I think so. I like it.” As one speech major says, “I hope so . . . he’s great.”

*Tim Bowring
THE AMERICAN Heritage Dictionary says a folk song belongs to the folk music of a people or area characterized chiefly by the directness and simplicity of the feelings expressed and often sung or performed in several versions. It also says, it is a song of known authorship composed in imitation of such songs.

Dr. Robert Keppel, professor of chemistry, is a folk music enthusiast in every sense of the word and he is trying to start a folk music revival right here on the UNO campus.

Keppel's interests in folk music led him to join the Omaha Folk Song Society 11 years ago in the late fall of 1961. The organization has a membership of over 40 people with varied interests in folk music. Some of the members are professionals, while others are amateurs with a keen interest in folk music.

The Society members meet in different homes once a month. It is a very informal meeting; they get together and sing songs.

Keppel sings folk music unaccompanied. He plays the guitar and is learning the banjo. Among his favorite folk songs are the instrumental “Old Joe Clark” and a Scottish ballad by Sir Patrick Spens. He is most interested in the older ballads of Scottish and English folk song variety and instrumental numbers from Southern Appalachia. His favorite folk artists (he couldn’t narrow down to just one) are Eivan McCall, a Scottish folk singer, his good friend Michael Cooney, and Tony and Irene Saletton.

I asked Keppel what he thought of folk music being commercialized? The essence of folk music, Keppel explained, is that every man has his own standard. Every man has to treat the song the way he feels it, just like the writer does when writing a song.

“There is difficulty in commercializing a song in the particular form and style by a group. People try to imitate the Kingston Trio and Bob Dylan. One has lost the spirit if he doesn’t do it his own way,” noted Keppel.

“The popularity of folk songs in radio and record showed people that folk songs existed. To some extent they had to sound like Pete Seeger, Dylan or the Kingston Trio. They couldn’t be themselves and this is unfortunate,” Keppel added.

Folk songs are simple enough to sing around the campfire. Keppel says, “You don’t need to be a music scholar or a purist to enjoy folk music.”

What future does folk music have? According to Keppel, “From a commercial standpoint it will continue to provide themes, tunes, and completed songs for popular recording stars.”

“If it continues on its older informal basis to be songs that people just like to sing, then what people sing as far as folk songs will continue to be influenced by popular music. Tune and lyrics should and must be kept simple. Popular songs will be taken from folk songs,” Keppel said.

So if you are interested in folk music contact Keppel. He’s interested in finding more students to attend one of the Omaha Folk Song Society’s meetings. So I will see you, for now I have to play my Woody Guthrie Album of the Dust Bowl Ballads.

— Robert Keppel

‘You don’t need to be a music scholar or purist to enjoy folk music.’

— Robert Keppel

— Robert Keppel
It's Part of the Language Requirement

ONE of the requirements in the College of Arts and Sciences is two years, or an equivalent, of a foreign language. One of the requirements of a foreign language is attendance in the language lab.

What is a language lab? At UNO it is a large room in the northeast corner of the Administration Building in Rooms 306 to 308.

Dr. Woodrow Most, French Professor and Chairman of the Department of Foreign Languages, said tapes are purchased from the textbook publishers and cost from two to three hundred dollars for one set of lessons for one course.

Dr. Most said if a course changes texts from one year to the next, new tapes are purchased while the old ones are kept in case they return to the old book.

Assistant Instructor Kay Thordiske is in charge of the lab. She said her job includes routine maintenance of bad tapes, coordination of tapes so the right lesson is available when the students are studying it, and making copies of the master tapes.

Mrs. Thordiske said the tapes available are first and second year Spanish, French, and German, and some third year French and German. She said there are also two students using Italian tapes although Italian isn’t being taught this semester.

How well used is the language lab by foreign language students? Dr. Most said that last semester there were 550 students in the three languages and about 450 to 500 went to the lab, based on the sign-in sheets turned in to the instructors.

Mrs. Thordiske estimated that from 70 to 150 students use the lab each day with Friday being the heaviest day. She said there is one booth that is reversed so wheel chair students can, and do, use the lab.

Dr. Most said the department requires first year students to spend two hours a week in the lab and second year students one hour a week. Students go there in their free time and Dr. Most said it is considered by the department as part of the students’ preparation time. He said Lincoln, in comparison, has regular assigned lab hours before or after its foreign language classes.

Since it isn’t part of their class schedule, why do the students go to the language lab?

“It works,” said Rick Nelson, a sophomore philosophy major taking German. Rick said listening to the tape “helps me pronounce it better.” He said the tape permits him to “hear the correct way, the inflection,” and the way words are grouped together in sentences. Rick also said his instructor takes quiz questions right out of the book and the tapes have the same material along with the answers.

John Elhausen, a pre-law sophomore majoring in history, said the benefit he gets from the lab is “nothing – I have to go.” He said his instructor says a student can’t pass if he doesn’t go to the lab.

John said he “can’t learn as much in the lab” as he can in class. He said one doesn’t learn new words in the lab as with discussion in class or by reading magazines or books in a foreign language. John is taking first year Spanish and said he would be more willing to use the magazines, books, and records available in Adm. 318 than he is toward going to the lab.

Jim Homann also goes to the lab only because he has to. The freshman political science major taking German said his instructor makes it part of the grade.

Jim said when he goes to the lab “I sit there and work on something else.” He said “listening to the tapes is boring – they’re not long enough.” He said a tape lasts a half hour and if he goes in the lab for the required two hours he listens to the same tape four times.

Dr. Most said there is available some “special short tapes for conversational French, German, and Spanish” where students can “listen to foreign language songs by current singers.” He said there are also some plays available on records and tapes. But he said these things are used mostly by upper level classes.

Donna Ettkin, a University Division sophomore taking French, said she goes to the lab because it provides an “opportunity to speak the language without saying it in front of a bunch of other kids.” She said the tape “tunes your ear to the way the language is spoken.”

Donna said she gets more out of a classroom situation than from the lab. She complained that the tapes are either “too fast or too slow,” and they don’t allow “enough time to respond to the questions.”

Peggy McNichols, a senior German major taking French and German, agreed with Donna that the in-class work was more worthwhile than the lab. She said a student “gets feedback from the teacher. You can’t ask a tape ‘why,’ ”

Peggy said that when two hours a week was required she went but that she wouldn’t have gone if it weren’t required.

Julie McGee, a junior majoring in
Learning a language involves both listening and repeating.

history in the Education College, said, “I was the only dummy in the whole class who went.” She said her instructor said on the first day of class that lab attendance was required but didn’t mention it again until the last week of class. Julie said lab attendance was only considered if the student was between grades.

Julie took French for one semester this year although there is no language requirement in the Education College. She said she “took it because I thought I would enjoy it.” She added, however, that “all that was stressed was grammar — no conversation.” She said that if by chance she would want to go to France next summer, “I wouldn’t know how to understand or talk French” with the people.

What are some of the instructors’ ideas about language lab use? Spanish Instructor Angela Valle said that “some don’t need lab somehow.” She said the lab is required and she checks the sign-in sheets every week but when grading “takes everything into consideration.”

Miss Valle said going to the lab was important to the foreign language student because class only meets “for 50 minutes four times a week” and the student doesn’t hear the language any other times. With constant lab use, she said, the student “hears, answers questions, and hears himself speaking the language.”

Dr. Kenneth Eller, assistant professor of Spanish, said he requires lab attendance of his first and second year students. He said if a student doesn’t go to lab he will fail the course and if the student goes very little to the lab his grade will be reduced.

German Instructor Linda Gullum agrees with other instructors that there should be “a teacher on duty to monitor a certain language,” or possibly “advanced students could monitor the language for their own practice and gain.”

Miss Gullum said she doesn’t make lab attendance part of a student’s grade but asks them to go. She said with her classes there has been “very good attendance, though voluntary.” Miss Gullum said she doesn’t punish students for not going. “There’s no way to force them to go,” she said, and “not make it a hated, despised, negative part of the language experience.”

Miss Gullum said the magazines, newspapers and records in room 318 would also provide a “good learning experience” to the students along with the lab. She said the German TV Guides “worked well” when she covered a lesson about television. Miss Gullum said that what would be most advantageous to foreign language students would be a combination of the lab, room 318, and a small film library.

Dr. Gaylord Todd, associate professor of French, said room 318 is “not a satisfactory replacement for the teaching materials in the lab” although it is good to “have them around.” But he also said the lab should be a “complementary teaching of language tool,” meaning that it should “complement what is done in class.”

Thus, since Arts and Sciences is the largest College at UNO, most students will at some time be confronted by a foreign language, either by the placement test if a language was taken in high school or by actually taking the language here.

The average language student appears to view the language lab as an extension of the text he is not too happy about anyway. He also seems to see the present lab as in interference with his other studies or his free time, whether attendance is required or not.

Combining these elements would indicate a need for a larger lab with more materials other than regular text lessons available to all foreign language students, not just the advanced ones.

But innovation is slow and expensive. Dr. Most predicted that in the future "practically all the learning can be done in the lab — programmed learning." He said classes would still have to meet but in small groups, possibly twice a week, "to ask grammatical questions and practice conversation."

Dr. Most said the department’s budget doesn’t cover all the things they would like to do. He said "if we had dorms the department could have sessions, tables, or language houses" so students would have more contact with the language.

Dr. Most, along with several of the instructors, said learning a foreign language is important to everyone. He feels students "will need it, they can use it, maybe not at this moment."

The value of the foreign language requirement has been, and still is argued by many. But whether or not the requirement stays here, it seems that the UNO language student will still be faced with the lab . . . for better or worse.

• Jeanette Lant
A New Influence IN HOME ECONOMICS

WHAT would a guy be doing in Advanced Foods 102? Cooking, of course! Ask Fred Morinelli a junior in the College of Education. Not only did Morinelli, the only male in the class this semester, spend every Tuesday morning cooking, he also baked, peeled potatoes, boiled water and washed dishes.

"I love to cook and I do it a lot so I felt Advanced Foods would be valuable to me," Fred said. "I knew when I signed up for the class that almost all of the other students in the class were going to be female," he added. This fact did not bother him then and apparently it still doesn't.

The course, an elective in the College of Education, was recommended to Fred by his advisor, Ms. Margaret Killian. Indeed, Ms. Killian, retiring chairman of the home economics department at UNO, recommends the course to all males.

"Advanced Foods, as a matter of fact the entire area of home economics, is the only subject not wasted," said Ms. Killian. "What we teach is valuable to everyone, what sex you are has nothing to do with it."

Fred feels that the course is valuable, for among other reasons, "it enables the male to see all the troubles his wife has to go through."

"I'm not sure I would recommend the course to all males," commented Fred. "Not unless they like to cook," he added.

"My being the only male in the class didn't make any difference to anyone - not to me and not to the girls in the class. I felt somewhat out of place in the beginning but that's only natural. If you want me to tell you that I felt out of place the entire semester, I can't because I didn't."

As a matter of fact Fred doesn't really like to talk about the awkward ratio. "I simply took the class because I like to cook," he said.

Ms. Killian would like to see more males enrolled in home economics courses, whatever their reasons. She thinks that the major reason many males are not enrolled in these courses is because "they (the University) don't let you publicize what your courses do, or what home economics covers. So few people are informed about home economics."

But Fred knows what the department is all about, and he likes it. He handles a spatula with the same care and ease that O. J. Simpson handles a football.

"After I got out of the service I thought about becoming a commercial artist, but now I've decided that I would like to do something in the field of interior design," said Fred.

Actually, he is no different from the rest of the ambitious students. The only difference is that Fred likes to cook, and he does it well - something that many an undernourished husband, sweetheart, and lover wishes he could do.

By the way, if you think that all those short skirts would serve as a distraction, you're probably right.

• Susy Buchwald
WHAT DO eight American history instructors have in common? They all teach the History 111-112 survey course and in doing so they each place their own special brand of emphasis on their interests which range from women's lib to public health research.

The UNO American History survey course sequence is taught by these eight instructors to an estimated 20% of the student body each year.

Dr. Harl Dalstrom, chairman of the history department, enjoys lecturing on the frontier and plains era. He said that "emphasis is due to the basic interests and backgrounds, however we all hit most of the same themes in the lectures."

"The student has to understand where we have been if he is to understand what we are doing today and what we will do tomorrow," said Dalstrom, in describing the department's basic theme.

When asked if instructors were ever hired on the basis of their personal interest to fill a vacancy on the staff he said, "We have not hired anyone to specifically teach a course in regards to their speciality."

Dr. Paul Beck stresses race relations in his lecture sections. He tries to show "what people are doing to one another and consequently to the continent. He says students often find "there is not a constant progression but a constant lag." Beck, who requires a textbook as well as ten paperbacks attempts to have "something for everyone" in his section.

"What we are trying to do is to
'Emphasis is due to their basic interests and backgrounds, however, we hit most of the same themes in the lectures.'

— Harl Dalstrom

Dr. Jacqueline St. John's interests are found in the history of America's second class citizens — whether they are women or the members of a racial or religious minority group.

St. John's goal is to attempt to find out "why there is a problem and why these people feel like second class citizens." She hopes to achieve this goal by having her students read books such as Minority Groups by John Halt Franklin, and A Century of Struggle by Eleanor Flexner.

Dr. William Petrowski, associate professor of history, enjoys "politics, economics, and a great deal of cultural, diplomatic and military history." He emphasizes happenings with an economic and political point of view because "it is a basic interest of mine and it reflects my position."

Tommy Thompson enjoys lecturing with the trend of American history as his main stress. In his survey classes Thompson points out the social significance of events and conditions of historical periods in order to trace their relevance toward world problems today.

He sets a personal goal in his lectures. "I try to leave the students with some basic insight into history because for many students the survey courses are the only history they will be taking," Thompson said.

With 20% of the student body having completed the survey courses before graduation the question was asked if a televised lecture similar to those taped for psychology classes had ever been considered. Dalstrom feels even with classes of 150 to 200 or more students, the student-teacher contact generated by a live lecture is desirable.

Beck is convinced a closed-circuit lecture "machines all the life out of a classroom situation."

With the size of the classes being an ever present problem, weekly "discussion sections" were originated several years ago in order to give students an opportunity to experience unlimited discussion in an uninhibited atmosphere.

However, as of this fall discussion groups will no longer be mandatory but rather left up to the discretion of the individual instructor. The majority of instructors favor three straight lecture periods a week with discussion encouraged throughout the lectures.

Still a few teachers have not yet decided about discussion periods.

"The worst method of imparting knowledge is the lecture," said St. John. "Discussions are the only opportunity the students will have to talk about the outside readings and the quiz the only way to insure the material is read."

— Debbie Chadwick
Lending Freshmen
A Necessary
Helping Hand

The sign on the door says “Support your local poet.” Inside several students are talking at once as pictures of John Lennon, Paul McCartney and George Harrison preside over the room. This is Administration 272C, the English 111 tutors’ office.

It is here that the five tutors, Mike Shelden, Lynn Danielson, Rosemary Hilgert, David K. Johnson and James Moran, meet with freshmen who want help with English composition.

The tutors take their job seriously. They see it as more than just helping students learn to write correct sentences.

“We try to initiate the students into the facilities that they would use for any class,” junior Mike Shelden said. This includes taking them on tours of the library, explaining the functions of Student Personnel and helping them find the right person to talk to when problems, academic or otherwise, arise.

Lynn Danielson said she feels that one of the functions of the tutors “is to give the student a personal relationship that he may not get in class.”

Philip Smith, director of freshman English, said that the program was started on an experimental basis last fall as an alternative to the non-credit English 090. He said that integrating the potential 090 student into a regular program and helping him seems a more reasonable approach to the problem than asking the student to take a class without credit.

Smith said the program was established to give the potential drop-out the help he needs to keep him in school. This help centers around reading and writing skills, but goes into areas besides English. They are trying to help the students “write well in all subject areas, not just English,” Shelden said.

Visiting a tutor is a voluntary act on the part of the student, it is not required to pass the course. “I tell them they don’t have to go, but I stress that they go for their own benefit,” instructor Merrilee Moshier said. Merrilee, like all the English 111 instructors, is a graduate student who is teaching one or two classes.

Merrilee said that she noticed greater improvement in the skills of the students who used the tutoring service than those who did not, generally.

Although the experiment seems to be successful, and the program is being expanded to 20 tutors next fall, there are problems.

One of the greatest problems is financing, Smith said. They have to find dedicated tutors who are willing to work in a program with a small budget. “People are not willing to spend money for remedial help,” Smith said.

Another problem for the tutors is finding an area where they can meet with their students. The offices they have had, to this time, have not been large enough for more than one tutor with one student to meet at one time. Smith said he also believes the tutors’ office should be closer to the English department than it is now.

The tutors feel that the label “tutor” is something of a problem. The students are insulted by the idea that they need help with their own language. Because of the connotation of the label, some students who need help stay away.

The insult may be added to by the fact that only five of the English 111 instructors have tutors assigned to them. The classes to have tutors were chosen at random as part of the experiment. Next fall, hopefully, all the English 111 classes will have tutors, Smith said.

One of the greatest problems for next fall is finding 10 or 15 more tutors of the same caliber as the present tutors, Smith said. “Much of our success is based upon the excellent tutors we have.”

Cecelia Fredericksen

LYNN . . . function of our tutoring is to give the student a personal relationship he may not get in class.
POISED on a table, book in hand, shoes off, watching line for line and listening, student director Jean Swartz watches as Vivette Pullum crosses the small theatre room gesticulating, for the moment, a 13-year-old Southern girl living in a railroad boarding house. Across from her, sitting on cinder-surrounded railroad tracks, is freshman Kim Stevens, a kite-flying truant who happens to run into the girl one spring morning.

The play is Tennessee Williams’ *This Property Is Condemned*. The lines are read and the three sit down for a short break. Jean is satisfied — Vivette has lines down and it’s only Friday. A short critique from student-director Swartz follows: “I liked the gesture you made with your hands on the part about Charlie Chaplin.” All agree. “And Kim, when you put one foot in front of the other to look embarrassed, that was good, too. I think the only way to get this is to keep doing it over and over again.”

At that moment two student directors working in the room next door walk in to borrow a metal scaffold. “We need every advantage we can get,” they laugh. They exit. Vivette and Kim take their places. The rehearsal begins again.

The class is called Play Direction, it sells for three credit hours, and it comes in a small package. (Only seven students participated in the class offered this semester).

Dr. Edwin Clark, professor of speech and University Theatre director, has taught the course for the last sixteen years. Basically, the course consists of a classroom situation, in which Dietrich’s *Art of Play Direction* is used. The lectures are mostly problem-solving discussions in which the student can work on his directing problems with others.

The student then has the opportunity to direct two plays of his choice, limitations on the first play being those with small casts and those that aren’t too demanding. The prerequisites of the course are rigorous. Out of the nine students that signed-up originally, two had to be persuaded by Clark that they would have a better chance of success if they signed up at a later date.

According to Dr. Clark, “there is always a problem with needing additional facilities and rehearsal space. We can use the Eppley Conference Center when it is available, however.”

“The class provides an actual opportunity for students to do something they’ve been talking about, a moment of truth, using volunteers. From the seven students, the drama faculty will choose three to present their plays publicly in the UNO Studio Theatre on May 6th,” Clark said.

Senior Marianne Young directed *A Message From Cougar* by Jean Raymond Maljean and was quite pleased. “The way play direction’s set up is good, as we get a chance to direct two plays. While other schools offer the chance to do only one … you get sort of a trial run. We can learn from our mistakes and do a better job on the second one. The problems lie in casting and rehearsing because many of the interested students are involved in our regular theatre program and often lack free time for rehearsals,” she said.

“Some students come through pretty well, but because many of the students work it makes rehearsal scheduling difficult. Out of the seven student directors, each has anywhere from two to four people in a show. … then their suitability to the part and their free time must be considered,” Marianne said.

She cited one student who would have been perfect in her play, but time conflicts were impossible to work out with him so another student was cast.

The other “Magnificent Seven” student directors, and their plays were, Jean Paul Sartre’s *No Exit*, directed by senior Steve Wheelon; John Guarine’s *A Day For Surprises*, directed by junior Sharon Phillips; Brian Fryel’s *Winners*, directed by graduate student Frederick McNew; William Inge’s *Tiny Closet*, directed by senior Colleen Murphy-Flemming; and Leonard Melfi’s *Bird Bath*, directed by junior Charles Averill.

*Bob Darnell*
MOLDING EDUCATED JOCKS

OKAY, SO you're sitting at home listening to the latest thing by Santana and noticing how much fun the disc-jockey seems to be having. So you say, why not drop your course in law enforcement and hit the road as a jock? The transition is easy, but where to first?

May I suggest Radio Technique and Production class or "1001 Things You Always Wanted To Know About Your Basic Radio Show But Were Afraid To Ask." Apparently, the day of the uneducated disc-jockey is rapidly approaching oblivion, and it's no longer a question of spinning records, but of basic journalistic ethics. You also will need a thorough understanding of the broadcast equipment, by the way.

To begin with, in the driver's seat is Fritz Leigh, one-time University of Iowa Speech-Broadcasting student now holding a Master's, and in general command of two radio stations, KVNO-FM and KRNO Campus Radio.

Firmly ensconced behind a myriad of VU meters, turntables and switches, sits Leigh. "In Radio I, we teach basic radio production techniques. We teach the use of the equipment - board, microphones, tape recorders, turntables, - also how to use the sound medium," he said.

"The jock learns the basics of sound perspective, such as the impression of distance by placing the microphone in different areas of the recording studio."

Leigh feels that a student completing the course has a basic working knowledge of the equipment and production techniques. But, compare the following list of radio activities with the usual run-of-the-mill class assignments such as those in Biology or Math: you get to write and produce your own 10-minute show in which you air a one minute commercial that you write, read copy, do an "open" and "close" and play records of your own choice. This is then taped and graded.

Then comes a 30-minute full-scale radio production which is done in teams that represents a semester's work. The closest thing to it would be H. G. Well's "War of The Worlds." The student, while producing this dramatization, gets to operate all the equipment as well as produce and direct during the course of the semester.

I bumped into junior Gary Koenig a little later that day, "as far as learning radio basics, it was great. The old radio productions we produced were interesting - they were a great challenge, really tough. We have no elaborate productions like they had in the Golden Era of Radio. Probably the most interesting aspect of the course was finding original sound effects that weren't on tape or records, we had to find or make our own."

Senior Tom Sander is the KRNO Radio veteran, and talks like one. "I've worked on the radio station and I've been involved in production and "one-the-air" work, and since I've taken the class, I've learned to transfer what was in my mind onto tape - and not only how to do it, but why it works that way," Tom said.

Junior Greg Critchett had quite a strong opinion of the course. "Scheduling studio time was pretty bad, with KRNO Radio on in the afternoon, otherwise I learned a hell of a lot. There are some classes you take where you do busy work and you don't learn anything, but in Radio Technique and Production you can actually apply your knowledge," Greg noted.

— Bob Darnell
NICKLIN

REALISTIC

In the legendarily-heralded search for truisms, English Instructor Dave Nicklin looks toward a non-traditional style of teaching to aid the learning of his Contemporary Novel students.

After a reasonably successful semester in teaching the course, Nicklin diagnosed the major problem inhibiting student learning as one of language.

The contemporary situation, Nicklin feels, is one the novelist of today deals with in the truest form of realism. The tendencies of students to be offended by some of the realist writers was evident, so Nicklin developed a classroom approach to combat the problem.

In an attempt to pierce the barriers of realism, Nicklin desensitizes his class on the common language contained in many contemporary novels. All derogatory expressions, including profane words and gestures, are recited and the class echoes Nicklin in unison.

Nicklin said he feels any dissatisfied students can take the option to move to another section of the course or drop it altogether. This semester two students were lost during the desensitization.

“I'm not happy with anyone leaving my class, because before and after my class starts the students choose their options,” Nicklin said.

The five-year English Department veteran explains that his approach to this type of informalism has enhanced students to be more demanding of him as an instructor.

“It's a helluva lot harder than it would appear to be, but also it's more rewarding,” said Nicklin, noting the two-fold criteria for Contemporary Novel. The novels studied must be post-1945 and be short enough for the time confines of the semester.

Real situation and involvement are highlighted at least once a week. The situation is usually triggered by the detailed rhetoric of a novelist who blows the sacred concepts of a student. Then the desensitization plays it's major role, because the student can handle his right of discussion for defending a profane, informal or realistic retaliation if he chooses.

Nicklin said he is pleased with the progress of his class. Admittedly not a good lecturer, Nicklin feels his current methodology is the best way for him to introduce his classes to contemporary literature.

This semester for the second time, Nicklin is emphasizing black writers to give his students a better understanding of contemporary black literature.

“I value feelings of expression as an asset and this is a trait I ask of my students,” Nicklin concluded.

• Harry McGuire
PUBLIC ADMINISTRATION

HERE'S no comparable program between the University of Illinois and the University of Colorado, according to Dr. Harry Reynolds, professor of political science, in reference to the UNO Public Administration degree program.

The "Midlands is devoid of academic emphasis" in this area, said Reynolds, in explaining the establishment of the program. However, there are careers in both urban and public management available in the Midlands area.

The master's degree in public administration gives the graduate "professional underpinning" and a chance for a higher salary, according to Reynolds.

Most people seeking the Master of Public Administration degree are federal government employees who work in the area. Other enrollees include former UNO bootstrappers who, having retired from the service, wish to start a second career, and a "smattering" of state and city employees.

The 45 students in the master's program are usually required to participate in an internship program. Interns are employed by the City of Omaha, the City of Council Bluffs, Omaha Parks and Recreation, and other governmental agencies. The internship program is an "attempt to give exposure to the practical side" of public administration, said Reynolds.

The program "has been incubating" for some time. Both Reynolds and Dr. David C. Scott were recruited by College of Continuing Studies Dean William Utley "with this end (the establishment of such a program) in mind."

Among degree-seekers in the program is Richard Andersen, Omaha Chief of Police. Andersen said he considers his "time well-spent on a practical course for administrators." The internship would be "inappropriate" for the Chief of Police, and will be waived, according to Reynolds.

John Schuler, currently interning with the Department of Housing and Urban Development in Omaha, is gaining first-hand experience in public administration. His work has included academic training in Kansas City, Mo., and a position as "administrative assistant" to the director of Technical Services at HUD. He considers his work experience "well-rounded," particularly since he has had "rotational periods" in both the planning department and the economic and market analysis department. He has now returned to Technical Services as a financial analyst.

A former UNO bootstrapper, Ralph Connolly, will begin an internship with the City Manager of Council Bluffs. Connolly received a B.G.S. from UNO in 1971. He said he is in the public administration program because "I eventually want to be a city manager."

The Public Administration program will come under the jurisdiction of the School of Public Affairs and Community Service this summer.

• Mary Ellen Lynch

REYNOLDS ... he's the administrator of the program at UNO in addition to teaching classes in public organization and management. The program was developed by his colleague, Dr. David Scott, professor of political science.
TWO WAYS TO TEACH
Political Science 100

TO THE beginning student in politics, to students in other disciplines, and to any interested probers, "Introduction to Political Science," is the first step toward goals embodied in many careers. It can germinate the minds of future diplomats, legislators, sociologists, political scientists, lawyers, and professors. Even as an elective, it can prove to be an important steppingstone.

Dr. W. C. B. Lambert, professor of political science, and Dr. Orville Menard, associate professor of political science, teach this course, also known as Political Science 100.

Lambert's syllabus, texts, and readings present a rigorous challenge to the enrolled student. "I find a despairing type of freshman when it comes to note-taking. My syllabus and course outline are to help them," he said. Lambert also said that he finds many freshman ill-prepared to do college work. "The university exists to educate the college mind; those who want to educate the fingers should provide other than universities as the main thrust for this purpose," he said.

Lambert said, "I'm worried about the kind of administration we get in higher education. There is a pandering to an electorate instead of an adherence to something of a standard for developing the nation's minds. Helping everyone go to college is not a proper university standard," he said. "I don't disagree with helping others, but I don't feel that all can be physicians, portrait painters, and philosophers. Some can be other things, equally honorable, because all work is dignified!" he said.

"I think this matter is very important. I'm in the minority as far as the populace is concerned, representatives in the legislature are concerned, clients within the university are concerned; for not all such clients earnestly convince me that they believe that a rigorous education is important. Yet, they are the very same ones who demand that medical schools provide them with physicians who can cure them," Lambert continued.

Lambert's teaching technique is structured around his tests. For example, prior to the first exam, which usually consists of 300 true/false questions or comprehensive essay, he uses the lecture method. After the first examination, he lectures and then, as an additional training aid, asks questions. "After the second exam, I
A RATHER DEMANDING COURSE

provide the class with reading material and then structure my questions around that. After the third exam, its completely free-wheeling; question versus question," he said.

Harry Klein, a scholarship student with a cumulative GPA of 3.8 said, "I work harder and spend more time on Lambert's course than the rest of my four courses combined." "I'll settle for a 'C','" he said.

Menard's teaching technique is somewhat different in concept but just as demanding. His readings are also extensive, nine books are required. However, the required readings are not found in familiar college text books; but rather in popular newstand paperbacks! The idea is to expose political concepts through familiar sources and to stimulate thought.

Readings from one or more of the specific nine "text books" are assigned and classroom time is devoted to discussing characters, events, ideas, and political concepts found in the reading. His lectures, usually just a series of questions, are designed to move his class in and out of thought provoking clusters. For example, "Why should a 13th century English common law which set the age of Knighthood at 21, still influence us today?"

Menard said, "To give the student a broader field of thought, I often ask other professors to lecture at our class meetings. The results are always rewarding."

Menard, too, feels that most college freshman are not prepared for college work. "In all cases, it depends on the individual," he said. "It's not a matter of getting a good background in civics and government as it is in understanding the concepts which are relevant in creating political policy," he said.

He does feel that there has been an improvement in the college student as compared to seven or eight years ago. "There seems to be a greater awareness; but, which is usually the case, the awareness is confined to a small group," he said.

Menard's exams vary, depending on each class and how students respond. "No two classes are the same," he said. He has used true/false, multiple choice, essay (in-class and take-home), and term papers. "The grades on the average, usually work out about the same. A's are earned by the consistent hard worker and F's, usually by those who drop the course without notifying him; 'The unofficial-drop','" he said.

A student of Menard's, Lyle Pavel, a construction technology major, finds the course difficult and demanding. He took the course as an elective and finds the concepts hard to understand. He said, "I have been conditioned to apply theory to established formula rather than rationalizing ideas. I would not recommend the course as an elective." Other students praise the course highly and find it stimulating.

An "Introduction to Political Science," for the student who is highly motivated and willing to work is a base course dealing with the fundamentals of politically organized man. It seeks to introduce students to the fundamental language and concepts of the broad field of political science.

— Orville Menard

'De to give the student a broader field of thought, I often ask other professors to lecture at our class meetings.'

— Dave Overman

71
ABOUT 30 people filed slowly into Engineering Building Room 101. A tall, thin, moustached man stepped to the podium and began to speak. The man was Assistant Professor of Geology and Geography, Dr. John Shroder. The speech was on “Energy Consumption and Conservation.” The class was Engineering 125—“Ecology and the Engineer.”

Pollution and conservation are topics for long, jargoned conversation but, until this semester, UNO had no technically-oriented courses on these long standing problems. Dr. Wilbur Rogers, (associate professor of civil engineering,) is the class’ co-ordinator.

Rogers says that the purpose of the course is to consolidate the many views on the subject of ecology and to prevent ecologists from going off “half-cocked.” Texts for the course include R. H. Wagner’s Environment and Man, (printed on recycled paper, of course!) and the Whole Earth Catalogue.

The course is built around a “lecture and lab” format. The lecture period, meeting Monday, Wednesday and Friday at 1:30 p.m., features lectures from civic leaders, teachers and others. This semester’s speakers included State Senator Richard Proud, City Councilwoman Betty Abbott, a colonel from the Army Corps of Engineers, and a delegate from the Omaha Public Power District. Several instructors at UNO have also been featured at various times.

The “lab” portion of this program includes field trips, providing further food for thought for the course’s students. “Tranquility Park,” the Papio River (“heavily polluted” was its rating, as given by UNO students who tested it), sanitary landfills, the M.U.D. filter plant and the Griffin Pipe Company (with its controversial “smoke-eater”) have all been visited by UNO students.

Of particular interest to ecologists are the problems of waste disposal and energy generation. These problems are discussed in class and solutions are suggested. However, the cures may be as bad as the illness; if a solution is put into effect, it may damage the ecology in another way.

A dam built to produce hydroelectric power may cause a severe drop in the local water table level, along with drops in sediment deposit levels and other problems. The double-edged sword of solution is to be dulled by classmates’ discussion.

The importance of the environmental disruption is becoming increasingly apparent. Power blackouts, diseases spread by mosquitoes bred in man-made swamps, mercury poisoning, and dangerous air-pollution levels have hammered the pollution problems into the minds of the World Community.

“Ecology and the Engineer” is a course designed to make ecologists and engineers “more effective” against a technically-involved environmental problem. Pollution, recognizing no political boundaries is a world problem, and, according to Rogers, “we must develop despite our philosophies.” Learning is the beginning of development.

• Mike May
ORGANIZATION

NEWS

ACTIVITIES
During a 17-3-1 Season

Wrestlers Place

2nd at NAIA Tourney

FOR THE first time in half a decade, UNO opened its wrestling season without a Washington on the team.

Roy and Mel, brothers from Rochester, N.Y., had anchored UNO teams for the past five years with their outstanding wrestling ability and showmanship.

In addition, a number of top performers from last season's national third place team were absent. Most notable were Bernie Hospodka, a national champ as a sophomore, Landy Wallers, Nate Phillips and Jordon Smith.

All were very “physical” wrestlers which provides a good deal of excitement.

This lack of exciting “physical” wrestlers was one of the problems with this season's team. But what they lacked in excitement they more than made up for in consistency.

They were consistent enough to win 17 matches, more than any other UNO mat squad ever had. They topped the season by placing second in the NAIA national meet in Klamath Falls, Ore.

The only blots on their 17-3-1 record were the twin losses to North Dakota State and the upset by Northwest Missouri State. Northern Illinois tied the Mavericks.

North Dakota State, rated number two among the NCA small colleges, also shattered a 41 home dual match undefeated string when they visited in January. The night of horror for Maverick fans started and ended with UNO victories but sandwiched in between were eight straight losses.

As a squad, they finished third in the UNO Invitational, slipped to fourth in the Rocky Mountain Conference meet, and came back a week later to take the NAIA District 11 test beside the second place national finish.

As individuals, Gary Kipfmiller and Phil Gonzales achieved the top run in the NAIA. Kipfmiller and Paul Martinez were conference champions while they joined Gonzales, Dennis Cozad and Quentin Horning as district kings.

Still, this is all in the past and Maverick coach Mike Palmisano isn’t content to dwell on the past.

He is attempting to put together a schedule which would include matches with several nationally ranked teams.

“We’ll hold the fourth UNO invitational early next season,” the former Ohio Northern coach said.

He also hopes to take his team on trips to the west coast and to a tourney in Colorado. Competition could include NCAA champion Oklahoma, UCLA, Cal Poly (first in the small colleges) and U.S. International.

For the home fans, he plans to wrestle Oregon, Northern Colorado and Wayne State in the fieldhouse.

Recruiting, the key to any successful athletic program, is “coming along fine” according to Palmisano.

“It gets harder all the time as I have 11 grants to give away,” he said, commenting on the lack of funds available.

“It doesn’t help any that UNO doesn’t provide housing for out-state students,” he said.

Even with this handicap, Palmisano has managed to recruit a number of Nebraska and Iowa high school state champions.

But the biggest indicator that success will continue is number of returning squad members Palmisano will have coming back.

He wrestled over 30 boys this season in varsity and junior varsity matches and will lose only Kipfmiller, Cozad and Jim Tyler.

Martinez, Gonzales, Bruce Brooks, Horning, Ken Fish, Charlie Mancuso, Terry Zegers and Dale Rubesh saw the most varsity action this season and will provide a fine base for Palmisano to build on for the coming season. • Steve Pivovar
Christmas Tourney Planned

CAGERS FINISH 12-14

T'S NOT even time yet, but UNO head
basketball coach Bob Hanson is sing-
ing Christmas songs already.

Maybe it's because UNO will host
its first Christmas basketball tournament
this year during the holiday break in
December.

Hanson already has three teams lined
up for the college division of the tourna-
ment that will also include four high school
teams.

The cage mentor said that the Univer-
sity of Missouri at St. Louis will
attend, along with Sacred Heart College
of Wichita, Kan. A fourth team hasn't
been chosen yet.

Hanson said the format will be some-
thing like this: The two high school
games (with four teams) will play before
the college encounters, which might be
scheduled at 7 p.m. and 9 p.m.

For the past year, though, one picture
was worth a thousand words, and one
player was worth more.

At least that's the way head cage
coach Hanson summed up the past cam-
paign, which saw the Mavericks finish
12-14 overall, 4-8 (sixth) in the RMAC
and 5-3 in the Nebraska College Con-
ference.

Hanson said he was "disappointed —
to say the least." He said, though that the
biggest factor in the "disappointing" season was the loss of senior captain Paul
Sieczkowski during a practice before the
Pittsburg State game Feb. 8.

"What hurt us the most was losing
Paul. It wasn't so much the loss of his
scoring that hurt us as much as the loss of
his defensive play. He was without a
doubt our best defensive player, and
when you lose a player that worked as
hard as Paul did, that's a big gap to fill,"
Hanson commented.

Dave Ksiazek, the super-hustling 5-10
junior guard, filled in for Sieczkowski,
and did a "great job" according to
Hanson, in directing the offense and as the "point" man on defense.

Hanson also credited John Robish,
Calvin Forrest and Merlin Renner along
with Sieczkowski, for leading a balanced
offense that shot for the best percentage
in school history.

All four finished in double figures, and
at one time, UNO had the three out of
the top four scorers ("Robo", Forrest
and Renner) in the conference.

Robish led the team with 452 points,
the most ever by a UNO senior, for a 17.4
points-per-game average. Forrest finished
with 328 points, Renner with 385 and
Sieczkowski with 255. Paul's four-year
total of 1,016 is ninth in school history.

Renner meanwhile, "improved tre-
 mendously" Hanson said, by gaining
confidence in himself. "He was the most
improved player on the team," Hanson
added.

Overall though, Hanson said, it was the
team's "lack of quickness on defense"
that spelled a disheartening season. "We
just didn't get back on defense quick
enough, and we didn't work well as a
team. It just seemed like we were never
able to get a complete effort from every-
one at once," he said.

He added, that team unity was not as
good as it has been in the past, and the
players on the 71-72 varsity team had not
developed a "group pride".

The main search for this year will be
for a "big" man to replace Renner.
Hanson said he is hitting the junior
colleges heavy, primarily searching for
three players.

Prospects for next year look bright,
but Hanson said "We'll still be very
young." Six lettermen will return, two of
whom will be seniors. Back will be
Ksiazek, Scott, Heitoff, Woltkamp, For-
rest and John Nichols.

Up from the freshman team, who
compiled a highly creditable 11-4 mark
will be Steve Fleming (the leading scorer),
Pat Roehrig, Doug Kelley, Mike Cunning-
ham, Randy Worth and Earl McVay.

• Bob Knudson

A JUMP SHOT ... Calvin Forrest scores two
points enroute to an important win over Wash-
burn.
Programming Spotlight

El Chicano, Young-Holt, Margaret Mead Featured

MARGARET MEAD (above), noted anthropologist, spoke to a capacity crowd in the MBSC Ballroom. MARK SMITH (right) of the Student Organization For Black Unity in South Carolina addressed a predominantly black gathering as part of a continued push for more black culturally-oriented programming. EL CHICANO (far right) performed for a large audience March 1. This marked the first usage of the newly-completed MBSC addition.
CHICANO BALLET ... this troupe from Denver performed the evening of February 29.
SOULFUL STRUT ... The Young-Holt Unlimited (below) played the 'Strut' as well as their other hits to a capacity crowd in February.
HARMONY DAY

Features
Nitty
Gritty
Dirt Band
&
'Big Band Jazz'

LOW ATTENDANCE ... was Harmony Day coordinator Sandy Baxter's chief complaint. Don Hatfield (right) gives a saxophone solo outside the student center as part of the Big Band Jazz concert.
The organ grinder (sans monkey) steps into the spotlight off stage and reads from a printed marquis. "You are about to see an opera for beggars. Since this opera was conceived with the splendor only a beggar could imagine and since it had to be so cheap even a beggar could afford it. It is called 'The Three Penny Opera.'"

Then from the foggy streets of London comes a multitude of the downtrodden; prostitutes, swindlers, beggars, easily corruptible police, and of course the popular Mack The Knife.

The playwright, Bertolt Brecht, achieves his satiric effect by depicting the lower class underworld as having typically middle class values.

Through a series of ironic circumstances, it seems dear Mackie's friends betray him. This eventually places Mackie on the gallows with the rope around his neck.

The hand of Providence, deftly wielded by Brecht, saves Mackie at the last minute by the approach of a "victorious messenger," an attempt at ridiculing the typical "happy ending" of Brecht's era.

The play was smoothly directed by Robert Moore, with musical direction and preparation by John Bohrer and Kermit Peters, respectively. Robert Welk received praise from critics on his reversible sets which were rolled into various positions with some opening up to reveal innerroom scenes.

The cast was widely varied, with only one cast member having a musical background. Principle leads were: John Johnston as Macheath; Larry French as Mr. Peachum; Mary Beth Martin as Mrs. Peachum; Anna Kathryn Petersen as Polly Peachum; Sharon Phillips as Jenny; and Lynn Winquest as Lucy Brown.

Other theatrical productions at UNO this semester were Samuel Beckett's "Happy Days" directed by Dr. Edwin Clark, Robert Anderson's "You Know I Can't Hear You When the Water's Running," and several student-directed one act presentations.
This year the Top Coed on Campus award went to a married senior who is majoring in home economics. Linda Korolkio was the winner.

The contest sponsored by Glamour magazine was held on February 29 and the 15 UNO contestants were judged among other things on leadership and scholarship.

"We were asked to model both a party dress and a sports outfit and then the winner was announced. I was surprised, but my husband just couldn't believe it," said Ms. Korolkio.

Ms. Korolkio, who is 24 years old, possessed both the scholarship and leadership requirements. She has a 3.73 grade average, and was president of the Home Economics Club in 1970-71, Home Economics Club historian in 1969, Outstanding Student Teacher in 1971-72, National Home Economics Association scholarship winner in 1971, and a member of the Student Education Association.
Spock Speaks to Rally

Record Shop Finally Opens
THE OFFICIAL opening of the $1 million addition to the Milo Bail Student Center was held on April 3.

The total space added was 31,672 square feet, which is about a third of the old structure.

The three major changes, according to Bob Wolfe, manager of building services, "were additional food services, bookstore area, and greater lounge space. These were incorporated into the plan between the University and the architects."

A special feature of the new addition is a student plaza area, a courtyard of about 1,500 square feet, with benches and plantings. "This created a 'pedestrian crossway' on campus and also makes it convenient for handicapped students to travel east and west across campus," said Wolfe.

When asked if he thought future additions to the Student Center would ever again be necessary he replied yes, "however, not to the Student Center structure. There has been talk about a satellite center in other existing buildings so that it would be more convenient for students located on the otherside of the campus. Other campuses have done this and I believe it will happen here eventually," said Wolfe.
STUDENT Programming Organization (SPO) movies were initiated at UNO about five years ago. Originally the flicks were shown on Monday afternoons in what was then the Ouampi Room.

Last fall saw a change in the day, time and place of the movies. Now the movies are shown on Friday at 7:30 p.m. in Engineering 101. In addition, foreign flicks are shown on the first Wednesday of the month.

The reason for the change in day, time and location of the films was convenience, attendance, and atmosphere. Still SPO movies are not meeting the expectations of planners as far as attendance goes.

According to Rick David, student activities coordinator, poor attendance "stems from the original planning for this year in which it was decided to show classic foreign films." David said he feels most students who come to the SPO movies want to see, on the whole, mostly modern foreign films.

Only two movies, David feels, went over well with the audience: "Z" a modern foreign film, and a domestic film called "The Reivers."

Obviously, as David points out, the predicament can be resolved by showing several modern foreign flicks and this is what will probably be done. This change, according to David, will be certainly advantageous because keeping SPO movies alive and kicking provides a good outlet of free entertainment available to UNO students.

David said the cost of the movies is pretty reasonable. Film prices range from $50 to $100.

Movies to be scheduled are selected by students and, to a lesser extent, by faculty according to how current they are, whether they have been shown on television, and general interest and worth. SPO welcomes suggestions from students on what films they'd like to see this fall.

Dave Bogatz
Anti-Drug Play, Raffle Capture Attention

A 50 CENT CHANCE . . . members of the Letterman's Club sign up students during raffle week.

'SUGAR POWER' . . . was a play written and performed for local high school and television audiences. Players (below) include Gene Cermak, Peggy Cermak, Jenny Cline, Barb Westerfield, Dave Schumann and Tom Arnold.
Roskens Named New Chancellor

Schwartze Heads Student Body

STUDENT BODY LEADERS ... Jim Zadina (left) decided not to seek another term as student body president and business major Rusty Schwartz pulled a narrow upset to win student government's highest office in the spring elections.

The UNO spring enrollment was 11,967 students. This total was down 744 (5.85%) from the fall enrollment of 12,711 students.

There are 6,229 full-time students and 5,738 part-time students. There are 7,445 men students and 4,522 women students.

The College of Continuing Studies has the most students of any of the colleges, 2,661. The enrollment for the other colleges is: Graduate College, 1,738; Arts and Sciences, 1,928; Education, 1,577; Business Administration, 1,030; and Engineering and Technology, 663. The University Division has 1,239 students.

There are 4,215 freshmen; 1,486 sophomores; 1,326 juniors; 2,071 seniors and 1,738 graduate students. There are also 1,131 special students.
Crnk-Kems, Delta Sigs Win Class A & B Intramural Titles

Basketball was the most popular mens intramural sport second semester.

Six leagues played a round robin schedule, divided into three leagues each in Class A and Class B. Following the league play a tournament was held to determine the intramural championship.

The Class A tournament was won by the Crnk-Kem team. The Indians were the runners-up. The Delta Sigs won the Class B tournament with the Hawks placing second.

During the semester break intramural basketball tournament, Papa Joe's Boys were the winners, and the Indian's were the runners-up.

The spring softball season suffered from heavy rains which caused the shortest season for the intramural sport.

A round-robin schedule was attempted at Elmwood Park. A Double Elimination Tournament, scheduled for two Sundays, was rained out.

The Pikes won the fraternity championship. The intramural championship was determined by having the two undefeated teams during the regular season play each other. The Gents defeated the Pikes 2-0.

The Gents team name has been at UNO for seven years, with new students replacing those who have graduated or left UNO. Al Bruzio was the captain of the softball team. Other “Gents’ are: Vince Masucci, Len Dancher, Ed Morehouse, Dan True, Mark Neymen, Jim DiGiovanni, Bill Agnew, Gene Nemer, Lou Bosi, Jim Massey (manager), and John Varga (trainer).

The Gents won the wrestling championship and were second in football last semester.

The Wreckin' Crew was the winner of this year’s intramural outdoor track meet, setting five new records.

Wreckin' Crew members Art Anderson, Roy Hunter, and Cliff Stovell all broke records in individual events. Wreckin' Crew relay teams broke the other two records.

In the final standings, the Wreckin' Crew had captured first place with 132 points. Lambda Chi placed second with 59 points, followed closely by the Road Runners with 54 points.

The director of men's intramurals, Bert Kurth, said that over 1,000 men participated in intramural sports program for the school year. This year UNO participated in the First Annual Sports Festival in Lincoln for all Nebraska colleges. There were only four events, but Kurth said that new events will be added each year in the intramural festival.

Karen Smith
THIRD YEAR EXCITEMENT members of UNO's fine Women's Softball Team included (front row) Tana Taylor, Julie Armetta, Barb Dodendorf, Karen Petersen and Julie Overholser. (Back row) Lois Bacon, Terasa Gehringer, Georgeann Parizek, Jerry Flynn and Vicki Prigeon. Not pictured is Jean Brodie.
The 1972
BREAKAWAY
Salutes
Pat Anderson
Clement Ballew
Chuck Brix
Joe Edmonson
Dave Elder
Barb Enquist
David K. Johnson
Patricia Keeler
Leon Kempner
Mary Jane Lohmeier
Wendi Meyer
Sherry Schreiber
Gary Streitwieser
Gary Thomsen

Winners of the Student Spotlight Awards
Fourteen Students Named

PAT ANDERSON ... winner of AFROTC award for exceptional contributions to the UND military program and other student activities too. CLEMENT BALLEW ... married and the father of two, he seems to have mastered the time-budget hassle of working full-time and still attending classes full-time with a 3.38 GPA. He won the University Division award.

(Middle Row) DAVE ELDER ... winner of the College of Continuing Studies award. As a bootstrapper, he became keenly interested in several facets of student activities including Sigma Tau Gamma fraternity and student government. BARB ENQUIST ... with a long list of contributions as an education student, she wins the Outstanding Student Teacher Award. She was also named "Student Teacher of the Year" at Springdale Elementary School. DAVID K. JOHNSON ... wins the Cultural award for consistent and highly-rated performances in University Theatre productions.

(Bottom Row) WENDI MEYER ... winner of Athletics award for remaining a foremost supporter of Maverick sports in a year when the worth of such activities was so closely scrutinized. SHERRY SCHREIBER ... wins the College of Arts and Sciences award as an outstanding student and researcher in the undergraduate psychology program.
Spotlight Award Winners

CHUCK BRIX... winner of the Business College award for maintaining a high scholastic average while participating in a myriad of activities, including serving as president of Delta Sigma Pi. JOE EDMONSON... winner of the Community Service award for maintaining a keen interest in the physical and mental development of youth on the North Side. Despite a severe physical handicap, Joe coaches youth wrestling at the Y.

(Middle Row) PATRICIA KEELER... winner of the Pre-Nursing award. With a 4.0 GPA, she has been accepted into the University of Nebraska's RN nursing program. LEON KEMPNER with a 3.4 GPA has worked considerably to promote ecological awareness in Omaha and improve UNO's Engineering College too. He wins the College of Engineering and Technology award as a civil engineering student. MARY JANE LHOMMEIER... top student in speech education, she participated in a bevy of student activities including Zeta Tau Alpha sorority and student government. She wins the Student Government award for an exceptionally fine job as speaker of the Student Senate.

(Bottom Row) JARY STROMWIESER... winner of the Pre-Law award for exceptional achievement in UNO's paralegal program. Jary has been accepted at the Creighton Law School. GARY THOMSEN... winner of the Pre-Med award. Gary maintains an uncommonly high 3.8 GPA in his rigorous course work and is said to be an outstanding candidate for medical school.
PICKING an all-time University of Omaha-University of Nebraska at Omaha football team is just about as hard as trying to find a needle in a haystack.

But the Breakaway ventured into the haystack and came out with the first "All-Time OU-UNO Football Team."

Although records show mediocrity, (the school has recorded 180 wins against 193 losses and 26 ties for a percentage of .495) OU-UNO teams have had a bevy of standout players at all positions.

The all-star team includes four from the 1954 team that went 10-0 on the season and won the Tangerine Bowl, 7-6, over Eastern Kentucky.

It also includes eight of the 11 gridders that earned All-America honors from one poll or another. The team features the school's career total offense leader, rusher, defensive player and pass receiver.

Only two players come from the pre-WWII era, mostly because records prior to 1965 are scarce. But more importantly, the game has progressed radically, calling for the players to be bigger, stronger, more intelligent and generally better all-around men athletically.

In picking the team the Breakaway relied on records since 1965, the word of coaches still at UNO, former players plus some mathematical figures.

The pre-war teams had records of 77-93-21 compared to the post war slates of 112-100-5. And although more games have been played since 1947, the records seem to indicate a better brand of players.

But first, a bit of history.

Omaha University opened incolligate play in 1910 with a three-team schedule that included Creighton, Doane and Nebraskan Wesleyan (then Gotten College of Lincoln).

The team was nicknamed the "Cardinals," and Ernie Adams took over as the first steady coach in 1928. L. M. Bradifield took the reins for the next two years until former Nebraska great Ernie Hubka was headmaster for seven years. Sed Hartman followed from 1934 to 1941.

Lloyd Cardwell, with a new team and nickname, the "Indians," began the rise after WWII and Al Caniglia followed in 1960.

It was during a four-year reign under Cardwell that OU teams enjoyed some of the finer moments in history. The 1954 team was the only undefeated one in the school's history, a squad that was bolstered by former servicemen on the G.I. bill and local talent. They outscored opponents 39.3 to 6.1 per game.

This was usually referred to as "Age of Puritanism" at OU, since no financial aid was offered, and clamor by local fans for a better program was ignored.

Caniglia ushered in 1960 by securing a financial grant-in-aid program. Since then, teams have won Central Intercollegiate Conference titles in 1962-63-65-66-67-68. Under Coach Al, Omaha teams have been ranked in the Top 10 on three occasions.

But now, back to the team.

The offensive team shows 12 members, most due to the switch to pro-set offense by Omaha teams, which employed a flanker, or extra end.

So, here's the team, with the players' years at the university in parenthesis:

**OFFENSE**


**DEFENSE**

Ends - Jim Kettle (1960-62) and Jack Kiscoan (1960-63); tackles - Jack Peterson (1961-63) and Kevin Kadow (1961-63); middle guard - Mel Washington (1968-71); linebackers - Dom Polifrone (1966-69) and Buddy Belitz (1965-68); backs - Cal McGruder (1959-62), Dean Taylor, (1964-65), Wayne Backus (1960-63) and Loo Pearey (1932-35).
Rotella

Mckernan was chosen mostly on the basis of records and the type of offense Omaha played at the time he was here. He holds the records for most receptions in one game, 12; most receptions in one season, 60; and career, 133. He also has the record for the most yards on receptions in one game, 201; one season, 850; and the most touchdown passes caught in one season, 12 and career, 18.

Bill Hass, a fine versatile performer (from 1964-67), was also considered for the spot. During his career he also played quarterback (1964) when injuries forced Briscoe out.

Rotella was considered by most observers to be the best "all-around" end the school has ever had. He was also known as "Omaha U's answer to Dean Martin" for his singing ability.

Rotella started at OU in 1950, but left in 1951 for a two-and-a-half year stint in the service. He returned in 1952 and during the 1954 season was named All-American by the NCAA and NAIA.

Blazevitch transferred to OU from Eldorado Junior College in Kansas. He was a rough-tough campaigner and was noted for his ferocity. His senior year he led the team in pass receiving with 26 good for five touchdowns. He was an All-American in the NAIA and in Williamson polls.

At tackles are George Jesko, who campaigned from 1963 to 65 and earned the reward as "the most underrated player" during his tenure. Marv Nevins was the stalwart member for the front line during the 1954-56 seasons.

Klepper was somewhat of a misfit his first years at UNO, because the coaches didn't know where to put him. He began at defensive tackle, but was moved to offensive guard, where he earned All-American status in 1968.

Hahn is chosen for his tremendous toughness and his continued contributions during the glory years. He still plays in the Alumni game, the oldest player to participate in recent years.

At center is Harold Johnk, who was a mammoth man for his time. He was around 6-4 and tipped the scales at about 230 pounds and was credited with being able to play on any modern-day team.

Most of the modern day centers were disqualified because they lacked consistency or played for only a short time.

The backfield is probably the strongest part of the team. Martin Briscoe gets the nod at quarterback, simply because of his accomplishments.

He, as the most heralded player ever to come out of the school, has made more offensive yards than anyone.

And, except for 1966 when a neck injury kept him out the entire season, he was nothing short of phenomenal. He holds most of the school offensive records. For instance, he claims the records for most passing yards in one season, 2,283; career, 4,935; touchdown passes in one season, 25; best completion average for one game, .809, and career, .546. He earned All-America honors in 1967 from the NAIA and Associated Press.

Briscoe is the school's all-time total offense leader with 6,253 yards. He also holds total offense records for one game, 401; season, 2,639; season-average, 263.9; per game average career, 201.6; most yards per play, 6.5 and the most yards per play in one season, 7.7.

"Wild Bill" Englehardt is the most prolific rusher in OU-UNO history, and is the school's only two time All-America gridder.

He holds records for the most rushing yards in a career, 2,152; and the most times carrying the ball, 705. He also holds the standards for the best pass completion percentage for one season, .567; for the most touchdowns in a career, 35; and the most points scored, career, 237. He also holds the mark for the most plays in a career, 976.

In 1954 he led the nation's small college total offense charts. He amassed 1,091 yards passing and 584 rushing for a 1,645 total. He also scored 13 touchdowns and kicked 10 extra points. Englehardt was chosen to the NAIA, NCAA, AP and UPI All-America teams in 1954 and 1955.

Joe Arenas was an All-America in 1949 and was drafted by the San Francisco 49er's as a quarterback in 1950. He gained stardom there too, once leading the pros in punt returns.

Other players equally outstanding who gained consideration for the all-timers were ends Stan Standifer, (1966-70); Dick Cotton, (1952-55); Bob Cimino (1954-56) and Bob Rose (1949-52).

Tackles considered were Ed Baker, (1953-55); Ernie Lee, (1950-52); Rich "Tank" Moscrey, (1950-51) and Howard Byram, (1949-51).
Missing the guard spot was Harlan Aden (1963-65) who was named as an All-America in 1965 by the AP, but lacked consistency in earlier years.

Also in consideration for the position were stars like Al "Iron Man" Carillo, (1947-50); Simon A. Simon, (1953-56); John Spencer, (1950-52); Dick Lane, (1948-51); Charlie Mancuso, (1947-50); Duane Salek, (1960-63), Pat Ryan, (1967-71) and Brian Kadow, (1962-63).

At the center spot were Rich Emsick, (1968-71); Mike Cochran, (1959-60); Ken Pelan, (1964-67); Ron Eissler, (1962-63) and Larry Johnson, (1947-50).

A bevvy of other players just missed the backfield spots. Missing are Gerry Allen (1962-65) an AP All-America in 1964, who holds the Omaha record for most touchdowns in one game with four.

Oddly enough, Allen also holds the record for the longest interception return of 93 yards.

Other backfield stars in the OU-UNO past include Carl Meyers, (1960-63), now a UNO coach and most outstanding player in the 1962 All-Sports Bowl. "Rocket" Roger Sayers (1960-63), who holds records for the best rushing average for one season, 917 and for a career, 8.6. He also holds the marks for the best season punt return average, 29.5; the highest punt return career average, 20.6; and the highest kickoff return average, career, 20.7.

He also combined with Meyers for the longest pass play in NAIA history, 99 yards, during the 1963 game against Drake. "Rocket" also holds the record for the longest punt return, 89 yards.

Also considered were Louie Miloni, (1959-62) who holds the record for the highest kickoff return average for one season, 30.8; and Ron Sayers, the UNO player to go highest in the pro draft (second to San Diego).

Also on the list for backfield were Emil Radik, who as Englhardt's backup and finished third in the nation in total offense in 1954; Fred Abboud, (1947-50), Dick Christie, (1949-50), "Four-yard" Pete Rigatuso, (1952-55), Arnie Smith, (1952-55) and Bill Steck (1953-55).

The defensive unit was picked mostly on the word of veteran observers, since records have only been kept since 1967.

But the records that are kept show Mel Washington as the dominant figure. His super-quick moves and fantastic strength earned him all-RMAC honors three years running and All-America honorable mention two years.

Mel holds standards for the most tackles in one game, 16, and season 86; most assists, one game, 17, and career 87; fumbles forced one game, 2, and season, 10. In addition he holds the record for most fumbles recovered in one game, two, and season, five.

At tackles are two members of the "Fearsome Foursome" defensive front line of 1963. The four and sometimes five averaged 254 pounds, the biggest in the country during '63.

Jack Peterson weighed in at 277 his junior year but hit 296 as a senior. He along with 265-pound Kevin Kadow gain the tackle nods. Peterson gained All-America honors in 1963 and was drafted by the Green Bay in the 10th round of the draft of 1963 and by Kansas City in the 14th.

Included in that behemoth line were Paul Limas (246), Tom Luby (240) and Jim Jones (245).

At linebackers are Dom Polifrone, who gained All-America status at end in 1969, but played most of his career at backup to the frontliners. Belitz gains the nod on the basis of consistent play and a toughness accomplishment by observers.

At defensive backs are the first OU All-American, and a maniac.

Leo Pearcy was the first OU player to gain that status. Although he played mostly at running back, his ability at his time garners him a spot at DB, where he also played frequently.

The maniac is Dean Taylor. "The Maniac" earned that nickname from teammates for his ferocity. It was said he would go out of his way in practice to get a shot at someone.

Wayne Backus was a headliner at fullback for OU during his playing days, but was also an outstanding defensive back. He holds the record for most pass interceptions in one season, six, and the record for the most interceptions returned for touchdowns, two. But he was also the only offensive back in OU-UNO history who never lost a yard batting the ball.

Cal McGruder was a steady performer during his career, and a "terrific" tackle, many observers said.

There were many fine defensive players and among those who just missed were Jim Jones, (1962-65), Bill Jansen, (1964-66); Larry Von Tersch, (1962-65); Gary Paporello, (1967-70); Don Crum, (1962-63-65); Ken Allen, (1960-63), John Brennan, (1967-70); Rich Luger, (1967-70) and Tim McGill, (1967-70).

Also included in the defensive nominations were those on the offensive unit, since, in most cases, the players before 1965 played on both offense and defense.

OU-UNO teams have had 13 players drafted by the pros, and all deserved consideration for the all-time team. There were Arenas, Radik, (Baltimore); Peterson, Jim Jones (N.Y. and Green Bay); Allen, (Baltimore); McGruder (Toronto of the Canadian League), Briscoe, (Denver); Haas, (Minnesota); Ron Sayers, (San Diego); Klepper, (Kansas City); McKernan, (Buffalo); Standifer, (Oakland) and Wise (New York).

So there you have it, the first all-time OU-UNO football team.

Bob Knudson
At UNO In the '70's

Christian Fellowship

As one walks through the various doors on campus, certain stickers greet the student with such religious greetings as SMILE, GOD LOVES YOU and JESUS CHRIST – IT'S THE REAL THING!

Or if by chance a student walks through the Student Center by the bookstore on a Wednesday, he may stumble over the “Good News Booktable” sponsored by the Inter-Varsity and Follow The Son.

When an average UNO student encounters such religious material, he will probably ignore it or wonder what kind of religious freaks put these things out. On the other hand, his religious soul may be reawakened with curiosity.

The average student probably knows little about the religious groups on campus or if he did know about them, he would probably wonder what they really did and what kind of people were in them.

The following offers a brief glimpse into what actually goes on in UNO's religious groups and what kind of people are in them.

Inter-Varsity Christian Fellowship, commonly known as Inter-Varsity, is a fellowship of Christian students on campus. It is an international organization which is open to any denomination.

It started on campus three years ago with only one person. There are now 10 members with eight active members. Meetings are held twice a week.

Their meetings consist of Bible study discussions. No one specific Bible is used. Everyone brings whatever Bible they want to. Book studies or character studies are the discussion topics.

There are also social events once a month. This is a fellowship time when they have bowling parties or wiener roasts.

The “Good News Booktable” which they share with Follow The Son is also an activity in which they are involved. This table is set up for Christian literature and books. It is also a way of letting students know about the different religious groups on campus.

“The main thing we stress in Inter-Varsity is that we have a personal belief in Jesus Christ,” said Lloyd Decker, president of the group.

When Lloyd was asked if religion is dead on campus, he said that UNO's apathy is the biggest problem. He also noted that religion has become a relevant topic especially after the rock opera, Jesus Christ Superstar, came out.

“Religion as a topic is alive and debatable on campus but nobody does anything about it,” said Decker. “It’s a lot of talk but not much action.”

Follow The Son is a non-denominational group of Christians on campus seeking to do all in the name of Jesus, joyously proclaiming that “there is nothing in all creation that will ever be able to separate us from the love of God which is ours through Christ Jesus our Lord.” (Romans 8:28-39)

They organized late last fall and there are 15 members, of which nine are active. They meet in the Student Center once a week for prayer, praise, fellowship, discussion, growth in Christian love and wisdom through sharing the living Word of God, and occasionally enjoying inspired guest speakers, films, tapes, or video tapes.

They also share the “Good News Booktable” with the Inter-Varsity on Wednesdays. Follow The Son will be participating in an All-Saints Gathering this spring in Lincoln. There will be a barbecue, Bible rap, and a volleyball tournament.

Dave Dahlbeck, president of the

Dahlbeck & Friends... they'd like to see more students think about religion.
'Religion as a topic is alive and debatable on campus but nobody does anything about it.'

— Lloyd Decker

group, felt that most of the students on campus are honest about their religious beliefs. He also noted that the UNO campus is a good cross-section of what Omahans believe in general.

The Christian Science Organization has an active membership of one member with a total of only five members.

It is the smallest religious group on campus. They attribute their small membership to the fact that there are not that many Christian Science students on campus.

They meet weekly in the Student Center. It consists of a 30 minute service with readings prepared by one of the members on the Bible and Science and Health with Key to the Scriptures by Mary Baker Eddy. The latter is the Christian Science textbook.

The meetings are open to all denominations. Visitors are always welcome to attend.

The only active member is Bill Patrick, a bootstrapper majoring in law enforcement. Speaking about the religious attitudes of the bootstrappers, Bill said, “Most of the bootstrappers have a conservative viewpoint towards religion since they are older and more experienced in taking on responsibilities. Most of them are also married and go to church to set an example for their families.”

Newman Union, which is open to anyone on campus, has the largest membership of any religious group. It is roughly estimated that there are 200 members.

Some of the activities they have been involved in this year consist of the Inter-Faith Retreat October 8-9-10, another one at Christmas break, and the traditional Catholic retreat during Holy Week. There have also been Halloween parties, a talk on Mental Retardation, rap sessions on racism, and Christmas caroling.

There are two discussion groups which meet on Mondays and Tuesdays and are discussing any topic on morality. Mass is also celebrated every Friday at the Inter-Faith Center.

The Rev. Father John Kresnik, who is the sponsor of the group, said that the purpose of Newman Union is to promote and provide religious, intellectual, and social development of all students at UNO.

In speaking about the religious attitudes of the students at UNO, Father Kresnik said, “I find them to be very open and eager to respond. The students who come to the University Inter-Faith Center exhibit a tremendous eagerness to learn and to understand their neighbor and to promote some type of Christian experience.”

Dr. Donald Cushenbery, professor of education, is the sponsor of the Baptist Student Union, comprised of 8-10 students belonging to various Baptist churches. The organization is open to anyone. They meet bi-weekly in the Student Center.

Their activities have consisted of committees of three students going to churches to preach, sing, and lead the congregation. They are known as an evangelistic team. Cushenbery said that they have been very successful.

Campus Crusade for Christ is an international Christian student movement with 25 active members on the UNO campus.

They meet every Friday morning for prayer at UNO. The main meetings are on a weekly basis at Creighton University. These meetings are used for Bible study and training sessions on sharing with students and faculty how they can have a personal relationship with Christ.

They are promoting on campus Expo '72, a Student Congress on Evangelism to be held early this summer in Dallas, Texas.

The main activity this year has been the random surveying of students for their religious beliefs. The results will be published in Collegiate Challenge, a publication of Campus Crusade. They are also getting the opinions of a booklet, Have You Heard of the Four Spiritual Laws? from students.

“In my experiences talking to students at UNO they have rejected Christ because they have confused Christianity with religion,” said Marlene Hennings, president of the movement on campus. “UNO students are basically turned off by religion. The Church has failed to answer their needs by not showing them how they can have a personal relationship with Jesus Christ.”

“Religion has the potential of being of major significance in young people’s lives,” said the Rev. Owen Guy.

Owen, a minister who works with the Campus Christian Fellowship of Omaha, also noted that students do not have the interpersonal tools to get past me, myself, and I.

When asked what he thought of the Jesus movement, he replied, “It’s strange to see those Jesus buttons and stickers. This is the way things should have always been. Maybe now some people are getting excited enough about Jesus to risk sharing him with others.”

Many students affiliated with these campus groups and many who are not find themselves spending time at the Collegiate Interfaith Center (101 North Happy Hollow Blvd.)

Why do UNO students go to the center? That is a question that the average UNO student may ask who is not
acquainted with or familiar with it. But for the students who go there, they have a ready answer.

"I go there to be in an environment where Christians can get together and experience their lives," said Scott Larson, a sophomore at UNO and a pre-seminarian Lutheran student. "I also come because of the opportunities that it opens up to people in religious and secular affairs, such as folk and new service experiences and retreats with emphasis on games people play."

"It started at the retreat and I met friends and came here to continue my relationships with them," said Mari Anne Johnson, a sophomore enrolled in the pre-nursing program.

"My first initial reason for coming here is to help with the Christian community," said Gordon Putnam, a part-time student in the College of Continuing Studies. "I have also developed friendships here."

"It is a challenge to my Christian commitment because it calls me to the celebration of life in Christ," said Sister Cindy Hruby. "As a nun, my life style is very misunderstood. Our life style is changing and it is not that known by other people yet," she added.

"I think I have a ministry here," said Todd Yeaton, a pre-seminarian student for a nondenominational ministry and Chairman of the Service Committee for the Inter-Faith Center. "I don't think I should wait until I graduate to get involved with my ministry — I want to get involved now. I have a ministry now whether here or in a church or on campus."

The Rev. Leonard Barry, Protestant chaplain at the Inter-Faith Center gave some of his observations on students and religion on campus.

"Many college students have an elementary experience in religion. Because of the technology explosion, there is a tendency for them to throw out their religion.

"College students are religious in the sense that they are concerned about the meaning of life. They are concerned about the religious question — What's it all about?

What does the average UNO student think about religion? Does he think religion is dead or alive?

"It would seem an unquestionable fact that religion is a necessary factor in all our lives. This campus because of an "urban student worker" seems to lack many of the "big time" campus activities — religion possibly being one," said John Slobotiski, a sophomore business major.

"However if a student wants to find a place of worship he can — they are provided; it is up to the student to locate and utilize them."

"While it's true that most of today's youth are shying away from the Bible, I feel the main reason is because they don't fully understand it and don't want to take the time to read and study it on their own," said Kathy Johnson, a freshman psychology major.

"Some of the students go out to join a religious group to say, "I'm in this club," and to satisfy their ego while others are sincere," said Debbie Conway, a freshman majoring in dental hygiene. "It's too bad you have some students who aren't sincere about their beliefs."

"Most people on campus are apathetic towards religion in general," said Ken Lyon, a sophomore majoring in Psy-
Are you thinking of going Greek in '72, or do you simply wish the Greeks would go. Whichever side you are on, you have support.

While there is evidence that the Greek system is on the decline nationally and on the UNO campus, the Greek system is, nevertheless, alive and active here. But, it is also in a period of change, and there is major consensus among the sororities and fraternities that the changes are mostly beneficial for the university as a whole, as well as for the Greek system.

Most important among the changes within the organizations themselves are the new tendencies toward a more unified group and the phasing out of the old pledge vs. active tradition. There is more interest in mutual respect and unity between the two groups within the sororities than is in ego building for the active members through harrassment of the pledges.

The pledges and actives now do everything together except attend meetings. The pledges still need special instruction which they receive as part of their own meetings. The Zeta Tau Alpha's have gone so far as to drop the old tradition of pledge skip, according to Verlanda Thompson, President of the Panhellenic Council and active member of the sorority.

Skip is a unity device used to unite the pledges of a given sorority or fraternity, but it tends to unite them against their sisters who are active members. The pledges would skip a meeting and on that night kidnap active members. They would then leave notes for clues. It was all in fun, but the Zeta's felt that it causes disunity among the sisters, Verlanda said.

Panhellenic is interested in unity among the Greeks as a group also. "If we are not united, we will fall apart as a group since we are a minority," said its 20-year-old president.

Panhellenic is the executive board for all the sororities at UNO. The Inter-Fraternity Council serves the same function for the fraternities. Panhellenic is made up of one voting member from each sorority and the rush chairman and advisors for each sorority who do not vote. The Council sets up the rules for rush and the overall general rules for membership. For example, Panhellenic sets the minimum cumulative grade point average acceptable for active status in any member group.

Becky Mallory, 19, a freshman active in Alpha Xi Delta and Publicity Chairman for Panhellenic, described some of the past plans for uniting the Greeks.

Greek Week this year was a project aimed at promoting unity and eliminating dissension among the fraternities and sororities. While the competition is more overt among the fraternities, Becky said, there is still some disunity among the sororities, but it is more covered.

Panhellenic is interested in having the various members of the sororities and fraternities think of themselves as Greeks first and then as members of separate organizations.

One cannot help but notice, however, that there is a definite lull in activity in what was the Ouampl Room this past year. What used to resemble a bee-hive during the day looks more like a honeycomb now, the units are there, but there's no one in them. There are two possible explanations for this lack of activity in what has, on occasion, been called The Grecian Urn.

One explanation is that there are fewer Greeks on campus. This is a distinct possibility. Associate Dean of Student Personnel William Gerbracht said although there are more members and chapters of fraternities and sororities nationally now than ever before, the percentage of the total student body that the Greeks represent is getting smaller every year.

Fewer undergraduate students are choosing to join. Or at least fewer are going through rush. While the numbers of rushees have decreased, membership in the sororities has remained almost static according to some. Christine Kay, past vice-president of Chi Omega said that while she has noticed that fewer girls are participating in rush, Chi Omega has always taken the quota of new members allowed. She did not mention, however, that quota is determined by the number
'... for those who choose to belong, it's a very important thing.'

GREEK WEEK '72... Mike Fisk and Jim Costello emulate Flash Cadillac with their version of 'Blue Moon' at the annual Greek Week Talent Show. (Below) Bachelors Jim Costello, John Cotton and Jim Leach await Peggy Twohey’s decision as to which one she chooses to date in UNO’s version of 'The Dating Game.'

That go through rush. So, the smaller the number, the smaller the quota.

It is ironic that students should feel that joining a fraternity or sorority would hamper their individuality when the sororities and fraternities urge their members to be active in other groups on campus and to fulfill themselves as individuals by having a well-rounded experience of activities. “We suggest that our members join other things,” said Christine. Chi Omega is not the only Greek organization that urges its members to participate in other campus activities, most of the groups do. Often it is only through the urging of the individual’s brothers or sisters that people do become involved.

Sororities and fraternities provide the support and aid often necessary for a person to achieve his or her goals.

Both Verlanda and Becky admitted that when they entered the university, they had no intention of joining a sorority. But both said that they later realized that the best way to become active in other activities was through the support of a sorority. Both have a long list of accomplishments to support their premise.

This leads into the other possible reason for the student center’s lack of Greeks. The Greeks are probably the most active group on campus. Proportionately, there are more Greeks on the Student Senate than any other group on campus. But many of the organizations are not limiting their activities to campus. All of the sororities have at least one philanthropic project they are working. The Zeta’s are working on helping mentally handicapped children enjoy activities they might otherwise miss, Verlanda said.

Sigma Tau Gamma, one of the most recent fraternity chapters on campus, sponsored a Bike Ride for Cancer during April in the Crossroads Arcade. Members were to ride a stationery bicycle for 24 hours. Members of the community were asked to pledge so much per mile with the proceeds going to the Cancer Foundation.

Dave Elder, 27, probably exemplifies both the traditional Greek and the changing Greek at one time. As a traditionalist he is very active on campus — a member of Sigma Tau Gamma, vice-president of the Inter-Fraternity Council, co-chairman for Greek Week for his fraternity, and a member of Student Senate.

As a new Greek, Dave shows the changes in several ways. He is 27 years old and in a fraternity whose oldest member is 40. Previously the average age for fraternities was about 19, Dave said. He is also a bootstrapper and a member of the Pen and Sword, which does not conflict with his fraternity affiliation, he said. Dave said he joined a fraternity because he wanted to get involved in campus and community service activities.

There is hope for the independent, however. Of the ten official candidates for Student President and Vice-president, only three were Greeks this year, Verlanda said.

Do the Greeks see this as a threat to their one area of majority on campus? “No, I think it is good for the University that the independents are becoming active, and what is good for the University is good for the Greeks,” Verlanda said.

The Greeks are not really interested in excluding the other students from any of their activities. Greek Week this year was open to all students for most of its functions. The only activity that was closed was the banquet because most independents would not be interested in the awards presented anyway, Verlanda said. “We would like to have better understanding among the Greeks and the Independents,” Verlanda said.

Yes, Virginia, the Greek still lives. And he seems to be prospering. While UNO lost one fraternity in 1971, Alpha Epsilon Pi, it gained two this year. Pi Kappa Phi received its charter in March and Sigma Tau Gamma was chartered in April.

Whether or not one chooses to affiliate with a sorority or a fraternity is an individual decision, but, as Dean Gerbracht said, “Remember, for those who choose to belong, it’s a very important thing.”

Cecelia Fredericksen
Once upon a time — in 1770 to be exact — there lived a very wicked king. Well, actually he wasn't wicked; he was just never around.

Anyway, this king, his name was Charles XII, ruled the entire Swedish empire. More or less.

You see, dear Charles was a stout-hearted warrior who simply couldn't get his fill of fighting wars. And often his crusades took him to exotic places of riches and temptation. And evil. And of course, ill-repute.

Meanwhile, back in Sweden, if the peasants ever needed Charles — which happened occasionally — he was nowhere to be found. Therefore, a group of really with-it politicians decided to create an understudy for the King.

"And his office shall be called Ombudsman!" they decreed.

And behold — there was great rejoicing in Sweden that day! For at last the people had some one to go to with their problems. "Long live the Ombudsman!" they cried.

And that, children, is how the practice of having an ombudsman began. Now, some 200 years later, the custom isn't exactly living happily ever after — at least not here at UNO. It has its problems.

Until this summer, Tom Majeski holds the immortalized position of campus ombudsman. And, like good old Charles XII, he has fought many wars. Figuratively speaking, that is.
OMBUDSMAN

But that's what the job demands. You see, there are several translations for the word ombudsman. He is a "man of the people" a "citizen's defender" or a "champion of lost causes." Actually, I made that last one up. Nevertheless, that's the definition we'll use.

As a champion of lost causes, an ombudsman's day never ends. "I found myself waking up in the middle of the night worrying about a student's problem," Majeski revealed.

What exactly classifies a cause as lost and how does an ombudsman salvage it, you ask.

The first part of the question is simple. In the maze of university bureaucracy, an individual often gets lost. Being a student will, occasionally, create problems. And more than occasionally, students feel no one can solve these problems.

Take a parking ticket, for example. Majeski explained that one student drove a car other than the one registered to school one day. The student removed the parking sticker from the registered car and placed it on the non-registered car. Sneaky campus security found out and the student paid $5 for his crime.

"Now this is entirely unacceptable," Majeski declared. "It isn't as though the student never paid for parking privileges. The car wouldn't start so this student was faced with either driving a non-registered car to school or not coming at all. Yet this student was given the same punishment as someone who had never purchased a parking sticker." So Majeski did a little investigating and the student was eventually reimbursed the $5.

Though I said a little investigating, it's more like a lot of investigating. Certain things must be remembered. "You have to know who to call," Majeski explained. "I hardly ever go to the real person in authority to solve a specific problem. I go to the person who'll get things done."

"You know, sometimes I think I feel too much empathy for a student with a problem," Majeski sighed. "It reminds me of a story I heard about a psychiatrist who, instead of being the rock of Gibraltar his patients supposed him to be, felt more like a sponge. That's how I feel sometimes," Majeski laughed, "like a sponge. I didn't know what I was getting into."

Sounds like a best-seller, doesn't it: The sponge who didn't know what he was getting into. One of the chapters would have to be devoted to the side-effects of the job.

First of all, there is what psychologists lovingly refer to as the personality change. "I used to think I was a very easy-going person," Majeski smiled, "but in October and November I was a nervous wreck until I learned to take things without brooding over them so."

And then there's the after-working-hour problems. "I'm really pre-occupied at home," Majeski admitted. "My wife will be saying something and I'll find I'm not really listening but thinking about something I'd encountered during the day."

"I have two teen-age children," Majeski continued, "I should really be concentrating on them when I get home, yet once again, I'm too pre-occupied."

That's not all, either. Being an ombudsman may mean giving up something you really enjoy. For Majeski, that's art.

His interests lie mainly in etching and printing techniques.

"My art suffered totally," Majeski observed. "A lot of the creation in art is brought about by contemplation. An artist thinks about working. Art is idealistic in that sense. The artist contemplates — he muses things over — then sits down to create. But I couldn't forget all the problems I'd had that day and then try to create something," Majeski pointed out, "Sure, I could draw, but it wouldn't be art."

Besides neglecting his personal art career, Majeski also gave up his teaching career. And all to be ombudsman! "I've missed teaching very much this year," Majeski said smiling ruefully, "I miss many of the art students, simply because they're just beautiful people. And I miss the informality of the art department."

According to Majeski, art classes allow "the experience of one-to-one relationship. Student and professor are equal in that they are both creators. You can drift through an art class at your own time. We don't believe in time structures."

But an ombudsman can't escape the clock that easily, Majeski agreed. "Though I'm usually pressed for time, whenever I feel totally frustrated I walk through the art department. It soothes me."

But, as the saying goes, sing me no sad song. "I can honestly say this experience as ombudsman has changed me," Majeski said. "I've learned many valuable things and I'll never be the same person as a result of these lessons." To use another cliche, it's just a matter of taking the bitter with the sweet. "It's very rewarding to solve a student's problem. On the other hand, it's equally frustrating to be unable to help," Majeski noted.

Oh well, come fall, it will all be a thing of the past. Majeski can go back to being an artist, teacher, husband and father again. Enough of the Swedish and their ombudsman!

* Kathy Tewhill

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The article on the following page written by sophomore Kathy Tewhill is a first person essay on coping with the administrative bureaucracy on campus. Whether it be for an ID card, change of schedule or for a simple faculty signature, most students have been confronted with the situation Ms. Tewhill describes. Maybe this machine in the Glenn Martin Shop (pictured above) could handle the mounds of administrative paperwork better.
HELLO. I'm student 508-76-2773. Upon occasion I have been student 508-23-7776 or student 508-63-7277. This occurs when I can’t remember my social security number.

My various identities create problems. I’m afraid to go through drop-and-add because I might drop something under the wrong number.

But other procedures can’t be avoided – especially during the first few days of a new semester. And this is when University bureaucracy is at its best!

To begin with, how do you find a second semester I.D. card you should have received during pre-registration? Simple: start with the cashier.

The cashier’s office is packed – which provides an excellent opportunity to meet new people. Students lean against the walls, on the desk, over the desk and on each other. Looks like a busy day!

The mass moves slowly towards the desk. Finally, a girl with pig-tails politely inquires, “Yeah?”

“Um — I didn’t get my second semester I.D. card,” I stammer. “Ah — do you have it?”

“Name and social security number,” Pigtails barks. My name is easy. After a few minutes I hit upon my social security number. Pigtails zips off to find my I.D. An hour later she returns — without it.

“Try registrar’s,” she orders.

I thank her, wondering if she’s ever spoken in complete sentences.

The registrar is busy too. Well, with late registration, what did I expect? Fortunately the end of the line falls near the drinking fountain, so I’m able to spend thirty minutes constructively — drinking water.

By the time I get inside the office I’m too water-logged to speak. The girl behind the desk prods me with a helpful, “Are you a late registrant?”

“No — I registered in November. It is now January and I still haven’t received my second semester I.D. card. Do you have it?” I inquire in my most business-like manner.

“I’ll check,” she smiles.

I faint — someone actually smiled! I would have been equally surprised had she found my I.D. I’m told to ask at the admissions desk.

Mentally I compose my speech: Okay, Mr. Admissions, where’s my I.D. card? A man’s voice interrupts my preparation.

“Can I help you?” it inquires.

“Yes — do you have my second I.D. semester-card?” I reply calmly, only to realize that’s backwards.

Nonchalantly I try again. This time it comes out right. “Do you have my second semester I.D. card?”

Nope — Mr. Admissions doesn’t have it. Sorry, Charlie. But maybe the drop-and-add cashier over at the Student Center does.

I trudge on over. The first hour is spent with some well-meaning counselor who thinks I want to change my schedule without paying. I assure her this is not the case — I’d just like to see one of the cashiers. For my I.D. card. She puts me in the longest line.

But that doesn’t make it the right line. I reach a cashier and explain the problem. “Try the second line from the left — the one with the sign above it — didn’t you read the sign?” she asks pointedly.

Read it — I didn’t even see it! Embarrassed, I sneak into the line she indicated. But there’s no sign above it. By making a concentrated effort my eyes discern a miniature index card hidden beside the cash-register. It says: Student Without I.D. — Pay Here. Hurray! That must be the sign!

My jubilation is short-lived. A careful search reveals my I.D. card is no where in the student center.

“But the sign said…” I begin.

“Try the information office” someone suggests.

“That sign lied,” I declare flatly, but no one is listening.

I drag back to the Administration Building. The lady in the information office interrogates me thoroughly. Yes, I’m a full-time student. I registered in November. Yes, I paid my tuition. No, I didn’t get my I.D. when I paid. No, I don’t have any library fines. I certainly did not write any bad checks! No parking tickets either. No, I don’t understand why I didn’t get my I.D. card either. Yes, that is awfully funny... Ha Ha.

“Try the bookstore — maybe it’s there,” she concludes with a cheerful smile.

The bookstore? The bookstore! Come on! Why don’t I just try President Varner’s office down at Lincoln while I’m at it. I’ll bet he deliberately stole my I.D. so he could get into all the basketball games free!

Exhausted, I fall out of the information office. It’s five o’clock and everything is so peaceful. I’ve only been here six hours.

“Alright!” I scream into the empty hall. “This has gone far enough! All I want is a tiny piece of plastic with my name on it! I don’t want a loan! Or a grade changed! Or a parking permit! Or a different schedule! All I want is a dinky plastic I.D. card! So I can ride the shuttlebus!”

My strength disappears as quickly as it came. I stagger helplessly down the hall and out the door. After hiking three miles in blistering cold through beautiful Elmwood Park, I collapse into my car.

You know, they didn’t have to go all the way to New York City to film “The Out-Of-Towners.” They could have filmed it right here at UNO. And I could very easily have played Sandy Dennis’ role — Oh my God, someone stole my I.D. card...
1,400 STUDENTS SEEK

Where To Find It —

It started out like any normal day at the beginning of second semester. Andy, a full-time UNO student was in his old Chevy, rumbling down the road to his first class when it happened.

"I was thinking about my new classes and how rough my load was going to be . . . especially with my new job," he said.

"But more than that, I was juggling finances, figuring I could probably make tuition by the time it was due . . . if I was careful. Books? That was a different story. I'd just have to see how long I could do without."

Andy turned the corner and headed up the hill toward the university. He pressed on the gas in second gear, but the speedometer refused to budge past 20. The motor raced, but the car barely crawled. Finally the car just stopped.

"With everything that was wrong with the car," Andy said later, "it just didn't seem worth fixing. It was a real blow — I had to have a car to keep my job, and I had to have a job to stay in school."

Andy didn't have anybody to turn to. His father had been against his college aspirations from the first, and had told him he'd have to make it on his own.

A shingle above the door of the Administration Building's Room 240 bore the title "Office of Scholarships and Financial Aids." Although Andy had never thought of going there before, his new set of circumstances brought him inside.

One of the first things he learned was that a financial aids office does not consist of a series of desks concealing bags of money catching dust for want of a student with gumption enough to ask for them. Don Roddy, assistant director of financial aids, said there seems to be a myth about unused funds for aid. "The notion may have been true 10 years ago, but it certainly isn't now," he said. Dean William Gerbracht, director of the office, said it is "very seldom" that there are any unused scholarships. "We give out everything we have." He said all of the 443 available scholarships for the Fall of 1971 were given out.

"If anything, we're working to increase our funding for our federal programs such as Educational Opportunity Grants, Work Study and National Defense Student Loans," said Mrs. Mary Lynne James of the financial aids office. "We're applying to the U.S. Department of Health, Education and Welfare to increase our funding for Work Study, for example from $100,000 to $179,000 next year."

Mrs. James told Andy it was common for a lot of the funds to run out by the middle of second semester. "That's why a student needing aid should plan a semester ahead of time if at all possible. Most funds for second semester are already distributed by December 1 in time for preregistration," she explained.

Therefore, the best thing a student can do is find out what aid he is eligible for early enough that he can compete for it.

Andy was handed a brochure entitled "Financial Aid for Students" listing the types of scholarships, grants and loans available through the university. It was important for him to know the difference between a scholarship, grant, and loan before he filled out a confidential income form.

A scholarship is an award of money, not to be paid back, given mainly "to recognize excellent high school achievement by incoming freshmen students and outstanding achievement by upperclass students in their overall record or their special area of interest." In other words, scholarships are awarded on the basis of high school grades and special tests for freshmen, and on the basis of the grade point average and/or recommendations by department chairmen. "We go right down the grade list on a competitive basis," said Roddy.

Andy's "Financial Aid for Students" brochure listed 68 kinds of scholarships. His chances for a strictly grade competitive scholarship weren't really good, but as a full time student with a 2.5 average, he was eligible for some of the scholarships with special specific requirements. Looking down the list of qualifications with reference to age, sex, race, major field and place of employment, he saw some specifying "full time student employed by Hinky Dinky," "graduate of Omaha Technical High School," "woman humanities major," "male biology major," and "active in school or community."

Roddy explained that Andy should also try for a grant. A grant, Andy learned, was exactly like a scholarship in that it is money that doesn't have to be paid back. However, even though grades are sometimes taken into consideration, a grant is based first and foremost on need. While a wealthier friend with a 3.0 grade point would have a better chance at a scholarship than Andy, Andy would probably have a much better chance at a grant if he could prove need.

Andy was shown the Student Financial Statement folder containing two pages of questions on his and his family's financial holdings, income, indebtedness and expenses, from which the student's actual need is determined. Once filled out, Andy would send it and $3.25 to the College Entrance Examination Board, which would send UNO a duplicate and a financial need analysis. From this the UNO officials decide whether an award will be made.

Andy asked about the statement on
the fourth page of the folder to be signed by him and his parents affirming the accuracy of the report and that, if requested, they would be willing to send their latest federal income tax form from the Internal Revenue Service for scrutiny. "There's a problem in that," admitted Roddy, "we can't really check everybody's form... and I don't really remember checking anybody's. But if someone refuses to sign it, he probably won't receive aid. Because it would be so easy to cheat on this financial statement, the federal government is suggesting that we go to a system where everyone desiring financial aid will send about $2 to the IRS who will send copies of the family's tax statement directly to the school," he said.

The parents' yearly income is a big factor in determining whether or not a student is in need of aid.

For instance, a student is not eligible for a federal Economic Opportunities Grant if his parents make more than $9,000 a year.

How does this affect a student whose parents refuse to help the student financially? In some cases, a student like Andy can declare himself an "independent student", in which case he would not be disadvantaged by his parents' income. An independent student must not have been claimed as a tax exemption for 12 months previous to the year in which he would receive aid, and must not have received more than $200 including room and board from his parents in the last year.

In cases of "extreme need" there are 80 Regents Tuition Waivers and a limited amount of University Tuition Grants available to regularly enrolled resident students. The purpose of the tuition grants "is to give assistance to students who have indicated by previous academic performance that they can profit by a college education, but need some financial assistance to continue."

Andy could also look into the federal work-study program, in operation since 1965. It is a part time job situation where the students work at school or for a non-profit organization in the community. The government pays 80 per cent of the student's salary while the employer pays 20 per cent. The student is allowed to earn up to the amount indicated by his need analysis and no more. "If at all possible, we try to have the students working in their major field, for instance as a lab assistant, or in a field where they have special skills," said Mrs. James.

A loan is just what the name implies, and has to be paid back with interest.

With the National Defense Student Loans, the federal government provides most of the money, but the loans are made through the university. Loans are granted on the basis of need at 3 per cent interest, but do not exceed $1,000 a year. These loans, established in 1958, offer partial or total cancellation of debt if the student goes into teaching or military service.

Federally-Insured Student Loans are one of the main sources of financial aid to students from the middle or upper-income groups who need aid. In many cases these students cannot establish financial need for student employment, grants, etc.

Interest rates on the loans are 7 per cent, with no interest while in school if the family income is less than $15,000 a year. After graduation, the student has 10 years to pay. However, Andy had heard fellow students complain that it was hard to get a bank to give you a loan, and that they would do so only if you or your parents were the bank's customers for at least six months. He was also told that most banks would rather lend their money on short term loans where they can earn up to 18 per cent by reloaning, than on a long term low-interest student loan.

But Mrs. James told Andy if a student has trouble getting the loan, the same kind of loan can now be worked out through the university instead of a bank or lending institution.

Because Andy had a paycheck coming, he considered trying to pay his tuition on the deferred payment plan. He must be able to pay $100 down and a $5 fee, but can then spread the rest of his payments over four installments.

Mrs. James mentioned a number of short term loans available to students through funds set up by organizations like the Altrusa Club and Ak-Sar-Ben. The loans range up to $150 and must be paid within 30-60 days. "If your car is your sole transportation to and from work, and you need to fix it, we could lend you the money," she said. "We've lent money for books and sometimes even rent."

Andy's final solution came in a financial aid "package," part scholarship, grant and loan. "This is quite common and enables us to help more students," said Mrs. James.

More than 1,400 students were able to get some kind of financial relief this year. Happily, Andy can be included in this figure because he happened to get to the people he needed to see while there were still funds available. 

Jackie Hammer

FINANCIAL ASSISTANCE

- How To Get It
Sandy Orsen, the wife of an Underwood, la., minister, is a 30-year-old senior majoring in psychology.

In November, 1969, 54 black students were arrested after participating in a sit-in at the Chancellor's office. The protest was followed immediately by the creation of an Ad Hoc Committee on Student Demands and Grievances.

Dozens of students testified in subsequent committee hearings. One of the most frequently mentioned shortcomings on campus was counseling. The University Counseling Center located in Adm. 213 has been somewhat reorganized in recent years. Still, few students know about it.

In this article, Sandy offers a favorable, yet informative, look at the University Counseling Center. Although an article of this type differs from traditional yearbook-type content, The Breakaway feels it is imperative that information of this type be made available to the student body.

It's the place to growl or just plain purr. Every animal has a need to be comforted, but not all find their way to the University Counseling Center. Dr. Scott Harrington says many juniors and seniors come to the Center and all they can say is, "I didn't even know this place existed."

Harrington, a Center counselor, recalls that two years ago the director and a half-time counselor were the Center. At that time a survey was taken of student attitudes about the University. The responses clearly indicated more counseling service was wanted. Officials took action and hired four new counselors. Today the Center has an even larger staff.
'We really encourage people to come in when there is some concern but not necessarily a problem.'

Dr. Gale Oleson, director of the Center, beams when he talks about his personnel. "One of the better things about the Center is the seven staff members and their backgrounds." All seven counselors have Ph.D.'s and plenty of experience working with people.

"I used to have a sign that read: The Buck Stops Here. We can't give a student the run around. We have at least one counselor on call at all times free to talk to students, and not necessarily about a problem."

One older UNO student growled recently, "One of my biggest gripes is that there is no one to go to unless you belong to a fraternity. I dropped a course yesterday; nobody wants to take time to talk." That cat doesn't know about the Center.

When you ask one of the secretaries to refer you to a counselor, you will get not only one of the seven to talk with but a private room to talk in. All conversations with counselors are confidential, and no casenotes are kept. If you're wondering how long you can talk, it seems that a half-hour is an average minimum. If you go beyond eight hours straight, they'll probably give you a glass of water.

Once you've come you'll find so much friendship and accurate information available that you may even wonder why you didn't come sooner. The entire Center welcomes you, young or old, freshman or graduate student to share your concerns.

One young man in polished penny-loafers slips over the threshold and purrs, "I'd like to speak to a counselor about summer registration. They say I can't be classified as a resident because my mother lives in Iowa. But I'm married, and my wife and I have lived here for eight years." Mr. Dwyer reassures him that he can classify as a resident and checks to see if he has taken the ACT test and has his transcripts forwarded.

Affirmation and a smile from one zygomatic bone to the other, he reverses the loafers and heads for the corridor.

Another student sort of pops into the room. "Hi, I have a test I was supposed to take." Testing in the Center covers five categories: intelligence, aptitude, achievement, interest inventory, and personality. There are several kinds of tests in each category, and the counselor can decide which will help the student most. Several of these tests are most beneficial to students who (1) aren't certain of the field they want to enter, (2) don't like what they're doing, or (3) are just confused.

"It is unrealistic," Oleson states, "to expect all college freshmen to have made a career commitment. I view the first couple of years of college as exploratory for many. Those who have made a commitment are to be commended. You just can't put all students in either category."

The Center administers national testing programs such as pre-law, pre-med, GRE and MAT. In addition, Dr. Oleson explains, "We are a service related to the academic department for Credit by Examination. Students can come here to make arrangements to test out of up to 30 hours of credit. We are interested in helping the students and cooperating with the departments to make this possible."

Counselor and Assistant Director of Testing Dr. W. Sharp Lewis, Jr., is quite active in the Credit by Examination program (CBE). This program is also referred to as CLEP (College Level Examination Program). "CLEP is an advantage to students who are very bright or have done advanced work in high school. It's to get them ahead. CLEP is also an advantage to older students who have been out and have done some reading and accumulated enough knowledge to pass the exam. He elucidates that to pass means you have to do approximately as well on the test as a student who actually takes the course and gets a C. "The list of courses for CLEP is growing, but presently," he adds, "there is a choice of 72 classes to choose from." Each exam costs the student $15, but if he or she passes, time and money is saved.

When you ask about the rather awkward and noisy testing room, Oleson apologizes. He knows that inadequate facilities are a problem not only for testing but for the meetings of the encounter groups as well.

The encounter groups total eight with an average of twelve members per group. The rooms where the groups meet are scattered throughout the campus. Each group meets at a different time during the week for usually a two-hour session of interaction. The goal of the group varies with the interests of its members, and the meetings are as challenging and spontaneous as the individuals want them to be.

Most of the counselors are involved in one or more of the groups and all are quite enthusiastic about what's happening. Dr. Harrington expresses his feelings this way, "These groups provide quite a valuable experience, especially on this campus where you don't have time to have as much student interaction. Here in a group setting you do relate to other students and get a lot of feedback from peers."

In one group two counselors, Dr. Lewis and Dr. Butler, are helping members to build personal communications. In the others the counselors are helping the students partake in a Mini Society Experience where the members can try something out in the group and then carry it into the real society. You need no special qualifications to join a group.

As Harrington says, "We really encourage people to come in when there is some concern but not necessarily a problem. If the student puts a vocational concern off for a couple of years, for example, and then switches majors, credit hours can be lost. The same thing for personal problems — dating, getting out of the home, sex, family involvement, finances, drugs, whatever the case may be — when it's just a minor concern it can avoid some serious problems if you talk about it now."

• Sandy Orsen
ALUMNI ASSOCIATION:

On May 20 approximately 1,100 undergraduate degrees were conferred and on this day over 1,000 graduates became potential candidates for the OU-UNO Alumni Association.

"Why should I support this school — after all the hard times they caused me. They gave me trouble during registration and towed away my car," is the most common remark heard by Alumni Association Executive Secretary Terry Humphrey.

"I tell them you got screwed by individuals, not an institution," said Humphrey, a 1968 OU graduate.

"We don't see ourselves as a choir for the administrators. They don't say we're going to have a three year program and we all say 'Hallelujah,' We're going to say 'You're gonna have what and why?,'" Humphrey said, noting the changing role of a collegiate alumni society.

What are the objectives of the students who support the efforts of the UNO Alumni Association?

"Traditionally, university graduates are an elite group and the association is just like any other service organization. Groups of people spend four years together on campus so there's a natural nostalgia and that's one reason they join," explained Humphrey.

Graduates of UNO, or any university for that matter, should be sold on higher education or so Humphrey believes. "They spend four years and several thousand dollars for it," he points out, noting the alumni of any institution can be considered a partial gauge of the school's effectiveness.

Does the Alumni Association keep up with the times or is it merely a reflective institution of yesterday's stereotypes?

"We don't try to sell raccoon coats and Mr. Chips . . . if he ever did teach here, he retired a few years back," said Humphrey. "There's none of this twenty students laying at the foot of the Socratic professor or strolling with Aristotle through the lyceum under the trees . . . it just didn't happen out here."

Humphrey continued: "Alumni associations are dying out just like fraternities and sororities in this particular case. This is true if they don't change, but on the other hand, they can't jump up and talk too much about relevance. Alumni associations need to keep changing just like everything else."

During the two years Humphrey has been executive secretary of the Alumni Association, an initial Alumni survey has been conducted, two magazines have been published, and an attempt has been made to involve the Association more actively in all university matters.

For 1971 Homecoming the Association brought the talents of television and recording star Della Reese and the organization has also contributed $8,500 for athletic-student aid.

"We give scholarships to almost anything unique, for example, marching band members," Humphrey said.

According to Humphrey, Alumni aid is given for a twofold purpose: 1) the need of the individual being conducive to the best interests of the university, 2) the soundness of a potential investment.

Does the Alumni Association attempt to sell tradition?

"Tradition is here from the development of the University to the subject of westward expansion. We don't sell tradition to the current classes. We talk about the future and what can be here," Humphrey said.

However, amidst the controversy over the Student Senate's unsuccessful attempts
‘Let’s Make It Better’

to cut funding for the Breakaway, Humphrey was an advocate of maintaining activity funding for the yearbook.

“For four years you’ve been around the same people and you just don’t want to see that damn book. But give you five or ten years, then it becomes a little more important. Like your high school yearbook ... you shove it aside and while you’re moving you run across it. You flip through the pages ... it’s trivia. It’s nostalgia, but it’s something that hangs on,” Humphrey said.

Some people have been known to refer to the Alumni Association as the PTA of the University. Is this part of the role of the Association?

“If you’re concerned with what goes on in the grades one through six and the junior and senior high schools, then that concern is going to have to be transferred out here at UNO. This way professors and administrators can’t sit and run down the same stuff year after year because someone is going to be checking on them — the taxpayers,” Humphrey said.

He envisions his organization as an “ex-students association ... and the students know what is good and bad with this place better than the guy down the street,” Humphrey remarked. “It’s our job to let you know as to how things were, are, and can be. We’re not a complete product of the university, but rather an independent association,” Humphrey said.

“If everyone (undergraduate students and Alumni) threw their weight behind us and we watched them (the administrators), this school has got to improve its prestige, image, and things like that. Then 30 years down the road it would be ranked with schools like the University of Chicago ... a degree would look damn good,” he predicted.

“UNO doesn’t open any doors now. In fact, if the truth were known and you were at a party and some cats were running down UNO in favor of Lincoln or Berkeley, you’d probably just have to shut up. But we’re coming to the point where we can start talking just as loud about UNO. This school remains this city’s Number 1 university,” Humphrey explained.

Alumni work is currently divided into three main areas: 1) Fund raising, which is based on logic and reason rather than emotional appeal; 2) Public relations projects, such as homecoming activities, banquets, and award ceremonies; 3) Communications and publications.

In recruiting recent graduates to become involved in the Alumni association, Humphrey emphasizes the future over the past in his sales pitch.

“We’ve got the facilities, let’s make them better. We know it’s a good school, it gave a lot of people a ticket to play in the big economic and American dream jive. You got your degree and you got to throw your application in with the rest. From then on UNO didn’t carry any weight ... so again we don’t say you owe the school like some of the others do,” said Humphrey in confessing: “One lesson we learned from students is that you don’t get anything you ask for unless you demand it.”

The Alumni Association under the direction of Humphrey and its president, Mrs. Ellen Gast, sees that UNO gets its share of state tax money, is responsive to the community and to its former graduates, and becomes involved in programs that are needed for campus improvement.

“What we’re talking about is making the University of Nebraska at Omaha the best school in Omaha, the state, the Midwest, the Nation and the WORLD,” Humphrey concluded.

• Jim Nelson
Spring, take this winter weight
away from madmen and gods.
Rearrange the tangled vines and stages
of inactivity.
Rearrange the dead spot that thumps
hollowly through times and minds.
Spring, please proceed to your starry
night through
a breath great
like an artist who tattoos his mind
in the likeness of you.
It's the subtlest dream
It's an easy free flow sign.
From madness to madness,
a touch of your dream.
—Clifford Christ
SENIORS
'I WANT TO MAKE THIS ABSOLUTELY CLEAR!'
"Be Patient, Dear. After all, it took the Children of Israel forty years to find a place to park."

Casey, L.; Casmon, M.; Catania, S. L.; Cavey, L. S.; Cerra, E. M.; Charlebois, E. L.; Chavis, R. L.; Christensen, N. K.; Churchill, T. R.; Clark, E. M.; Clark, J. L.; Clary, M. A.; Clawson, C. S.; Clay, R. R.; Clifford, D. J.; Cohen, E.; Colgan, J. V.; Collier, B. A.; Conkle, L. G.; Conley, T. G.; Conneely, J. E.; Craig, C. W.
DEFENDER OF THE
SPIRIT OF
AMERICAN MORALITY!

Kelley, J. D.; Kemmatt, W.; Kempner, L.
We interrupt this telecast to bring you this vital news bulletin: The United States and Russia have declared a state of War! Stalingrad and New York have been destroyed by nuclear warheads.

Los Angeles, Washington D.C.

See what's on Channel 4, will you dear?

Doctor! Doctor! The Department of Defense has approved our weapons research grant.

I feel pretty, oh so pretty..."
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