Fall 1971

Breakaway, Fall 1971

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It was a semester that started early and ended early. Despite an enrollment drop and tuition increase, inhibiting campus-wide construction and an austerity budget due to legislative cuts, a record number of over 650 degrees were conferred at mid-year commencement.

A collegiate semester can mean a wide range of things to different groups of students. For a few, it's the extra-curricular activities and organizations, for some college life is centered around athletics. However, for most UNO students, the collegiate experience is centered around classes by day and work by evening — offering little time for involvement on campus.

Student activism is minimal on campus, to say the least. Thus, saying there was little in the way of campus activities for our publication to cover might be partially valid. Still, we kept telling ourselves there must certainly be something going on — we'll just have to dig a little deeper to find it. We dug and found interesting things. We didn’t overlook them, but in casting a jealous glance into activities at other universities, we found perhaps that our stories do not measure up to the viable activities of the more active, interested students on other campuses.

Nevertheless, the purpose of this issue of the Breakaway is to give the student as complete a record as possible of his college semester. Features on pivotal students and faculty members, focuses on a few of the innovative and unique classroom situations, a look at the cultural side of campus life, and lastly, a series of in-depth exposes' on campus and community issues and persons affecting life at UNO are among the contents of this issue.

With a new name for our publication, Breakaway (the winning entry submitted by sophomore real estate major Mike Boe), we hope we are offering a new and thorough look at the first semester of the 1971-72 school year.

Sincerely,

Richard D. Brown
Editor-in-Chief
Breakaway Magazine
About the Cover

Over 6,000 fans braved a 52° chill and drizzle to watch the Maverick grid squad drop a 22-17 homecoming decision to Northern Colorado University.

The aerial color photo taken by bootstrappers Jim Gritz and Dick Quigley may be one of the last homecoming photos shot. An investigation underway throughout the semester could recommend a phasing-out of the intercollegiate football program.

Also shown is a large part of the Western half of the UNO campus and beyond the Engineering Building parking lot, the area of proposed campus expansion can also be seen.
Long before the first official edition of the PARKING GAME was introduced in the Gateway in the fall of 1967, students on the OU/UNO campus spent many hours playing an informal version of this infamous game.

This is the second edition of this ever-popular pastime. All mention of parking meters and free lots has been replaced by updated parking situations.

The object of the PARKING GAME is to acquire the most points for one day. Daily winners will compete during final exam week and the first week of the next semester — when the lots are the fullest and competition the keenest.

All players are required to be regularly enrolled students in possession of a red UNO parking sticker. It is strongly suggested that freshmen and transfer students practice for at least a semester before actually risking life and limb in this dangerous game. (Note: bootstrappers and vets new to campus need not wait; battleground experience is considered a suitable substitute.)

Style, strategy and ingenuity are encouraged. Don't be upset or discouraged by dents or scrapes either to yourself or your car.

Ten points awarded to player who finds parking space on Monday, Wednesday, or Friday with between 9:30 and 11:30 without waiting.
12. Forfeit fifty points if you use the Ak-sar-ben shuttle-bus service.

13. Park in any faculty-staff slot for forty points.

14. Forfeit twenty points for failure to argue on some matter or another with campus cop.

15. Fifteen points to the driver who stalls in an entrance or exit.

16. Twenty points for running into a motorcycle. Ten points for each additional motorcycle.

17. Drive through Elmwood Park and begin again. Forfeit fifteen points.

18. Fifty points for parking in "Reserved for Chancellor Blackwell" stall.

19. Go directly to cashier's office, pay all fines, and forfeit all points.

20. Thirty points for parking without sticker while campus cop is standing behind you.

21. Fifteen points to the player who opens his car door and takes at least a quarter of an inch of paint off the side of an out-of-state car.

22. Thirty-five points for running over a faculty or staff member who's just parked his car.

23. Twenty-five points for the player who backs into a car while hunting for a space. Ten extra points if the other car's driver is also playing this game.

24. One hundred points for tearing up all tickets received while playing the Parking Game.

25. The player who demolishes any sport-type car automatically wins.
THERE is a thin, tough semi-permeable membrane covering each door of the meeting places in the Milo Bail Student Center. The membrane permits only like items to pass through. If an inadvertent foreign body breaks the protective covering, anti-bodies quickly form and ward off the invader with the very special antigen known as the “Cold Shoulder.”

Similar to cells in the body these coffee room cells succor the “types” on campus.

Reassurance is the by-product of this unique isolationism practiced by the “commuter campusers.” Lack of unity among the entire student body may be traced directly to these carefully selected holes in the wall.
Power to the People in the Pit

GOODNESS, grant the high achievers, frat nuts and socialite students love and peace. But if there is a different drummer at UNO his audience is in a phenomenon known as the "Pit."

Ostensibly, the "Pit" is that place next to the bowling alley, where you find the pin-ball games, vending machines and huddled masses of diverse personalities.

Historically, the Pit was never planned. According to Student Center Building Services Manager Bob Wolfe, the entire room was meant to be an eight-lane bowling alley. When the lanes were purchased after the former Omaha Packers professional bowling team dissolved, the deal included only four lanes. Hence, the strange juxtaposition of the "Pit."

Occupants sit talking above the roll of the balls and the roar of the juke box. Additional sound is provided for by some Neanderthal pounding on Paul Bunyan or some other pin-ball machine.

Wolfe says the pin-ball machines were moved to the front of the "Pit" to avoid further abuse. Wolfe adds: "Two years ago, the machines were in the back of the room and breakdowns were frequent. Now they are near the entrance where a lot of people pass by." Hopefully, more people watching will embarrass the pin-ball offenders. A window above them connecting the control desk with the "Pit" is also added inducement.

All is to no avail! There is still a sportsman or two who beats meaning into the words of the song in the Who's rock opera. Tommy: That deaf, dumb, and blind kid Sure plays a mean pin-ball.

Wolfe says that the "Pit" handles the overflow masses from what once was called the Ouiampi Room. Expansion of the Bookstore into what was the Ouiampi Room made it difficult to handle the large influx of students. Two years ago students found perhaps their favorite corner occupied by new text books.

But, the "Pit" is not filled with overflow people. It has its regulars. Inch by inch, there may be more hair down there than in the neighboring nameless room.

The style of dress ranges from fringed buckskin to no style at all. Fashion shows are not the accepted mode.

Bridge games have moved from the game room to the "Pit." Marathon card-playing takes place with replacements filling-in for those who must attend classes. If there are no replacements, errant cries for a "fourth" are sent out.

Non-card playing tables are occupied by what often appears to be hirsute apostles discussing the gospels, over a good pipe.

Smoke is not easily cleared from the room. A newly lit cigarette sends its smoke aloft to join the thick layer which hangs over the tables.

Because of the cramped, elbow to elbow, conditions in the "Pit" and because of its odd configuration, the question of fire safety was brought to Wolfe. "There is a fire exit at the far end of the room and one behind the pin spots. But, I hope they don't have to be used," he said, crossing his fingers.

The crowding results in a near lack of movement. Some tables have as many as 10 to 12 people around them.

Sometimes the fight to reach a trash can doesn't seem worth the effort. The result is endless piles of trash that is cleaned nightly by the Physical Plant staff. Wolfe says he is sorry that the "Pit" isn't cleaner, but, it is difficult to continuously clean the place. "Almost everything is disposable; it would help, greatly, if everyone bussed their own."

Wolfe says he wasn't aware that there was a socially different attitude in the "Pit" than elsewhere in the student center building. There is, however, a seemingly uncommon air. It appears that there are mostly Independents in the room and fewer Greeks. Random sampling (by no means a perfect rule) shows more Liberal Arts students.

Judging from the talk, you'd swear most of the philosophers, theologians, politicians, and maybe an administrator or two will someday arise from the "Pit."
THE SLEEPY halls of Milo Bail Student Center awaken each morning with the clanks and clunks of kitchen help setting up the line for another day. The echo of a distant janitor whistling as he finishes off the last of the floors breaks the eerie silence.

Another sound is familiar early in the morning. It’s the mad race to claim a table for some sorority or fraternity. A large rural type mail box thuds on its usual table top. There’s a three foot high sign with a Greek brand on it telling all who pass by: “Alpha Beta Gamma Delta territory, stranger. No claim jumping.”

The bulletin board is loaded with little messages telling of teas, beer busts, flag football games and various social functions.

Exquisitely tailored mannequins scitter about impressing everyone with their perfection of dress. Contrasting the well dressed set are frat rats simply clothed in a tee-shirt labeled with their pledged letter.

In their own world are the Jersey Jocks, east coast athletes who try their hand at sports in the less competitive midwest. Juxtaposed to the jocks are a huddled mass of Black students near the juke box privately socializing with themselves.

A continuous blast of the Top Forty begins with the rapid assembly of regulars who jam themselves tightly around the well-guarded tables.

All this occurs daily in the Room. Since the loss of its beloved name, some refer to it only as the Room. Others look to either side and carefully scan the area to see if there are any American Indians to offend, then boldly call it the Ouampi Room.

Young pledges are carefully scrutinized during the day. Occasionally a sister may err and walk to the “Pit” with a new found friend. Her big sister is then obligated to inform her of her duties as a carrier of the letters.

Smiles are the rule of the day. Crisp, clean, friendly grins are for everybody, but, especially for the brothers and sisters of the clans. There is security in being with your own kind.

Chili consumption is at an all time high in the Room. Sounds of crunching crackers with confident conversation about the next sociology test. Self assuredness is the main staple in the life of the Room dweller. Its inhabitants thrive on being able to flaunt ones ability to have the situation under ones thumb at all times.

Student senators abound from this room. Political activity is practiced fervently. Getting it right in student government insure the Roomy’s finesse in “real world” situations.

There should be no doubts about these people. They are the ones who will take the helm some day and chart a new course for mankind. These people have their eyes on the moon while their feet are firmly planted in the sturdy ground of tradition.

The future holds for them the pathways of their fathers and mothers. Nothing will get in their way to gain success. The start at UNO begins in the Room; a true guideline for the high achiever of tomorrow.
EVERYONE NEEDS to seek sanctuary from the outrageous misfortunes of life. For the most sensitive loneliness heals wounds faster. Those who need reassurance seek, find and cry with others of their own kind.

For the most talked about and controversial people on the UNO campus, the bootstrappers, the MBSC ballroom affords solace.

Because of continued occupancy by bootstrappers, the ballroom has been referred to by the name, "Napalm Hall." Appropriately Napalm Hall was dedicated to Lt. Jerry L. Larson, an Omaha U graduate who was killed in a military accident.

If the boots read the dedication plaque before entering the hall or the rather terse treatment by non-boot students sobers them, the boots turn the Hall into a quiet reading room. The silence is comparable to any area in the library.

The somewhat uniform dress of Napalm Hallers brands them as boots. There is a slight diversification in clothing which helps the observer to at least size-up these special people.

The neatly dressed, closer to middle-aged boot is the "I-am-an-American" type. He is typically attired from neck, hands, to nose in traditional red, white, and blue, respectively.

The neatly dressed fellow with beard and briefcase is the "It's-the-only-place-I-can-get-away-with-a-beard" type. Casual conversation with him will reveal his efforts to communicate with the younger students. His usual opening statement is: "I'm getting out of the service as soon as my hitch is out." A casual nod by the listener tries to conceal the "Oh! Brother!" that is on his mind.

Conversation among Hallers is distinctly more academic in nature. College time is full time to the boots. Other talk produces technical words such as "Moose" and "Hooch!"

Veterans day makes the Hall look like a briefing room. Green, blue, gold and silver 300 strong gives the impression that something is happening on campus and the Guard was called up to stop it.
CAFETERIA FILLS THE VOID FOR THE OUT -BUT- 'IN' GROUP

THROUGH the process of elimination many students find themselves out of place, out of step, with their contemporaries and seek shelter with the other odd-men-out on campus who are too sophisticated, or too level-headed, or too much out of line with the rigid formal types to socialize in the regular meeting places in the Milo Bail Student Center.

The Cafeteria is full of individuals who find others who are also individuals and the familiar camping game goes on in that room just like the rest.

The eating place is a meeting place. Among the regulars are graduate students, drama majors, a large contingent of student government people and foreign students who find people who will honestly take the time to talk with them.

Near the partition between the N-palm Hall and the Cafeteria are some Boots who sit quietly and amaze pretty young things with the stories of their world travels.

Often an earnest studier will find his $17 text book under a pile of the kitchen's famous bean soup. Mixed with the mess of hungry eds and coeds are people with food far from their minds. But, due to the crowding around lunch time, they may find food in their laps.

Near the window there are several graduate teaching assistants who try their best to look beaten by their overloaded work schedules. If you look close enough you can see the pleasure in their eyes as awkward undergraduates pass by. A wily gleam strikes them as they remember the time they too tripped and dumped edibles on readables.

Perhaps there are more of the astute species of the campus types in the Cafeteria. When the kitchen line closes down and the famished are fed, the crowd begins to clear and those remaining are cracking books and bending backs.

The pity of all this is found on the unkind walls. Missing are the honors one reaps from hard studying. On the wall a student will find only this missive: "Please Bus Your Own Trays."
Here, There, and Everywhere, It’s
Smilin’ Faces . . .

Perhaps it’s true that “smilin’ faces, sometimes they don’t tell the truth,” just as the song says. Undisputed though it may be, the Truth remains that these faces have been around midwesterners since early summer.

The fad is dying, some say. The campus and its students have been smiled to death in the form of purses, playing cards, tee-shirts, puppets, pillows, necklaces, rings, and almost anything merchandised in our local stores.

KOIL displays the likeness on their Good Guy Hitline survey sheets and on their “Have a Happy Day” bumper stickers. King’s Food Host and Hinky Dinky both use the symbol locally to develop their own institutional advertising.

Smiling face stickers and buttons have been a big seller. Even campus ministers the Rev. Leonard Barry and the Rev. Dave Kehret can be seen walking around campus with the glowing faces pinned to their lapels. On rare occasions the bootstrappers have been known to replace the “America, Love It or Leave It” sticker on their briefcases with a smiling face or two.

“I’m sick of the faces,” said junior Rosemary Hilgert. “They’re plastic and they demand a plastic response.” Many other students predict that the seeming smiles will smother in their hypocrisy.

Despite the supposed artificial picture painted by these smiles, the fact is that these happy little faces have proven to be actually useful for a number of UNO students.

“I use them in student teaching,” replied senior Paulette Connor. Paulette instructs eleven mentally retarded children in the Westgate Cottages for her student teaching assignment. “I have a smiling face puppet I use there for teaching language arts,” she continued, “and I use the stickers to put on the good papers my students turn in.”

The buttons and stickers are also used in hospitals where many UNO students work to help boost patient morale.

Whether or not the happy faces contribute to the cause of happiness around them or simply provide a commercial vehicle for new and successful products — it’s not known. But the response that they’ve received certainly indicates a desire for some type of happiness. Perhaps it’s just that warm feeling people like to experience upon seeing a “real” smiling face.

KOIL’s not the only one saturating the city with smiling faces...
Rhythm in the Room

It's 7:03 a.m. Perhaps it's Tuesday morning ... maybe it's Wednesday. A young neophyte with a shiny quarter in his hand, sleepy eyes, and two Greek letters across his red tee-shirt approaches the luminous blue-black computer next to the east wall of the Room.

He drops the money in and the monstrous machine fills the Room with music and mood. The computer has just been programmed for the next ten minutes.

Meanwhile, UNO's only "roomies" enter and take their programmed positions at their appropriate tables: card tables, talk tables, cram tables.

When the ten minutes has elapsed, a brightly clad black student leaves his table, quarter in hand, and punches up his favorite music to move by. And so, the Room has again been programmed for the next ten.

A few minutes before a class starts many of the roomies have left and the Room takes on a momentary quiet. All of a sudden, some roomie gets desperate. She doesn't know how to act. She doesn't know whether to chew her bubblegum with soul or simply in regular bubblegum fashion.

She doesn't know whether to shuffle her cards in time to Led Zeppelin, the Jackson Five, or the Undisputed Truth. Her need to be programmed is so great she grabs a quarter from her purse and rushes over to the machine and picks out a few soothing tunes.

Some roomies take turns programming their computer. Most just sit and let others do it for them. The programming process continues until 1:00 p.m. when the thoughtful DJ's from KRNO conscientiously take over the job until 5:00 p.m. as the roomies slowly drift away.

Until 7:03 tomorrow, the computer stands semi-silent and waits for the roomies to return.

Have you ever wondered what wondrous soul "programs" the jukebox in the Room? It's a certain Mr. Leonard Weiland, better known in the Yellow
Pages as Central Vending Company. Weiland owns and services for the company which handles pooltables and cigarette machines in addition to jukeboxes.

He's been operating the machine in the UNO Student Center for seven years. The one presently installed in the Room has now celebrated its first birthday. It arrived here during semester break last year.

"This machine is really a good one," said Weiland. "It's strictly a computer. The idea for the selector system was bought from Northwestern Bell and works on impulses with no moving parts. All the components are in a small box next to the record selector."

This makes the operation very smooth, according to Weiland. "If something goes bad in the component box, I can replace it temporarily while it's being fixed. If I can't locate such a box in town," he continued, "I can get one from Des Moines in as little as seven hours."

The Room's Jukebox is leased from Weiland with half of the profits going to the Student Center operating funds. He was asked if the advent of KRNO broadcasting in the Room from 1:00 p.m. to 5:00 p.m. would hurt his business. "If it hurts me, it hurts you," he said referring to the profit the Student Center makes. "I'll give it a couple of months before I draw any conclusions."

The machine has a 124 selection or 62 record capacity. Weiland comes to UNO every week to ten days to change the records. A meter inside the machine indicates how many times each record has been played. "I take the ten least played and replace them with ten that are either new and potentially popular or are currently selling well."

Sometimes, and Weiland can't explain why it's so, he has to take out popular records because they just "aren't being played." Other times, he puts some back because they've climbed so much on the charts.
Besides classes, cards, and conferences

What's Happening at UNO?

CONSTRUCTION. Construction. The last few years on the UNO campus leave fond remembrances of construction crews walking through the Student Center cafeteria, parking lots being reshuffled, and students taking muddy detours around big red and yellow machines.

The entire university wants more space, better classrooms, and larger labs. But such inconveniences make these hard-to-come-by additions a bit intolerable... at least until they're finished.

This semester, students were forced to schedule their daily routines around not one, but two areas of construction. The Student Center addition, begun last spring, put many students out of their way. For two and a half months students could not use the south entrance to MBSC. It was necessary to use the east or west entrances even for a previously short trip from the Room to Engineering room 101.

But all was not lost. A special opening ceremony for the south doors in mid-November came just in time for the closing of the walkway between the Student Center and the library.

Why closed? For the construction of a "mall wall" (an enchanted wall around the enchanted mall where students may relax, study, daydream, etc.)

Now to Phase I of the Fine Arts Complex. In order to initiate work on the long-awaited extravaganza, the northwest parking lot was ripped up with over a fourth of the lot being sacrificed to the Muses.

The parking stall lines were re-painted in shocking yellow, and now the unpaved area between that lot and MBSC staff area serves as a muddy moat between the two blacktop surfaces.
A New Semester

... A New SPO
SPO WEEK

September 7-10
MAGIC THEATER
‘AMERICAN POWER’
JOYful Homecoming Concert
LEAHY SUPPORTS MAVERICKS
HOMECOMING QUEEN

1971

JACKIE HAMMER
Leisure in MBSC
The fight to be your own person while attending a university can be a real hassle. Robert Noriega (he calls himself Roman) retains his individualism by living in a small van instead of a house or an apartment. (He also retains more of his money.) His story is worth sharing.

Once there was a man trapped in a long narrow corridor. The exit at one end was blocked by a man-eating tiger and the other exit was blocked by a blood-crazed gorilla. The two animals saw the man and charged with homicidal intent. The man seemed to have two choices, getting mauled by the tiger or being pulled apart by the gorilla.

Acting fast, since he did not like either choice, he braced his back against one wall and his feet against the other and climbed out of the way. While the animals were fighting he escaped out of one exit.

With other students going to a commuter-college, I was faced with a decision, to live with a relative or to get an apartment. Neither of the choices appealed to me. The trivial questioning about activities, friends, hours, etc, that I get when living at home upset me. On the other hand the expense ($30-100 depending on your style of life) the many rules and regulations of landlords and the difficulty of finding a location that is convenient is another consideration.

Having experienced the difficulties connected with both choices, I have found a third choice. Last summer I bought a used Corvair van. Slowly and inexpensively, with scrap wood, cardboard, cloth, and odds and ends I have fixed it up for living. It is not large, but it will serve for studying, sleeping, some cooking, and other limited activities.

Most of my acquaintances know what I am doing and have asked me why. There is no simple reason; in fact I don’t know all of the answer myself.

I have never liked anyone telling me what to do, but it turned from a general dislike to an almost pathological hatred in the army. I used to see red when an incompetent, bigoted, conceited, stupid sergeant ordered me to do something.

The only reason that he kept on ordering me around instead of me sending him to the hospital is that the law will squash me if I say anything except “Yes, sergeant.”
It is a mistake to confuse a luxury with a necessity.

The biggest goal of my entire tour was to be in a position to say: "Get bent, you mother!" and get away with it. So the army is the major cause of my "dropping out" of the two normal choices for a person in my circumstances. I am trying this life style in the interest of living my life according to my decisions.

If I live with my relatives, I can't come home at 3 a.m. singing a ribald song, make a bowl of soup, and go to sleep on the couch. I am not saying that I need to do this, but I need to be able to have the option to do it.

Then there are the questions and answers. I realize parental interrogation is stemmed from a basic concern about me; it's still irritating.

If I were living in an apartment there would be rules and regulations. Depending on the landlord, it might be: no alcohol, no visitors after a certain time, or no visitors of the opposite sex. The most severe rule that I have actually experienced is a lockout time. One landlord established a time you had to be in or he locked the door. I spent a couple of nights sleeping on the lawn because I was locked out.

Another aspect of this choice is the fact that my financial needs are close to minimum. I am a single person, with no dependents, taking a full-time class load and as such, I collect $175 a month under the G.I. Bill.

A married veteran collects $205 a month or $230 if there is a child ($13 for each additional child). To get these maximum amounts the veteran must be a full-time student.

Any one with dependents or a wife would have more problems, if indeed they could live in a van. But, a single person can do it if he wants.

My food bill is the same because I can cook simple items such as soup, canned vegetables, and make sandwiches. That is about the only cooking I do anywhere. My other expenses are the same as normal living except for rent (for obvious reasons).

An average day goes something like this. Alarm rings at 7, light a candle, get dressed, go to school where I clean up, then I go down to the Student Center until class. After my day classes I go to the gym and take a shower. If I have time, I sit in the sauna for a while.

Then I go to work. After work, if there is a social function to attend, I change into appropriate attire, otherwise I go back to school to study.

When I get ready to go to sleep I stop in a filling station and clean up, then I go to where I park, crawl in bed, light a candle, read for a while and go to sleep.

It's not a super-exciting life but it is one I will be living for a while. I know that this winter it will get pretty cold. My friends have wondered how I will keep from freezing.

I have not experienced this exact problem, but from my army service and other outdoor encounters I have acquired a point of view and a few practical details.

I feel it is a mistake to confuse a necessity with a luxury. To be able to maintain a livable temperature (40°-90°) is a necessity, but to maintain an entire house at 70° is a luxury.

Body heat reflected from a sheet and blanket, if the wind is blocked, will provide all the warmth a person needs down to a temperature of about zero.

A bathroom or some sanitary facility is a necessity, but having it down the hall is a luxury. A nearby filling station will do.

Telephones, electric lights, air conditioning, all of these are luxuries — very desirable of course — but luxuries nevertheless. This is the price that I am paying for the decision to live my life the way I want. I feel it's a minor price.

The only problem I am facing is where to park. If I park in an empty parking lot or in an unfriendly residential area I think there is a good chance I will run into some trouble with the police.

I have had many offers to use driveways and the streets in front of people's homes, so some of my worry is probably unnecessary.

This whole project has been very interesting, and I don't anticipate any big problems in the future. I attach no permanence to this way of living, but I hope to gain a wider range of experiences in pursuit of curtaining my own destiny.

Robert Noriega
DON'T believe you should do something unless you can have some fun.”

This statement pretty well sums up the college career of Danny Powers at UNO.

The senior political science major has come a long way since his freshman year. On his way Powers has started his own newspaper, run for freshman class president, started a political party, been escorted bodily from the Student Senate, and run his dog for homecoming queen. In addition, he's declared himself king, run for student body vice-president, was elected to the Student Senate, was appointed to the student budget committee, forced the College of Continuing Studies to take him, and declared UNO should get rid of the History Department.

This is quite a change from the person that was “not interested in activities in high school.”

“As a first semester freshman I didn't even know where the student center was, what the Ouampi room was, or what Gateways were. I had trouble making the transition from high school to college,” Powers explained, adding, “Two weeks into the school year I was attacked by freshman politicians.” This might have been Powers first introduction to campus activities.

In his second semester on campus Powers started to attack the elements of campus life that he didn't go along with. The first attempt to register his discontent was with the Independent Voice, the Powers newspaper.

“The Independent Voice called people names, it was a rip-off. The paper was assaulted by fraternity freaks because I put them down in the paper as typical frat rats,” Powers said. This was the start of his tirade against fraternities that lasted through his freshman year.

After learning that the senate was controlled by Greeks even though they were a minority on campus, Powers tried to get a political party together to combat them.

Running for president on the new ticket, Powers was the only non-fraternity member to run for freshman class president and finished ahead of two fraternity candidates but behind the winner. From his campaign Powers made “quite a few Greek enemies.”

Not content to just have Greek enemies Powers took on the rest of the university.

It was at the weekly Student Senate that Powers started to make a name for himself as a crusading joker, and also as a trouble maker.

At one meeting after being interrupted by then Dean of Women Elizabeth Hill, Powers told her to shut up. This was the start of some battles royal between Powers and the Senate.

Powers attempted to present the constitution of a newly formed GDI political slate at a Senate meeting. The constitution was a loose slate that had provisions for fun.

If the picture Powers paints of that meeting is accurate, it must have been the most lively meeting this campus has ever seen. As Powers remembers it: “The constitution was turned down, and the
people at the meeting had fun making fun of me and I made fun of them. I couldn't get the floor to speak, and since the floor had to be yielded to me by a senator, they wouldn't let me have it.

"I called them cowardly dastards and was escorted from the floor. I told the sergeant-at-arms I wouldn't come back unless they apologized, while I was being escorted from the floor. The Senate voted not to let me in unless I apologized."

After all of these problems with the Senate Powers ended up winning the senior class seat in the Senate last spring.

Danny also became interested in newspaper work writing a column for the Gateway. In one column he declared himself king and kicked former student body president Steve Wild out of his office, and in another column he said the campus should be moved to Lake McConaughy by portage and build a canal with bootstrapper power.

One more little Powerism was the time he ran his dog, Misty, for homecoming queen. "I was going to run her again but she told me not to. It was degrading," Powers said.

Not happy with just being a laugh-getting campus activist, Powers got interested in the peace movement and, as a spinoff, noticed the bootstrappers. "I took a closer look at them and maybe for the first time in my life I was left without comment when I saw what special privileges the boots got. I couldn't believe what the University was doing," Powers explained.

This interest in the bootstrapper program is what got him involved in his now famous battles with Dean William T. Utley and CCS.

What was suppose to be another in the long line of Powers jokes turned out to be a halfway legitimate try for the position of vice-president of the student body.

As Dan explained it: "I got fed up with student government and saw Bob "Jericho" Honore on campus and we walked to the government office together.

'We were waiting for the elevator and a politician said 'Danny are you running for president? I said, 'No, I'm running for vice-president, Bob is running for president.'

"The guy was shocked. Going into the elevator we were laughing about it. When we got to the office and some people asked what we were doing there, and we said we're here to get a petition for president. Silence fell over the room."

Powers and Honore both knew it was impossible for them to win, but as they went along their joke gained a little support and people started to get serious about it.

Naturally the Honore-Powers ticket lost, but along the way Powers noticed irregularities in the campaigning and balloting process. After much commotion over the irregularities, Powers dropped his charges.

Today Powers is a well-respected campus leader, a student senator and on the budget committee. Quite a long way from the "ten cent, mealy-mouthed, word spouting plastic hippie" that he was once called in a Gateway letter to the editor.

*Alan Gendler*
GILINSKY
OPTS FOR
BIG TIME

MAN HAS never been able to invent a perpetual motion machine, but UNO's music department has come close. The machine is a music major, and what's more, he sings. His name is Bill Gilinsky.

Bill's record is impressive to say the least. He has had experience with UNO's now defunct opera program. He played Papagino in "The Magic Flute," and played the title role in "Giannischissi."

He has appeared in "Triumph of Honor" and "Night Bell." He was rehearsing for "Xerxes" last year when the opera was cancelled on him. "It really upset me," he said. "The reasons they gave were they were cutting back on the budget. But we were ahead $10,000."

This year, as in the past, Bill will be participating in the productions of the Omaha Opera Company. He was only in the chorus of 'Die Fladermaus' and 'Aida,' but that gave me experience for this year." He will be appearing in "Rigoletto," and he has two parts in "Tales of Hoffmann." He will play Herman and a rather dubious sounding character named Schlemiel. "I get stabbed in the end," said Bill.

Such an impressive career has no such romantic beginnings. "I wasn't interested in music until my senior year in high school, when I was thrown the lead in a musical. I guess that kind of inspired me."

The 21-year old baritone has sung with the Voices of Mel Olsen for about two years. He has been a soloist at Joslyn with the Omaha Symphony Orchestra, he is a soloist at All Saints Episcopal Church, soloist and choir director at Beth Israel Synagogue where he directs three choirs, and he teaches Sunday School. Despite this frantic schedule, he manages to maintain a 3.0 grade average. And the list isn't finished.

He has sung with the University chorus and Chamber Singers for four years. "All I do is sing," says Bill. It would appear that that is not completely accurate. He has found time to head the committee which presented a petition of 2,000 names to the Nebraska Unicameral asking for a New Fine Arts Complex. He is also treasurer of Phi Mu Alpha Sinfonia music honorary, and a member of the Music Educators National Conference. He is also involved in a new group on campus - the Baroque Singers. "It is all solo selections accompanied by faculty and will be bringing in string quartets." The group is headed by Dr. Robert Ruetz.

To name one outstanding influence is for some people impossible but Bill doesn't hesitate. "I owe more to Dr. Ruetz for voice production than to anyone," Bill said. "He has the personal touch, he's down to earth, and very real. He always strives for individuality. He says everyone has something to offer. Dr. Ruetz is the man to bring out life in your voice, if you have any."

Everything hasn't been a bed of roses for Bill despite his many accomplishments. "Music was difficult for me, especially the theory. But it's all falling together now. I see it as an entity in itself - not just a bunch of notes. When I came to the University, I had no musical background. But now I can go to a symphony and see something I've never seen before."

He gave his junior recital last year. "It helped me realize my mistakes." Again he favors Ruetz as the one who has helped him the most. "He has taught me legato, breath control, how to sustain tones. He trains you as an opera performer. That is very beneficial to me because opera is the ultimate in singing. If you can sing opera, you can sing anything. Opera is not a big woman coming on stage singing 'give me rice krispies.' The future of opera is more in the singing actor. The only thing holding opera back is money," Bill said.

After graduation, Bill hopes to do graduate work at the Curtis Conservatory of Music in Philadelphia. "I feel it is the top school in the country or maybe the world for voice training." He is also considering Northwestern University or Indiana University.

His already outstanding career is just beginning. If his work up to the present is any indication of his future activities, the name Bill Gilinsky will probably be known far beyond the boundaries of UNO and Omaha.

• Sue Peterson
An All-American cross-country runner, Pat Rinn has rewritten the UNO harrier record books in recent years. In this candid interview with staff writer Jeff Evangelisti, Rinn talks about his athletic ambitions and cross country running.

We have all heard about athletes getting a case of the nerves before their event starts. Do you get worried or anxious about your own performance at a cross-country meet?

Rinn: I’ve been through it so damned many times, deep down I know I could beat some guy, but it wasn’t worth the trouble. I’m so calm it’s pathetic. I’ve got so many other things I’d like to be good at, my biggest problem in life is being able to concentrate. I’ve been running since I was 15 years old. It gets a little tedious in the locker room, everybody talking about their own problems, how tired they are; about poor grades . . .

Do you feel there is too much stress on athletes in college — that is that they must win all the time?

Rinn: Most schools place a lot of stress on athletes, not at UNO though. The sole purpose of athletics should be enjoyment for the individual. But as far as training you have to get in condition, that doesn’t mean you can’t have a couple of beers now and then.

What kind of a spectator are you?

Rinn: I’m not a very good spectator. I don’t like to watch track meets, there is too much dead time between events. A meet should go off fast. I like basketball, football and boxing.

A lot of joggers and athletes have some harrowing adventures to tell about when the “canine corps” (dogs) have attacked them while out running. Do you recall any time a dog got the better of you?

Rinn: A couple three summers ago I was bit by a dog in the hip — a big German shepherd. I was four and a half miles from home at the time and had to call my dad so I could go to the hospital. In all I’ve been nipped about six times. The ones that will bite you, come up silently from behind, with a low growl. I snap my fingers at them, you’d be surprised what a friendly smile will do for people and especially a dog.

It has been said that track is an individual sport and not a game of team effort. Do you agree with this?

Rinn: Runners are like students in the classroom, all are individuals. Some need more attention than others. In track some runners need distance work, others sprint workouts. It’s tough to please everybody. In track we all want a good team — before a meet everybody talks to each other and jokes around. Once the running starts in practice or in a meet, everybody becomes self-centered; you’re on your own; it’s individual effort then.

Can you give some idea what an average workout consists of for members of UNO’s cross-country team?

Rinn: In the summer I do straight
'If you eat three meals a day you don't need health foods'

distance, about nine to ten miles a day —
many other runners do a lot more. On
Monday — we do twelve quarter miles up
hills. These are done in about one minute
20 seconds. Tuesday — Six mile run with
sprinting up hills in Elmwood park.
Wednesday — Six one mile runs with five
minutes rest in between. (They average
about five minutes 20 seconds, with the
fastest mile in about four minutes 50
seconds; these times will get faster as the
season proceeds and the runners get in
better shape.) Thursday — 12 half miles
of hills and 12 220 yard runs. Friday —
cross-country meets. Saturday and Sun-
day you work out on your own.

Do you eat any special health foods?
Rinn: They say if you eat three solid
meals a day, you don't need health foods.
I feel better if I take protein powder,
wheat germ and iron tablets. Athletes do
have to eat more, they need extra calo-
ries. But if you have an adequate diet,
you don't need this stuff.
You receive scholarships from track
that pay for your college education.
Without them would you continue to go
to school?
Rinn: I came from a large family,
mom and dad have eleven kids, dad
couldn't have sent me to college. If I
couldn't have come up with enough
money I probably would have gone into
the service. I went to school because
every one else did.

Why run? You have been asked this
question many times and in an interview
with a local newspaper you are quoted as
saying "I run largely for that reason. I
love competition . . . a kind of friction
between runners. There are really a lot of
reasons. One is for the recognition, of
course. I've always been lucky. The
majority of guys don't get recognition.
(One form of recognition is the athletic
scholarship Pat won): I run for that,
too." If stripped of competition and
recognition would you still run?

Rinn: Yes. I also run to get rid of
some of my anxieties. You like to do
something beside sitting around —
running is a different form of outlet for
me. When you run, you go out and sort
of float, just letting yourself go. In the
early morning even if the sun is out, you
feel like you're running in a mist. The
world goes by you like when you are at
the movies and the camera is going
through an alley, everything is standing
still; but you keep on going. It's a silent
world, quiet, peaceful — there are not
many people out in the morning, but you
get the impression that they will be there
later in the day and you wonder what
they'll be doing.


• Jeff Evangelisti
Handy Conveniences: for Students Walking

Real Hassles for the Handicapped

Not many UNO students have noticed that a new black button has taken the place of an old key in the Engineering Building elevator.

But to any of the handicapped students at the university it's a great relief. Bob Allemand, a 25-year-old senior, said "It was just one of those things we couldn't quite reach that the administration was willing to fix for us."

Bob is just one of the physically handicapped students who attends UNO. He, like many others, came here because it's a relatively small and centrally located campus. It is also a campus where the administration will add a few details here and there in their construction plans to suit the handicapped's special needs and where the students will lend them a helping hand.

In a wheelchair, movable bed, or some type of brace, there are many obstacles that must be overcome. A three-inch curb or a five-inch step seems no challenge until attempted in some such contraption. Ramps that angle approximately 45° leading into the annexes are bad enough to walk up on alone wheel up. Drinking fountains, taken for granted by most students are impossible to reach in a wheelchair.

Junior Bob Seely, 25, describes the problem of the curbs and steps. "To get from the Administration building to the Engineering building it takes a minimum of 15 minutes on an electric wheel chair. The only door out of the Administration building without steps is on the south side. "From there," he continued, "one has to go around to the west side, behind the library, past the construction site, and up the roadway to the east and south of Allwine Hall."

"We follow that road behind Engineering, while cars go by in both directions, and finally get in the north door." Many students would skip class for a lesser reason.

Parking can also be a problem for the handicapped. Campus Planning has reserved parking places close to the buildings for them. "Those parking spaces are the same width as any others," according to 25-year-old junior Gary Garrison. "What they don't realize is that in order to get a wheelchair out of a car you need a lot more room than that."

Sophomore Dennis Storm, 24, feels that despite efforts to provide adequate parking there still isn't enough. "Besides," he emphasized, "even the handicapped are not exempt from getting tickets without the proper sticker."

Restrooms, again taken for granted by most students, can pose another serious problem for the handicapped. Special facilities are needed. "Some have been built," cited Gary, "but there aren't enough and they're inconsistent.

"On the first floor of the Administration building they're fine but on the third floor they aren't usable. In the library or Engineering building," he continued, "they're a real problem."

Campus construction has put everyone out a few minutes or a few extra steps. For the handicapped it means a more definite detour. Bob Anderson, a 19-year-old sophomore, explained that for him to get across campus it is necessary to go through Allwine Hall and up the elevator, thus bypassing the temporary wooden steps. Bob feels that the Student Center is virtually inaccessible to students in his situation.

The ramps leading into the annexes seem to be the worst problem. In icy or wet weather they are impossible for a wheelchair. Bob Allemand admitted that
'to establish a continuing dialogue . . .'

he had to drop a class scheduled in an annex because he'd have to be pushed in and out of there and "it's just too dangerous not to mention very difficult."

Most of the handicapped students agreed that perhaps the biggest aid to them is that given by fellow students. Bob Seely mentioned that many students are willing to help in any way that they can.

Many of the handicapped have certain friends meet them at the same place every day to help them.

Gary Garrison said that he needed someone to help him get across campus. So he advertised at the beginning of the semester on the Student Center bulletin board and received the needed assistance.

Senior Joe Edmonson, 25, has students in many of his classes take notes for him because he finds it rather difficult while on his movable bed. Sophomore Karen Kown, 27, who often needs assistance with her wheelchair, often has students read to her. Because of her eye trouble, it is very tiring for her to read for long stretches at a time.

At a meeting this September, Director of Campus Planning Dr. Rex Engebretson met with handicapped students to discuss their problems. Difficulties brought up were drinking fountains, restrooms, certain curbs, and the out-of-reach telephones.

According to the campus planner, the real reason for the meeting was "to establish a continuing dialogue with these students and to become aware of their big problems that seem very small to us."

• Rhonda Kroeger

With all the extra problems encountered by handicapped students, not to mention classes and homework, it is difficult to imagine such a student active in extra-curricular activities. Joe Edmonson is such a student.

Joe, who was injured in a trampoline accident at Technical High School in the mid-60's, is a law enforcement major who hopes someday to become a probation or parole officer.

Besides attending school, he is a member of the management board of the Near North Branch YMCA and the board of directors at the Bryant Center. Joe is active in the Drug Awareness Program, Big Brothers and Boy Scout Masters, and coaches wrestling for the YMCA.

Joe received the "Young Man of the Year Award" from the Urban League in 1971 and was nominated for 1971 UNO Student Achievement Award.

Most students without a physical handicap can't find the time to help people as Joe does. Since he usually has to stay in one place for a few minutes, it gives him an opportunity to watch others and take a look at their problems. "Being handicapped slows you down in some ways," he observed, "but it also allows you to see things to do that can be rewarding in many other ways."
SOME students feel there is a long and winding road separating the student body from the University administration. Jim Zadina probably will not be able to solve the problem in one term. He would probably fall short of doing it in two. He may never solve the communications problem but he's trying.

As Student Body President, Zadina earns an annual salary of $2,600 and works out of a carpeted office on the second floor of the Milo Bail Student Center. The one-time record-setting swimmer at Ryan High School has come a long way since his secondary school days.

Known to fellow students simply as "Z," Zadina came to UNO on a regents' scholarship and earned a near perfect grade point average his freshman year. However, he felt he "wasn't doing much" and by year's end, he applied to be assigned to a Student Senate committee.

Steve Wild, then-student body president, spotted Zadina's experience and successful record of campus leadership and became interested in utilizing Zadina's talents toward student government. After several lengthy meetings Wild had forgotten all about committee openings; he appointed Zadina to fill a vacant seat on the Student Senate. From this appointment, Jim was promoted quickly to the office of treasurer and later became vice-president during Wild's second term in office.

The job of student leader has put considerable strain on Zadina's shoulders. The dark lines under his eyes are starting to tell the story of only six hours of sleep a night. Since most of his days are devoted to classes and his presidential duties, Zadina studies from 10 p.m. to 1 a.m. and these late hours cause him to
A sketch of how a student president might spend a day would probably include starting about 6:30 or 7:00 a.m. with a few minutes of cramming before an 8:30 class. Present policy requires the student president to carry a full-time academic load and study time is usually found insufficient and precious.

At 9:30, a free hour before the next class allows time to stop by the office to begin either answering phone messages (which average about 10-15 in a day), mail (10-15 pieces per day), and appointments and discussions (15-20 per day).

Some of the functions of student government indicate what the calls, mail, and discussions might concern. For example, student government is the organized means for students to suggest improvements and policy changes in the University, including everything from parking to educational reform.

To meet this role, the student president is responsible for implementing all resolutions and motions passed by the Student Senate as well as initiating legislation and appointing student representatives to committees of the University. These committees review a large pile of resume sheets about candidates for that and Student Center Policy Board, Advisory Committees (such as President Varner's Administrator Search Committee or Deans or Chancellor Search Committee) or ad hoc (such as the athletic investigations.)

The student government also formulates the Student Activities Budget, the approximately one quarter of a million dollars which fund all non-curricular events at the University (everything from SPO concerts and lectures to athletics and art productions.)

Student government also organizes and provides students with service (otherwise unavailable or available only at higher prices (e.g., housing, records, travel, book exchange, wit information, etc.).

So, when not in class, the student president will spend a great deal of the day either discussing university issues with various students, working on improving policies, services, and academic programs with senators or non-senators, committee appointees and other student representatives, faculty or the Chancellor, President and other administrators.

While most of this process takes place on a regular basis, much of it sporadic, day by day activity is not unusual to be gathering class notes from a friend because of a special or overtime meeting, a trip to Lincoln for a class-conflicting Regents meeting, or some other situation needing immediate attention.

The free period from 9:30 to 10:30 allows only time to start to meet these responsibilities, which must be completed later in the day.

A common practice after the 10:30 class is to grab a hench tray and take it to a noon meeting since that hour seems a popular one for that kind of thing.

Some examples include: The Legislative Liaison Committee (currently organizing information and meetings with the governor and state senators to explain the needs of UNO in relation to its budget). The Chancellor Search Committee (meets every Thursday to review a large pile of resume sheets about candidates for that position). The Student Center Policy Board (the governing body for all operations of the student center, currently developing increased input into the budgets of such things as the bookstore, cafeteria and use of space). The Board is also exercising a new power of appointing the executive board of SPO, the programming organization on campus. From the 10 members of this board, the Student President appoints one as SPO President. This appointment is one of 60-100 appointments he makes each year and submits to the Student Senate for approval.

Continuing through the day, after an early afternoon class, the work begins at 9:30 usually continues (except for an hour for supper) until about 10:30 when the Student center closes. This time also includes telephone interviews, Student Center (meets on Thursday nights, preparing reports, letters, and legislation and reading what’s happening at other universities. Homework must be done sometime, and it’s usually from about 11 until about 2 a.m. and some on weekends, (except when a Student governments Committee is meeting Saturday in Lincoln) and also ex- panding Saturday night (everybody knows what happens to all work and no play people).

Jim Zadina

wonder whether the work put in is really worth it at times.

Students pessimistic of student government’s achievements should keep an eye on the proposed pass-fail grading system plan, a major piece of legislation from the Zadina administration. Passed by a curricular committee last spring, the pass-fail proposal is currently being delayed by the University Senate.

The plan encourages students to explore unfamiliar courses by permitting them to enroll on a pass-fail basis for classes in non-major fields, Zadina said. The instructor and registrar would still record letter grades in case the student later switched majors or changed his academic program. In discussing the University Senate stall tactics, Zadina complained "After a year, they’re still playing around with it."

Zadina is classified by student politi-
DROP athletics? If it were not for athletic programs and scholarships, Mel Washington would never have enrolled at UNO.

Washington's case is typical. He comes from a ghetto family. He had it rough as a kid and athletics were the only avenue left for him to excel.

Sports have played an important part in his life. "Without sports, I never would have had a chance to go on to college. Let's face it, generally speaking, black people just don't have the finances to get a higher education. But if a black person is athletically inclined, he may get a break," Washington said.

He got his break in 1967. His older brother Roy enrolled at the University of Omaha the previous year through the auspices of former wrestling coach Don Benning. "It was just natural for me to follow in my brother's footsteps. I never knew anything about the Omaha area so I thought I'd give it a chance," Washington said.

ATHLETICS a way out for MEL

One reason why athletes enroll in schools in the Midwest is the entrance requirements and competition back East are tougher, Washington said. He indicated there were problems in coming to UNO. "When I first came out here I thought it would be easy to adjust to campus life. Boy, was I in for a surprise."

The biggest problem he was confronted with was finding adequate housing near the campus. He found racial discrimination was prevalent.

"I can remember when Coach Benning tried to get a house for a group of black athletes in a reasonably nice neighborhood near campus. Yet, every time the situation centered around blacks, the housing vacancies just weren't available. Things never worked out. As for my own particular situation, I'm living ten miles away from campus in the black area of town," Washington said.

Although he is not bitter over the situation, he feels there is a split in white-black relations in the area. "The
The blacks live in the ghetto, and the whites live in the suburbs. I'm used to this.

I just wish the situation would get better. If black athletes are going to enroll at UNO the housing situation must vastly improve," Washington said.

The commuter campus poses problems for everyone. The question of dormitories seems to be brought up sporadically by various groups on campus. In Mel Washington's eyes, dorms are the answer. "If they constructed dorms on campus there would be a great improvement in athletics. There wouldn't be any housing problems. Besides the University could actually make money. And the over-all atmosphere of the campus would improve."

Washington adjusted to his environmental problems well. He hitch-hiked to school in the morning, went to classes and then to football practice. In addition to these activities Mel had a family to worry about.

The father of two, Washington had to get an outside job in order to survive. "My first three years out here were hell. It was especially tough after football was over and I had to prepare for wrestling. I was on the move all the time. My wife, Frances, has helped me along the way. Now I'm going to pay her back by getting a good job," Washington said.

The athletic career of Washington is now over. Left behind is a most impressive athletic record. He was a defensive standout for four years on the football team. He was named to National Association of Intercollegiate Athletic's "All District Team" for two consecutive years. His career wrestling record stands at 103 victories and 4 losses. He was named NAIA Wrestler of the Year last winter and was the over-all 177 pound division champion for two years.

Now he's just a student removed from the athletic scene. He turned down a bid for professional football with the Winnipeg Blue Bombers to finish his degree in law enforcement and corrections. "I could have tried pro ball and could have made it, but finishing my degree comes first. I'm attending school on an Urban League scholarship which is helping me out financially," Washington explained.

He's still interested in sports. He figures one-third of his life is sports. "I like other sports besides football and wrestling. Occasionally, I like to fish or play a little basketball."

However after graduation at mid-year, Mel will work for the State of Nebraska as a parole officer, something he's wanted to do for a long time.

"Most likely I'll be working in a black area. I want to help my black brother. I understand his problems more than a white person who comes from a different environment. It will be a challenge but I'm confident I can get the job done. Yet I'm willing to work in any area of Omaha. This will allow me to learn more about all types of people," Washington explained.

• Howard Borden
TOME-TENDING A YOUTHFUL TASK

"Great, patient, underpaid, A tome-tender, a broom, a slave, An extension, broke but busy, Indispensable, interesting, A need, tidy, a VIP."

THE FIRST things that come to mind when the Gene Eppley Library is mentioned is, of course, sources, study, and books.

But there is more to this library than books — there’s the people, the university’s own students, who check those books in and out, shelve them, and help the student patron find the unfindable.

These students are called various names by irate patrons but the specific term is "library aide." Generally, however, they are known as "student assistants."

Why do students choose to work in the library? According to Dani Schwartz, a junior majoring in special education, because of "the hours and location."

Dani has worked one year for the library and said it is "the only place where a person can work in a free period between classes."

Bobbi Hudson Vermillion, a senior home economics major in the College of Education, said, "It’s convenient, I like it, and I need the money, not necessarily in that order." She added, "I like books better than dishes or typewriters."

Emily Convey, a junior majoring in broadcasting, said, "I don’t have a car, and I needed to work where I could go without spending money on transportation."

Rick Drew, an English major in the Arts and Sciences college, works in the library because of the "convenience and it is a good job for a long-hair nobody else would hire, that is nobody who has a decent job to offer."

"It’s too hard to find a job elsewhere that can be bent to fit a class schedule and that can be changed when it comes time to study for exams," said Vicki Crossan, a sophomore elementary education major.

Don Vanecek, a geography and political science major in the Education College, also said he thought the hours would be variable — if I need off I could get off."

However, Laurie Dunaway, a sophomore majoring in library science, said, "It was the only job opening on the campus at the time of my application for work." She said she would continue working in the library, though, as it is her future field and the reason she is in college.

Jerry Nakano, a business major in the Graduate College, said he needed the money. He added it was “not because I had nothing to do in my spare time.” He said he could have had a job at the student center that paid more but he said he would’ve had to work Friday nights.

Do student assistants like the work they do in the library?

"To a certain degree," said Julie McGee, a junior majoring in history. She

Simmons, Simpson, Sires . . . keeping tabs on the reserve room file is the job of Barb Bedell.
said, "I enjoy knowing I have completed a job and have done it as well as I could."

"I don't hate it. I enjoy it when its busy," said Sandy Andrews, a sophomore history major.

"When I can be of assistance to someone and when they appreciate what I am doing for them," answered Vicki. Vicki said she likes the work at the circulation desk because "you get to know a lot about people and you can understand how it is on both sides of the counter."

Student assistants can "learn things about how to do research -- where things are, what things do exist," said Jerry.

Mary Lupien, a senior elementary education major, said, "Some of the library patrons are really inconsiderate and blame the workers for what isn't really their fault." She added though, "I guess its that way in any job."

Kathy Finley, a special education major, said that patrons also "fail to see that when something goes wrong the student assistant has no authority sometimes to really do anything."

Student assistants have little, if any, authority, depending on what area of the library they work in and on the amount of supervision they're given.

Dr. John Christ, UNO librarian, said there are too many student assistants for the number of supervisors the library has. He said there aren't too many student assistants for the work needed to be done but that the library needs more supervisory help.

In the reference room, it takes about two weeks to introduce student assistants to everything they need to do, and about two months to train them to the point where they can do it on their own, according to Mrs. Sara Goff, reference librarian.

On the second floor (where the circulating books are), Mrs. Renee Waugh, stack supervisor, looks for in a student assistant "a willingness to work and to assume responsibility as the work is not necessarily supervised."

Dr. Christ said that the library is the department of the university hiring the largest number of students. He said that students prefer to work in the library because of its availability and enjoyable environment. It is also a "great learning experience."

Most of the student assistants were sent to the library by the university placement office.

Mrs. Yvonne Harsh, placement office director, said, "On-campus employment is considered part of financial aid." She said student assistant jobs are designed to "assist students."

Mrs. Harsh said the library was preferred by many students, and that they request to work there. She, too, referred to the advantage of fitting the work to the student's schedule. She said that other areas on campus require the students to fit their schedules to the set hours of work.

Mrs. Harsh said there is a great turnover in student assistants in most on-campus jobs but that the library is one of the few places where students stay all four years.

Linda Olsson, a senior majoring in elementary education, has worked for "five years." Her main gripe is "the money -- far too little pay, and the bossy attitude of some of the staff." Linda works in the cataloging department. She said she likes the hours and variety of work, and the people are easy to work with.

Mary has worked three years so far and plans to continue. She said that employing students was a good idea because "most adults wouldn't like the type of work we do, and they wouldn't work for the pay."

Vicki has been at the library one year and said if it weren't for her job she'd have to quit school and work a year to go back the next year.

The rest of the student assistants have worked in the library from one semester to a little over one year.

How important are student assistants to the functioning of the library?

"Obviously, they are the library's hands and feet, and an asset to the library's operation," replied Mrs. Arlene Lindholm, periodicals and closed stacks supervisor.

Mrs. Goff said they're important "if they're interested in their job and if they're willing to learn about libraries and their organization." She said students can be very beneficial to the library if the turnover isn't too great.

Dr. Christ said the library has had a "long-time concern for student assistants." Hiring students makes use of an available supply of labor, he said.

However, Dr. Christ also said students are "not essential," and without them there would still be a library. He said the main thing was getting a job done.

"Everybody's very important. The library needs the work done that student assistants do."

How important do the student assistants think they are to the library?

Kathy said, "Students are an asset. They probably can deal with other students more easily at times and do a lot of work which a library science major or adult would find tedious or too strenuous."

"Students can do all the work that is required with a few hours of training," said Dani.

Laurie said, "The library could not run without the student assistants. Adults and library science majors would be bored and broke if they did what we do."

Jerry said student assistants are "very important for the menial functions that don't require continuous knowledge of the functions of the library."

But Julie said that "the work only is as good as the effort each individual would be willing to put out."
VIVIAN LEWIS
AN AFRO — WOW!

Born in Meridian, Miss., Miss Vivian Faye Lewis, 22, has lived in Omaha for 20 years. She is very active in the Omaha area. Besides being co-hostess and producer of a local television show, a professional model, and a full-time secretary, Vivian is also a part-time student here at UNO. Vivian has been active in dramatics since attending Technical High School. She has performed in several dramatic roles. Among these are: The Story of Malcom X, Uncle Tom’s Revolution, and she is also in a motion picture soon to be released from KUON-TV channel 12, The Trial of Lt. Henry Flipper. In this show Vivian portrays Lucy, the wife of Lt. Flipper. She received her training in dramatics from the Omaha Playhouse and the Afro-Academy of Performing Arts.

In 1968 Miss Lewis went to the Nancy Bounds Modeling and Charm School. She credits this training as a foundation for the different pageants she has been in. Some of the awards she has won are: KOIL’s Miss Stoned Soul of 1968, Miss Modeling Technique of 1969, second runner-up of the 1969 Miss Nebraska-Universe, and Miss Black Nebraska of 1970.

“Wow,” was her main reaction to being chosen Miss Black Nebraska of 1970. “I was more than thrilled. When I first heard about the contest, I wasn’t too enthused in entering it but it was something different. I’ve been in other pageants, but none with this particular image. My duties as Miss Black Nebraska were, talks at different schools for charm and modeling, television commercials, and personal appearances,” Vivian said.

The training as a model also helped with her television career. She is presently the co-hostess and producer for “Black on Black,” a local variety program. “We want to show the talent that’s here in Omaha,” says Vivian. She writes the complete script, does research for talent, and has auditions. “For the first five months, I was a regular performer,” says Vivian. “For the first five months, I was a regular performer,” says Vivian. As for her future in television, Vivian said, “I’d like to get it together here in Omaha and then go.” To make the best of it, and enjoy life are her major goals.

Aside from modeling, studying, producing, and co-hosting, Vivian has a full-time job as a secretary with the Equal Opportunity Commission.

Recently Vivian was in California visiting friends. She contacted the people at ABC-TV’s “Dating Game” in order to appear on the show. “I went in for a couple of interviews and they seemed interested. I came back to Omaha and the day after I came back, they called and wanted me to fly out to tape the show. Most of the questions I asked were down to earth questions,” she said. She won a date with a law student at Long Beach City College. They won a week-long trip to San Juan, Puerto Rico.

As for her spare time, of which she has little, Vivian said: “I like to stay active in dramatics. I’m with the Afro-Academy of Performing Arts, and I like interpretive dancing, I also enjoy golfing very much, and I go whenever I can to Benson Golf Course.”

© Jim Moriarty
IF A MAN ANSWERS . . .

It’s UNO . . .

after hours

From left to right: Boots Sam Leonard, John Smith and Ernie Tye answer UNO switchboard at odd hours.

46
It is surprising how much activity goes on around campus during the evening hours, especially in Adm. 339.

Should you happen to be passing the room between the hours of 7:30 p.m. to 11:30 p.m. and should the door just happen to be open, you might notice some rather serious-minded switchboard operators munching on a sandwich or doing their homework between calls.

What's so spectacular about that? Well, they just happen to be two very distinguished looking males, John Smith and Ernest Tye, who are attending school on the bootstrap program.

John Smith, a bachelor interested in law enforcement, finds that working nights as a switchboard operator gives him a chance to study more.

Ernest Tye, married and the father of two children, agrees. He finds carrying 18-20 credit hours to be especially rough since his children require undivided attention.

How do callers react to hearing a male voice answer the phone?

"I don't think there is any strange reaction at all," Tye said. "People are calling in for information of all kinds, and just want the answers," observed Smith.

The male operators find that people call in not only for general information about registration etc. but occasionally, a parent will call trying to find out the whereabouts of her little girl. Or someone is looking for certain students at the dorms. What dorms?

A few months ago Smith and Tye were faced with a real emergency call. A child had swallowed fingernail polish remover, and the parent was being sought. In cases like this, Tye and Smith immediately get in touch with security officers, who in turn track down the needed parties.

At times things may go wrong on campus like a broken door or a similar disaster. Security officers keep in regular touch with the switchboard operators to learn of such problems.

On one occasion, a man called the switchboard and asked for Room 42. After considerable questioning, Tye discovered the man was looking for his wife at the maternity ward in a local hospital.

Since Smith and Tye are both interested in law enforcement and corrections, they find UNO to be the perfect place to attend college. The university's well-established bootstrap program and nationally-recognized law enforcement program drew them to Omaha.

"UNO does recognize military credits and the counselors know what's going on and can really be a tremendous help," stated Tye while Smith said "I wanted to be close to a military installation, plus be around people of my own age group and background," said Smith.

Both Smith and Tye are in total agreement that UNO does have plenty of bootstrappers, so a new person entering the program needn't feel strange or out of place.

Bootstrappers began working as switchboard operators in November 1970. One of the reasons for the decision to put bootstrappers on the job was because of crank calls being received by the girls on duty.

Mrs. Corrada Huntington, chief PBX operator, said male switchboard operators are hired because they are capable of handling emergency situations easier than the usual female help. • Bonnie Jackson
WHEN Mark Twain was a youth he spent much of his time either on or near the great Mississippi River. At an early age he learned to navigate huge steamboats up and down, day or night, through the swirling, mucky force. This was a great adventure, besides being a highly respected occupation.

Today, such opportunities are scarce and the old paddleboats, even scarcer. Living near the Missouri River, Omahans are not totally without due opportunities to venture out and tangle with one of nature's most powerful forces. The challenge is there, but how many actually take the time or have the guts to answer the call.

On September 6, over 500 energetic men and a few liberated women were participants in the first annual Great Missouri River Raft Regatta. The course for the race, to be covered by four-man rubber rafts consisting of two-man teams, was an exhausting 105 miles from South Sioux City to Omaha's Dodge Park.

It was a locally promoted event with the majority of the contestants being Omahans, although some migrated from towns throughout Iowa and Nebraska. A few even journeyed from South Dakota. The contestants were of all ages and occupations, ranging from 19 to 64 and from a priest to a bartender. They were all participating for a reason, whether it be for the prize money or simply to break the monotony of their routine lives. But there must be some inner motive to drive a person from the comfort of his personal little nook into the wild, dark and muddy Missouri.

Robert Pennington, 20, and 21-year-old Jeffrey Fortezzo, both members of Lambda Chi Alpha Fraternity, entered as a team and finished 24th in the field of 172 finishers. Neither Bob nor Jeff had previous experience on the river in such a craft but compensated for their inexperience by "quite a bit of practice" before the actual race.

Bob said the practices were enjoyable because of the tranquil and relaxed atmosphere one experiences when floating alone on the river. He indicated the sounds of nature are the only intruders of one's solitude and all the crowds and hassles of the city are non-existent.

Bob termed the race a "wonderful experience" and said he met a number of people during its duration. Both Jeff and he feel the race was a great idea and they figure on participating again next year.

Another entry consisted of 23-year-olds Thom Langdon and Mark Laustrup. This UNO team finished well in the standings after experiencing a hectic start.

Although Mark had been paddling the river several times before the regatta and knew basically what to expect in the way of natural obstacles, he termed the race "an inhumane experience." He feels such a race brings out the deepest animal instincts which lie buried within man and show that man is still basically a savage mammal.

Mark can recall numerous obscenities as well as obstacles which were hurled at his craft by fellow contestants. He
a Tangle With Nature’s Most Powerful Forces

(Above) Members of Lambda Chi Alpha Fraternity Bob Pennington and Jeff Fortezzo competed in the Raft Regatta. (Below) Participant Mark Lastrup feels female companionship would top male companionship in future raft races.

believes the race “proves the evils of competitive sports as a whole.” Although Mark, too, confessed to liking the beauty and serenity of the river, he feels it would have been more worthwhile had he “brought a chick along.”

All of the participants stressed the feeling of peace and solitude one draws from being out on the river. As the raft glides along the water, one has time to think and to view the world without being influenced by all the garbage and evil the world now wallows in.

The only bad vibration comes with the realization that the excursion must eventually end, and soon the nature lover will be forced to step back into the real world.

Try a journey on the Mighty Mo sometime; it can’t help but do your head some good.

• Mike Murphy
INDEPENDENTLY SPEAKING:

EFFECTIVE student government was what Herb Winsor, Student Senator from the College of Arts and Sciences, said he wanted last spring during his election campaign. Frustration with the previous Senate, its "ridiculous legislation", and "general lack of critical thinkers" led him to enter the Senate competition.

A 23-year-old Navy veteran, Winsor is representative of a new breed of senator: the independent student who expresses interest and concern for the welfare of the students and who, without organizational support, takes the initiative to involve himself. He considers himself a person "definitely concerned about the need for changing society today."

Winsor feels his time in the Navy had no connection with his subsequent interest in campus politics. When he came out of the service, he was a "diligent student, conscientiously accepting conservative ideas." He thinks his history major was probably more influential in the formation of his desire for social change and eventual decision to run for Senate. "It shed some light on the real world," he observed.

Although the Navy may not have elicited Winsor's interest in politics, it did influence his outlook on priorities. He claims the Navy made him "aware of the fact that the military wastes an ungodly amount of taxpayers' money."

This concern for proper allocation of money is reflected in Winsor's opposition to the Student Activities Budget, for which the Student Senate is responsible. He found the budget as allocated last spring an "extremely inequitable arrangement benefiting a minority of students."

Items on the budget which "repulsed" Winsor at the time of allocation included the $47,500 allotted to athletics, the $77,500 to the Student Programming Organization (SPO), and the $23,200 to student government. He has recently modified his anti-athletic views on scholarships, explaining that he has realized that many people who come to school on athletic scholarships could not otherwise afford to attend school. He still feels that the SPO budget would be considered "unreasonable" by most students and termed the student government budget as being "totally ludicrous." He said most student government money goes to bureaucratic functions which are unnecessary to an almost powerless body.

If he feels that Student Government is an essentially powerless body, why does he remain on the Senate?

Winsor is still hoping for a more "effective" student government and, as of September, felt that it had improved considerably. He was impressed with the

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Mary Ellen Lynch
Tennis class proves to be a much needed exercise for Leia, while Einstein (right) prefers 30 minutes on his exa-cycle.

From Regency West –
From the Orderly Room –
to Enlightenment –

A GATHERING OF OLDER STUDENTS

It is now obvious that one's education is never complete. The pace of change in all facets of our society demands that each of us be in a constant state of development, of re-education.”

This, from the College of Continuing Studies section of the current UNO catalog, provides a ready explanation for the common, if sometimes incongruous, sight of many older students on this campus.

Most students on the afternoon side of forty have had to explain on more than one occasion that they are neither faculty members, nor alumni, nor visiting parents.

The voluminous records, data banks and computer print-outs available at the University of Nebraska do not include a breakdown of students by ages. But with a little judicious meditation and some random sampling of the files, College of Continuing Studies program directors estimate there are about 450 currently enrolled students in the over-forty category.

There is no “typical older student.” The occupations and activities of this group range over the entire spectrum of human endeavor. Besides age and experience, they also share a common seriousness of purpose in their approach to education. To the chagrin of some activists, the maturity of these students provides a stabilizing influence on the campus — acting frequently as a “rudder” which prevents the student body from veering radically in the swirl and eddy of each passing fad.

‘Bridge and Chicken Salad’
During the World War II years in the northeast Nebraska farming community of Creighton, it wasn't expected that all high school graduates go on to college — especially the daughters. Lela Rickerson, with a good high school education that included business, typing and accounting, felt quite well prepared to enter the world of office work.

Lela enrolled at UNO 25 years later, in 1966. She is now a junior in the College of Arts and Sciences, has completed 85 semester hours and maintains a 3.2 grade point average. She is married to Omaha attorney John A. Rickerson and has two grown children.

When she first began, Lela signed up for four subjects each semester, but now she usually takes either two or three. Lela
saying she enjoys the challenge of going to school, and that she doesn’t pick any subjects because they are easy. “I’m not willing to audit any courses, because there’s no challenge,” she says. She only takes courses offering credit toward an eventual degree.

Lela has not declared a major field of study. The courses she has taken are spread over almost every field. They include English, political science, philosophy, art, journalism, religion and psychology. “Engineering is probably the only department that doesn’t have courses I want to take,” she says.

Although women her age are excused from all requirements for physical education courses, she has taken both tennis and rifle marksmanship. She says, “I really wanted to learn to shoot.”

Lela says she is in school “because I don’t like chicken salad and bridge.” However, she does enjoy meaningful outside activities and says her favorite work has been with the League of Women Voters.

Taking higher education at a leisurely pace, Lela attends school only during the fall and spring semesters. Summers are for golf and travel. She toured the Caribbean with her husband last summer.

Although she doesn’t pick courses that are easy, she does guard against having teachers that are “too young.” She feels that some younger teachers can be inhibited by having older students in the class. She also notes a tendency among the older students to monopolize the classroom discussions and says, “I try not to talk too much in class.”

“The older students enjoy school more than others because they can relate the instruction received to experiences they have had,” she says.

“Teachers are shocked to find a student in class who really wants to learn. They are too used to ‘playing the game’—going through the motions of classes and coming out at the end with some kind of a grade,” Lela said.

‘Impressed with Seriousness’

Students of geography at Omaha’s Beveridge Junior High School have a student-teacher who has seen a lot of geography first-hand. Troy J. Woody retired three years ago as a First Sergeant of Infantry.

A December graduate in the College of Education, Woody entered UNO immediately after his retirement and has attended year-round since then. This is his second semester of student-teaching. Last spring, he taught history (his major) in Millard.

Troy spent his 20 years in the Army as a high school graduate. During that time he was an ROTC instructor at Omaha Central High School for five years and at the University of Illinois for two years.

“Having come here from the Illinois campus,” Troy said “I am rather impressed with the seriousness of the young people at UNO toward education. You can’t tell anything about their attitudes or their dedication just from their appearance. You have to meet them in class—get to know them.”

Woody says the current image of campus activities is misleading. “There’s a lot less fun and games than the public thinks.”

A native of mid-state Nebraska, Woody said he knew there would be many older students here on the UNO campus. That, and resident rates for tuition, were factors in his decision to enter school in Omaha.

Of his student-teaching Troy says, “Teaching methods are much different now than they were in the past.” Modern education techniques “call for student interaction— for students to get involved.”

Troy rates American frontier history as his most enjoyable course while at UNO, and says college algebra was probably the toughest.

The veteran of two combat tours in Vietnam would like to go into counseling for secondary schools. He is already taking some graduate work and expects to continue graduate studies in the future.

‘Meeting-Happy’

Richard K. Einstein, at 66, thinks he may be the oldest student on the UNO campus. He is currently enrolled in two courses, studying art history and modern novel. Having received his master’s degree in English literature last June, he says he is going to school now just for his own enjoyment.

Now retired, Einstein spent the last 34 years of his business career with Brandeis stores in Omaha, where he was general merchandise manager. He returned to the pursuit of formal education in 1966 at UNO. His Bachelor of Science degree in economics was earned at the University of Pennsylvania. That graduation was in 1927.

A listing of Richard Einstein’s extra-curricular activities might put to shame some of the most vociferous advocates of “getting involved.” Serving on no less than six civic organizations, Einstein says, “I’m meeting-happy.” He presides over the Omaha Safety Council, is a director of the Omaha Civic Ballet and a member of the Omaha Human Relations Board.

Einstein says he decided to study English literature on his second go-round at college because it would force him to read classic literature. Since completing his masters’ work, he has now taken most of the courses offered by the English department.

Although he doesn’t spend much time on campus other than that required by his study courses and hasn’t time to participate in student activities, Einstein is not likely to invite skepticism when he says, “I find school very satisfying. I like to be around the kids.”
Your baby brother did what all over your term paper?
IN 1948, a young man with a new PhD in American literature came to Omaha University from the University of Chicago. The English department he came to had all of six people on the faculty. There were no American literature teachers on that faculty. It was an opportunity for him to teach what he wanted to. The young man stayed on, and watched the department grow to five times its original size.

Twelve years later Robert Harper was Dean of the College of Arts and Sciences and ready for a temporary change of scenery. His chance came, last year, in the form of a sabbatical leave, the first of its kind at UNO. He is back this year, teaching the American literature which was his original field of interest.

Terming it "a chance to recover from being dean for 10 years," Harper said the sabbatical was the first of its kind to be taken advantage of on the Omaha campus. "The sabbatical was in line with a policy that had been in effect for some years," Harper explained. It is open to administrative officials who want to return to teaching, after holding an administrative position for 10 years. "It gives them a chance to prepare for the change back. A dean can't take a year off and come back to be dean. It is too hard on the University," Harper said.

For Harper and his wife, the sabbatical was something they had dreamed about for years. Four months of the year was spent on a world cruise. Starting in February, the Harpers left San Francisco for the Fiji Islands, and visited New Zealand, Australia, South Africa, Morocco, Portugal and Spain. Their longest stop was in England, where they spent three weeks. Completing their 35,000-mile tour, the return trip took them to the Caribbean, Bermuda, Jamaica, through the Panama Canal and back to San Francisco.

Harper was particularly interested in getting away from the tourist areas, and "seeing how people really live." While in England, they made a special effort to visit homes of literary people. They visited the island home where Dylan Thomas wrote his poems, John Keats' home, and the home where the Bronte sisters wrote their novels.

Harper seemed most impressed with Australia. "We were amazed at the amount of American culture in Australia. Bookstores in Sydney had all new American books and theatres showed the latest American movies — the better ones, that is," he recalled.

Despite his attempts to get away from it all for a year, through the course of their travels, Harper briefly visited close to 30 universities from Australia to South Africa to England.

"In South Africa, we were always wandering into places marked for non-whites only. It's such strict segregation —
it's crazy. Students and faculty all over were curious about things in America. We were traveling about the time of so many campus uprisings. The people we talked to wondered why there is so much violence and dissension on our campuses. American universities are not getting good press abroad. Only the bad things are printed in the papers. There was no real hostility to Americans, but only a questioning, especially of our involvement in the Vietnam war," Harper said.

After returning to the states, the Harpers lived in Colorado, Arizona and California for the remainder of the year. Although his was not technically a research sabbatical, Harper claims to have done "a lot of general research, and a lot of reading on my subject. Deans unfortunately don't have much time to read," he said.

"I didn't notice any great change at UNO. There are two new buildings in operation, and of course, a new president. I haven't noticed that the students are any better or worse. They always have been good, earnest students. And visiting western U.S. universities, I found that every one had problems at least as great as ours. I'm not feeling sorry for UNO. We have plenty of serious problems, but we aren't alone," Harper said.

The switch from administrator to teacher has brought about a change in Harper's point of view. "I'm now concentrating on students and teaching. As dean, I was concerned more with faculty matters. I maintained as much contact with students as I could. And I missed dealing with students. Being dean is much harder than teaching in one respect — there are too many problems which are unsolvable for the dean. It's more frustrating," he said.

"A man should not be in the same administrative position more than 10 years. He tends to get stale. But this is not so in teaching — there are always new approaches and new attitudes. It is a happier position. With administrative positions you're too much in a rut. There are too many of the same problems all the time. That why deans and administrators are always changing. As dean I contributed the most I felt I could contribute," Harper said.

"I think it's good for teachers to have administrative experience. It gives them a broader outlook and understanding." Harper predicts "If the University continues to offer this opportunity for sabbatical, a good many deans will take advantage of it."

So Harper will continue his tradition at UNO — always looking for new approaches and new attitudes. And as the winter sets in, he will be able to fall back on dreams of the Fiji Islands and the Panama Canal.

—Sue Peterson
**TO FILL BENNING’S SHOES**

Palmisano has his own wrestling match

**THE** eyes of UNO wrestling fans are on a young coach from Ohio Northern University who has a tough act to follow. His name is Mike Palmisano.

He grew up in Garfield Heights, Ohio, a suburb of Cleveland, and got interested in wrestling in the eighth grade. “We had a Saturday program in Garfield Heights for two sports, basketball and wrestling. An awful lot of my friends played basketball and they were pretty good at that. I was small, so I figured I had better go out for wrestling. Also I had some uncles that were all-state wrestling champions. Wrestling has been a part of my family, but I’m the only one in the family to follow it up into coaching,” said Palmisano.

He wrestled in high school and then went to the University of Michigan where he wrestled with the Wolverine team which won the Big Ten title three out of the four years he was there. Upon graduation from Michigan in 1964 he went on to school at Miami University in Oxford, Ohio, on a graduate assistantship in football and wrestling. He received his Masters of Education degree from Miami University and got a job at Ohio Northern University as head wrestling coach, a position he held for five years with a distinctive coaching record of 57-21-2.

“I heard of the opportunity to come to UNO when former coach Don Benning resigned. He impressed me as a good coach just by the few times I saw him in national competition and I knew he had a good program going here at Omaha. When the opportunity did arise to find a new coach, I applied for the position,” recalled Palmisano.

The 29-year-old coach has taken over the team with only five returning lettermen: Paul Martinez (118), Dennis Cozad (134), Quentin Horning (150), Tony Ross (177), Gary Kipfmiller (HWT). Ross and Kipfmiller didn’t work out with the team until November 18, because of football, so the team is relatively new to everyone.

“Amateur Wrestling News rates the teams. The people on the rating board know we lost an awful lot of outstanding men, so they will take into consideration with the name Maverick. I think it sounds like it has some guts to it. It’s a tough name,” Palmisano said.

“This committee was the first committee I’ve been on here. Actually, I want to be on more committees. At Ohio Northern I was president of the faculty senate. We were a very active senate and we had outstanding rapport between the faculty, the Student Senate, and the president of the University. The faculty senate president got to sit in on the Board of Trustees meeting for the University, so I learned how a University is run, where the money goes, and such. I would like to be on some more committees throughout the whole University, because I really enjoy them,” Palmisano noted.

What does a collegiate mat coach think about professional wrestling? “There are so many good high school coaches in this area and they are trying to get their junior high and their pee-wee programs going and the only wrestling these kids are exposed to is the professional wrestling on television, so right away you’ve got to tell them you can’t poke someone’s eyes out or twist their fingers off. I think professional wrestling really hurts the sport. It would be like going out on a football field and giving everybody a baseball bat and saying that each has three minutes to take care of his opponent!”

JIM MORIZARTY
To Some Faculty Members

IT'S A FAMILY AFFAIR

The Betters both teach in the College of Arts and Sciences while the Pibals (right) both teach in the Business College.

WHAT do Dr. and Mrs. Robert Simpson, and Mr. and Mrs. Wayne Cramer have in common with Dr. and Mrs. J. K. Brilhart, Mr. and Mrs. Eugene Pibal, and Mr. and Mrs. Maurice Better? Give up? They are all members of the faculty at UNO.

The couples are unanimous in their belief that working in the same field and in the same location as their spouses has made life exciting, rewarding, and worthwhile for them. None could think of any disadvantages or special problems that they might have, which other couples in different situations would not have.

"If there are any disadvantages, we don't realize them," said Professor Eugene Pibal of the College of Business. He and his wife, Darlene, live close enough to school to walk, which they aren't sure yet is an advantage, especially on rainy days.

Advantages of working at UNO are many, the pairs believe, both to themselves and to the University. For example, having both members of the household on the faculty builds up family loyalty for UNO. For another, the family can operate with only one car.

"A great arrangement!" observed Mrs. Doreen Simpson, instructor of journalism. "This way, we know the same people and have the same interests." Her husband, Bob, is an assistant professor of sociology. The Simpsons, like the Pibals, live close enough to walk to work most of the time.

Most of the teachers do not see each other often while at work, but John and Barbara Brilhart are both in the Speech Department, and not only teach some of the same students, but advise them.

"We may have five to ten students a year who have classes with both of us," said Dr. John Brilhart, chairman of the Speech Department.
"But that isn't a problem," insists his wife. "It strengthens speech education." Both said that they frequently discuss their students informally.

"It's common practice for teachers to discuss their students. Just as students discuss teachers over the coffee-cups, so do we," he smiled.

He has written a text book entitled, *Effective Group Discussion* which is currently selling 10,000 copies per year. "I don't know how many printings it's had, but I'm working on a revision of it now," he said. She advises education majors in her Methods of Teaching Speech class and he teaches a discussion class. Since both classes are certifying courses, the students have a 50-50 chance of getting both teachers.

All agreed that when both are committed to UNO, they felt freer to have students come to their homes than they might feel if one partner were not involved in the University. Several of them have students over for short seminars and "rap" sessions. This enhances their understanding of the student problems and gives the student an opportunity to view them under a different light than just standing in a classroom.

By and large, they are pretty traditional, especially in the area of marriage and home. Most of them have children, including some adopted children. At least two of these have different ethnic backgrounds than their parents.

Maurice and Sybil Better get a lot of fun out of folk dancing. "Right now, that's our big thing!" Mrs. Better says. "We also read a lot and go to the theatre. Mr. Better is an assistant professor of economics and Mrs. Better, who is said to have a voice like Barbra Streisand, teaches sociology.

The Cramers, Wayne and Sharon, are sports enthusiasts. They like bowling and golf, but Mr. Cramer, who teaches math, failed to say which of them makes the best scores. Mrs. Cramer is an assistant professor of home economics. They rarely have the same students, but they do find it interesting to discuss their students. "We sometimes compare what a student does in one area with what he does in another," he said.

All of the couples are very optimistic about the quality of education at UNO. They are convinced that the overwhelming majority of the student body is serious about education and ready to accept their obligations as productive members of society.

Because UNO has no strict rules about not hiring married couples to the faculty, its student body reaps the benefit of the double expertise and enthusiasm of these educators.

*David Suitor*
"Wonderful!" was Dr. Orville Menard's reaction to winning this year's Great Teacher Award.

Interim Chancellor John V. Blackwell announced Menard's selection during the December 18 Commencement exercises. A $1,000 grant is included in the award.

A university faculty member since 1964, Menard is an associate professor of political science. He is a member of the University Senate, an advisory body to the university chancellor, and the Senate Library Committee. He is chairman of both the Black Studies Advisory Committee and the Ad Hoc Committee on Interdisciplinary Studies.

In 1967 Menard was one of six college and university educators to receive summer senior fellowships with the State Department in Washington, D.C. Assigned to the Office of Inter-African Affairs, he completed a research project entitled "French Policy Toward North African Countries."

Menard's book, The Army and the Fifth Republic, was also published during 1967. The book is a study of the French army's rise from a non-political entity to a strong political force.

A 38-year-old native Omahan, Menard graduated from Central High School and the former Municipal University of Omaha. He received his master of arts and doctor of philosophy degrees from the University of Nebraska.

Menard is vice president of the Metropolitan Omaha United Nations Association and vice president of the Nebraska Association of Political Science. He is also a member of the Omaha Committee on Foreign Affairs.
HAVE no objection to the Ad Hoc Committee study being made of the athletic program at UNO. I more than welcome it. The coaches of the various teams welcome it. But what I don’t like is the timing. I am afraid it has hurt our recruiting program for the second semester. Boys are hesitant about receiving financial aid when in the back of their minds they feel it might be taken away from them in the near future.”

Fifty-eight-year-old Virgil Yelkin is 6’2”, weighs 185 pounds, has light brown hair starting to gray, and he is tired. He’s tired of university officials constantly making wise cracks about campus athletics. Yelkin is tired of defending his coaches and their teams to newspaper men who don’t know what’s going on behind the scenes. He’s tired after 26 years of putting in 12-hour days Monday through Saturday and sometimes Sunday receiving little if no compensation for the extra hours worked.

Yelkin’s a hustler. There is no doubt about that. In October of 1969 he fell prey to a kidney infection. He was out that semester and the second. Yelkin came back full steam in September of 1970 and he has been maintaining that pace ever since, “I am completely recovered,” was his answer when asked how he felt. “No complications whatsoever.”

The 1930 Lincoln High All-Stater in football and basketball enrolled in the University of Nebraska where he made All-American honors as an end and kicker. He also found time to play basketball and baseball, as well as serving as president of the “N” Club and maintaining an active membership in Sigma Chi Fraternity.

“Semi-pro ball put me through college. They didn’t have scholarships when I was playing. I played throughout the Middle West and loved every moment of it in the summers,” according to Yelkin.

He went on to coach and teach physical education classes in Norfolk, Fremont and Sioux City after turning down a contract to play with the Cardinals of the National Football League. Yelkin went into the service in 1942 as a second lieutenant and came out a major after the war in 1946.

His excellent record in the high school ranks was not forgotten during the war. Yelkin was immediately hired to come to Omaha in 1946 as director of athletics and head baseball coach. He still holds these positions.

In the old P.E. plant that used to be located back stage behind the theater in the Administration building he used to sweep out the closet whenever it was needed. “The Gym was the theater, the Post Office was the locker. We had no records to start with at the time. It all started from scratch,” said Yelkin.

1951-52 was another active military year for the athletic director. He was a team chief at Fort Benning for the infantry and went overseas to combat test a “Baseball hand grenade.” Yelkin came back to the university after the war and resumed his old duties.

The following years saw Yelkin as the manager and assistant coach of the 1968 Olympic Baseball team which is not yet an official sport in the games. He has been inducted into the Helm’s Foundation Hall of Fame as a baseball coach and was voted the National Intercollegiate Athletic baseball coach of the year.

Virgil Yelkin is in the position of coming up with some new ideas for the UNO athletic program. The hard driving salesman is “caught between a student body that doesn’t know what’s going on behind the scenes and administrators who are pressing for a winning athletic program.

These same people fail to realize that money talks. To produce winning athletics it requires money for recruiting and hiring the best coaches possible, according to Yelkin.

Many high school coaches in the Omaha area are making more money per year than a few unnamed head coaches here at UNO who coached them in their college days.

To have winning teams you need the physical talent to begin with. And you don’t recruit that with handshakers and eating some of mom’s apple pie. A coach taps this talent with a scholarship, a grant-in-aid. And UNO simply does not have that many to offer.

Virgil Yelkin will continue to work his twelve hour days, shake hands, smile and sell UNO athletics. But he cannot do it alone. He needs promotion and as he emphasizes, this takes the green stuff.

Yelkin is sure the recent committee set up by acting Chancellor Blackwell will come up with some interesting findings. He is more than willing to help any member of the committee in any way that he can. Hopefully the committee will come up with constructive criticism and find out just what is needed for UNO athletics. Whatever their findings may be, Virgil Yelkin will be in there with them.

* Pat Rinn
FORBES LOOKS FOR GOOD LISTENERS

WHEN is a master liable for the torts of his servant?" the instructor demands to know as he sketches the facts of an agency case on the blackboard.

Dr. Frank Forbes' Business Law night class has been in session for about 45 minutes and the students—while laughing at the hypothetical case of Happy Hilda's House and an employee who drives down Happy Lane to see her during working hours—are scribbling their notes in an effort to keep pace with the rapid flow of words.

The atmosphere is similar in the Nature of Law classes which Forbes conducts. A professor in the College of Business Administration, Forbes is a showman with a flair for the dramatic, someone you would expect to find in court as a trial lawyer (Forbes' preference if he were practicing full-time on the outside).

He will often single out one student, asking him to brief a case and answer questions—in effect, placing him on the witness stand. It's an uncomfortable position if you are the chosen one, but when the grilling process is completed and the class is dismissed, the students leave with a better comprehension of the law and its complexities.

Why is a man of Forbes' caliber teaching instead of devoting all his time to a more lucrative private practice?

"While I was in law school, I had some pretty close friends who were quite bright, and I enjoyed teaching and studying with them for exams. I found out I was able to get across material to them and help myself at the same time. That's how it started. I had never thought about teaching law; I mean it was completely foreign to me. I meant to go out and practice and make myself a rich man—and get into politics. But I found that this was enjoyable, and that I was able to do a good job with teaching," Forbes said.

Forbes has actively participated in student affairs since his undergraduate days as a political science major at the University of Hawaii. Involved in student government for four years, one of his most exciting and satisfying experiences was campaigning for Hawaii's statehood. When the decision to accept Hawaii into the Union was announced, Forbes had the honor of raising the first flag.

What is more interesting to UNO students, however, and helps explain Forbes' good rapport with them, is that a similar situation to that at UNO's existed at the University of Hawaii. The latter being a commuter-type college, as at UNO, most of the students worked part-time and resided at home with their families.

Consequently, they needed a quiet place to study. Due to a cutback of funds from the legislature and the resultant lack of personnel, however, the library had an early closing hour. Asked by a student if student government could assist, Forbes requested and received $1,000 from the student senate to use in any way he wanted.

Forming a lobbying committee of which he was chairman, he contacted politicians, many whom he knew through membership in the Young Republicans and the State Central Committee. He approached the chairman of the education committee and said, "We want to lobby you." Somewhat stunned the chairman replied, "What! Lobby me? You mean you want to talk to me? Lobbying—that's not nice." But the lobbyists went ahead and finally a rider was introduced in the legislature. It passed both houses and appropriated $5,000 to hire a night clerk to keep the library open for the students.

Since both Orientals and Occidentals met and exchanged ideas at the University of Hawaii, the students felt that this opportunity to learn should be integrated into a studies program. A committee was formed, chaired by Forbes, to gain public support for the appropriation of funds from the legislature.
Attempts to mobilize public opinion included an 11 p.m. fifteen-minute time slot on television—not quite prime time—but the legislature provided money for some initial courses. Lyndon Johnson, then Democratic leader of the Senate, heard about the idea and liked it. Johnson introduced a bill in the United States Senate calling for a seven million dollar appropriation to build an East-West Center in Honolulu. Today it is the viable part of East-West studies and a major tourist attraction. It stands because a strong student government cared enough to initiate action, refused to be intimidated by any of the faculty, and, if necessary, “would have told the president of the university to go to hell,” Forbes recalled.

After graduation Forbes received the Real Dean Award, a gold medal which is presented to three seniors who are deserving of it; it is not given automatically. Forbes admits that he aimed for the honor beginning his freshman year by taking on increased responsibilities and constantly broadening his horizons.

Returning to the mainland after graduation, Forbes was offered a scholarship from Iowa State University and earned his law degree there. On graduation morning he received word from the Hawaiian Chief Justice that he had been accepted as a law clerk for the Hawaiian State Supreme Court, an assignment generally regarded to be a much prestigious, sought-after assignment for the young lawyer.

“It was a good year and a half, very valuable to me. And I gave a lot of lectures to high school students who came on tours of the Supreme Court. I enjoyed it, and they enjoyed me. I thought, ‘Well, I’d sure like to teach one course,’ but we didn’t have a law school,” said Forbes, noting his wife was from Iowa and preferred to settle in the Midwest.

When he was informed of an opening in the Business College at Omaha Uni-

versity, Forbes applied and was hired without the usual personal interview. His wife was happy to return to the Midwest.

Last year Forbes received a Rotary Fellowship to conduct an extensive study of Australian culture, economy, history, education—all things that were possible to learn in two months. He lived with Australian families, moving to a new location every three days. The results were compiled in a report to the Rotary Foundation.

Currently, Forbes is working on examining ways to help the consumer. Although the trite phrase “the consumer is king” rules when someone purchases goods, it is frequently forgotten when the consumer tries to return defective merchandise or obtain benefits promised by some company salesman.

Suppose Joe Ecology buys a four-speed bicycle from a small bicycle shop for $100. Two days later it falls apart and Joe returns it, demanding a refund. The dealer refuses, adding that Joe can always sue him. With all the cost involved in a lawsuit, it seems to be an impossible situation. Not only is he out $100, but there seems to be no practical recourse.

What can a consumer do when he is defrauded but the amount is relatively small?

In an effort to resolve this problem, the University Senate research Committee last July awarded Forbes a substantial grant to investigate the possibility of establishing a small claims court in Nebraska.

“In my mind, this will be the biggest aid to the consumer. It will probably not have lawyers. It will be just you and me and the judge up there. The small claims court will be an informal court that may even meet in the evenings and on Saturdays. It will have jurisdiction only in cases involving up to $200 or maybe $500, and the fees are going to be very small,” Forbes said.

About the legal profession, Forbes says “You know they say that law is a jealous mistress. It’s true. You are completely immersed in the study of law because it’s new, and you learn you don’t just talk, you listen. Good listeners make good lawyers.”

—Rosemary Klug
Chaucer teacher has a new tale to tell

RICHARD L. LANE

"I HAVE my good days... and I have my bad days as well."

So claims Dr. Richard L. Lane, interim dean of the College of Arts and Sciences, who only a few months ago stepped down as the chairman of the Humanities Division — a position he held for four years. Yet recent top level personnel changes have shifted the personable associate professor of English — a faculty member of eight years tenure — back to an administrative position.

The appointment of Dr. John Victor Blackwell, formerly the Dean of the College of Arts and Sciences, to the Chancellorship of UNO created the vacancy which Lane stepped in to fill by the recommendations and vote of his colleagues.

As dean, Lane is the head of the largest college of UNO which is structurally organized into 17 departments grouped under the three large divisions of the humanities, the social sciences, and the natural sciences — together holding well over two thousand students with declared majors as well as several thousand other students fulfilling necessary general requirements.

Despite his interim capacity, Lane is not relegated to the status of a mere caretaker. Free to make decisions and propose innovations, he is far from being restrained.

"I'm carrying on from where Dr. Blackwell has left off. Already I've been involved in several policy decisions and have offered suggestions and recommendations without any hindering restraints," Lane said.

Although being dean consumes a large amount of his time, Lane is still active in teaching. Originally slated for three courses, he currently teaches Chaucer, a 400 level English course, and, as he aptly noted, "it's pretty racy stuff."

"Teaching is, after all, my primary vocation. I'm rather glad to teach — it's what I want to do and moreover, as dean, it gives me an opportunity to have contact with the students," said Lane.

Student contact with their respective deans and administrators is avidly encouraged by Lane who is dismayed at current trends in administrative communication with students.

"The university bureaucracy has unintentionally built a wall between the student and the administrator — thereby lessening further the contacts which are an essential part in the functions and successful operation of the institution."
'... it is fatuous that a dean could just drop by to the Ouampi Room or the Pit and realistically hope to sit anywhere and engage in a heartfelt and inspiring conversation.'

successful operation of the institution,'" Lane said.

Lane commented that he did not see as many students in his office as he would like to see but cited that the time element played a crucial role as his schedule is continually booked solid with appointments, committee meetings and organizational conferences.

"Another factor for infrequent contact is that the student, when confronted with a problem, elects to see a faculty member — possibly even a department head — to help him. Failing there, Lane added, "the student then goes to my office whereupon my staff or Dean Hanson (Assistant Dean of the College of Arts and Sciences Gordon D. Hanson) will generally settle the problem."

Occasionally, a student will see Dean Lane on academic matters or even for "rap" sessions. It is here where Lane says he misses "the informality that is shared between teacher and student."

"Unfortunately, it is fatuous to assume that a dean could just drop by what used to be called the Ouampi Room or to the Pit and realistically hope to sit anywhere and engage in a heartfelt and inspiring conversation. Worse yet, there's also the inherent danger of being mobbed," said Lane.

However Lane added that he frequently enters the student's "exclusive domains" in the student center when walking with students from his office and stays a while to "rap" with them.

There are formal channels as well for student-dean relations as found, for example, in the Dean's Advisory Committee. Lane stated that he gives a good deal of consideration for the opinions of students as they are "a responsible and mature voice."

Lane also commented that his rapport with the Arts and Sciences faculty is "very satisfactory . . . at least to the point wherein no one is actually out for my scalp."

"Indeed, the faculty members have been quite helpful to me, especially the various department heads, and their help and understanding has benefited me tremendously in my first few frantic weeks as dean," Lane said.

Lane cited that there is a cohesive working situation between himself and Dean of Academic Affairs William Gaines (Lane's immediate supervisor) and Chancellor John Blackwell.

Lane said he would have no regrets if the situation arose wherein he would have to withdraw as interim dean.

"I have realized that it is an interim situation — and the circumstances and events are still rather fluid. But there will be no suffering," said Lane, adding that the final decision would probably be at about the end of the year. That decision entails the choosing of a permanent Chancellor for UNO. Should Dr. Blackwell not be chosen, he would then return to his former deanship, in turn causing Lane to step down.

"To have the decision (in mid-

semester) would be somewhat of a dubious convenience for me in the event I were to step down . . . especially considering that I'm teaching only one course. However, I would probably be put to work polishing brass knobs in the English department," Lane cited wryly.

Lane said the position is enjoyable (the office being bigger and his reserved parking space closer) and the work "interesting." He stated that the job gave him an opportunity to realize more facets of university administration and to be able to do what he could to alleviate some problems that he had seen while in the lower ranks.

In summing up his tenure as dean, Lane stated that "the function of the college has not been disrupted by the administration changes and that the cooperation of the faculty, my staff, and Dean Hanson has enabled me greatly to serve in the best interests of the students."  

— Alexander Pikels
ROBERT May has UNO students playing with blocks and monopoly boards and leading each other around campus blindfolded.

Though it might appear he's running some sort of state-funded Romper Room, May just happens to be teaching Police-Community Relations in the Law Enforcement and Corrections Department.

Leaning back in a chair in his office, May revealed himself and the course as serious, law-minded. On his office walls are news clippings and other bulletin board paraphernalia, a Phi Beta Kappa certificate from Michigan State University and an official "wanted" poster.

May is of average height and build, with strong facial features. He has graying hair styled in what appears as a growing-out crewcut. His voice is steady, strong, not gruff but commanding with a trace of Spencer Tracy. (He looks a little like him too.) You could put a blue police uniform on him, stick a bawling, lost kid or an armed bandit in front of him and expect him to deal out the anticipated ice cream cone and "where do you live sonny?" or "Drop it! You're under arrest!" He's a sergeantly type.

May was discharged from the Marines in '54 and became a police officer in St. Louis. "The town was corrupt and the police department was corrupt. I worked to change it, but not many did. There was no formal training then. I was given a badge, a gun and a beat."

Almost four years later he went to another town in Missouri. During his 9½ years there he captured one of the 10 most wanted men in the country.

When the opportunity arose he worked and studied at Michigan State and moved from the practicing police officer's role to a law enforcement instructor. "My original goal was to be a police chief, but I believe a teacher can influence 100 chiefs. A chief can influence 30,000 people in one small town. Now it's 10 times 30,000. That's what I think the challenge is," May said.

Apparently May's no man used to just playing games. The games are devices he uses to teach the community relations course. Take the blindfold exercise. The technique borders on sensitivity training but he doesn't like to describe it this way. It has too negative a meaning for some people. Rather "it's part of an exposure to achievement motivation," he said.

"Achievement motivation comes from a study done by David McClelland at Yale on helping adults to change their images of themselves and become achievers," he said.

"Everybody in society would believe he or she is an achiever. They do an analysis on goal setting in themselves and how they're set. We use some exposure in trying to let students view their goals and particularly this one device (being blindfolded and led by another student) to focus upon trust — trust in a total stranger. The students are asked to pick someone they don't know" in this exercise, May said.

"It's a trial in trust — used in that manner. It gives you a chance to see a little about yourself. Whenever you're in a position without the ability to use your voice and eyes, you become dependent. You feel a little like a victim. It's a device to build trust and it also builds some rapport in the class," he added.

"We get down to some nitty-gritty kind of things in the course," May said. For example they focus on "trigger words — they could trigger a reaction. An officer might run into a lot of profanity," he said, noting they discuss this problem.
as a class "hopefully to break down some images — strong male images" which can be threatened by trigger words. Ideas that "the male is the biggest bull in the woods" etc. come to the fore.

Monopoly played in May's class is not the usual Parker Brothers' version. Here it's Black and White Monopoly — a game put out by Psychology Today magazine. It's advertised as "monopoly with teeth." The whites start out with most of the money. Blacks get very little and of course they can only buy in certain neighborhoods.

May said "student reaction is very interesting. It's a game atmosphere but I think much of the learning comes through the games."

Students in May's class also perform an exercise with blocks. "We have three teams," he explained. "In each there's a teacher and a student and a curtain between the teacher and student. We set up blocks with numbers on them" in front of the teacher. Then "he or she instructs the pupil on how to construct the same thing with the blocks. At first they do it with no student feedback. The second time the teacher asks yes-and-no questions and the third time there's open and complete feedback."

Such exercises stimulate an "understanding between an officer and the people he's dealing with," May said. "It's not a secret kind of thing but on a level the individual can grasp in his or her own time and say 'hey — that's my job.'"

"But then the officer might see that he's taken action and hasn't given the other man a chance to express himself. But I'm not saying in all law enforcement there's a chance for self-expression," May said. Here May touched on a police officer's role. "He has to react on incomplete information. If he waits three seconds to pursue an auto he thinks is suspicious, that car is gone. Then he must follow up with additional investigation and let the feedback come."

May's course has "a statewide and nationwide orientation, but with that sort of broad approach we can't help but touch local problems."

Besides the games, the course covers the Kerner Commission reports, "the 12 grievances which are the grievances of the black community and causal factors in civil disturbances." Also included are police practices, under- and unemployment and poor housing.

"We try to get the officer who is or will be a practitioner to understand the grievances of minorities — blacks, chicanos, Indians. My contention is their grievances are very close to universals. Poverty and underprivileged in our society come through lack of representation in government on down through welfare.

"The point we make in the course and try to do consciously, is talk about recruiting better officers. Chief Parker of Los Angeles said 'the unfortunate thing about police is they must come from the human race and all of us are imperfect.' It takes a very good man to keep an objective view," May said.

"Hopefully the course will affect students — giving them a new awareness of grievances. And maybe through feedback they can cope with and understand why people damn the establishment," he concluded.

Geri Teteak

Students compete in a game of Black and White Monopoly which minutes later erupts into an exhibition of racial prejudice and hurt feelings. May sees games as a vehicle to creating a valid learning experience.
Remember the good old days when biology meant phylums and "frogs? Well, it still does — to an extent. While phylums are evident, frogs are notably absent in Biology 102.

"Dissecting frogs cost about 70c apiece," explained Dr. Charles Ingham, professor of biology. "Multiply that by the 915 students in Biology 102 and the expense is tremendous. We can't afford it."

But don't think the lack of frogs leaves biology students with nothing to do. Students attend a one-hour large group lecture twice a week plus one small group discussion period. The rest is up to them. "We urge our students to spend as much time as they like," Ingham said, noting that students receive five credit hours for his course and are free to come and go as they like.

Located in Allwine Hall, the lab has 70 individual booths complete with tape-recorder, ear-phones and microscope. By turning on the recorder and adjusting your ear-phones you have your own private lecture. What fun!

On occasion you also get a chance to walk around the room and look at pictures. At certain points on the taped lecture a bell rings and the voice says "Now go to Bulletin Board 7." So you trot over to bulletin board 7 and observe still-life drawings of snakes living in the desert. This, the board informs you, is how an organism adapts to its environment.

If you're really lucky the bell will ring and the voice will say "now see the movie on mammals by Bulletin Board 2." With notebook in hand you insert the film into the miniature projector and copy names and characteristics of various mammals as they flash upon the screen.

Since some prefer the real thing, the biology lab also includes an animal room and aquarium. "A few of the animals in there have grown up with us," Ingham laughed. "Our rattlesnake was six inches long when we acquired him." You should see the little monster now! "He's about as big as rattlesnakes get," Ingham agreed.

"I guess some kids don't like this approach because it's kind of Mickey-Mouse. You know, they think everything is spooned to them," reflected biology student Katie Shelton. "On the other hand, it's kind of neat — you can work at your own pace. It's up to you how much you get out of the lab."

Ingham defined the procedure as "an integrated lecture and laboratory approach," and agreed that laboratory time is what the student makes of it.

Some students will come in and work for about an hour and a half, while others prefer to stay maybe four hours at a time...
and just get their week's work out of the way," Ingham added.

While lectures and experiments aren't meant to be time-consuming, biology student Debbie Anderson expressed disgust with the lab requirements. "I spent eight hours once trying to finish a unit. That's with going around and looking at all the bulletin boards. It isn't worth it," she sighed a bewildered sigh.

Recognizing the problem, Ingham computed the amount of time students spend in the lab. "An A student will spend about three and a half hours a week in the lab, B students about three hours and C students even less than that," he concluded.

With 915 students, Ingham's job is not easy. He has a staff of graduate and undergraduate lab assistants. However, the biggest problem is lack of money combined with a surplus of biology students.

The increased interest in biology is a result of two factors. "First, there's a tremendous backlog of students wanting to take Biology 102," explained Ingham. "Biology seems to be the easiest way to fill a natural science requirement and its more popular than chemistry or physics. Consequently, we have a lot of juniors and seniors taking Biology 102 because they couldn't get in when they were freshmen."

"Secondly," Ingham continued, "there's been a tremendous expansion in nursing school requirements and a lot of biology students are also nursing students."

Money would apparently ease the situation. "The cost of maintenance is tremendous," Ingham noted. "Some of our films have practically disintegrated because of so much use. If we had the money we could afford to replace them."

According to Ingham, UNO spends about $2 per student on biology equipment. In comparison, Kearney State College allocates $8 or $9. Even UNL puts out close to $4.50 per student. "We're working with a much smaller budget than other colleges," Ingham admitted.

The shortage of money is especially evident when it comes to providing experimental materials. "Chemicals cost quite a bit of money. Why, we can't even afford to use most of the lab manuals because the necessary supplies simply aren't within our budget," Ingham revealed.

So without the money, it's back to the phylum again. Maybe frogs will come later. "What I'd like to see would be more individualized instruction, more time with the students and more money," Ingham summarized.

- Kathy Tewhill
DEBATEERS HAVE A CHANCE FOR
NATIONAL RECOGNITION

BEGINNING this semester the
debate squad is building a
national reputation.
Obviously this is advantageous to both the individuals and the school. We have a great amount of potential, an excellent coaching staff – both qualified and interested; and a budget adequate to give UNO debaters the opportunity to compete with national championship teams,” said Duane Heber, transfer from the Northern Oklahoma College, about this year’s Maverick debate squad.

Graduate student and assistant forensics coach Gary Turner is pretty optimistic too. “This year’s squad is fabulous,” he commented. Following the first two tournaments of the semester, the UNO squad had compiled a 75 percent victory average.

“The staff this semester is both qualified and interested,” Heber said, noting this might be the first time in over 40 years when UNO debaters compete for top spoils in the nationals.

Under the direction of Duane Aschenbrenner, director of forensics and associate professor of speech, Turner spends many hours each week with the varsity squad. A few days before each tourney, Room 24 of Annex 1 is in a state of confusion and work. Day and night the debaters practice with Turner on affirmative cases and then tear the cases down with a negative wedge.

Turner, who travels weekly with the debaters, feels “this year’s team has really progressed from last year’s squad. Last year the squad win average was around 40 percent, this year we will probably hit about 70 percent. Also, in 1970-71 we attended only one national tourney and this year we’re hoping to attend seven,” he said.

UNO debaters have been invited to go to tournaments at the Air Force Academy, Southern Cal, UCLA, and Northwestern this year.

This semester’s 14 member intercollegiate squad includes one freshman, one senior and 12 sophomores and juniors.

Dan Janousek was cited by Turner as the best novice debater. In addition to debate activities, Dan, a sophomore, maintains a 3.9 grade point average.

The importance of debate has been widely disputed. To the debaters, however, they feel that it is quite worthwhile.

How does Turner describe debate?

“It’s an intellectual challenge which develops reasoning abilities, therefore helping in most intellectual pursuits, which some classroom activities are,” Turner said.

According to Heber, a junior and veteran debater, “debate has been extremely and undeniably worthwhile. It has broadened my understanding of politics, social problems, logic and persuasion,” he added.

Ann Kopinski, a double major in psychology and speech, feels that “debate helps the overall confidence in yourself. In speaking in class and organizing your thoughts, debate has helped,” she said. Ann sees a definite value to forensic competition and noted she has made a lot of friends via debate.

A 19-year-old sophomore, Charlotte Hoch, states “debate offers a great chance to travel and it is a valuable research experience.” Charlotte feels the organization she learns in forensic competition helps her in her other classes too.

A debater, after weeks of research and preparation, walks into a small room, where a lone judge sits. The debater and his partner, acting quite calm and sure of themselves unpack their evidence and are seated.

The debate begins, nervously the student quite quickly supports his view on the floor, in an organized and articulate manner. Thinking on his feet he grabs an evidence card to verbally attack his opposition.

As the debate ends, the teams shake hands and receive a ballot. The winner may or may not have deserved it, but the judges’ decision is final. Each team moves onto the next quiet, empty room for another round of competition.

“The value of debate lies mainly in working together as a team, spending a terrific amount of time, working for a goal,” Ann concluded.

Jeanine Giller

Sophomores Ann Kopinski and Charlotte Hoch consult Director of Forensics Duane Aschenbrenner for advice on debate strategy.
GIVEN the cosmic name of NOVA for short, the Nebraska Opportunities for Volunteer Action, has been described as "an attempt to channel the idealism and the energies of college students into constructive and productive activities aimed at improving the conditions of the poor."

It is a program especially designed to fulfill the need of the student who wants a relevant education.

Ohio State transfer student, 21-year-old junior Don Duncan, stated the program has made his move into Omaha very worthwhile, and "a year's fieldwork is worth 10 years in class."

Duncan, a social welfare major, has served as a Manpower for Urban Progress volunteer before joining the NOVA program. He intends to get a Masters degree in social work. His present assignment is at Sacred Heart elementary school, teaching physical education, science and English.

The volunteer period for the student is 12 months, with a four-week vacation sometime during the year. A fulltime NOVA student is eligible to receive a total of 30 hours credit, based on 12 hours for each semester and six hours during the summer.

Besides the academic credit, the NOVA volunteers also receive about $200 a month.

Kathleen Brownrigg explained that since the volunteers are not supposed to live at home, the "money is for living expenses only." The students are expected to live in the community in which they are working.

The assignments the NOVA students have are varied. Miss Brownrigg and Martha Heikens are working on the possibility of a day care center. Currently, they are doing research to determine whether the community could actually use a day care center. So far their research has been devoted to the material located in the Urban Studies Center, but the girls are excited about actually talking to the mothers.

Gayle Rosenkjar, 21, a social work major, worked with the Citizen Core Housing Committee. She works with the Tenant Coordinating Council and other tenant organizations as a resource person. Gayle intends to start a tenant paper and work with the city relocation office.

She's currently in agency orientation visiting different city agencies. "NOVA is a fantastic way to learn more than just through an instructor," Gayle said.

Don Anderson Jr. works at Sacred Heart school teaching social studies and gym for 9 - 14 year olds. Anderson enjoys the work. "It gets you out in the

Jeff Richardson thinks it very worthwhile to see what it's all about outside the classroom.
community. You're actually getting out and doing something instead of just sitting with your nose in a book."

In the future, Anderson hopes to go on to high school or college counseling. CCS Junior Wade McCarty also works with the Tenant Housing Coordinating Committee, Cooperative Education, and related programs. He's gathering data to do a survey on how many people know about the program in Omaha. He's had meetings with Odra Bradley, principal of Tech High School, and Dr. Donald Andrews, Dean of Academic Affairs, the Omaha Technical College.

McCarty said he's received beautiful cooperation from everyone and in the future plans to lecture junior and senior high school students on the cooperative education program.

He added all functions of participants in NOVA are similar: to further the good of the community. The program deals mostly with minority groups. All members of NOVA will collaborate together with their garnered information.

Morris Mann, 31-year-old Poli. Sci. major, is in research and development of the NOVA program. It's his job to provide a data bank for volunteer course studies in whatever is relevant... welfare, tenants, fund raising, community organizations, community newspapers, etc.

Jeff Richardson is working on fund-raising for the Indian Center, which he considers very worthwhile. He thinks it helps students to see what life is all about, more so than in the classroom.

Bill Munger, 21, works at the Nebraska Psychiatric Institute working with heroin addicts and especially speed freaks as a peer counselor and assistant drug counselor. He received a one-week orientation period, which included talks with the people from Equilibria and Half-Way House about why people take drugs.

The workers are given a thorough screening and are interviewed by three teams of doctors. Most of the counselors have taken drugs themselves.

There are 32 NOVA volunteers working in various areas of the community.

A student must first make out an application, then he's given counseling on relating personal interests to community needs, plus the academic and program goals. After acceptance, the student is given his assignment and academic authorization for credit.

Next comes cultural and geographical orientation along with getting acquainted with the specific program or agency. He also receives problem familiarization and problem solving skills.

Then comes placement with periodic conferences to evaluate personal and task progress, followed by evaluation, which includes written and panel evaluations, plus recommendations for future study/career.

Then comes follow-up, as the student continues his involvement in volunteerism during the remainder of college, referral to the United Community Services Volunteer Bureau for continued avocational volunteerism after completion of college, or referral to VISTA, the Peace Corps, religious organizations, etc. for full-time volunteer involvement after graduation.

*Colleen Murphy & Stan Carter*
WHAT'S RECREATION AT UNO?

AN EDUCATION FOR LIVING

Both fun and interpretation are objectives of the exercise junior Nancy Burrell is competing in.

"A recreation major is not a physical education major but is rather a well-rounded individual learning about arts and crafts, music, physical education, out-of-doors and the life. These students are preparing for a professional career," said Ernest Gorr, director of the UNO parks and recreation program.

A 23-year faculty veteran, Gorr explains that the Great Depression brought about a mood and need for recreation. People were out of jobs and money so this resulted in a need for inexpensive free-time activity. Recreation evolved this way.

UNO was the sixty-fifth university in the nation to initiate a campus recreation curriculum.

Gorr, associate professor of men's physical education, is a former professional actor and coach and also admits to having dabbled in arts and crafts. Because of his diversified activities, he notes "there is a definite need in our society for recreation for everyone. Usually the highly skilled, those that excel in activities, had all the opportunities for recreation," Gorr said, adding he has structured UNO recreation curriculum so as "not to leave anyone out."

Ten years ago Gorr started his recreation program on campus. "The program began when I first saw the need. In the 1950's when I was misunderstood, no one really wanted it. So, it began in the College of Continuing Studies. We just kept quietly and gradually adding more courses. When it grew bigger, it became part of the College of Education.

"Currently, recreation majors number about 50 juniors and seniors. There is no exact count on the number of freshmen and sophomores enrolled in the recreation program.

"Each recreation major chooses a major field of emphasis like physical education or dramatics. The university requires at least 24 hours in recreation courses. Curriculum is basically concerned with organization, history and philosophy and included is field work, which is comparable to student teaching," Gorr said.

Fred Tichaueuer, recreation major and kicker for UNO's football team, participates in the rather unique program. Last summer, Fred worked with children at Drexel Park in South Omaha, as part of the requirements of the recreation program. Fieldwork is done solely for experience; no course credit is given.

Fred plans to go into therapeutic recreation and would like to work with retarded children. In order to do this, he plans to take some special education courses. "I enjoyed working with the kids at Drexel a lot," Fred said, noting "it also provided some good experiences for me I can use later on."

The UNO football star is just one of many students who spends the summer months working in Omaha area parks.

Students in the parks and recreation program are concerned with expanding opportunities for leisure time and with the use of facilities too. They attempt to make sure schools, parks, ice-skating rinks and hiking trails are used to their greatest potential.

While working in nearby communities Gorr discovered schools would close at 4 p.m. He felt this was a terrible waste of facilities. This is how he became interested in the conservation of recreation facilities.

Gorr emphasizes the fundamentals of tennis instruction.
We just kept quietly and gradually adding more courses.'

Gorr said the parks and recreation program, now in its tenth year of existence, is constantly working with other departments in developing curriculum and interdepartmental cooperation with other departments and offices of the university.

For example, Gorr notes the dramatic department has always welcomed recreation majors when they "assist behind the scenes." The art department, Gorr said, is currently working on developing an arts and crafts course for recreation majors.

Sold on the significance of recreation, Gorr turned to the National Observer and pointing to a page of ads, said "recreation is big business. Ships, airlines, and even industry all see the need for recreation," Gorr said.

"Industries have company bowling and baseball teams to help bring people together," Gorr said, noting he formed the first faculty team in 1952. "I feel there is a definite need for a closer faculty here to enhance the educational process," Gorr said, adding that industries feel the need, too.

Gail Jones, a cheerleader and recreation major feels "there aren't enough courses offered currently in the parks and recreation program, although there are many, many opportunities opening up for careers in recreation. More people are cutting down their work load and therefore they have more leisure time," Gail said.

Recreation has gained increased emphasis in recent years. Gorr feels, however, that a lot of people are cheated in the traditional approach to education. "We educate students to learn and we educate students to earn, but we've failed to teach students to live."

How does instruction in effective utilization of leisure time fulfill this need?

"Living is what a person does in his leisure time. There is more vacation time now, and what people do in their spare time is recreation. Where the problems are compounded is that we haven't educated people to the real appreciation of such things and their place in society," Gorr said.

When there is a program to educate even a small number of people in the importance of planned recreation, its concepts and applications, then these people can teach others how to live. That's the goal of the recreation program here at UNO.
Engineering Graphics Produces Tangible Proof of Efforts

Sophomore Tony Kalinski demonstrates his automatic dog feeder before applying for a patent.

A TYPEWRITER automatically erases mistakes.

Hooked to the ignition switch, a device turns off car headlights automatically.

A superchair is designed to create the ideal study situation for students.

These are just a few of the dozens of ideas developed by students enrolled in Engineering Graphics.

According to C. H. Prewett, chairman of the Department of Industrial Technology, “the objective of engineering graphics is to familiarize the student with both the theoretical and design aspects of engineering drawing.”

Shortly after the semester begins, students are required to submit three ideas for a semester design project. Ideas have ranged from an automatic dog feeder to proposed solutions to campus parking problems.

Students with similar ideas and abilities are put into groups. Due to some of the complexities of technology, the team-oriented approach is utilized because, in contrast to an individually-oriented project, the team uses each of the special talents of the team members to the best advantage.

Brainstorming is used by the team. This is nothing more than a spontaneous interchange of ideas. During brainstorming sessions, team members must adhere to the following rules:

1) No criticism. Opposition to ideas pooled must be withheld until later,
2) The wilder the idea, the better,
3) A maximum number of ideas are solicited because with greater variety, there is a better chance of coming up with useful ideas.

The first step students encounter in the design process is problem identification. It is here where problems or weaknesses in the idea are identified and hopefully corrected.

Next the teams set up preliminary ideas, perhaps the most creative stage of the design process. Every angle of an idea is brought to light as drawings come into view as tools of developing and recording ideas.

In the third step, general types of analysis are discussed such as product and marketing, strength analysis, models, functional and economical analysis.

According to Dr. Harold Davis, engineering graphics instructor, “the projects are presented to the class and professional engineers from the area are invited to evaluate them. The engineers who have attended past presentations have felt that this is a tremendous learning experience. This is probably the closest to a realistic engineering situation that students can get.”

• Craig Carlson

“A"
Seeing Double?

English 090 Students

The role of a teacher makes certain demands of a person which must be met. At the same time the role of a student makes other demands which are equally as trying. How does it feel to play both these roles at the same time? Kathy and Kay Belsky may be able to provide you with the answer.

The girls, both 22 and senior English majors, each receive $200 per semester for teaching English 090. Kathy works in Dr. Robert Harper’s office and Kay assists in the Reading Improvement lab in addition to their teaching and studying chores. The 090 program employs 18 instructors, all of whom are undergraduates.

AT PRESENT, we are both teaching 090 English besides taking our own classes as English majors. Thus, we are playing the roles of both teacher and student. It isn’t really as difficult as it may sound. In fact, we have found the new experience of teaching at the college level quite challenging. It has offered us not only a chance to demonstrate our acquired skills as students, but to evaluate our competencies as teachers. Also, it has given us a chance to decide if the teaching profession is really what we want.

To complicate matters even more, we are twins. (This, we believe, should be mentioned in all fairness to our students). After all, how would you like to confront your teacher with a question and later find out you had the wrong teacher? Or maybe you would like to explain why you missed an exam to a teacher who you feel must have amnesia because she cannot recognize who you are.

Teaching 090 has never been a dull experience. With each new classroom situation, you seem to find out a little more about yourself and about your students. You begin to wonder if some of your explanations could be simpler or more concise. Maybe you are taking the wrong approach, maybe your students don’t care about your approach, or maybe it’s just a rotten day! No matter what happens, you know you still have the remaining week to come to some conclusion. From the class themes, you get some idea of your students’ interests. When one student mentions drinking and beer in practically every theme, you certainly do get an idea of his interests.

Sometimes students feel they can read and understand the material without coming to class. Kathy had one student who thought he could do that. After receiving a failing grade on his first theme and exam, he decided not to return to
class. She's only seen him once since then, when he was running back into the Administration Building to avoid her.

In the classroom, this time in front of fourteen or fifteen students who are "your students," we find it first takes a little getting used to. That big desk in front of the room, normally reserved for the teacher, becomes your position in the classroom. With the acceptance of your role as teacher, it becomes your responsibility to teach the basics of English to receptive, or disinterested and confused students.

A wide assortment of students enroll in a course like this. Some are boot-strappers, some are housewives returning to school, but the majority are freshmen just graduated from high school. It becomes your responsibility to get them interested and teach all of them. One thing for sure: you have to be prepared when you get up in front of those students.

The students test you, since you may be younger than they, or since you do not yet have a degree, or for pure learning's sake (which you hope is the case). Questions arise and you must try to give an answer. If in doubt about the answer, we tell the student that we'll try to find out the answer for him before the class meets again. We are not trying to play know-it-all in the classroom. We can make mistakes.

So there you are teaching at 8:30 in the morning while the fact that you are having a test at 10:30 keeps haunting your mind. Sometimes, on days like that, you wish you could be "teacher for a day" instead of student and teacher. While that day appears not too far away, you face reality when one of your students passes you and says, "Will you be in your office today?" at the same time you're looking for one of your instructors.

Kay & Kathy Belsky
I am not an advocate of speed reading courses," said Dr. John H. Query, reading improvement instructor. Query teaches ten sections of English 105, better known to most as Reading Improvement. In Query's class, reading and comprehension are stressed. "We work on the retention aspect ... retention and vocabulary; speed comes later," the jovial instructor remarked.

"It is not a speed reading course. You could call it remedial reading on a college level," he said.

Query pointed out that a college student is tested at the beginning of the course not on how fast he reads but on what he remembers. "When you're under pressure to retain you must slow down," Query said.

Reading Improvement is an individualized program. Each student proceeds at his own rate. The students drill themselves on vocabulary, comprehension, retention study methods, and listening techniques.

At the beginning of the course, the students are given a group test which determines what the student does in regard to his reading habits as well as how he does.

The next step is the individual test on the Reading Eye Camera, an interesting piece of equipment purchased with a $2,000 federal grant. This machine takes pictures of the eye as the student reads. With the help of film it discovers the reasons why a student reads at a particular rate.

The Reading Eye Camera photographs eye movement in order to discover whether a student regresses, focuses on groups of words or on individual words. In some instances it can detect certain eye defects.

After a student's particular problem or problems have been discerned, the "doctor" makes up an individualized reading prescription so that the student can treat his own reading ailment. "Each one has their own program to follow," Query said, noting students attack their problems in a variety of methods.

If a student is having problems, Query suggests using the SQ3R method (survey, question, read, recite, and review).

This study program is set up to be relevant and personal. "We use their textbooks. I ask them to apply the SQ3R method to their own books," Query said.

Another study aid which Query might suggest is the test file housed in the reading lab, Annex 13.

The file, begun in 1967, contains over 7,000 exams. "Sometimes a department gives me exams," Query explained. "If a student gives me an exam, I check with the department to see if it's O.K."

The reading lab also houses a copying machine so that students can make copies of any of the exams that are on file.

Query admits he is "sure that some people disapprove of the file," but cautions that "these tests should be used as learning guides and nothing more."
DOCTORS PROBLEM

The students use the facilities of the Reading Lab to complete their weekly one-hour lab exercises.

In keeping with his belief that students should be graded on comprehension and not speed, he also drills his students on listening skills, giving them clues on knowing what to retain.

Query builds a good argument for the importance of efficient listening habits, citing that 70% of the average person’s waking day is spent in verbal communication, 9% spent in writing, 16% in reading, 30% in speaking, and 45% in listening.

Students learn to observe speakers closely in order to pick up important matters. Query says, “there are certain idiosyncrasies speakers possess that indicate important points in his topic.” Gestures and voice inflections, for instance, may be used by the speaker either consciously or unconsciously to emphasize certain points.

Although English 105 is not a speed reading course per se, it does aid the student in overcoming bad reading habits which slow down his reading rate.

The reading lab has three different machines that work on particular problems which contribute to reading retardation: The Tach-X, the Flash-X, and the Pacer.

The Tach-X flashes a word or series of numbers at speeds up to 1/1000 of a second. This enables the student to recognize words at a glance.

The Flash-X employs discs with words or groups of words on them. The student operating the small manual machine presses a lever, and for a split second, sees the word or phrase. The student then tests himself on instant recall by writing what he saw.

The Pacer is set at the reading speed of the student. Sentence by sentence, it flashes the lines of a story past the student’s eyes. According to Query, this device makes regression impossible. “Hopefully students can increase the dial speed,” he said. A student must have 80% retention before he can go on to the next speed.

Query has put his equipment to good use, but he feels he doesn’t have enough. “I need more of everything,” he emphasized.

Students have varying reasons for taking English 105. Some want help in their study habits; others want to improve comprehension. Still other desire to read faster without a comprehension loss.

Gary Bagby, a bootstrapper business major, feels that the Reading Improvement class has improved his study habits as well as improved his reading. He has employed the SQ3R method in studying for tests and has found it quite useful.

In regard to improved reading he said, “I noticed some improvement immediately – I had less eye regression.”

Freshman Bob Nedly took Reading Improvement to aid him in his large reading assignments. He finds that he is “reading faster, comprehending more.”

Query is always pleased to hear of his students’ success in his course. After all, that’s just what the doctor ordered.

Greg Fox
Good Or Bad, The Saga
Continues In The
TV CLASSROOM

In this growing age of electronics and computers, the focus on the use of closed circuit television for classroom use is growing sharper. Surely many of us remember, and some may wish to forget, junior high or high school days when we viewed “Great Americans in History” or “Outstanding Moments in Literature”. Today grade schools employ closed-circuit television to teach art, music, and science classes. Once again, this semester at UNO one of the largest courses, Psychology 101, is taught via the television method.

The use of closed-circuit television for Psych 101 began several years ago. The present instructor, James M. Thomas, taped the 24 currently used programs during the summer and fall semester of 1970. Five of the original programs have been retaped since then. The closed-circuit method of teaching was employed due to a lack of qualified instructors, and to cut down the size of the classes. According to Thomas, more material can be covered by television than in a lecture hall of three hundred to four hundred students.

The major gripe about Psych 101 is the inability of the students to ask questions of the instructor. According to senior Jim Tyler, 21, “There’s no interpersonal contact with the teacher.” Senior Jeanine Giller, 21, feels “there’s no interaction and there’s no motivation to ask questions in discussion group four or five days later.”

Instructor Thomas agrees that not being able to question or clarify a point made in the lecture is a problem, but “… they probably wouldn’t ask them anyway.” Thomas has a valid point, though many students would disagree.

Lecture notes, sold by students with the approval of the psychology department, have become available recently for those fortunate people who have ten dollars to spend. “Lecture notes are good for students who do not know how to take lecture notes. Unfortunately, lecture notes are misused. Students take them to class and follow along, but don’t try to take notes of their own,” comments Thomas. Most students agree lecture notes influence class attendance, but freshman Debbie Schuchart, 19, feels that “lecture notes are no influence, but they’re good if you miss a class.” Another freshman disagrees, “Lecture notes are great. If you have them you usually don’t go.”

Class attendance often undergoes a notable change from the beginning of the semester to the end. One advantage of a television classroom is that a student who misses a lecture is able to make it up during the week. But Thomas believes “When a student gets to college, he’s on his own. A student who skips a TV lecture probably would skip the ‘live’ lectures anyway.”

One reason for skipping was contributed by senior Steve Kelley, 22, “I don’t think I get enough out of it… You’re more likely to skip.” A passing junior piped in with her opinion, “It was completely boring.” Steve also added, “I don’t think you can take many notes on a TV lecture,” while Debbie expressed a contrasting view, “It’s not any different than having a teacher stand up and lecture.”

Students interviewed felt they should have been told beforehand that the Psych 101 classes would be taught by closed-circuit television. In actuality, it makes no difference because a good number of students have to take the course before they graduate. The only Psych 101 classes not being taught by TV are the night classes, a Saturday morning class, and the summer sessions.

Despite varied opinions regarding the tube-taught class, it will probably continue in the same manner for some time.

• Kathy Adwers
Culture in the '70s

ONING, streets and morality were the top issues in Omaha in 1971. Morality, a newcomer to the top three, stood highest and longest in the public eye, while zoning and streets narrowly edged out sidewalks to keep their niches in the list pinned down.

Why morality, a stab from the past in itself, should become a hot issue in a town with one-and-three-quarters pages of bars in its yellow pages is a good enough question in itself. Imagine, over 600 liquor establishments.

Compared to taverns, Omaha's three art theatres and maybe 10 (at one time) topless lounges seem trivial by comparison. Indeed, if quantity were an issue rather than quality, the opportunities for debauchment through alcohol are easily 50-times those through nudity.

Actually nude performances should be of little concern to students. If you like them, you go; if you don't, you won't. It's when authorities involve themselves in the war on smut and squelch legitimate entertainment that it becomes difficult to swallow.

Civic Auditorium manager Charlie Mancuso's refusal to allow Hair to run in Omaha is most indicative of the mind-unbending attitude of area officials. Despite plaudits Hair has received worldwide for its music, choreography and message, a single nude/semi-nude scene prevented its appearance.

Dick Walter, Omaha's promotion impresario, later succeeded in getting the offensive show booked for Lincoln's Pershing Auditorium — with little resistance to speak of.

Another stick in the craw of adult-minded entertainment seekers in Omaha has been the attempt to establish a film review board which would check out movies to see if they were suitable for showing. City Councilman John Ritums' major influence in pushing the concept was outrage at the showing of a so-called pornographic film at a posh West Omaha theatre instead of the slums where it belonged. In the slums, said he, the movie wouldn't have caused a titter.

Cinema fans (to an extent) were appalled at the notion of arbitrary censorship. Who can blame them? It is as unsafe and unsound as deciding which beers will be allowed on tap in Omaha. Imagine the outcry if that happened!

Perhaps the biggest threat to both the freedom (financially and otherwise) of theatres in Nebraska comes in the form of state senator Orval Keyes' bill to add a $.50 cent per admission tax to all non-general-audience pictures. According to Keyes, if people can afford to pay to see such garbage they can afford to help the schools.

The bill comes at a time when 50 per cent of American films are fortunate to make a profit . . . when audiences are dwindling . . . and when the garbage is largely offset by the best filmmaking ever.

Fortunately, the bill should fail. Selection taxation — enough to force people to see Disney or television — has never held out well against logic.

Fortunately, music and drama weren't touched by the morality kick. Apparently, authority-vested moralists haven't caught the drift of many lyrics and didn't attend plays.

Without their help, Omaha still went through 1971 without a progressive rock (AM or FM) radio station, had few major concerts, forced Sweetness and Light (satire) theatre out of town and managed to lose the Magic Theatre. *Todd Simon
ART DISPLAYS
Here in one form, or another, for 10 years

"W E HAD to move heaven and earth," said Peter Hill, chairman of the art department, in discussing the effort involved in establishing an art gallery on campus.

The art gallery which is located in the Administration Building, Room 371, has been open for one year in its present location. However, some form of an art gallery has existed on campus for the last ten years.

Hill initiated every appeal for a permanent exhibition room but "It was the influence of Dr. John Blackwell (then the interim dean of the College of Arts and Sciences) who was ultimately responsible for the gallery," Hill said.

According to Hill, the displays have been very successful, although he openly admits that he has no idea how many people pass through the gallery during the course of an exhibition. "In the past the number of people viewing the display has been sizable," he said.

The art department received particular response to a silk screen exhibit earlier this semester. Hill said the popularity was due to the different varieties displayed.

Gallery hours are Monday through Friday, 9 a.m. to 4 p.m., and a special showing on opening nights for the public from 7 p.m. to 9 p.m.

One section of the art department which is seldom viewed is that of a glass case in the alcove located on the third floor of the Administration building. In the case are art relics of different times and civilizations including, at one time, a skull and pottery. Students seldom view this display because of its location behind doors leading to a stairway, "which ominously appear locked," said Hill.

In charge of the displays on the first floor of the Administration building is Miss Bess Weinstein, technical assistant to Dean William T. Utley in the College of Continuing Studies.

Miss Weinstein took over the display about five years ago, saying she realized a need for a cultural interest among the students.

By borrowing souvenirs from her travels and those of her friends, Miss Weinstein decided she could help to fill a void. "Students usually have not yet been in a situation to take trips," Miss Weinstein said.

Reminiscing over past displays which were particularly successful, Miss Weinstein cited the display of the "five great religions" exhibited earlier this semester. The idea came from seeing a slogan on bumper stickers which said "God is Dead." "I realized afterwards just how little people know about the heritage of others," she said. There were no university funds involved in the project which Miss Weinstein calls her "contribution to the community."

The displays are planned for in advance sometimes corresponding with an upcoming event. "It gives the students the opportunity to see arts and events which they would ordinarily not be able to see until they go traveling," Miss Weinstein said. "Change of all displays depends entirely upon the public interest," said Miss Weinstein.

The Student Programming Organization also has sponsored art displays throughout the Student Center over the last several years.

This year however, no "loaned" art is on display. Rick David, student activities coordinator, said due to the past episodes of "disappearing" art work, thefts have made it mandatory to take out insurance on any display around the MBSC. The risk of theft and the cost of the insurance made it necessary to discontinue traveling displays.

Debbie Chadwick

Art, such as in the Faculty Art Show, can be seen in Room 371 of the Administration Building.

Seldom viewed pieces of art can be seen in the alcove located on the third floor Adm. Bldg. They are unseen because of its location behind doors seeming to be "ominously locked."
A LTHOUGH UNO students and the community have not been able to tune in yet, there will be a new radio station broadcasting in stereo. The fledgling station is KVNO, located at 90.7 on the FM dial. The headquarters of the station is located in the old Storz mansion at 66th and Dodge.

KVNO is staffed by students who work part-time under the direction and supervision of Fritz Leigh, program and operations director for the station.

The programming format is one of fine arts, utilizing a variety of "quality" music - good jazz, folk-rock, and popular sounds will be the basic type of music played. These will be supplemented by some light opera selections and classical offerings, all of which, as Leigh said, "will be in the very best of taste."

Leigh said KVNO will be trying to project the university's image to the general Omaha listening public by featuring this type of programming.

Since KVNO will be an educational radio station, the programming is expected to be of an informative nature, providing information about the artist and the composer in introducing new recordings and sound tracks. "A host of information anyone would want to know concerning a recording group will be provided," Leigh said.

"The format will also include a forum-type discussion in which students will take part in discussion programs with members of the university staff and faculty to discuss current issues and topics of interest," Leigh said. A monthly program guide will be available featuring program highlights and information.

In addition to the FM station, Leigh said there is a special hook-up feeding music from the station directly to the Student Center. This is a special on-campus broadcasting experiment, featuring music appealing to the tastes of all students, predominantly rock and jazz. KRNO are the call letters of this station.

Why the two stations? The reason for this is the regular KVNO staff is composed of students who have had some type of previous broadcast experience and will be broadcasting to the general Omaha public. Broadcasting by wire directly to the student center is open to anyone without experience and will be used as a training device, Leigh said.

The station is non-commercial and will air promotions for any campus-oriented activity or organization. KVNO will be broadcasting six days a week, Sunday through Friday, from 4 p.m. to midnight.

Leigh feels a definite need for this type of station in the Omaha area featuring "in depth" music, accenting good "quality" jazz, folk rock, fine arts sounds, and informative programming. Leigh also feels the other local radio stations do not offer programming formats like that planned for KVNO and said he is hopeful the UNO station can fill the void.

So, whatever their musical taste, students should find KVNO a most enjoyable experience in stereo radio.

• Russ Frazier
GEORGE Carlin was first to perform for the 2,000 students present for the UNO Homecoming Concert, and the concert was a first for Carlin.

A recent change in appearance—he now sports long hair, a beard and casual clothing like the flared blue-jeans, t-shirt and denim jacket worn during the Student Programming Organization sponsored concert—has also meant a change in his act and where he performs.

The 34-year-old native of New York City has quit the “club and Las Vegas route” and cut down on his tv appearances (Johnny Carson, Merv Griffin, Flip Wilson and Ed Sullivan shows), which he plans to quit completely “for at least a year.”

He is now concentrating on campus circuits, which, until UNO, his first officially invited appearance, consisted of filling in for last minute cancellations.

His act is now “more personal,” although he still does mimicry and characters—his “Hippie Dippy Weatherman” reporting “the present temperature is 68 degrees at the airport, which is stupid because I don’t know anybody who lives at the airport”—he also works as himself, offering personal observations and interpretations on just about anything from daytime television to population control.

It was this kind of informal performance, more like an informal conversation, which typifies Carlin’s act and unveils his personality. His act is himself, and both are enjoyable. His performance lasted over an hour and was well received and liked by the audience, who gave him a well-deserved standing ovation.

The second group to perform was Yogi Phlegm. Or was their name The Sons? (It used to be. But it was The Sons of Champlain too.) To many in the audience, their music was just as confusing as the issue of their name, or at least as elusive, but what Yogi Phlegm gave Omaha was music in one of its oldest, longest-lasting, purest forms.

Joy of Cooking was indeed a joy to all. This two woman, three man band has a totally unique, totally enjoyable sound.

A piano, drums, congas and bass and rhythm guitars comprise the movin’ music put out by this group from Berkeley.

The two women, Toni Brown and Terry Garthwaite, are the core of the group. Pianist Toni, who does most of the writing, leads Joy instrumentally and does back-up vocals.

Vocalist Terry, who does some writing too, leads the band in sounding sometimes bluesy, sometimes sweet, but always rockin’.

Backing up with congas and vocals is Ron Wilson, whose rhythm adds to the entire individuality of Joy’s sound.

Toni’s crystal clear voice restates the country and folk flavors, and her keyboard work is in itself, a joy.

The varied combinations of rhythms and sounds Joy of Cooking puts out form its distinct musical sound.

• Alison Strain

85
AS THE University itself has changed and grown, the last five years have brought expansion and change to the University Theatre. For those students studying business, those changes mean you’re getting a lot more for your money.

“When I first came,” said Scene Designer Robert Welk, “there were four shows and maybe a mime show or a little Readers Theatre.” This year’s season, five years later, is nearly double the number of shows, with four major productions, and three studio theatre shows, including readers theatre and experimental productions.

Until this year, the jobs of scene designer and technical director were both held by one person; those jobs are now separate. “The idea behind this,” said Welk, “is to free the designer from construction responsibilities so he can have more time to spend designing ahead on upcoming shows. It grows out of a developing program – one that is increasing in size.”

Welk still fits in on-the-set time, seeing about props, set details and putting on the finishing touches.

Educational theatre, said Welk, is, in part, intended to enhance the cultural awareness of the student body and the community, and, in part, to train actors. “The only way a theatre artist is going to learn how to do anything,” he said, “is to do it.” He’d like to see students doing more – such as directing, set designing and playwriting.

Perpetually busy, Welk said being in Educational Theatre keeps variety in his life, and frees him from a nine-to-five desk job. “Working more closely with students, it’s possible to develop human relationships,” he said.

In his third year with University Theatre is Robert Moore, scholar, director, teacher and, a position new this year, co-ordinator of performing arts, where he works with department heads and area directors in dance, theatre, music and art.

Committed to the “theatre of ideas,” Moore speaks of theatre as a “relative art – where issues, attitudes, and ideas find fertile soil in contemporary experience as well as reflecting on another period.”

Raised in Nebraska, Moore said the state has never been one to spend exces-
Ralph Murphy, below, Robert Moore, opposite, and Robert Welk, far right, "play" on the Birds set.

sively on the arts, but feels the UNO Theatre is comparable in staff and program to any its size. "Educational Theatre," Moore said, "has an obligation to present all types of plays in a comprehensive program that also offers variety." He feels this year's season is the "most ambitious and has great range."

"I see the director more as an editor than a master," said Irwin Schlass, University Theatre's newest director. In his first year at UNO, Schlass takes an unauthoritative, democratic approach in directing. "In life, there is always change— in plays too. Your feelings about a play change, so it's best not to take a rigid stance at the beginning," he said.

Schlass said a rehearsal period should be a time of exploration and experimentation, when you work on feeling as much as you can, and keep your senses.

Born in Germany and traveling to America at the age of three, Schlass recalls watching people—the way they speak and their mannerisms—as a child. New York City, where he was raised, provided plenty of material, and, perhaps his view of life as an "intense dream."

This intensity and a searching awareness are reflected in his choice of plays, which, he said, "view life—its metaphysical and psychological problems." This theatre's biggest problem, he said, is getting students involved.

"In the UNO theatre, we're sort-of in a 'which came first-the chicken or the egg' situation," said Ralph Murphy. "Unless we have majors (students), we can't get money to develop the program, and it's difficult to get students without the program."

Murphy, University Theatre's new technical director, is not new to UNO. He first came as a graduate student in 1968, and has been involved in the theatre program every year since.

Murphy would like to see a larger graduate program, a bachelor of fine arts program and a larger number of undergraduate courses offered—such as makeup, movement and dramatic literature. He does feel that the department has improved since he first came. "We desperately need to involve more students on campus, but, the theatre has become more ambitious. I think it has matured a lot," he said.

• Alison Strain

FOR DRAMA EGGS

87
HEDDA GABLER
Among Three University Productions

The first half of University Theatre's 1971-1972 season offered variety, with plays from varied times and with different styles and themes.

In addition to being the first major production, "Hedda Gabler" introduced many new faces. Mary Dean, playing Hedda, came with experience ranging from Illinois State University to Colorado summer stock. For Mary and the rest of the cast, excepting UNO veteran Bill Cole, the play was the first experience on UNO's stage.

Written by Henrik Ibsen, "Hedda Gabler" was presented October 14-16.

Although the Ancient Greek comedy, "The Birds" was first presented at the Dionysian Feast in 414 B.C., UNO's November 19, 20 and 21 performances restated the satire on society of that time with applicable, contemporary accuracy.

Bright, multi-colored birds perched at varied levels on a jungle gym-type structure housing trapeze-type swings, a slide, a swing, elevators, trap doors and draw bridges. The costumes worn by the 19 birds in Aristophanes' play as presented at UNO, were adaptations of those worn in the play as presented in ancient times.

"American Power" by James Schevill, consisted of two one-act plays, "The Space Fan" and "The Master." This contemporary show was performed October 5-10 at 1012 Howard Street in the Old Market, making use of an offer from the Magic Theatre Foundation, which gave full use of the Magic Theatre and all its facilities to University Theatre for two months.

♦ Alison Strain
WHAT better way to spend a sun-drenched late September afternoon than by listening to electrophonic, four valve trumpet capable of playing notes between the cracks on a piano? Nothing better — especially if the trumpet is in the hands of the man that helped design it.

September 23 was probably the finest day in UNO music history. The reason: the appearance of Don Ellis and Friends.

Ellis and his aggregation of 21 friends provided jazz in a variety of forms and many combinations of tempos.

Perhaps the greatest feature of the Ellis band was its great use of various tempos, including a frantic 3/3 alternating with 3/6 tempo on a thing called "Bulgarian Bulge."

Ellis and Friends combine the woodwinds and brass of a jazz band with the violins, viola, and cello of a string quartet. Thrown in with these for good measure are a piano, electric bass, conga drums and three sets of drums.

Performing on the Administration Building mall before a highly appreciative crowd of about 500, the Ellis group performed in the style befitting the act of a four-time Grammy Award nominee for two hours the crowd was regaled with electronic wizardry and good, clean, pile-driving jazz.

After the concert, Ellis explained the strangely beautiful trumpet that he worked like a child with a new toy. Ellis said the four valve trumpet that he helped to design was "rather unusual; it was designed to play quarter tones, 24 notes to the octave. It plays the notes between the cracks in a piano," Ellis said.

Even more startling than the four-valve design of the Ellis trumpet was the fact it was an electrophonic trumpet. This gave Ellis the ability to make sounds startling similar to the sounds heard coming from a Moog Synthesizer. Ellis also performed very nice duos with himself by means of a tape loop in the electronic guts of his trumpet.

Ellis seemed to take great delight in playing a string of notes and then lowering his trumpet and listening to the notes being echoed through his wonder machine. By means of the tape loop Ellis could also judge his performance by listening to the last few bars he played. Although he didn't design the electrophonic system, Ellis said he has been "sort of a pioneer in the use of it."

The other way of distinguishing the Ellis sound is by the many varied tempos and the large rhythm system. Ellis explained the reason for a large section was "I like the polyphonic (multiplicity of sounds as in an echo) effect of a large rhythm section. I played in many Latin America style bands and got this feel for a large rhythm section." Ellis adds to the rhythm of the band by sitting in on drums when he isn't needed on trumpet.

The use of different tempos has been an Ellis trademark for a long time. "I got interested in different tempos 10 or 15 years ago and it is gradually catching on in rock music, like in Jesus Christ Superstar. It's just more exciting," Ellis said.

In addition to his trumpet and drum work, Ellis also does about 75 per cent of the group's arranging and writes most of the music the group performs.

Ellis stressed his group should not be considered a road band. "We go on the road three or four times a year for two or three weeks at a time. The band is based in North Hollywood. Ages of members range from 21 to 42 with the average age being about 26.

Obviously enjoying himself, Ellis conducted, played the trumpet and beat the drums with an enthusiasm of a child in the grade school band. The only difference was Ellis' ionospheric level of expertise.

Ellis said that the band enjoyed Omaha and the reception they received and are eager to return, possibly for a week long stand.

Don Ellis and Friends were brought to campus by Jim Nelson, the organizer of the UNO Jazz Club, and Rick David, student activities coordinator.

• Alan Gendler
HALF the world's population doesn't know how to write. The art of writing itself originated only six thousand years ago in man's 25 thousand year history. Yet from the time he arrived in America and still today, the white man has regarded the Indian and his oral traditions with varying amounts of amusement, contempt and ridicule. The red man has existed alternately as "the noble savage" or as that "poor, syphilitic lice-infested creature."

Pulitzer Prize-winning novelist N. Scott Momaday is a member of the Comparative Languages Department at the University of California at Berkeley. The Kiowa Indian greeted a UNO lecture audience in October, "Where are you going," a greeting traditional among some Indian tribes. Momaday suggested that it may be to the white man's benefit to ask himself the question and then follow the red man.

Momaday himself, in both his writing and conversation, is careful with words. He doesn't waste them. His speech is strong, his words selected to convey precise, unclouded meanings.

The Berkeley instructor related a story about a young Navajo hitch-hiker he encountered last summer. He asked the youth the words for many objects they passed. Pointing out two peaks in the distance, Momaday asked, "What's that?" The translated reply was "bear's ears." From that time, Momaday has perceived that landform only as "bear's ears."

The Navajo as a people "have a very keen sense of naming things" and the boy shared in their "profound logic." Rather than saying he "likes" something, the Indian might say, "My mind is in that direction."

Momaday believes this "attitude toward the world that is reverent and respectful" could well be the avenue to "human preservation upon this earth." The Indian believes "the immediate world can fill one's whole mind."

His essay titled "An American Land Ethic" expresses Momaday's belief that in matters of ecology, we don't need legislation so much as "a different attitude toward the landscape, ... a different ethic." Western man thinks of the land "simply as a utility to be turned to his own advantage" while the Indian never viewed it this way.

The red man's "world view" includes a "deep ethical regard for the earth and sky" in contrast to the white man's seeming pre-occupation with despoiling his environment. The Indian always knew who and what he was and has never been rent by such artificialities as credibility gaps. And, the red man has always "had a great capacity for wonder, delight and belief." Momaday suggested that "Where are you going?" is a "question we might put in our own mouths to ward off the immorality of indifference."

But the red man, too, is undergoing a period of dislocation. Both the reservation system and relocation in the nation's cities disconnect the Indian from the rest of society.

Momaday said the only way the Indian will survive on a reservation is as a "kind of artifact, a museum piece." The reservation does serve a necessary purpose, though, the retention of tribal identity and preservation of traditional values.

Relocation presents other problems as "the rewards of urban life can't compensate for the loss of tribalism." He said it's dangerous to assume that cultural assimilation can occur over an extended period of time, and absurd to see it occurring immediately.

The Indian's knowledge of the English language is, by and large, inadequate. He doesn't understand urban economics. And, perhaps the heart of the problem, "he can't clear his mind of the doubts and fears another civilization puts on him because he is an Indian."

Abel, the protagonist of "House Made of Dawn," suffered from dislocation. Taken from the reservation and moved into the "tragic situation" of warfare, Abel disintegrates as a man, unable to resume his former life after his release from the military.

Momaday stressed that no matter what the outcome of this temporary dislocation dilemma, it must not uproot the red man "from the world in which his traditions are based." He believes the Indian can live in modern society without losing his traditional beliefs and customs. Making baskets or whatever he does, the Indian "must manifest his traditional ways aesthetically. Basket makers can become architects."

"The Indian will not remain the way he was," he said. "All men change. But he will remain an Indian," Momaday hopes the Indian's image as "some ridiculous be-feathered spectacle chasing John Wayne across the silver screen" will be exterminated.

Bev Parisot
Dick Gregory,
What bothers you the most about fasting?

'HUNGER!'

The first snowflakes of the season were falling outside that day, but the climate prevailing inside the University Theatre was anything but cool.

Before a capacity crowd of blacks and whites, mostly young, standing and sitting in every possible inch of that theatre, a slight, black man sauntered across the stage flashing the peace sign. A roar of applause. Comedian Dick Gregory announced that he has been on a seven-month fast protesting the war in Viet Nam and warned the crowd, "If the war ends in the middle of my speech this afternoon, there's a clause in my contract... you'll excuse me to leave and eat."

"The worst thing about fasting is the fact that 'eaters' question me about what bothers me the most, and when I reply, 'HUNGER!' they look so-o-o-surprised."

"You've got to program yourself for a fast, man. Psyche yourself out. What shall I expect? Well, I'll get hungry; I'll lose some weight. My top weight at one time was 288 pounds and now I'm down to 99. Why, I've had these pants taken in so much that in the back, the right pocket is on the left side...", he said.

Gregory quipped about the insane reasoning behind pay toilets, about George Wallace's opposition to bussing, Agnew's trip to Africa, and finally speculated about America's lack of diplomacy, explaining that when President Nixon goes to Red China, "Agnew will probably send along his laundry."

The 39-year-old Gregory has probably done more for the black cause than any other entertainer in the business. His unique utilization of keen yet sophisticated humor drives the point home.

On the police structure in the United States, he observed, "New York has the best police money can buy, literally. If their force didn't show up for work, the crime rate would decrease 73%.

Gregory assured the crowd that he would gladly go to Viet Nam, on one condition, "that I get sent to the front lines with some of those rich folks; Duponts or Rockefellers would do."

His talk, nevertheless, focused on youth. He suggested that instead of being "hip and cool, try staying hot and square." Contending that it is not a generation gap that exists in this country, but a moral gap, Gregory complained, "You won't listen when we try to tell you all about those reefer. Us old folks, we know everything. That's why we drink alcohol. You reefer smokers don't understand that when you drink alcohol, it preserves wisdom in the top of your head."

In all sincerity, however, the father of nine pleaded, "If you've got to drink alcohol and smoke pot to change the system, then let it stay like it is. Never before in the history of any nation has the very fate and destiny of that nation depended on the young folk as the very survival of this country depends on you."

The crusader spends 98 percent of his time living out of a suitcase, travelling to college campuses all over the U.S. "You've got to make them start educating you and quit indoctrinating you. We're one of the few people in the world who pays for our indoctrination," he warned.

"I say to you youngsters, you've got a big job to do in this country, and not very much time to do it."  —Cheryl Miller
A performance by the American Indian Dancers and a talk by author and Indian rights advocate Harry Golden was part of a fund-raising effort for the American Indian Center, sponsored by UNO's sociology department and NOVA. The November 18 program began with the American Indian Dancers. One of the dances demonstrated was the Indian flag dance, originally performed when the first Indian World War casualty came back from France.

Golden emphasized U.S. exploitation of the Indian and solutions to the Indian problem. "Indian rights are being trampled into the dirt," Golden said.

According to Golden, the solution to the problem of minorities was "education, then integration." He compared the Indian situation with the situation of other minorities such as Blacks and Jews. He stressed the importance of keeping minority culture intact while minorities attempt to solve their problems.

The program which was held in Engineering 101 was presented free to students.
WHEN I came here, the only thing I knew was that I loved music. I didn't really have the philosophy of programming and the Student Center I have now." For Rick David, student activities coordinator, the "overriding concern" in student programming is "varied entertainment for varied interest groups."

As head of Student Programming Organization (SPO), David has arranged these events: foreign films of high quality, such as "Z" and "Closely Watched Trains"; concerts with jazz, rock and folk artists from nationally popular Joy of Cooking to the new Canadian group, James and the Good Brothers, and, in concert, also, comedian George Carlin.

David has also brought: well-known movies like "Rosemary's Baby," "Alice's Restaurant" and "The Taming of the Shrew"; drama presented by the New Shakespeare Company of San Francisco and a three-day symposium with a prison reform play given by ex-convicts from California's San Quentin Prison.

In addition to offerings that please those with different interests, David says the entertainment must be low cost, appealing, able to draw an audience, of good quality, and must educate the student body by acquainting them with "what's happening in other parts of the country."

It's this "fine arts philosophy" that goes hand-in-hand with why David feels SPO and the Student Center are so important on the UNO campus. "When I was at Nebraska (Lincoln campus)," he explained, "80% of my education was living in the dorm." Since UNO cannot provide the campus community life available at schools with residence halls, an on-campus "base must be established where students, faculty and staff can meet," David said. He believes in bringing "new things" in entertainment, performers that are not well known, but he feels the audience will like. When Lauden Wainwright performed with Jim Kweskin in September, Wainwright, although virtually unheard of by most audience members, was received as well, if not better than Kweskin, the top-billed, established act.

The October 5 concert featuring James and the Good Brothers, Chris Williamson and Uncle Vinty, was another of David's entertainment successes, and none of the three acts is currently well-known. Roberta Flack, Seals & Croft, and Dan Hicks & the Hot Licks were three of his choices last year in this category, and this year, all are known nationally to a much greater extent.

Besides evenings of entertainment, David has provided evenings of information. The World Affairs Institute and the prison reform symposium were both successful, says David, and he'd like to bring more of this type.

"Publicity has been this year's main problem," says David. "Sometimes the cause attributed to a small audience turnout was the fact that the event appealed to a definite interest group. Sometimes, we weren't organized. Or, if we don't decide who will be performing soon enough to get the publicity out, it's too late," David said.

David feels publicity is one of the areas that will improve since the recent change within SPO. A new constitution, which set up the new 10 member board was, said David, "a necessary change." Under the old method, a separate committee for each area — films, concerts, lectures — students ended up "tunneling their interests in one area." The board now decides as a whole, without committees. This should be an advantage to all concerned. Members will have broader interests by being involved in decisions of all types of events, and decisions will be reached by discussion involving a greater number of opinions, David said.

The opinions voiced are very likely to be both diverse and representative of a large portion of the student body, for the board itself is diverse. Selected by the Student Center Policy Board after written application and personal interview, members include different sexes, ages, races and marital status.

The board, working with David, will probably fulfill his hopes for the rest of the year — "a complete program — a program of varied entertainment for varied interest groups."

"When I first came here . . ." said David, "it was more of a job. Now it's more a way of life."

• Alison Strain
KAREN HAYES, president of the campus modern dance honorary, Orchesis, finds modern dance to be interpretive. She feels it is a vehicle to express inner feelings.

"Modern dance is anything you want it to be. It gives the dancer an opportunity to be creative. There are no limits in modern dance; you can express the freedom of a bird soaring or you can simply dance to have a good time," says Orchesis vice-president Margaret Hollingsed.

The Orchesis honorary was started prior to 1950 but was discontinued for a short period of time. When Mrs. Vera Lundahl, assistant professor of women's physical education, started teaching dance at UNO, she decided to restart the Orchesis program. Her philosophy in restarting Orchesis was to afford an opportunity to "people who love to dance." Because the group is an honorary organization, quality of dance technique is emphasized. All the members of the present organization were chosen because of their interest in dancing, and because of their ability to demonstrate dancing as an art.

This semester the organization consists of about 25 active members, with a president — Karen Hayes, vice president — Margaret Hollingsed, and a secretarial post held by Vivette Pullum.

Mrs. Lundahl said, "the main thrust of the program is to give the students who are interested in dance many varied experiences in dance creativity, performing, producing dance and working with professional dancers." The program is set up in such a way that it enables members to go into the community and demonstrate what modern dance is and how much fun it can be for both men and women.

"We will be giving master lessons to junior high and high school students at schools such as Lewis and Clark, Burke, Westside, Tech, and others. These lessons are to help develop an appreciation among high school students for dancing," explained Karen.

Besides performing a spring concert for the university community, Orchesis is kept busy during the year by giving performances for various civic and religious groups, at the University of Nebraska at Lincoln, and other institutions in the greater Omaha area.

Since the organization is funded by the student activities fund, Orchesis is
limited financially in bringing outside talent to organization meetings for the instruction of new techniques, the explanation of career opportunities in the field of dance, and for just the pure pleasure of working with professional talent.

This semester Orchesis brought the Alvin Alley American Dance Theatre from New York to campus during October for demonstrations, lectures and a concert. The Orchesis members were given the chance to work side by side with the twenty-member professional group from New York. In previous years, Orchesis leaders have tried to expose organization members to different talent in the field of dance.

One of the problems of Orchesis is in recruiting male dancers for performances this year. It is a misconception, Mrs. Lundahl noted, that men cannot succeed in modern dance. "We try to use the men who join Orchesis for their strength and masculinity. One girl can't lift another girl. We need the guys for their muscles," Karen said.

Every year Orchesis gives an award for the "Outstanding Dancer of the Year." This honor is given to the member who shows a great deal of creativity and who has also contributed the most to Orchesis during the year. This year's award went to the acting president, Karen Hayes.

Margaret Hollingsed sees Orchesis as "an organization where students can develop a sense of belonging and have a great time together." Rhonda McNutt is a new member in the group this year, and she finds it to be exciting. "It's different.

It can be a place where you can go and meet new people - become friends and have a good time. It gives you a chance to express yourself - be creative. It can help build your character and by working with people and becoming closer with these people you can put your ideas with everyone's and express all your inner feelings," Rhonda said.

Members do not see Orchesis as an organization but rather as a type of unique family. They have the same goal - to be creative and to have fun in doing it.

"Orchesis helps in developing a sense of belonging. It makes you aware of the people around you; you learn to work cooperatively with everyone and the exercise gained in modern dance also helps the body," Karen said.

C. R. Averill
World Affairs Lectures

International Questions Discussed

To promote a better understanding of international questions and problems, the Institute of World Affairs directed by College of Continuing Studies Dean William T. Utley once again this fall offered a four-lecture series for the student body and university community.

In its 26th year, the Institute featured three journalists and a former ambassador and expert on world affairs.

Charles Bohlen, former ambassador to France, Russia, and the Soviet Union addressed an audience of approximately 300 concerning the Sino-Soviet split. He asserted the split between the two countries would probably widen, leading to a new era of classical diplomacy with the United States, China and the Soviet Union in a triangular relationship.

"The Soviet Union attaches great importance to its leadership of the World Communist Movement. The essence of the quarrel between the Soviet Union and China is the failure of China to follow Moscow's leadership," Bohlen said.

The second lecturer was Anthony Hatch, correspondent for WCBS news in New York. He discussed the tensions in the Middle East before a crowd of about 250 persons. Hatch outlined several stumbling blocks in the proposed Mid-East policies of Secretary of State William Rogers.

Opposition of the United States Navy, the reluctance of Israel to yield anything without a proportionate "quid pro quo" from the Egyptians and the Arabs' steadfast refusal to have direct talks with Israel were some problems listed by Hatch.

The third speaker, Drew Middleton, military correspondent for The New York Times, spoke to an audience of approximately 200 concerning the European situation. The lecture centered around the proposed "mutual and balanced force reduction" in Western Europe.

He said the true explanation for the current Russian push for the Conference of European Security is that the Soviets have turned to an old target, the American presence in Western Europe. Middleton strongly opposed troop cutbacks in Europe, saying, "We all hear those shoddy arguments. They stink of the thirties and forties - and appeasement and defeat."

The fourth and last speaker, Carey McWilliams, commented on the domestic scene. McWilliams was highly critical of Nixon administration attempts to manipulate and intimidate the press.

McWilliams pointed to Vice-President Spiro Agnew's November 13, 1969, speech in Des Moines as the beginning of "a carefully designed attempt to whip the media into line. Modern presidents today have the tools of news management in their hands," McWilliams said.

He added that another factor which has contributed to the president's advantage over the media is that "in a manner of speaking we have been in a state of war for thirty years, and in war they say, truth is the first casualty."

McWilliams said "not only does the military feel it is their privilege to withhold certain information, but they and their executives assert it is their obligation not to tell the truth."

The annual Institute of World Affairs is far more significant for the course it charts than for its actual direction. Possibly with the guidance and counseling of the political science department and additional financial support, it could accomplish more adequately the goals it sets.

• Danny Powers
GLADYS Pruitt is a senior majoring in psychology. She's interested in furthering her education all the way to a doctorate.

Her chances of this happening four years ago seemed unlikely because financing a college education would have been difficult for her middle-class family. In 1968 Gladys was also confused about what subject to major in and what college to attend.

Then one of her friends told her about a program which gives guidance towards the choosing and preparation necessary for a successful collegiate experience. The program called "College Bound" was re-named last summer "Career Bound Service" (CBS).

This program aided Gladys in choosing to attend UNO and helped her to select her major field, psychology. Gladys is grateful to CBS for the help it gave her, and last summer she worked as a counselor in the program.

Why did she join the CBS mission?

"I enjoyed being a student counselor for CBS because I feel that this program gives participating youth material that they would not ordinarily have access concerning their futures. I also enjoy the secret fears and hopes of the youths I have counseled. I also enjoy the personal experience I have acquired from my working in the program as a counselor," Gladys said.

Gladys envisions CBS as being more than a college counseling service for youth in Omaha's underprivileged areas. Information is made available by CBS concerning almost any kind of vocation, trade or career and opportunities available in the armed services.

CBS informs individuals on what type of material is covered in college entrance exams and makes suggestions about what college and major to select. It also helps youths find jobs through contacts with agencies like the Nebraska State Employment Service, Urban League, and Neighborhood Youth Corps.

Helping pre-college and college age youths select trade schools is another service offered by CBS. Counselors often mention trade schools to those individuals who score well on aptitude and skill tests. The national shortage of skilled workers, is an advantage pointed out when informing youths of opportunities offered by area trade schools.

A youth's aptitude and skills are compared with the needs of the armed services by CBS counselors in another unique aspect of the program. The counseling, according to CBS officials, is usually quite successful in helping a youth clear his mind on the military services as a vocation.

Don Benning, former UNO wrestling coach and physical education instructor, and University Division Counselor Gene Kafka have held major leadership roles in CBS work during recent summers. Ken Rhodus and other University Division counselors aided CBS work last summer.

Student counselors included former UNO athlete Curlee Alexander and former NU grid superstar Dick Davis.

UNO counselor Bob Gibson ran the CBS mobile unit, a van used to roam the streets and find youths who want to rap about their post-secondary school future. Gibson noted that the roving van drew sizable crowds at scheduled stops and said, "Often youths in the crowd got involved in the program and made it all worthwhile."

Leisure activities like swimming, parties, dances, excursions and free trips to Omaha Royals baseball games are also incorporated into CBS to provide youths a maximum opportunity to think about their future and enjoy themselves at the same time.

Benning best describes the program in noting "It provides a needed function in the community; everyone needs to get involved in the problems of the community."

- Rick Eirenberg
The thrill of the music,
The swish of the pompons,
The parade of . . .

**COLLEGIATES**

HURRAY for the Miss America "fight-team-we're-with-ya" girls! Three cheers for the Team and the School and the Quarterback! Let's hear it for the thrill of the music, the swish of the pompons, the parade of the short-skirted jazz dancers!

A bunch of bull or every girls' dream? That's the question. And it's posed by the invisible rule of college football: every half-time must include a squad of smiling girls with Ali MacGraw legs swirling their pompons.

What type of girl is this? Who are these Ali MacGraws involved in UNO's former Indiannes, now Collegiates? Well, here it is: Everything you've always wanted to know about a pompon girl but were afraid to ask or didn't bother to.

Of its 22 marching members, 13 are freshmen. It would appear the squad thrives upon the freshmen girls. Co-captain Mary Beth Twohey explained that "The freshmen have more time."

Freshmen Liz VanEvery "wanted to be involved, not just a person who went to classes." So Liz tried out for the squad and made it. Jodie Ford, another freshman Collegiate "likes sports" and just likes to join things.

A two-year veteran of the squad is Kathy Bauman, who felt the surplus of freshmen is understandable, noting "It's their first year . . . they want to get involved in college life."

Some — or perhaps most — of the squad's members are involved in other things too. Like sororities. Mary Beth, a member of Sigma Kappa herself, estimated that "at least half of the girls are in sororities, maybe more . . ."  

So why all the Greeks? Kathy, a sorority member last year, felt that "sorority people just do more things. It's kind of an honor for your sorority and the girls just want to do something for their sorority," she said. Liz is an Alpha Xi Delta and Jodie a Sigma Kappa.

Try-outs were held in early September and Mary Beth estimated that about 32 girls competed. Rather than use former drill team members as judges, Mary Beth sought more impartial judges. Her choices? Fred Gerardi, sports information director, Bob Hansen, head basketball coach and Reginald Schive, band director.

Supposedly the image of a drill team member is changing. According to Liz, "there were some really pretty girls who tried out." But the judges weren't interested in looks alone and Liz found them "very fair about the judging."

One aspect of being a Collegiate is money. How else would you buy a uniform? Mary Beth reported that the cost is minimal and the girls don't pay for the uniforms worn to school. "I would say about $25 would cover it," Mary Beth calculated. The $25 is for a performance uniform, shoes and of course, the famous pompons.

The element of time is involved, too. The squad rehearse twice a week and occasionally before performances. But probably more emphasis is placed on individual practice. And time devoted to the squad may mean time lost to studying. The normal study load for a drill team member, in Mary Beth's estimation, is about 13 to 14 hours. And the squad is populated with a fair share of physical education majors.

But grades aren't always a problem. In fact, Mary Beth's grades "were better the years I was in Collegiates than when I wasn't." Mary Beth is an elementary education major.

Obviously, the Collegiates feel their endeavor is important. "I had a class the same time as tryouts so I switched my class to try out," Liz remembered. And Jodie quit her job to be a Collegiate. "I figure I'll be working the rest of my life, so I might as well enjoy it now," she commented.

For Mary Beth, her work and involvement stems from the fact that, "I really, really enjoy it . . . half-time is part of the excitement and that's what I want it to be this year. The Collegiates add to the game," she said.

Kathy is back again this year because "if you're not a Collegiate, you might not go to games, but when you are, you have to. It helps you go to games." And certainly the members meet a lot of people — like football players. "That's what I like — meeting people," Liz added.

So what then can you expect when you see the pompon girls replacing the football players during half-time?

"Someone who doesn't just sit on the sidelines . . . a girl with a lot of spunk, a twinkle in her eyes and just basically a lot of pizzazz, I guess," Jodie concluded.  

• Kathy Tewhill
With the second week of September came

**Student Programming Week**

The second week in September was Student Programming week. The week's activities began with an organizational recruitment fair. The purpose of the fair was to solicit new members for the organizations involved and to let new students know of some of the services offered at UNO — such as the counseling service, the placement office, the ombudsman, and the financial aids available.

Rick David, students activities coordinator, said that the recruitment fair, which originated at the 1971 Fall New Students Day, will be held each semester. The fall recruitment fairs will be larger than the spring fairs.

David said that the fall recruitment fair "was a good first attempt." The only major change he plans to make for next fall's recruitment fair will be to "let the people know about it in the spring and make all the organizations aware of it."

Twenty-two organizations and student services participated in the fair. SPO, Jazz Club, Student Education Association, Tau Kappa Epsilon, Young Americans for Freedom, and Christian Fellowship were among the organizations represented. Student services that were represented included the University Religious Center, the ombudsman, and the Student Placement Office.

Other activities sponsored by SPO were a folk concert by Jim Kweskin and Loudon Wainwright III, performances by the Sweetness and Light troupe, the movie *The Reivers*, and a dance featuring Rock Bottom.
Three stories for three clergymen . . .

Collegiate Interfaith Center

WHAT do Wayne State and UNO have in common? "They are the only schools known to house campus clergy together," said the Rev. Leonard Barry.

The religious center which is sometimes known as the Interfaith Center because of the housing situation is located at 101 North Happy Hollow Blvd.

Previously the offices of Protestant chaplain the Rev. Leonard Barry, Lutheran chaplain the Rev. Dave Kehret and Catholic chaplain the Rev. Father John Kresnik were scattered throughout the greater Omaha area.

The center, which formally opened in September was purchased for $39,000 by the James A. Douglas Foundation, donated by the late Elva Douglas of the Dundee Presbyterian Church in memory of her deceased husband.

The house is a three-story structure with several large rooms which are being used for group meetings. Due to the luxurious surroundings of Barry's office which sports a crystal chandelier and thick carpet, he has earned the nickname of the "Bishop."

Future plans include the establishment of the recreation and lounge areas.

The campus Newman Club holds mass every Friday in the center and the Lutheran Ministry is sponsoring folk and drama group sessions. On Oct. 24 the first rap session was held in the center. The subject was abortion. Protestants are sponsoring group meetings as well as religious retreats, the first of which was held the weekend of October 8 at the Mary O'Donnel Lodge. The retreat students participated in encounter groups as well as Bible study classes and song fests. Nature hikes were taken on designated paths which imparted the story of the crucifixion and the resurrection of Christ.

"We are hoping for some non-credit courses in the near future on anything from a survey of Eastern religion to modern mystics to Christianity and the Occult," stated Barry.

"We hope to develop the rest of the center as we go along," said Rev. Kehret. "We want to play it by ear and try to create an atmosphere where students will want to come to study or talk."

During the holiday season decorations prevailed with a well stocked supply of punch and cookies to feed the "troops" as they come in for a rest.

There was not a considerable amount of work to be done to the house before moving in, according to the ministers. The main project was to pass the city fire inspection. There were rooms to be insulated and new doors to be put throughout the building. Other finishing touches will continue until a more homey atmosphere prevails.

Various churches contributed funds to the center and more contributions are still coming in. However, the project is an expensive one and additional money is needed.

The dwelling housing the University religious center was previously owned by Omaha surgeon, Dr. Richard Clemens, and is open Monday through Friday from 8 a.m. to 5 p.m. for the purpose of counseling and for scheduled meetings.

The center should prove to be very successful among students who enjoy guitar music, it boasts two clergymen who play a "mean" guitar and have been known to start a concert at the drop of a hat.

Debbie Chadwick
The Student Senate’s regular Thursday night performance should be offered as Applied Political Science or perhaps Power Politics 101. Before proceeding, it should be mentioned that since last spring the Senate has done away with Ouampi, the Indian, as a mascot, attempted to throw Chi Omega sorority off campus for racial discrimination, censured former President Kirk Naylor just prior to his removal, and then censured the Board of Regents for not deciding to remove Chi Omega.

At 6:30 the most honorable Speaker of the Senate Mary Jane Lohmeier gavels the meeting to order – or a reasonable approximation thereof. The Senators begin to perform when the secretary, engineering senator Mary Wees, takes roll call. And thank you, Mary, for all those glorious minutes.

Student Body President Jim Zadina is somewhere in the room; he appears to be observing. Seated with the Senate is the lesser half of the “Z team”, Vice President Greg Knudsen. Greg’s political idol is Mayor Sam Yorty. Greg is reputed to have spent last summer in Yugoslavia.

The October election brought some major changes to the Senate with 18 of the 30 seats being up for grabs. Chi Omega, feeling discriminated against, managed to capture five seats, and the athletic Department, also feeling threatened, filled three seats. The bootstrappers, who wanted to save the Senate from itself, took four seats. That is democracy in action; when a special interest group feels it has been hurt by the power structure, it organizes to gain control of that power structure. To the Senate this could mean a major change of direction.

The first meeting of the new Senate, on October 14, found the new Senators sitting together in groups, being quiet and attentive, and looking somewhat confused. That is the usual posture for a new senator, but it began to change before the end of the meeting.

Dave Elder, the bearded boot, started it all by speaking out after 45 minutes. When all the boots had their turn the Chi Omega delegation, chewing gum and appearing bored, began to question everything. Perhaps they were waiting for the Senate to try and censure someone.

While Graduate Senator Gil Uhler walked around the room taking pictures, Senior Representative Danny Powers (who wore a coat and tie for the occasion) gave the new Senate a rambling 10 minute speech. When all this was going on Arts and Sciences Senator Mary Ellen Lynch played with her hair and Sophomore Representative Bill Lane twisted his moustache. Dean of Students Don Pflasterer, sitting in the back, appeared to be asleep. Next to the good Dean sat the Senate’s own political scientist, Dr. Bernie Kolasa, who was doodling on the agenda.

As the Gateway presents the heavy side of the Student Senate’s weekly activities, former CCS Representative Tom Williams attempts to describe the “un-heavy” atmosphere which pervades the Senate chamber on meeting nights.

Dean Pflasterer (left) and Dr. Kolasa strike typical Senate spectator poses of patience-straining attention and bemused boredom, respectively.
Vice-President Knudsen disappeared.
The Senate can be exciting however. Some of the pre-election highlights include the two censures — both moved by Graduate Senator Fred Adams, the impeachment and conviction of Education Senator Mark Wehner for gross absences, much debate on the $250,000 student activities budget, and of course the athletic controversy.

Student government also provides certain services for the student body. Recently it has badgered the University into establishing check-cashing procedures for all students. It is in the process of creating a student record and tape shop and a discount book and book exchange service. The housing office, headed by J. C. Casper, is for students, faculty, and staff.

Other than student services and occasionally interesting reading in the Gateway, student government gives the student body an official voice within the University system. This unique ability of student government, to speak for all UNO students, has been used in such creative ways as declaring Mayor Eugene Leahy an honorary student.

• Tom Williams
This . . .
is progress
As one
is begun
Another
is completed.

CALLING project Performing Arts
Building – Phase I – Calling
project Performing Arts Building
– Phase I – Come in – Come in.
No, this is not a secret project of
Cape Kennedy in Florida, but it is a
project that is underway on campus.

Dr. James Peterson, chairman of the
Music Department, said, "the chief reason
for the construction of the Phase I of the
Performing Arts Building was due to the
need for better facilities for students
pursuing a career in music.

"The disadvantages of the present
facility are too numerous to mention but
with the new building we will be able to
correct the bad acoustics, lack of storage
or locker space, no performance space,
and so on," Peterson said.

The two-story structure will have a
recital hall which can be "tuned" to allow
for less outside noise and a more perfect
tone from the orchestra, choir, or other
performing ensembles. Also on the first
floor will be a choral room with library
and instrumental room with a library for
music and instrument storage. Faculty
offices, a repair room for instruments and
classrooms will complete the first floor of
the new building.

The second floor will have such special
features as individualized practice rooms,
listening labs, storage rooms, an electro-
piano studio and separate studios for
brass, percussion, string, and wind instru-
ments. "The single most important fea-
ture of the Performing Arts Building,"
Peterson cited, "is that there will be 27
classrooms throughout the facility. These
classrooms will serve two purposes; they
will be instructional centers and they will
also serve as offices for the faculty."

"With the new Performing Arts Build-
ing," Peterson said, "the department will
be able to extend the program in all
phrases of music education. We will be
able to extend the voice instruction pro-
gram and the different programs of
instrumental instruction. The Opera Sea-
son? Well, nothing has been decided on
it."

Peterson said that with the expansion
of the program of music education that
there will have to be more teachers hired
to handle and make the future program a
success.

"I hope the new facility will be com-
pleted in September of 1973," Peterson
stated. He added that this would only be
possible if strikes and other possible
complications are kept out of the picture.

* C. R. Averill
The dedication of Kayser Hall is a major event and is evidence of progress at the University of Nebraska at Omaha. Kayser Hall is merely one step forward for UNO.

— President D. B. Varner

* * *

SEPTEMBER 12 marked the dedication of Kayser Hall, the newest building on campus and the permanent home of the College of Education.

The brief ceremonies took place outside the west entrance of the new building housing 17 classrooms, 10 seminar rooms and 68 faculty offices. Participating in the dedication with Varner were Robert Raun of Minden, chairman of the Board of Regents, John V. Blackwell, UNO interim chancellor, and Dr. Paul Kennedy, Dean of the College of Education.

Chancellor Blackwell cited the new structure as bringing UNO “one step towards becoming a greater urban university. We are most appreciative of the gift of the hall.” Blackwell noted, adding that the addition of Kayser Hall gives the campus 50 square feet of space per student, which is under the national recommendations of 100 square feet per student.

The hall is named in honor of Frederick K. Kayser, president and treasurer of Thomas Kilpatrick and Company who established a trust fund to benefit the university.

The building was paid for with a million dollar appropriation from the state legislature and $500,000 in matching federal funds. Kayser Hall marks the first state appropriations used for UNO construction.

Tom Norwood, assistant dean of the College of Education also spoke, giving an account of the memorabilia stored in a time capsule sunk next to the building.

Inside the time capsule, not to be opened before 2058 are: a photo of the first class to meet in Kayser Hall in June 1971; a summary of the university’s campus master plan; the first ball used in the first Woman’s College World Series on May 17, 1969; one Ouampi pencil, blueprints for Kayser Hall; autographed football with signatures of the 1970-71 football team; a Ouampi decal; a film strip on how to cook and serve pro-ten beef; aerial color photos of the campus seen in the fall of 1971; Gateways; Tomahawks; and various other newsletters, brochures, catalogs, bulletins, magazines and other publications.

Norwood also said that books would be included in the time capsule, and would be labeled. He explained in 2058 they will probably use film strips instead of books and might want to see what a book was.

Among the other items in the capsule is a note with “best wishes for continued success in preparation of personnel charged with the responsibility of developing the vital human resources necessary for survival in a highly-developed society.”

Kayser Hall is by far the most distinctive of buildings on campus with many unusual features.

It is a five story building with very modern architecture and windows that don’t open. The windows are sealed shut to maintain a constant air pressure in the building. The sealed windows also make it easier to heat and cool the structure.

On each floor of the building between the elevators is a five-foot number designating the floor. It seems funny that in the education building they should have numbers to let people know what floor they are on.

Kayser Hall is the only building on campus with two elevators. One opens from the middle, and the other opens from the side.

Kayser Hall is the new home of the university Audio-Visual Department. The department has very impressive facilities including a darkroom, with enough equipment to photograph and record World War III.

— Alan Gendler

105
EVERYWOMAN
For
Men, Women and
Children too

That woman was made of a rib out of the side of Adam; not out of his feet to be trampled upon by him, but out of his side to be his equal with him, under his arm to be protected, and near his heart to be loved.

From this quote comes the name of UNO’s new women’s lib group, Everywoman. Mary Powers, one of the group’s organizers, said the name catches on.

Working hard for the liberated word Mary says: “We want to be known on campus.”

Everywoman was formed last spring but is being reorganized. Currently there are about 20 members but Mary emphasized Everywoman was “still in the embryonic stage” — getting interested people involved, finding an appropriate meeting time, and making plans.

“A lot of people just laugh at women’s lib. Many people, especially males, think of it as just burning bras. I’m really tired of all the jokes,” Mary commented.

“We’ve had a lot of favorable interest, too, which surprised me,” Mary said, adding, “It’s mostly students who come to meetings, but we’ve gotten encouragement from some faculty members.”

Projected plans for the campus include a child care center, a referral service for coeds with information on pregnancy and contraceptives, a women’s resource center, and ridding the library of books that teach children to accept stereotyped roles of the sexes. Particularly on this campus,” Mary said, “we’d like to change the image of the coed from homecoming queen to a responsible person with career interests. A lot of women think being homecoming queen is such a high honor, but it really isn’t.”

Everywoman is an independent organization although it has an informal affiliation with the women’s lib group at Creighton and both have the same name.

Mary described the group’s attitude as “very enthusiastic and optimistic. Everyone in the group is as much a part in it as I am. There’s a lot of very involved people,” Mary said.

Everywoman has no officers. Part of the reason, according to Mary, is to “make everyone feel that they have something to say and not just the elected officers.”

Mary first became interested in the women’s lib movement “about two years ago when they started making a lot of news. A lot of things they said, I agree with. I think they’re right. Women’s lib is not just for women; it’s for men and children, too.”

Karen Smith
Men ask of Lib Movement:  
What Else Could Women Want???

SINCE creation woman lived and accepted her secondary role in life, until in 1848 an idea sparked that women were not so inferior to men that they should not even have the right to vote. By 1920, the 19th Amendment was passed, guaranteeing that the “right of the citizens of the United States to vote shall not be denied or abridged by the U.S. or by any state on account of sex.”

All was tranquil on the homefront until August 26, 1970, the 50th anniversary of the suffrage movement when marches took place all over the country by thousands of women who wanted to be liberated. What? “What else could they possibly want?” echoed men. To begin with – equal pay for equal work, child day care centers, adoption of birth control methods, legalization of abortion … equal rights.

Getting down to specifics, what has this got to do with campus life at UNO? The campus is supposedly a microcosmic replica of all the social trends in the country. Is women’s lib making an impact in academe?

Dr. K. Elaine Hess, professor of sociology, commented that the impact at UNO “probably won’t be as much as on residential campuses.” Other campuses such as Northwestern University in Evanston, Illinois, where the women’s liberation group functions both as a collective, working on problems at Northwestern, and as a chapter of the Chicago Women’s Liberation Union . . . where the group has led a faculty-student committee to consider a proposal for a Female Studies program . . . where a teach-in attracted over 700 women . . . where a men’s lib organization has formed to examine male chauvinistic attitudes.

However, the liberationists are by no means idle at UNO. Last spring they formed a group known at that time as Adam’s Rib, which Dr. Hess, group adviser, concluded must have been conceived with “facetious reasoning” since it is also the name of an anti-liberation group’s publication.

The group is concerned with all the causes of the national movement, but Dr. Hess has suggested that they keep their goals on a local level, such as working with the placement office here in eliminating job listings by sex. “The group needs to employ ‘consciousness raising,’ an appeal to women that have a vague feeling of discontent about their sexual roles, and encourage them so that meetings can become a form of therapy, where they can discuss and begin to understand why they do feel that way.”

Some faculty members must not be overlooked as being instrumental in the movement. Dr. Barbara Brilhart, associate professor of speech education, currently heads the ad hoc committee investigating discrimination against women on the UNO campus. She said plans are underway which will consider appointing a commission in cooperation with the National Association of Women Deans which will continue the work of the current ad hoc committee and will examine possible discrimination against female students, staff, faculty, female-oriented curricula, salaries, and promotions.

Only about 2.6 per cent of the department chairmen at U.S. colleges and universities are women. At Berkeley, women earned 52 per cent of the doctorates in French awarded from 1967-9, but held only 3.3 per cent of the faculty positions in that department. In fact, Berkeley has not appointed a woman to its faculty in sociology since 1925, in psychology since 1924. Harvard’s faculty includes 582 male tenured full professors — and three women.

The use of women’s titles bothers Dr. Hess. “We should not have to distinguish between Miss and Mrs. It has nothing to do with you as a person, or with your character or with your profession. Why is it that a male professor is always introduced or referred to as Dr. and the female professor as Miss or Mrs.?”

Asked if it bothered her to be addressed as Mrs., rather than Dr., Brilhart answered, “No, but what does bother me is when people refer to my husband as Dr. rather than Mr.”

• Cheryl Miller
ZETA Tau Alpha sorority and the Argos, an independent group of football players, emerged as the winners of the second annual Lambda Chi Alpha Watermelon Bust on September 17.

Zeta Tau Alpha, Gamma Phi Beta, Alpha Xi Delta, Sigma Kappa, and the Pi Kappa Alpha Big Mamas competed in "the assembly line," "find your watermelon," and a "nose roll" for the girls' team trophy.

The Zetas were given strong competition by Gamma Phi's Debbie Svacina and Marsha Joss who captured first place in the nose roll and find your watermelon. Tying Gamma Phi Beta for first place, Zetas took first place in the assembly line of passing watermelons and were awarded the trophy because Miss Watermelon Bust, Roxanne Engen, was a Zeta.

Miss Watermelon Bust is awarded to the girl who has the greatest difference between her bust and waist measurements. Roxanne, Miss Watermelon Bust for the second year in a row, measured 37½" and 24½".

Events for the male teams included an eating contest won by Max Malikow, who ate one half of a watermelon in 90 seconds, a watermelon shotput won by Cliff Stoval with a toss of 57' 4", and a melon toss won by Scott Mitchell and Ray Brust.

Independent participation, especially by members of UNO's football team, was strong in the male competition.

The purpose of the Watermelon Bust, explained Bob Knudson, Lambda Chi vice-president, was to initiate campus involvement and serve as a public relations project for the fraternity.

"Public relations-wise, it turned out well for us. We got a lot of exposure in the media. As far as involvement goes, I don't think it turned out as well as last year," Knudson remarked.

"I wish more had participated," he added. "Those that did had a lot of enthusiasm and a lot of fun. We wanted it to be a campus event to get everyone in the swing of things."

Knudson and Peter Citron, World Herald entertainment columnist, served as the masters of ceremonies.
The pledge classes of Zeta Tau Alpha sorority and Theta Chi fraternity were the winners of a pledge skit competition sponsored by Alpha Xi Delta sorority on September 17. After the skit competition, a dance featuring Rock Bottom was held. The skits and dancing took place at the Carter Lake Ballroom.

The New Shakespeare Company of San Francisco presented *Romeo and Juliet* and *As You Like It* for UNO audiences September 21. Sponsored by the Student Programming Organization (SPO), *As You Like It* was performed on the mall in front of the Administration Building and *Romeo and Juliet* was performed that evening in the University Theater.
HOME COMING

ONE of the highlights of Homecoming 1971 was the naming of the Maverick as UNO’s new mascot by Jim Zadina, student body president, before the football game with Northern Colorado.

The vote was Mavericks 566, Unicorns 515, Roadrunners 397, and Demons 346. Wendi Meyer submitted the winning name and received fifty dollars and a color television for submitting the winning entry.

The first round of Homecoming events started Oct. 7 with a pep rally in the pep bowl and a dance featuring Rock Bottom.

Friday’s events included a paint-in in the student center ballroom, a road rally, intramural flag football in the pep bowl, and a concert in the evening at the Civic Auditorium Music Hall. Viviann Hix, homecoming activities chairman, said “There was a general lack of interest in the paint-in. Around 10 people participated and it was hard to find judges.” Viviann thought that the paint-in would probably be cancelled next year, although it did serve to decorate the ballroom.

Prizes of $25, $15, and $10 were awarded for first, second, and third places respectively.

Around forty teams participated in the road rally Viviann said, “Everybody had fun and there were good remarks about it.” The road rally was a gimmick-type rally. Contestants had to follow the specific directions and answer certain questions about things along the course of the rally for first, second, and third places. First place honors went to Mr. and Mrs. James Reynolds. The teams of Chris Czerwinski and Glen Dvorak, and Craig Moluf and Bob Hahn took second and third places. Trophies were awarded for all three places.

The concert that night featured George Carlin, and Capital recording stars Joy of Cooking and Yogi Plegm, formerly the Sons. Viviann was very pleased with the results of the concert. “The seats kept pretty full, and people were always walking in.”

Saturday concluded the Homecoming events with the football game, crowning of the queen, and a dance that night. Jackie Hammer was announced as Homecoming queen during halftime with her court Diana Jones, Betsy Parks, and Peggy Walker. Though the Mavericks were leading at halftime, they lost to Northern Colorado 22-17.

Circus and Poverty Movement (formerly The New Persuaders) played for the dance. Circus played in the student center ballroom. Poverty Movement played on the first floor of the student center. The entire downstairs was arranged and decorated like a night club. Viviann said they tried for hard rock music upstairs with softer tones downstairs.

The same night the alumni sponsored Della Reese in concert at the Civic Auditorium Music Hall.

On the whole, Viviann felt it was an “excellent Homecoming.”

Jo Marie Cech

Members of the Homecoming Court prepare for the coronation ceremonies at halftime.

Wendi Meyer, who submitted the winning mascot name, talks with Mayor Eugene Leahy about the Homecoming game against Northern Colorado.
PACE transcends narrow boundaries. It has brought mankind a little bit closer — if only for a moment. For the first time man can see his world and its surrounding atmosphere for what it really is: a delicately balanced closed life-support system. The success of our first halting steps into space has brought a new vision to a slightly weary world and has given mankind a new pride in its humanity.”

Sponsored by the Institute of Electrical and Electronic Engineers (IEEE) at UNO, Don J. Green, an information specialist at the Space Shuttle and Space Station Office of NASA, spoke in mid-October on the future of the space program. A native Nebraskan, Green has been very involved in the Apollo flights as well as assisting in the Gemini and Mercury programs.

Green said that the first conquest of space was “a gift without price; an offering that must not be withdrawn because of momentary setbacks or dramatic demonstrations of the dangers that are always present.”

In his October 13 speech in Allwine Hall, Green emphasized the concept of the space shuttle. The space shuttle consists of a reusable booster and orbiter that can be used for 100 flights. It will carry satellites, cargo, and space stations into space. The space shuttle will lower the cost of transporting cargo in space from the current costs of $1000 to $100 per pound.

Green focused the end of his speech on “technology haters,” who he said are “generally hostile towards science and technology.” He added that some misguided professors are teaching their students to hate technology, using arguments that are “dangerous and irrational.” People in technology, Green said, “must resist this attack.”

“Technology and science mold the key to better life for everyone,” Green said, adding “If people want to go back to the stone age, fine. But they shouldn’t take the rest of us with them.”

IEEE scheduled a speaker from OPPD for a November lecture on building nuclear reactors without pollutants. IEEE is currently undergoing a major reorganization designed “to get more people involved in discussions,” explained secretary, Ken Sedlacek. He added the organization plans to alternate general lectures for the student body with specialized lectures for members during upcoming months.

The Inter-Fraternity Council (IFC) elected new officers this fall. Ed Cook, Sigma Phi Epsilon fraternity, was chosen as the new president. First vice-president position went to Rusty Rau, Pi Kappa Alpha fraternity. His duties center around rush, smokers, and distributing rush information during the summer.

Mike McGuire, Sigma Tau Gamma will be in charge of Greek Week and any IFC special all-Greek functions as second vice-president. Bob Brokaw, Pi Kappa Alpha fraternity, is the new treasurer. The secretary is Tom Crews, Sigma Phi Epsilon fraternity.

The UNO fall semester enrollment was 6,889 full-time students and 5,822 part-time students.

The total enrollment of 12,711 students is down 474 (3.6%) from 1970’s fall enrollment of 13,185 students, a record high enrollment for UNO.

Continuing Studies has the most students, 2,764, of all the colleges. The enrollment for the other colleges is: Graduate College, 1,762; Education, 1,588; Arts and Sciences, 2,023; Business Administration, 1,048; Engineering and Technology, 689; and University Division, 1,418.

There are 8,200 men students and 4,511 women students. The enrollment by classes is: 4,666 freshmen; 1,429 sophomores; 1,088 juniors; 1,935 seniors; 1,762 graduate students and 1,831 special students.

Among the nineteen students elected to the Student Senate in October are: (back row from left) Dave Elder, Roy Beauchamp, Jim Horton, Paul Sieczkowski, Jim Scott, Dave Barth, Steve Mahrt, (middle row) Kathy Adwers, Peggy Simmons, (bottom row) F. L. Gruetzmacher, Robin McNutt, Sue Hale, Debby Nelson.
BLAC Conducts Solidarity Day
PIRFORM Emerges at UNO
Sig Eps Hold Sing and Dance

BLACK Liberators for Action on Campus (BLAC), UNO’s black student organization, has turned more community-oriented than campus-centered this semester.

Forming an alliance with black students from UNL, Wesleyan, and Creighton, BLAC held a Black Solidarity Day on October 23 at Wesley House. UNO Black Studies Chairman Milton White was a featured speaker. Workshops covered such topics as prison reform, black economics, and community policy control.

Black Solidarity Day activities were followed by a dance at the Midwest Club. Dance proceeds were donated to Mrs. May Lou Hawkins, a black employee in the MBSC food service, who lost her home and possessions in a fire.

Brent English, 23-year-old Nader associate, came to talk with UNO students and faculty in October to help form a statewide Ralph Nader group that is forming to work for “public interest causes” in Nebraska.

The Oregon State University graduate came to Nebraska at the urging of Lila Oshatz, a VISTA worker, and Nelson Kieff, UNO senior and temporary state coordinator of the Nader groups.

English said the main efforts of the groups would be in attacking “sex and racial discrimination, environmental degradation, consumer fraud and corporate irresponsibility.”

As a result of English’s speech interest was generated by students, faculty and some administrators.

The Regent’s Commission on the Urban University of the ’70’s reported: “UNO should develop new programs and develop new services focused upon community problems in order to offer fresh insights into problems as well as to prepare trained personnel to engage in their solutions.”

The movement emerged at UNO in the form and under the name of Public Interest Research for Man (PIRFORM).

Dr. Joe Highland, a representative of the Ralph Nader public interest groups, spoke at UNO in November. He discussed organizing a student community public interest research group.

Zeta Tau Alpha Sorority and Lambda Chi Alpha Fraternity were the winners of the Sig Ep Sing Saturday, October 23.

Sigma Phi Epsilon sponsored the sing to promote Greek unity. Each sorority sang “So Far Away” and each fraternity sang “Chick-A-Boom.” Each group also sang a song of their choice.

The Sig Ep Sing was followed by an all-school dance featuring “Circus.” Both events were in the MBSC ballroom.
CoACH Al Caniglia is doing some "Wish-ful" thinking about the upcoming 1972 season.

That's because the footballers will try to employ the "Wishbone-T" as part of their offensive attack.

Caniglia says the Mavericks used the Wishbone during the 1971 campaign. And although he won't plan to use it exclusively, the head coach says UNO will "think about using it more."

But with Angelo Intile, does UNO have the quarterback capable of "reading" the defense and deciding which of the three options are available off the Wishbone?

"To be a Wishbone quarterback, you have to be a gifted athlete," Caniglia surmises. "You have to be the quarterback-halfback type."

"Angelo can do a lot of things, but because he was just a freshman he still needs work on a variety of things. I think that maybe he could run the multiple set offenses like the '1,' slot and the pro-set a little better than the Wishbone," Caniglia said.

Caniglia says the Mavericks can't use the Wishbone exclusively because, "We can't recruit the people that quick and that strong to play it (the Wishbone). I think, though, that as more people use the Wishbone, the easier it will be to stop."

On signal-calling, Caniglia says the improvement of Intile during 1971 was exceptional in both performance and improvement. "He developed tremendously during the year, he came here weighing 205 pounds and got down to 178. That helped his quickness, speed and strength, things he never really had to work on in high school," the veteran coach said.

The Mavericks lose only four starters off the entire 1971 team, three on offense and one on defense. Gone from the attack will be Pat Hearon, Al Pallone and Dan Crkovich. Gary Kipfmiller will depart from the defense.

Caniglia says the team will now have to recruit to fill the spots vacated by Pallone and Hearon who played center and guard, respectively.

Caniglia said Mike Weiss is first in line for Pallone's spot, although Jim Kros can play the position. Caniglia observes, however, that Kros is not going to be moved. He says he hopes to recruit "two or three junior college players. We need versatile linemen, and we won't rule out a running back with size."

In that light, the head mentor says the defense will be the strongest phase of the team in 1972. "We'll have good depth there. The offense might be a little weaker because we started last year with a whole new backfield," explained Caniglia.

The bright spot in that backfield was Charlie McWhorter, who amassed 1,018 yards rushing, 128 yards short of Phil Wise's record in 1970. He also broke the record for carries in a season with 237, eclipsing Wise's mark of 225 set in 1970.

The 1971 Mavericks also broke six other records and tied an additional. Frank Gowitzer punted 71 times to break the record of 55 by Ray Shaw in 1968.

Willie Bob Johnson set two records on his punt returns so he established the season mark for most yards gained with 335, snapping Roger Sayers' record of 197 in 1963. That 335 also stands as a career mark, bettering Sayers' 304 total from 1960 to 1963.

Larry Michaels tied the record for fumble recoveries in one game when he gobbled up two against Morningside. Bill Kozel and Don Polifrone share the record with Michaels.

Fred Tichauer broke his own record for the longest field goal. His 48-yard boot against Washburn in the final game of the season bettored his 42-yard effort against Wayne. He also established the record for the most field goals in one season.

Bob Knudson

113
A PLAY called *The Cage*, panel discussions, a coffee, and press conferences were all part of a three day prison conference Oct. 27-29 entitled “Should men go to prison?”

*The Cage*, written in San Quentin by Rick Cluchey while he was serving time for robbery and kidnapping, was performed by six ex-convicts. Sadistic unfeeling guards, homosexuality, insanity, and confining cell walls were found in *The Cage*. The play was composed of black humor, grossness, violence, and satire. Its message, that prisons are inhumane and destructive, was presented starkly, cruelly, and realistically.

Two performances, in the Eppley Conference Center Auditorium and limited to the UNO community, had standing-room-only crowds. The Friday night performance in the Fieldhouse was open to the public which filled one side of the building. After each presentation, the cast held an open forum to answer questions, to listen to the audience’s comments, and voice their opinions. The audience, often loudly sympathetic during the play, was very responsive in the discussions.

A Wednesday morning discussion and coffee were attended by audiences of at least 50 persons. During these events, the topics discussed ranged from reasons for imprisonment and the conditions of prisons, to what can and is being done to improve prison conditions.

The conference held on Friday presented speakers from the other side of the prison walls. Norman Carlson, director of the Federal Bureau of Prisons; Richard Velde, an associate administrator of the Law Enforcement Assistance Administration; David Harris, a correctional training lieutenant for the State of New York; and J. Robert McBrien, trial attorney for the Criminal Division, Organized Crime and Racketeering Section, U.S. Department of Justice were featured speakers.

Gaylon Kuchel, associate professor and chairman of the UNO Department of Law Enforcement and Corrections and James Kane, assistant professor of law enforcement and corrections at UNO, were other panel speakers.

McBrien pointed out that federal funds for improving the correctional system doubled for the 1971 fiscal year. According to McBrien, “The Federal government is changing its prisons, and they are better than state, city, and county prisons.” He added the way to improve prisons was to concentrate on the state level.

UNO professor James Kane told the audience if they wanted to work for prison reform to “go to the courts and be responsible for a person on parole. He said taking this responsibility would prove that a person was willing to take an active part in prison reform and had confidence in parolees.

The cast of *The Cage* emphasized that people imprisoned for property crimes should be separated from those inmates imprisoned for crimes of violence. They felt that a community facility would be more feasible for reducing crimes and preventing ex-convicts from returning to crime. A community-based facility would permit a person to hold a job, support himself and his family, and make restitution for his crimes.

*The Cage* cast disputed claims that prisons could rehabilitate convicted criminals. Asked what he learned in prison, Don Ross answered, “I learned how to steal better. Nothing good ever came out of a penitentiary.”

Jack Clemmons, also in *The Cage*, said that while he was imprisoned, “I learned that violence was needed to survive.” He added that when a man is taken out of society, put in a system where violence is necessary to survive, he can’t be expected to return to society well-adjusted.

The prison conference was an attempt to present a balanced program on prison life and correctional institutions. The SPO-sponsored conference was well attended and proved to be one of the better learning experiences at UNO.

Karen Smith
A Tender Storm, sponsored by the Jazz Club and SPO, was presented November 1 in the MBSC ballroom. Featured were the Stimsey Hunter Sextet (partially pictured at left) and the Don Rice Quartet.

Voter registration in the MBSC November 1-5 resulted in an additional 1,736 registered voters, including 84 persons who reregistered.

Student government sponsored the drive. Student Body Vice-President Greg Knudsen said that a community-oriented drive might be sponsored in the Spring.

Mayor Eugene Leahy proclaimed November 1-5 as "Youth Registration Week." Similar voter registration drives were held at UNL, Creighton University, and Bellevue College.
"I'm thoroughly discouraged; the student response has been so poor," complained Greg Knudsen, referring to campus efforts made to relieve Pakistani refugees.

The first project was a "used blanket drive" which was to be coordinated with Creighton University to initiate a city wide drive. The timing was off, for Creighton held theirs a week prior to UNO. "It just didn't get across," added Knudsen, "We didn't receive one blanket."

The Fast for Pakistani Refugees Day, November 3, was rather a "disheartening venture also." Plans had been made to divide the donations three ways — one-third to the refugees and the other two-thirds for two needy individuals in the community. "Since we had such a poor response, we tried to split $80 three ways, which was impossible, so we had to set up special accounts at the U.S. National Bank for the two individuals, hoping that people will donate something additional to it."

One of the individuals is May Lou Hawkins, an employee in food service at UNO. Her house burned down a week before and according to Knudsen, "we were hoping to give her a healthy sum."

When asked why he thought the efforts failed, Knudsen replied, "I really don't know; I can't complain about the publicity, because the Gateway gave us first page coverage."

Student Government Sponsors Fast McCollister Raps with Students

"The House of Representatives is a wondrous institution and the knowledge used there is the total of knowledge a man accumulates during his life," said John Y. McCollister, second district congressman from Omaha.

McCollister covered a wide range of topics during an informal rap session held in the Milo Bail Student Center November 6.

The junior representative brought up the subject of amnesty being given to servicemen who have moved to Canada rather than being drafted into serving their country in Vietnam.

McCollister definitely does not feel that a draft dodger should be put in the same class with a deserter.

Due to a recent rap session he had participated in on KMG Radio, McCollister had received some criticism on his stand and wished to clarify it to the students who had assembled. "Amnesty is given at sometime during every war the American people have ever fought in. I approve of the way the President is handling things."

According to the congressman, "anti-busing has made the racial problem much worse that it has ever been before." McCollister expressed concern over parents who check the school their children will attend before moving, only to find their children are to be bused across town to what they might consider to be inferior. "And what about the child who might wish to participate in extracurricular activities is the bus going to wait exclusively for him?" McCollister asked.

When asked if he believed the young voters were going to vote Republican or Democratic in the '72 elections he replied, "Young voters are going to vote on the basis of the man and his issues. I feel there are a lot of people who have voted Democratic because of a Republican administration and vice versa, in the past.

McCollister was asked if he were nominated as a favorite son candidate from Nebraska in the future would he consider accepting it? The congressman quipped, "Sufficient unto the morrow is the evil thereof." He went on to say he did not feel he was qualified for the office of President and that he was interested in no office higher up the political ladder than that of Senator.

"I would favor long-time influence over short-term notoriety. You sit and learn what is going on and then get up and speak your mind. I have seen too many try and win notoriety by speaking of issues which they know nothing about just to attract the intention of the press," McCollister said.
The Pikes won the fraternity division and the Young Vets captured the league championship in the fall intramural football competition.

Standout players for the Young Vets cited by Intramural Director Bert Kurth include Corny Willis, captain and team manager; Art DeHarty, leading scorer and ball carrier; Mike O'Brien, quarterback; Steve Wyatt, leading pass receiver; Galen McClusky, end and defensive standout; Dennis Teten, defensive tackle and end; Tom Berger, center; Al Dibble, guard; Bill Pierce, tackle; Chuck Flanagan, tackle; Bud Chadwell, split end and leading pass receiver; Jim Hill, cornerback; Kurt Kolstad, middle linebacker; Rich Ryba, back.

Fraternity division leading scorers were Bruce Schoneboom, Lee Wortman, and Bob Murna with 36, 33 and 33 points, respectively.

Evading tacklers for a long gain seems to be quite an easy feat for Jim Matza.

### MEN'S INTRAMURAL ALL-STAR TEAM 1971

1st TEAM
- Backs: Jim Leach, Pikes, Capt.; Jim Kiley, Patriots; Art DeHarty, Young Vets; Jim Ross, Wreckin Crew.
- Line: Bob Boelter, Theta Chi, Capt.; Galen McClusky, Young Vets; Dennis Johnston, Housers; Bob Powers, Eastern Gents; Vince Masucci, Eastern Gents.

2nd TEAM
- Backs: Jim Abboud, Sig Tau; Mike Pryor, Cigaramoots; Fred Powers, Eastern Gents; Bob Sklenar, Housers.
- Line: Mike Hill, Mad Dogs, Mike Horne, Wreckin Crew; Corny Wills, Young Vets; John Gaines, Eastern Gents; Jim Cigoloni, Sig Eps.

Alternates: Dick Buzbee, Pikes; Clarence Morton, Patriots; Marvin Vannier, Sig Tau; Steve Meyer, Cigaramoots; Jim Ceniceros, Patriots; Steve Halula, Pi Kapps, Steve Knott, Theta Chi; Bob Kelch, Hawks; Bob Bosiljevac, Pi Kapps.

### INTRAMURAL FLAG FOOTBALL FINAL STANDINGS

#### LEAGUE I
- 1. Eastern Gents 6 2
- 2. Young Vets 7 1
- 3. Theta Chi 5 2
- 4. Lambda Chi 4 3
- 5. Mad Dogs 2 5
- 6. Housers 1 6

#### LEAGUE II
- 1. Pikes 7 0
- 2. Wreckin Crew 5 2
- 3. Patriots 5 2
- 4. Sig Eps 4 3
- 5. Sig Tau 1 6
- 6. Indians 1 6

#### LEAGUE III
- 1. R.P.'s 6 1
- 2. Cigaramoots 4 3
- 3. Pi Kapps 4 3
- 4. TKE 2 5
- 5. Hawks 1 6
- 6. Hustlers 1 6

#### FRATERNITY LEAGUE
- 1. Pikes 4 1
- 2. Sig Eps 4 1
- 3. Lambda Chi 4 1
- 4. Theta Chi 3 2
- 5. Pi Kapps 1 2
- 6. Sig Tau 0 5
Blue Blanket and Big Band Jazz

Mayor Eugene Leahy, KMTV "Creature" Dr. Sam Guinary, KETV weatherman Mike May, WOW newscaster Gary Kerr, KOIL dee jay Joe Light, World-Herald entertainment columnist Pete Citron and Burger King President Wally Orwell were kidnapped and held for ransom Nov. 20 as a part of "Operation Blue Blanket."

Sponsored by Tau Kappa Epsilon fraternity, "Operation Blue Blanket" raised $746.36 in cash, checks, pledges, and food for the C. Lewis Meyers Children Rehabilitation Center.

The "prisoners" were held in a paper mache jail in the Milo Bail Student Center. Collection boxes for money and food to ransom them were located in the Student Center, Hinky Dinky stores, and Bakers stores. Each box was manned by a Teke and a girl from Sigma Kappa sorority or the College of St. Mary.

Bob Tait was the chairman of the event. The Tekes hope to make "Operation Blue Blanket" an annual event.

(Above) Drummer Dave Miller accompanies on conga during Big Band Jazz, a concert sponsored November 17 by Phi Mu Alpha Sinfonia and the Music Department. (Left) Tekes capture Mayor Leahy for ransom in 'Operation Blue Blanket.'
Boots Elect
Miss Pen & Sword

Sue Anderson, a junior in the College of Education, was chosen Miss Pen and Sword at the December 2 Pen and Sword meeting.

As Miss Pen and Sword, Sue said she would "represent bootstrappers at school events, go to their dinner dances, and talk to incoming bootstrappers." After attending the Pen and Sword dinner dance December 10, she said, "The dinner dance was outstanding, and I really had a great time."

Since becoming Miss Pen and Sword, Sue said that she has tried "to make a special effort to meet bootstrappers in classes and on campus. I think they are a fantastic group of men."

The posters on the Miss Pen and Sword election first interested Sue. Bootstrapper Dave Elder then asked Sue to apply, and she thought, "Why not?"

As winner of the Miss Pen and Sword title, Sue received a trophy and $225. Runner-up Gladys Pruitt received a $50 savings bond and a trophy.

Barb Carmen, Terry Manning, and Peggy Simmons were the other finalists.

S. P. Benson, member of the City Planning Department, discussed Omaha's annexation of Millard at a December meeting of Rho Epsilon real estate fraternity.
Dec. '71 Commencement Brings First Woman Speaker

For the first time in UNO's history, a woman was chosen to be the commencement speaker. Dr. Barbara Brilhart, associate professor of speech education, gave the commencement speech on Saturday, December 18, when approximately 650 UNO students received degrees.

"Two hopeful events of the past year," Dr. Brilhart said in her speech, were "that the category of commencement speaker has been enlarged to include a woman and that the category 'Indian' has been perceived with more dignity — by dropping UNO's Indian school mascot and by changing the name of the yearbook from Tomahawk to Breakaway."

Cum laude graduates from the College of Arts and Sciences were Linda Stewart, 3.7159 GPA, and Howard Borden, 3.6349 GPA; Weslee D'Audney, 3.7073; Mary Clare Lusienski, 3.6388; Jean Louise Zartner, 3.616; and Ruth E. Wilson, 3.6212 graduated cum laude from the College of Education.

Graduating with the highest GPAs in their colleges were: Wilbert Beran, 3.2734; Engineering; Dennis Pearson, 3.5348, Business Administration; and Patrick A. Temper, 2.9380, College of Continuing Studies.

Members of Delta Sigma Pi, professional business fraternity, are selling coupon books for $1 that entitle owners to discounts from 36 different Omaha businesses.

Sortino's, Farquhar's, Dundee Dell, Six West, and Hitchin' Post are a few of the businesses offering coupons.

The first $1,000 profit from the booklets goes to the Dr. Wayne M. Highley Scholarship Fund awarded each semester. Any student in the College of Business Administration — except members of Delta Sigma Pi is eligible to apply for the scholarship. Dr. Highley is the chapter adviser.

The selling of the coupon booklets began in 1968. Profits made over the $1,000 for the scholarship endowment fund are used to finance trips during semester break. Club members charter a bus and visit business firms, conferring with executives, in different Midwestern cities.

From September 10 to the first week in November, 2,500 coupon books had been sold.

Charles Brix is the president of Delta Sigma Pi and Rusty Schwartze is the secretary.
One attempt to alleviate UNO's parking problems has been a shuttle bus to the Ak-Sar-Ben parking lot.

Ak-Sar-Ben has leased 450 parking spaces to UNO annually. Parking stickers are not required for students using the lot.

Christmas Concert

The UNO Christmas Concert program read "Music of the Nativity '71", and so it was.

The December 12 concert began with five short pieces performed by the University Oratorio Chorus ranging from baroque to the somewhat modern.

They moved on to Antonio Vivaldi's Magnificat in chorus and string ensemble. John L. Bohrer, choral director, describes this type of work as "the ultimate in music as it combines voice and instrument." Six soloists were featured during this number.

After a short intermission, the 27-member Chamber Choir sang a triad of tunes entitled Three Christmas Motets as well as another piece.

The chorus returned to deliver The Christmas Story to its audience - one that filled the entire lecture hall of Engg. 101. This work, by Ron Nelson, told the traditional tale of Christmas in a new way and, according to Bohrer, is "a contemporary piece bold in its harmonic concepts."

After this, the members of the chorus joined their families to sing several familiar Christmas carols and enjoy a visit from two chorus members dressed as Santa Claus and one of his elves complete with a bag of goodies for those who attended.
UNO ACQUIRES
CLEARY AND
MOLDER HOMES

The purchase of the John Cleary and Hymie Milder homes located west of the campus on Elmwood Rd. have brought the number of homes purchased in westwood expansion to three.

The Adolph Storz property, 6625 Dodge, purchased in 1970 was the first of six anticipated purchases of homes located on 60 acres of land immediately west of campus, bounded by Dodge and Howard Streets, which stand in the way of UNO expansion.

The campus radio station, Alumni Association offices, and the Center for Urban Affairs are currently located in the Storz house.

The office of Campus Planning and Space Utilization directed by Dr. Rex Engebretson was the first to move into the Cleary property purchased in September.

The university paid $142,000 for the 47-year-old brick home at 112 S. Elmwood Rd. Several other offices were scheduled to move into the house following renovation of the two floor, 6,000-plus square foot structure.

The Board of Regents voted 6-1 in favor of obtaining the Cleary house but were later criticized by Governor J. J. Exon for paying such a steep price for the property.

Mrs. Norman Batt and the Citizen's Action Association, a group of concerned residents from the immediate area opposed the purchase claiming the university had set no official use priorities for the property and, in view of the enrollment decline, might find the purchase to be an unnecessary expenditure in future years.

Regent chairman Robert Raun of Minden cut off debate on the issue and urged the Regents to approve the purchase, noting the Cleary property is one of six homes along Elmwood Rd. which lie in Phase I of UNO's land acquisition plan.

The plan was unveiled last spring and predicated upon serving a student enrollment of 20,000 by 1980.
IN-DEPTH NEWS FOCUS

"Old man's eye"

Ric Rine
J. J. EXON

Breakaway Interview with Nebraska’s ‘Hard-Times’ Governor

Upon his entry into the Nebraska Gubernatorial scene some people were asked “Who is James J. Exon?” Exon has been in Nebraska politics for a long time. His political experience is predicated by his actively political family. His grandfather came from England and helped found the Democratic party in South Dakota. His father was the state chairman of the Democratic party in South Dakota, and his mother was National Committee woman for the Democratic party in the same state. According to Exon: “I’ve been born and bred in politics.”

Starting in 1952 Exon was active in the Frank Morrison for Congress campaign. From that point on, he has been active in Democratic Party functions locally and statewide. Exon circulated the petition to draft the late Ralph Brooks for governor in 1958 and he was Frank Morrison’s campaign manager in 1960. Exon managed the Johnson-Humphrey campaign in Nebraska and was elected National Committeeman for the Democratic party in Nebraska.

When the University of Nebraska submitted its $50,000,000 budget the first year of his administration, Exon told the University to tighten its belt and do with much less. III feeling has been generated against the governor in University circles since that time. On the other hand the governor has somehow become a champion to the taxpayer and given needed ammunition to the anti-intellectual faction in the state.

Breakaway Associate Editor Dan McMullen interviewed Exon at the Lincoln Statehouse for over 60 minutes. Our initial reaction to the complete interview with Exon was shock. We felt we had been snowed by the Governor’s loquaciousness. Deeper reading creates, however, an accurate profile of Exon for the UNO student.

Breakaway: Can you conceptualize the role of higher education in society?
Exon: Well, to use an old cliche that I think still is very true, the advancement of mankind is clearly indicated that it only advances through education. Take the United States today – we have some 40 percent of our young people between the ages of eighteen and twenty-four involved in some type of higher education today. Compare that with the next closest county to us which would be Soviet Union, with 24 percent, drop down to Japan with 15 percent, and down to the Scandinavian countries with about 7 percent, and Great Britain with 6 percent. With these statistics alone – although statistics don’t mean everything – you measure that against the position of the United States today as a world power. It is interesting and quite relative it seems to me when you go right down the line. Higher education, in my opinion, has been the moving force in America, and I think it’s important that it stay that way.

Breakaway: There are two different kinds of higher education, the functional training type, and the research type. What role do you think the University of Nebraska should play?
Exon: Well it should play both, obviously; that’s the answer to that question. And then we’re talking about priorities and the degree of such. Some of what I will say is true about both campuses of the University of Nebraska and some of it is not true. But I think generally the University of Nebraska fits into the typical higher education system of the United States today. I believe that we have to make higher education more meaningful to students today than it has ever been in the past.

I’m convinced that we can’t have the best of all the doctoral programs for example, that offered in the United States at the University of Nebraska. Rather I think we should seek excellence in some fields where we have the faculty.
and where we have the interest to do that. I'm not particularly interested in how we rate with any foreign rating bureau, as far as our doctoral and advance education programs are concerned. More important I'm interested in our students receiving top quality education in their doctoral programs when they go into it. And when you start proliferating those programs, which has been done in most of higher education today, you run into difficulties.

One of the problems with higher education today is higher education itself. I think this is true in the business world and certainly in the political world. Sometimes we can't see the forest for the trees, sometimes we become so short-sighted that we assume that our particular station in life is the most important station that there is. And sometimes we take our eye off the ball of what we're really here for, what we're created for and what it's all about.

I believe under President Varner that our University is moving in the right direction. First thing we have to realize is that higher education today across the United States is in deep financial difficulty because of continually skyrocketing cost. If we don't arrest these costs some way, and with the continued taxpayers resentment to this, there could come a day 10 or 15 years down the road, unless we do something about it, where only the upper middle income or the rich could afford to go to the University.

Breakaway: Does this state want people who graduate to functionally maintain what we do have today. Do Nebraskans want graduates who know how to run Dad's feed store or people who know a better way of running Dad's feed store?

Exon: That's one of the real problems. To give you an example, we have an excellent agricultural college at the University of Nebraska. We teach how to plant rows closer together so that they can raise more corn, use better fertilizer, and be certain of the irrigation. The problem we haven't addressed ourselves to is in the area of economics. How are we going to make this old world function so that the farmer after he's learned all that and does all that how is he going to get a decent price for his crops? Yes! We want to run Dad's store better.

I think the world's going to get more competitive rather than less competitive; the problem in general, I'm afraid, is that in some cases higher education isn't attuned to sending out a finished product that's ready to go out in the world and compete.

Breakaway: The New School of Public Affairs and Community Services is attempting to combine social professions under one school to give the community polished people who can perform with more expertise after graduation.

Exon: Well I think that we are moving into the area of making education more meaningful. I don't think I'm overly impatient in this area, but I hope we're on the right track and keep this up.

Breakaway: The taxpayer has been expressing negative feelings toward college students. When you presented the need for a cut in the budget of the University do you think this psychologically assisted these people in their negative reaction to students?

Exon: That's a matter for conjecture and I couldn't say for sure. One of the problems of education today, backing up a bit, is to concentrate on input rather than output. Now the fact that the University budget a year ago was a $50 million increase and this year is an $8 million increase would indicate to me that through our policies we're getting down to a more realistic basis on which to access education. I don't just buy that you get the best education by spending the most money. On the other hand you can't run universities with nothing. It's something we have to work with in between.

It's going to take more money to run universities in the future. But I think it's important that we can come back to meaningful courses, streamline the educational facilities in our universities give the students what they want, and what they need rather than basing it on some historic situation. When I was in high school, for example, you had to take Latin. You don't have to take Latin anymore. This is an improvement. We want a broad-based person coming out with a degree. You don't want a person who can just teach math.

I'm not sure that our curriculum in higher education doesn't need some drastic overhauling. What we're supposed to do is to make better citizens who can contribute something when they go out into the world. That, to me, is the mission of education.

Breakaway: Now that phase II is starting is there justification for wage increases for faculty members at UNO?

Exon: We provided in our budget recommendations for faculty increases for the UNO campus in some cases. The UNO campus has been a poor second cousin and we indicated that in the last budget of this administration where we authorized an 18 percent increase in the budget at UNO and more or less a status quo budget for this campus here (Lincoln).

At the same time I'm emphasizing that the role of the University of Nebraska at Omaha is what President Varner described it as when he first came here. UNO should be the metropolitan campus of the University of Nebraska, and as a metropolitan campus we're not going to be able to offer everything on that campus that we offer down here or vice versa.

Breakaway: Would you say you want a definite look into the curriculum and demand a change?

Exon: We have been severely criticized about our proliferated doctoral programs, we're just not doing our jobs. If this is true in our doctoral programs, how far
does it go down in our university structure?

Breakaway: How do you feel about the tuition increase at UNO?

Exon: There were two tuition increases in the budget recommendation that I inherited when I came to office the Board of Regents recommended a tuition increase on all campuses of the University system. I don’t know the amount of that increase. We accepted that recommendation and framed an 18 percent increase for UNO. We did not recommend or approve the action of the budget committee when they made a second raise in tuition at UNO. I think the students at UNO are paying a high percentage of the tuition. I don’t think that’s fair.

Breakaway: Have you noticed the split between Omaha and the out-state people?

Exon: Oh very definitely. I’m trying to overcome that and I think that that has been one of the things that holds Nebraska back. We’re all Nebraskans and that’s why I have taken off with the “Big Red” football team. If there’s one thing we’re united in its football. I think the spirit of pride and cooperation should be in everything. The theme of our inaugural ball was Nebraska United.

Breakaway: I understand you are not really happy with the non-partisan unicameral.

Exon: I like the Unicameral. I think its a workable system I would say that it might be expanded. I think 49 members are not quite enough. I’d like to see it around 60 or maybe up to 70 members. I think it would be considerable improvement if we had it partisan. The normal system of Democrats and Republicans would function like it does in the federal system and every other state in the union except Nebraska. I’m not saying it’s a bad system, I just think it would be better if it were partisan.

Breakaway: How do you feel about the eighteen-year-old vote?

Exon: I suppose of all the people on the scene today in politics, I was the first to come out for the 18-year-old vote when I was vice-chairman of the Democratic party. And I was a strong supporter all the way through. I was just thrilled that we had 8,000 people registered in a one-week period and I compliment the student organizations that have been active in this. The election commissioners that I appoint will have an understanding that they will be active in this area.

Breakaway: Being a Democrat do you feel more comfortable with the eighteen-year-old vote?

Exon: Not particularly. I don’t care if they’re Republican or Democrat. I’m not looking at this from a partisan standpoint. If there is anything that is discouraging to me is about the increased number of registered independents. Democrats are outnumbering the Republicans two to one, but there is a too high independent registration. I am thoroughly sold on the two-party system. I believe that if the young people don’t like things as they see it today... they think they’re quite different, but they’re not.

When I was a young man, I was for Estes Kefauver. He was challenging the establishment, and when you’re young you’re always challenging the establishment, but I think it’s been polarized more today. What I would like to see in Nebraska is a real two-party system. We don’t have responsibility in the legislature today. We don’t have it in the State of Nebraska today.

I’m the only elected Democrat with a solid Republican congressional delegation in Washington, solid Republican in the State House, and a legislature of 37 Republicans out of the 49. We haven’t had a Democrat in the United States Senate since 1936. The Republicans can’t be that good. They can’t have all the brains and all the talent.

Breakaway: How do you feel about the leniency of the Nebraska laws on marijuana?

Exon: I’m interested in seeing how it works. I’m certainly not for legalizing marijuana. Basically it’s a misdemeanor under our statutes at the present time. I’m interested in seeing how it works. I am one of those who has to be shown. I don’t want any further liberalization of those laws. The only thing... I know that marijuana isn’t habit forming. And it has created some situations that could be paralleled with whiskey. I can see that but that doesn’t make it right.

My main concern about marijuana is the climate marijuana creates for other drugs. Sure there are pot parties where no other drugs are around. I would suggest to you that the records also show that pot parties are the places where other drugs are likely to be introduced. I think you can’t separate the two. A raid a couple of years ago at the Music Box showed that the prevalent drug was marijuana but there was also every other kind of drug you can imagine in that Music Box.

Breakaway: What if you raided a bar and made everybody empty their pockets, would there be the same number of drugs as in the raid on the Music Box?

Exon: Alcoholism is as bad as you can go in that field. I submit that a hard core alcoholic, as bad as that is, is not anywhere as near as bad as a person hooked on heroin. I have never seen any connection between alcoholism and drugs. I do know that while all the people who smoke marijuana aren’t going to become heroin addicts. Most of the people who end up on heroin start out on marijuana. I think its a logical comparison. •••
Blackwell: Chancellor’s Function Mainly Budget

"I DID go hunting the other weekend and, I must admit, while I was sitting out there in the field, I didn’t think about the university at all."

Other than a few such instances, Dr. John 'Vic' Blackwell’s activities since becoming interim chancellor in August have been university, university, university.

Wherever he goes Blackwell is the symbol of the university, representing the ‘official’ policies and views of the institution — sort of a totemic symbol to the public, the consolidation of the entire structure.

For this and other reasons, Blackwell has found “you have to be more careful about what you say” and the always soft-spoken Blackwell is more careful and doesn’t say as much. "You don’t have quite the freedom of expression," he adds.

Besides, Blackwell’s theory of chancellorship makes him duty-bound to “try to delegate decision-making” to others in the university’s administrative flow chart.

“These people know more about their jobs than I do,” Blackwell prefers to let other administrators work on their “projects” until reports are ready.

The image of a chancellor (or president at most schools) is largely erroneous, if what Blackwell’s doing is any indication. Rather than mostly being a public spokesman, mover of policies and catalyst of changes, the “most important function of the chancellor is in terms of the budget," an item most people never see or hear about until it is presented to the Board of Regents each year.

Next year’s budget was presented to the Regents in September, prepared for the most part under the direction of former President Kirk E. Naylor.

In effect, Blackwell started afresh working on the chancellors most important duty, which may have been a large factor for his appointment in August.

All Blackwell’s concern with the most recently-passed budget is “implementation and allocation,” leaving him open to “find the established priorities” for next year. By this time, the priorities have probably been set and Blackwell is in the thick of line-by-line budget considerations for 1973-74.

Former work as Arts and Sciences dean, Art Department chairman and University Senate president still push into Blackwell’s mind, but “I can’t impose my own particular prejudices” on something as important as budgets.

He’s found everything needs enlarging, not only building space but faculty members, courses offered and supportive services... in every area. There are “so many things that have to grow lock-step” it’s hard to point to one at a time, Blackwell said.

The interim chancellor gives little response to specific issues. On
'I don’t believe in making changes for the image'

the two-month-old ad-hoc committee to study athletics, he only “presumes they’re going to do away with something or other,” though people involved in the study have been regular visitors to his office.

Many faculty and administrators predicted several components of the administrative circuitry would be rewired or replaced after Blackwell took over. Blackwell, however, feels the administrative personnel in charge when he took office were obviously there for what somebody considered good reasons. “I believe in evolutionary change . . . whatever is in the best interests of the university.”

Observers expected Blackwell would make many policy changes, besides the personnel work. Faculty particularly were happy with Blackwell’s choice as chancellor. A ‘man of the faculty’ had been appointed.

Blackwell sees himself now as more a man of the university, adopting a sort of ‘wait-and-see’ attitude towards chancelloring. “I don’t believe in making changes for the image,” which is exactly what people were expecting. Nor, for that matter, does he make “a change for change’s sake.”

Unless something needs a definite and immediate action — such as the athletic ad-hoc committee or unannounced earlier tuition payment dates — Blackwell prefers to stay out of an issue until it reaches him.

Issues reach him through his three major information sources — students, faculty and administrative staff — covering the university — with five main bureaucratic bodies. He relies on the Student Senate, University Senate and Academic Deans’ Council, all functioning before he took over. In addition, Blackwell revived the Chancellor’s Advisory Council and the Administrative (formerly President’s) Cabinet.

"In all the processes there ought to be some way of assuring keeping in touch” with faculty and students, Blackwell feels. “There was sufficient difficulty (keeping in touch) to warrant” reappointment of Tom Majeski, university ombudsman.

In addition, the ombudsman’s office is now just two doors down the hall from Blackwell, with only Dean of Academic Affairs William Gaines’ office between. “The ombudsman has insights” into the university few others have and regularly discusses them with the chancellor. “He operates on a level that used to be the vice-president’s,” Blackwell said.

Now Majeski, recipient of hundreds of student and faculty complaints, may be operating on a higher level. While Blackwell was Art Department chairman Majeski was an assistant professor. Majeski is still keeping in touch with Blackwell.

Blackwell hasn’t dealt much with the public or with student groups, concentrating instead on administrative bodies for the time
being. "The success of the job consists basically of being able to establish credibility with many groups," he said, then to work in the normally low-key manner he's used to.

Of all groups with which he needs credibility, the Board of Regents is the most crucial and "for the time being, at least, they're willing to accept me." He has no idea what individual board members felt about his work, but "we haven't been under attack" by the Board of Regents or anyone.

There have been no visible signs of attack during Blackwell's stint as chancellor, prompting one faculty member to note "the silence is deafening!" Instead of a center of controversy, the chancellor's office became a throne room of diplomacy.

It's easy for Blackwell to be diplomatic because "I like people . . . whatever the occasion that brings them together," be it consideration of dropping football or an all-faculty brunch.

"I like being in a position where I can sit down and talk to people" about most everything. Before becoming dean, Blackwell liked "to talk to students and listen to them," noting the university's base is to serve students. "I was continually trying to get student opinions." Now he only gets "to talk to student leaders. I would still like to get into a classroom right now," Blackwell said.

Upon taking office, Blackwell hoped to teach one section of art history, but time conflicts stifled it. Chancellorship has put a temporary damper on his own painting and sketching too, but "I still get to the art shows," though with an important difference. "Now I go as chancellor of the university," not another artist or instructor. The job "is full-time, 24 hours a day. You can't remove the man from the job" in public.

Hunting excursions dropped to one weekend this year, far below the Blackwell average and the semester-break Colorado ski trip has been cancelled.

Chancelloring hasn't noticeably altered Blackwell's mannerisms. His daily intake of cigarettes hasn't noticeably risen. He still takes off his suit jacket when talking in a warm room and wraps his hands together, wriggling them before his chin before responding to others. "I do it more often, though," he notes.

Many university observers have been waiting for an answer to the question of Blackwell becoming permanent chancellor. In a sense, so is Blackwell. "If they want me, I suppose I'll take it," but he hasn't actively attempted to see how he stands. "I'm not sure what the (chancellor selection) committee is doing. I'm hoping they can find someone to do the job equally or better" than me, Blackwell said.

Regardless of the committee choice, Blackwell will remain as chancellor through the second semester, until the new man takes over . . . even if it's him.

**Todd Simon**

'Success consists basically of being able to establish credibility with many groups'
M Y MOTTO has always been 'Good, Better, Best, never let it rest. Until the good is better and the better is best,'" said Kirk Naylor, former UNO president who was demoted early last semester to a teaching position in the College of Education.

Naylor was reflecting his mood on various situations and stands he had taken during his term as president of the UNO campus and the highlights which encompassed those years.

Naylor assumed his position of the presidency in 1967 amidst the Leland Traywick controversy. "I never really knew how long I would last. I indicated at that time that I felt there should be a limit to the number of years a person could be allowed in that office. I felt and do feel that it should be between one and ten years. It was a non-contractual job, a day by day tenure and I did not say how long I would stay," Naylor said.

A university president is in a very vulnerable position and is often accused of being uncognizant of the student viewpoint. How, if any, did Naylor's viewpoints change from 1967 to 1971.

"In all fairness the major factor involved in one's continuance is one's ability to perform acceptably and to the response given to him. There are some subordinate factors to the climate of the presidency. If one comes in to the presidency in a stable, calm, peaceful atmosphere, one may look forward to staying longer than if one comes into a situation which is restless and volatile and explosive," Naylor said.

"My viewpoint in 1967 was one that felt that students ought to find an appropriate way to get involved in the University government and one of the first acts was to issue a challenge to students to structure the student government council so that they could plan a more effective role in the institution. I never changed my attitude toward student input in the years that I occupied the presidency," said Naylor.

Reflecting back to the 1969 black student sit-in, he leaned back in his chair thoughtfully reminiscing. "I said at the time that the protest of the black students did bring to our attention in a dramatic way the existence of community plans on our campus, and I will be forever grateful to all of those who participated in to the investigation of the ad hoc committe on grievances. That committee helped the University face up to the reality of the problem," Naylor said.

To a successor in the field of administration the task must seem awesome in responsibilities and pitfalls.

"I don't believe the problems which were presented or inherent in the demands made by the BLAC organization were resolved to everyone's satisfaction. In my opinion the University made an admirable response to the situation," said Naylor.

The awesome responsibilities and the ever present abundance of pitfalls in an administrative position are enough to make even the bravest recipient tremble. What advice would Naylor give his successor?

"The best advice I could give to anyone to occupy the presidency would be to constantly work at the problem of communications and also work on the problem of human relations. These are the two most pressing problems faced by a University administrator," Naylor said.
'I feel I have played a minor role in moving the University forward.'

Naylor is presently a professor of educational administration in the College of Education. "I am teaching a regular load of nine credit hours and in addition I am involved in the field service work in public education," said Naylor.

His extra curricular activities include, "the revision of the school board members handbook for the Nebraska State School Board Association and very shortly I will begin a research project on major problems found by school superintendents. I serve as a member of the graduate faculty and am on the academic standards curriculum committee," Naylor noted.

Concerning his removal from the presidency of UNO Naylor says, "I have no regrets regarding my conduct as President of the University. I did what I felt was best for UNO. I very early came to the conclusion that the University was greater than any one man and every decision I made was made with the best interest of the University at heart. And with absolutely no regard for my personal welfare," Naylor said.

Naylor was a strong advocate of the UNO campus during his administration. "I felt strongly about the welfare of this campus, and I maintained from the outset that we did not merge into but with the University at Lincoln system and implied that this was the concept that all campuses of the University with the establishment of the system also merged with the system. I made a very early statement indicating that I was aware of the fact that a major challenge would be the establishment of a coordinating system and at the same time preserving appropriate autonomy for each of the campuses. In my opinion this is still a real challenge and is far from being met," said Naylor.

Many have wondered why a man who has been president of a University would be willing to step down and yet remain on the campus in a teaching capacity. "There were many factors in my remaining at UNO. I have been here for almost 12 years. I like this University in a very immodest way and I feel that I have played a minor role in moving the University forward. My family is happy in Omaha. We have a great number of personal friends and, last but not least, I believe I have competency in the field of school administration. And I felt it only logical to make this competence available to UNO rather than to try and peddle it to another institution," said Naylor.

"The faculty has accepted me back most graciously as a member of the group. Before being president I was a faculty member here at the University and taught for years. As far as I can detect from the faculty there is absolutely no feeling of not being fully accepted," observed Naylor.

He listed four highlights of his administration. One was the privilege of participating in the building of a quality faculty. The second highlight was "making it possible for a far greater number of students in the metropolitan area to avail themselves of a University education." Third on his list was "the privilege of participating in the development of a new program." The last major accomplishment was, the establishment of fiscal stability and getting a building and campus level program under way," finished Naylor.

Given a little more time, what would Naylor have liked to accomplished? "I would have liked to have done better those things which I did do," said Naylor.

- Debbie Chadwick
ALTHOUGH he is not readily distinguishable from most students, he is, in a way, apart from the rest. Being just a few years older and having traveled several thousand miles farther, the young veteran adds to his countenance a mark of maturity and experience.

By virtue of being part of the outside world, the young veteran returns to school with a determination not only to further his education but to make the most of college. It is this ability to enjoy the return of the routine of books and tests while obtaining something meaningful that is so characteristic of the young veteran.

The paths undertaken by young veterans to higher education are many and varied. Some are between jobs, several are striving for new jobs, others are picking up where they have left off.

Fairly representative of these paths is the one taken by Omaha native Chuck Roubicek since his graduation from high school in 1961.

"After being in school for thirteen years - I was quite restless, you could say I was bored with the hassle of books and all. I just wanted to see the world."

And Roubicek did see a good deal of the world in Uncle Sam's Navy for three and a quarter years.

Although his naval tour of duty was "interesting," he feels it "didn't really fascinate me into staying enlisted any longer than necessary."

When his term of active duty expired, Roubicek returned to Omaha. As he put it - "despite all that I had seen elsewhere, Omaha was, after all ...... my home."

For a while, Roubicek "bummed around ...... working odd jobs here and there such as construction and the like."

It wasn't too long however that he "got into something steady" by working for Western Electric. After working five years there, Roubicek decided that it was time he found out what he really wanted to do.

Accordingly, he entered UNO under the GI Bill Of Rights in September, 1969. Roubicek decided not only to further his education (majoring in speech) but to enjoy it as well.

At UNO the opportunities were many. Roubicek became a Theta Chi fraternity man, and got involved in other facets of college life.

Does he regret coming to college eight long years after graduating from high school? He feels that the interval was to his advantage. "I can enjoy college more now because, unlike most of my younger friends, I don't have the sword of the draft hanging over my head," Roubicek said.

Moreover, the intervening years gave him a deeper appreciation for being "involved in things."

The stress for involvement of young veterans in extracurricular activities has brought about a revival of the National Association of College Veterans known on the UNO campus as the Young Veterans Association (YVA). Current UNO YVA President Parke Heller described his organization as "a group of open minded young veterans whose objective is involvement on campus."

Heller defined YVA as being totally independent of the American Legion and the Veterans of Foreign Wars although he said their facilities were used from time to time for YVA meetings.

And for a while, years ago, the YVA was almost synonymous with the Pen and Sword Society and several veteran held dual memberships. But the policy has since changed with young veterans preferring to stay apart from the bootstrappers.

Heller also cited that the YVA is not a vehicle "for policy statements on Vietnam and so forth," although he added that representatives from groups such as the Veterans For A Just Peace are invited to speak at YVA meetings.

Heller said the UNO chapter of YVA is attempting to enlarge its membership and scope by being open to all veterans from
ages 21 through 38 regardless of sex or race, and by taking a more active role on campus.

"The YVA seeks to reach the young veteran and to help orient new young veterans in college .... moreover, the YVA intends to be a part of, not apart from, the campus," Heller said.

This semester the YVA has made good its promise of involvement on campus. They have their own intramural athletic teams, VA councils and candidates for student government. Their activities on Veterans Day further exemplified their earnest efforts.

Nor does the YVA limit itself to just young veterans on campus. Plans were made to bring disabled young veterans from the Veterans Hospital to UNO athletic events.

Yet, despite the aspirations and expectations of the YVA, not every young veteran on campus is a member. In actuality, a majority of the young veterans at UNO are not in the YVA.

Although very few young veterans fervently disdain the YVA, most nonmembers feel as pre-Law student Bill Lane aptly puts it, "After four years with Uncle Sam, I don't think joining the YVA would be of any real value to myself because I no longer feel a sense of belonging with the military."

Lane, a Student Senator and Student Election Commissioner, represents a growing trend of young veterans who are actively involved in Student Government.

Another young veteran in student government is 24-year-old senior Tom Williams who gave his reason for being involved as being "rather interested in the $260,000 spent by student government and making sure it's equitably spent. Student government is the only official voice of the students and I want to be a part of it," Williams said.

One young veteran has gone a step further in campus involvement by establishing his own student organization. Charley Ohien, also an outspoken Student Senator, has reorganized and expanded the UNO chapter of the Young Americans for Freedom (YAF) which is open to all "conservatively inclined" students.

Indeed, one may find the young veteran in almost any facet of campus life — academic, political, social or athletic. His presence may not however be readily noticeable but as one young veteran explained, "the infusion of seasoned maturity, although not openly realized, adds to the organization as a whole."

Yet on the other hand, one may find many young veterans totally apart from any campus organization or activity. This is intentional, for to many young veterans the task of providing for a family as well as striving for an education is rather awesome.

Under the GI Bill Of Rights the young veteran receives a payment each month he is in school, the amount of each payment being determined by the number of hours carried, dependents and in some cases, veteran disability. In many cases, the sum, after school expenses are determined and met, leaves barely enough for rent, food, clothing and other commodities as well as bills. Consequently, many young veterans work off campus to supplement Uncle Sam's allowance.

For some, simultaneously securing an education and providing for a family, even with their wives working also, greatly restricts extracurricular activities.

Business major Bill Batson says he "feels for some of the things," but his "time is a precious commodity and there simply isn't enough for outside activities, much to my regret."

To say that apathy plays a substantial role in the college life of a young veteran would be an erroneous falsehood, for if there is one thing the young veteran is not, he isn't apathetic. The years he has spent in the service, or working full time for a year or so has given the young veteran an appreciation for such extracurricular opportunities as are offered on campus.

● Alexander Pikelfis
WHITE FOR THE BLACKS

Yvonne "Bonnie" Jackson is a sophomore majoring in broadcasting and journalism. The 32-year-old mother of three is involved in community affairs, currently serving on the Woman's Urban League Guild. In this article, Mrs. Jackson writes not as just another student reporting on Milton White and UNO's newly-created Black Studies Department, but rather as an interested black woman hopeful of future involvement of UNO students in the black community.

LET'S keep our first love in sight — the black community," says Milton White, director of UNO's new Black Studies Department.

After visiting Omaha a few years back, White felt a need to return to this booming city and add his tremendous resources in the capacity he naturally is best suited for — coordinating a black studies program or department.

White feels black students need to realize that doing their thing doesn't stop at going to college and getting a piece of paper. Not that this isn't important, but he feels the black student should definitely realize that he should take what he has learned and put it back into the black community — his community.

"The black community is the only one that is going to respect the young black," White said. So he feels blacks should do something for their people. White notes it is all too easy for the black student to get caught up in the campus atmosphere and in doing so, forget about the ghetto from which he came. Then after graduation the black student goes out to make his own way in the world, gets a white collar job, buys a house on the hill away from the bad memories of his youth, and whiles away his time, not concerned with what's going on in the ghetto. He has forgotten he was once a part of it and still is.

White speaks openly about Malcom X, who he feels was one of America's greatest philosophers. The former Omahan, White notes, made not only black people but whites more aware of the racial situation as it exists today. White says that Malcom X, by bringing out this awareness, made the black and white student think. The white student suddenly realized how the system has been pimping him for so many years.

By protesting more and making his demands openly known, black students were able to bring about a greater awakening among white students. Consequently, the white student government on campuses began to shape up, and many have become a real power tool on campus. But black students were still lagging behind. With no voice speaking for them and with no real power, few demands would have been met. What was the answer — a black studies department?

Black students study the same courses as white students and they share the same cafeteria etc., but black students have no voice in student government. In fact, the white student-power structure here on campus was against a Black Studies Department coming into existence.

What was the need for such a program? What could a black student do with a degree in black studies?

"Students will be able to teach black studies or a cross-listing of courses such as history, sociology, anthropology, English, political science, humanities, urban geography, business, public administration and the fine arts," White said.

Furthermore, students graduating from the black studies program will have a capacity for relating these skills to the ghetto, White believes. Vitaly important skills will be returned to the black community and they will help the upcoming ghetto child to function properly in what is now a white society.

"The black community," White said, is the motherland for what all of us do in society. We have to see the community the same way as the whites see America. We must never lose sight of our first love, the black community," White said.

By having a black studies department, (which, by the way, white students can take courses in, too) White feels non-black students and faculty will gain a better understanding of the black community and what they are trying to do, where they came from, and where they are attempting to go.

— Bonnie Jackson
BLACKS DEMAND

Democracy to be Reality

Jim Nelson is an active Black student on the UNO campus. He has worked with the NOVA program, was active in the formation of the Jazz Club, and is currently supervising the creation of a student record shop in the student center.

Jim’s story is from a Black point of view. Without the usual answers to Black allegations by White administration heads, Black demands may be easier to understand.

The educational system of this country is supposed to fit the needs of the society, a society which has never been willing to meet the needs of Black people. The vast majority of Black college students are not aware of the true nature of the race problem and know very little of Black cultural heritage.

Instead of encouraging racial pride through analysis and discussion of Black heritage, the Black student is told that he is “culturally deprived,” while Western culture is shoved down his throat.

In history, the horrors of slavery are watered down and sketchily covered so as not to enrage the complacent Black student, while the period following Reconstruction is covered as if the Black man had strangely disappeared from the face of the earth. Abraham Lincoln is portrayed as the essence of integrity rather than as a clever politician, while George Washington, who once traded a slave for a keg of molasses, is portrayed as the pillar of democracy.

Frederick Douglass is for all practical purposes ignored, while the only thing pointed out about W.E.B. DuBois is that he became a communist.

Economics is taught as if government and big business were two separate institutions. Political science is taught as if democracy were a reality, while the fundamental principles of democracy are smashed against the heads of Black human beings daily. Revolutionary ideologies are discouraged even from discussion. Thus the Black student is programmed in the maintenance of the status quo.

UNO student enrollment is largely White. The faculty and staff is mostly White. The activities are all White-oriented with the exception of Black Heritage Week which was instituted just last year. The location of the campus is in a completely White district with intentions of expanding further to the White west.

Knowing and realizing all these things, the Black student can either accept them completely or reject them completely. The Black students at UNO see them for what they are and observe them. It helps to know the rules, if any, before you play the game.

“One hundred and twenty years ago, Horace Mann referred to education as ‘the great equalizer of the conditions of men . . . the balance wheel of the social machinery.’ The wheel is out of balance,” said James Turner when he visited campus last spring.

In the past the Black students at UNO made numerous attempts to voice their opinions and beliefs about the relationship of the University and its Black enrollees. But during those times their words fell on deaf ears. The Black students today are taking a more positive step, expressing more forcefully and acting more aggressively.

The Black Studies Department is the only viable connective available to the Black Student. The Black Studies program recently became a department; the first in the state of Nebraska.

Milton White, the director of the department, points out in the short time that he has been here that like Black students everywhere self-determination is very noticeable. The Black student is always searching for quality education related to the Black experience.

White, who prefers to be called Milton by the Brothers and Sisters, does not isolate himself from the Black students on campus. When asked what his relationship is with the Black students he commented, “I am a Black student. Black instructors are always learning and when they forget this they become useless.”

White believes the Black student has an obligation to the Black community and should demonstrate a closer tie to the Black populace.

White’s biggest point is productivity. The Black student should produce for the Black community.

The present student activities, manifested in the demands for Black studies, creates the formation of politically active Black student organizations and search for a viable and permanent link to the community.
Conscious Black students want knowledge and skills that are relevant to the experience and conditions of their people. They are determined to provide a purpose for their education, their desire to develop professional and technical careers tailored to the needs of Black people.

The need for a relevant educational alternative emerges from Black students who recognize that present institutions of higher education are not only European-centered and White-oriented, but have little relevance to the total Black community.

The Black student is more painfully aware that the White university was not made to accommodate him. Further evidence that a Black is in a White university and one not designed for Black needs is the absence of the kind of food, clothing, cosmetics and music to which Blacks are accustomed. Instead of facilitating the growth of Black students, White universities negate their existence and relegate it to trivia.

The contemporary Black student passionately resents the idea of obtaining a college degree as a means to escape the Black community and refuses to renounce his cultural life-styles or to remain politely moderate on questions relating to the systematic subordination of Black people in America. Many Black college students are not worried about making it in the system but instead are determined to change it.

Woodrow Benford, vice-president of the Black students organization, Black Liberators for Action on Campus (BLAC) states: “before the administration was deaf to the concerns of Black Students, currently the administration creates run-around treatments without anything definite coming out of it.”

This fall a list of demands were presented to the administration by the Black students. The areas covered were areas heavily used by Blacks.

1) Re-instatement of Mrs. Aleane Carter as one of the Black history teachers by September, 1971.
2) Black House operated by Blacks in which will be housed:
   a. Films
   b. Carvings (wood)
   c. Paintings
   d. Furnishings (chairs, carpeting, kitchen, etc.)
   e. Stereo
   f. Library
   g. Salaried staff of three (3) persons:
      1. supervisor
      2. librarian
      3. secretary
   h. Library and the Black House located in Black community.
3) Minority recruitment officers to get 11% Black students.
4) Six Black guidance counselors.
5) Black cashiers in student-faculty dining areas.
6) One Black teacher for each department outside of Black Studies Dept.
7) Black athletic coaches for track, football, etc.
8) Black Student Union operational funds:
   a. Office
   b. Paid secretary
   c. Telephone and supplies
   d. Furnishings
9) Blacks in supervisory and decision-making positions:
   a. security guards
   b. bookstore personnel
   c. mail room
   d. audio-visual technicians
   e. office workers (registrar, admissions, student personnel, etc.)
10) All demands to be met with exceptions of No. 1 by Feb. 1, 1972.

The demands have been presented and the administration now needs to act. “The time for rhetoric is over, I’m tired of talking,” Woodrow said.

One is reminded of the short poem by Langston Hughes:

Negroes
Sweet and gentle
Soft and kind
Beware the day
They change their mind.

The only time we have is now. So now we must demand the impossible. Now we must struggle for the impossible. Now we must live the impossible. Now we must die for the impossible. Only then will it burst into the realm of the possible. Only then will our bright and morning star replace the rockets’ red glare. Only then will our children — and our fathers — be free. Right on! Brothers, right on!

• Jim Nelson
HOW WOULD you like to join the military and go to college to do part of your term of service? You might spend part of your time in the University of Maryland or the Defense Language Institute in Monterey, California. Or maybe you might prefer an Ivy League school like Yale, or Indiana University or then again there is Wichita State University and San Antonio City College just to name a few. Well it is all possible. To Henry Cobbs, Jr., it is no dream, just a lot of traveling.

Henry is a 24-year-old senior from Louisville, Kentucky, majoring in political science.

Although Cobbs has been to many places and has been involved with many things, he is at UNO and dealing with it. He is currently the chairman of the Black students organization, Black Liberators For Action on Campus (BLAC). One of the many things he noticed after getting acquainted with the campus was "too much factionism, not only within the academics and whites but also within the organization BLAC."

He feels that BLAC should be first unified, to obtain a single mean without reaching for the moon on the first try. "We all realize the struggle of the Black man in this country today and these different factions should all pool their strength together to pose one common front that all agree on, after all there is power in numbers," Cobbs said.

"BLAC needs to be organized from within first, starting with the basic essentials and then we will be able to deal effectively, too many people are quick to delegate responsibility and too slow to assume it."

Interviews with UNO Blacks

"Silent But Involved"

I F YOU spend most of your time in the Student Center on the first, second, or third floor you might catch a glimpse of a tall, swift figure in horn rim glasses and a big apple, gliding through. Or while you're in the library, the same figure might be dead in the books, and maybe if you're lucky and have the time, you might see him one afternoon refereeing a flag football game. Wherever, you might see him, you can be assured you won't see him long.

The individual being described is J. B. Massey, known around campus as "Maseo." Maseo headquarters out of Ashbury Park, New Jersey, and has been in Omaha for three years. The 22-year-old junior majoring in physical education is active in the intramural programs, the Jazz Club, the P.E. Majors and Minors club and BLAC.

Maseo is not the talkative type. His reasons for that are, "I speak only when I have something important to say." The way he feels about UNO is "It is a good educational experience but not enough social life. To a certain extent I get a fair shake," Maseo said in discussing his classes.

On the outside he is viewed as the quiet type. "Some people might see me in that role, but there is a reason for everything I do and I do it well," Maseo explained.

The most traumatic experience that he has been through during his stay in Omaha was the November, 1969 UNO sit-in. "It was an experience in itself," he said.

Currently employed part-time at Nebraska Clothing, Maseo adequately describes his graduate plans: "I hope to go back to Jersey and teach but if not, wherever the opening is, that is where I will be."
A NEW educational program within the Nebraska system is called the NOVA program, Nebraska's Opportunity for Volunteer Action. On the UNO campus it is being directed by Mike Adams.

Adams has lived in Omaha for 32 years. He started college in Lincoln but now is taking classes at UNO, majoring in political science.

"Black students receive little information to academic environment but I think the counseling programs have improved. The predominately-Black Omaha area high schools are poorly equipped to prepare a student for college. There is no training in teaching a student in using his own initiative and in defending his own goals. There are too many excessive sacrifices," Mike said when asked to comment on the education young Blacks are receiving.

"The view of Black Studies today is a structure of exposure for Black students' culture and history and to white students an exposure of knowledge about Blacks not before shown and hopefully to reduce racial discrimination toward other minority groups. The Black Studies Department is an outpost from the Black community on campus. It is an agent of the Black community to provide guidance and protection for Black students to achieve goals which often conflict with prevailing thrust and behavior of the University," Mike said.

"The Black student organization, BLAC, should promote the Black students' causes in the community as well as on campus and provide a framework for Black students to help each other overcome political and academic obstacles. Student-controlled to keep the Black Studies Department honest, and encouraging other departments to look at the needs of minority students, and urge the University to pay more attention of the Black community, BLAC and the Black Studies Department should work hand in hand, sort of like a 'check and balance system.'"

"The new administration has adopted an affirmative action plan for helping faculty and staff. The Black Studies Department needs a larger budget. The military services and community service should not be separated in points where automatic credit is given."

In closing Brother Adams remarks again, "The Black Students Organization and the Black Studies Department should work as a team, with the Black Studies Department providing research and resources for Black student projects to work in and for the Black community.

In order to work most efficiently and effectively, you can't have one without the other."
DWIGHT Bailey is a 22-year-old junior from Hackensack, New Jersey, majoring in Law Enforcement and corrections. He has been in Omaha for four years.

"I came to UNO for two reasons: to wrestle and to come for one year to get a good grade point to transfer to a college in Connecticut. But I found an academic interest in the school and also found friends here and so I decided to stay," Dwight said.

"The student body is politically unconscious and there is no meaningful political activity at UNO. The instructors are somewhat biased and conservative in their overall ideology. The school as a structure is inferior to a lot of others in Nebraska, due to the lack of dorms. The athletic program, I feel, is generally unfair to the average athlete who, in many cases, is married and has to support a family and the athletic scholarship does not take care of added expenses," Dwight said when asked to comment on the campus situation. "I'm generally uncomfortable being in classes with the bootstrappers because of the academic inequities they present by having old tests on file in the Pen and Sword offices," Dwight noted.

As far as extracurricular activities go, Dwight works at school part time and he is now in the midst of forming an all-percussion jazz group.

All in all, Dwight sees the UNO campus as being nothing more than a microcosm of racist Omaha.

"HELL and hot water" is the way Princella McLucas feels about being a Black student attending the UNO campus.

"Black instructors tend to expect excellence and white instructors, well, you never know where they are coming from. They smile while they fail you then later, after class, they try and show how liberal they are," she said.

Princella is 20 years old and a sophomore in the College of Arts and Sciences, majoring in pre-law and sociology. Her graduate plans include attending Yale University, to continue her majors. She has been in Omaha for about five years. She is a native of Arkansas.

While attending classes at the University, Princella has been involved in NOVA, Manpower for Urban Progress, and the counseling and referral service.

Her reasons for choosing UNO are as she points out vividly, "I didn't have enough money to go any place else and also I have responsibilities here."

Princella comments freely about the subject of white instructors and Black student: "I went through an experience where I came across a sociology instructor, dig that, sociology. And the class was Social Problems. Anyway, the instructor gave all the Black students in the class a D or F. That had confirmed what I already suspected. I felt I had earned a B."

What is the best thing that the Black student has going for him on campus? "BLAC and Milton White, I think. If BLAC can get the Black students together and Milton White will support us then we are unlimited in the things we can do," Princella said.

Many white students are always asking the question, "What can I as a white student do? Contrary to what they (white students) like to believe about themselves differing from their parents in their racial attitudes, in actuality, they have coated their parents' attitudes so they can live with them. What they can do is orient themselves to the Black problems and Black needs by getting involved in a type of program that would sensitize them to those problems and needs of Blacks," Princella said.
International Students no longer content to be

A SILENT MINORITY

Gary Gonzalez, new on campus this semester, came from the British Honduras to attend UNO. Gonzalez volunteered his services at the Student Publications Office to write about the problems of international students like himself. Because the magazine staff was impressed by the Gonzalez article, we asked him to do the sidelight features on foreign students which appear on the next page.

INTERNATIONAL students have always been a silent minority on campus. They are few and relatively unknown to other students as well as each other on campus.

Coming from nearby places such as Mexico, far away places such as Nigeria, and unheard of places such as British Honduras, they all comprise the international student body. But unlike high school exchange students, at UNO international students live alone. There is no warm, friendly American family to help the outsider feel “inside.”

Both students and university alike seem hostile. The International Students Organization (ISO), however, has tried and is continuing to try to solve some of the problems facing the international student and to integrate him into the student body.

Presently the international student is a neglected being or so Student Activities Coordinator Rick David seems to believe. Spokesman for ISO Tejinder “Bobby” Singh of India, feels, moreover that the university is not doing all it can to help the international student solve his problems.

Roadblocks facing the international student are numerous. The moment he arrives in Omaha he faces a problem. The university offers no housing on campus, nor does it prearrange a living place for the international student coming to UNO. Plans for foreign students to purchase an international house near campus have often been discussed in recent years, but apparently they have fallen through.

Other problems facing UNO foreign students include increased outstate tuition, lack of counseling and tutorial services, and requirements in written and oral English courses.

Most international students are critical of some courses required for graduation. They do not think grammar is going to be helpful when they return home following graduation. What foreign students need are classes in how to understand how people talk and courses which build vocabulary.

A full-time faculty adviser, moreover, is needed to serve as a vital counselor. Dr. Eugene Freund, associate professor of Educational foundations, until recently served as part-time faculty adviser to ISO but due to other responsibilities, Freund resigned this semester.

Rick David has volunteered his services and will be the new faculty adviser to foreign students. Although his position is considered to be only part-time, David enjoys helping students but thinks international students are not integrated in the student body. Among the things David wants to see accomplished for ISO members are more regular meetings of the organization and the extension of the Host Family Program into the community.

Scholarships created especially for foreign students would help to alleviate some of the financial burden on international students. Other grants-in-aid and loans are needed to permit currently enrolled foreign students to continue their education in light of recent tuition increases.

Presently the only type of aid available to foreign students is a short term $200 emergency loan. Foreign students are also eligible for competitive scholarships but many students find a scholarship of this sort almost impossible to obtain because of language difficulties, home sickness and differences in teaching methods.

Currently, ISO is attempting to solve these problems of housing, language requirements, counseling and will also make an attempt relating more closely with the local nationals on the UNO campus.

Both Bobby and Eli Joudy hope to change ISO from a special interest group to a recognized organization for a minority group thereby qualifying it for student funds. Also Eli and Bobby would like to see a special office for international students created on campus. Both hope to have ISO representatives on the Student Senate in upcoming months.

But all these hopes can only be realized by the sincere effort and cooperation of the UNO student body and faculty with ISO. If not, the foreign student will be a sorrowful soul with no place to go for help. In the end, the international student may cease to be present on the Omaha campus.

*Gary Gonzalez

ISO spokesman Tejinder ‘Bobby’ Singh at an SPO Jazz Session held in November.
JORGE Sanchez and Mercedes Guerra of Venezuela, and Tejinder Singh of India, are members of UNO's international student body and although their views are from different countries, their ideas are similar.

Tejinder, better known around student circles as “Bobby” comes from a small town in Punjab State, India; whereas Jorge and Mercedes are natives of Caracas, a large Venezuelan city.

“I came to the USA because it has the best educational system in the world. My brother was living in Omaha and that’s why I came to Omaha,” said Bobby.

Mercedes came to the USA “to learn English” and chose Omaha to begin her collegiate career because her sister resides here.

Jorge, too came to America specifically to attend school. “There are currently no schools offering management in Venezuela,” according to Jorge who notes the way he selected UNO as the college to attend.

“After I came to the states I was given the names of many universities with good business programs, but some were just too big or too small. UNO seemed just right,” the sophomore stated.

Both Jorge and Bobby pay their educational costs via assistance from their parents; Mercedes works part-time to help pay expenses.

Mercedes is majoring in home economics and fashion, Jorge is taking management courses in the College of Business Administration while Bobby, a junior enrolled in the College of Continuing Studies, pursues a biology major.

Both Jorge and Mercedes share Bobby’s evaluation of the UNO faculty: “The teachers here at UNO are very helpful and cooperative.”

Students, however, are another topic. While Bobby finds the UNO student body to be “friendly,” he detects that Omaha’s students “have little knowledge of students from other countries.”

In his sparetime, Bobby enjoys swimming, hunting, hiking and most spectator sports. Mercedes knits, swims and enjoys all kinds of music. Jorge uses his spare time for golfing, swimming, reading and stamp collecting.

About post-graduation plans: “After I finish at UNO, I hope to go back home and work in the field of management in Venezuela,” said Jorge. Mercedes, too, would like to return home following graduation.

Only Bobby has different plans. He’d like to travel abroad and “see the world.”

• Gary Gonzalez
SOME people may think the para professional is the title of a recent motion picture or a television pilot. However, UNO's para professional programs are designed to help students prepare themselves for entering medical, law, teaching and nursing schools.

These programs are called para professional because of their advancement in education nearing the professional level. Students seeking to enter a profession enroll in such programs as pre-medical, pre-law, student teaching and pre-nursing.

Pre-medical

What draws a young man or woman into medicine? "In the past," according to Dr. D. N. Marquardt, the pre-medical advisor, "the student's father was a doctor. Now we get very few students whose fathers are in the profession," Marquardt believes more students are entering medicine today with the "sincere desire to help people."

There are currently about 100 students enrolled in the pre-medical program above the freshman level. Eighteen of these students are applying for medical schools this year. Marquardt, in his eighteenth year at UNO, notes that the program is continually broadening and is now admitting more females than ever before. Although the majority of students are from the states of Nebraska and Iowa, the program is open to anyone meeting UNO's college entrance requirements.

Medical and dental students who have completed 90 hours and three years and have met the divisional requirements will receive the B.A. degree from UNO after their first year of medical school. Although this course is open to such students, the medical schools usually give preference to students who have received a baccalaureate degree.

One of the most significant purposes (at least to the student) of the pre-medical program is the shortening of time spent in the professional school. Students at Johns Hopkins University receive their M.D. degree just five years after high school. Marquardt believes this is significant because "students progress at the rate of their capabilities."

Students in the pre-medical program must face and conquer numerous problems. The one problem students most often face according to Dr. Marquardt involves the physical sciences. "Most students come in thinking biology will get them through, but modern medicine isn't based entirely on (classical) biology. Years ago students felt that they had to major in the sciences to get into medical school, but now many students major in English, psychology and a variety of other subjects."

Since Midwestern students take the traditional science path here, if they were to go to the East or West Coast they would probably have great difficulty. As Dr. Marquardt says, "So many people are born, raised and will die here and therefore don't know how to compete." Students must also contend with the problem that top hospitals get doctors from all over the country while the lower-rated and poorer hospitals get doctors from local areas.

Dr. Marquardt gives sound advice to students looking toward a career in medicine such as, "I recommend local students to take accounting" and "Most people don't realize the importance of electronics." He believes students must understand the basics of accounting and electronics so they will know how to keep books and operate and repair simple electronic instruments as a general or family physician.

Pre-nursing:

Nursing is anything but passe for men and women today as exemplified by the 651 students registered in UNO's pre-nursing program for the academic year 1970-71. This is a marked increase from 1959-60. As Miss Dorothy Patach, director of nursing education since 1959, explains, "It's been a steady growth basically due to the economy of the country and the rapid interest in the health areas."
The pre-nursing program at UNO must hold down its enrollment because of a small faculty and limited facilities. Students in the upper one-half to one-third of their high school class and who are in good health may be admitted to the program.

Students may become registered nurses in a number of ways. They may enter the Hospital Affiliate Nurses Program involving three calendar years of work and study at the diploma schools of nurses which include Immanuel, Clarkson and Methodist. The Associate Degree Program in Nursing is a two-year program combining general education courses at UNO with nursing courses taken at the University of Nebraska Medical Center Campus. Graduates of this program are eligible to take examinations for licensing as R.N.s. After becoming an R.N., the student may apply for admission to the Baccalaureate Program in the School of Nursing. When the B.A. degree is delayed, it is referred to as latter education at the medical center. R.N.s from the two-year program often come back later for their B.A. degrees.

Most of UNO's pre-nursing students are from Nebraska, and the majority of these students are female and in their late teens. The men in the pre-nursing programs vary in age and most often become anesthetists or directors of nursing homes. A wide range in the students' ages is particularly noted in the Associate Degree Program. This program does attract the married, older individual because of its short duration; but as Miss Patach says, "It's a concentrated program and nothing is left out."

Miss Patach speaks highly of the pre-nursing students saying, "We seem to attract good students." She believes they are people who "want to take care of other individuals through a time when they are in need. The students are a hard working group, and I mean not only working with their heads but with their legs and backs. Nursing involves both physical and mental labor."

"Basically the biggest problem for students is their terribly heavy schedule," says Miss Patach. One semester might include chemistry, biology, microbiology, English, psychology and sociology. Students are often taking three sciences at once. Also during the first year, all the students except the first-year Baccalaureate Program students work in the hospitals throughout the city.

Miss Patach believes that the true professional nurse is the doctor's assistant even though some doctors "won't let us do what we can do." The competent, successful nurse must be an excellent observer and listener because she spends the most time with the patients.

The educational methods in the pre-nursing programs are turning to more audio-visual materials and self-learning or programmed-learning processes. Miss Patach believes that it's essential to maintain a close student-teacher ratio because "we're dealing with people's lives. That's why nursing is so costly." In the clinical area ideally there would be one teacher to eight students for greatest efficiency and maximum learning.

The job market for nurses in this area is virtually wide open. It's much more difficult to obtain positions in East and West Coast cities because of their larger populations and higher number of nurse aides and licensed practical nurses. Miss Patach considers the field "very open" right now. She speculates that it will be around 1980 before we experience any leveling off of real demands for R.N.s.

"Health is a right today. As far as I'm concerned, it doesn't make any difference what your age, sex, race or financial status happens to be... you are entitled to quality care. We need to prevent illness." Miss Patach's message shows the integrity and intent of the nursing profession and the basic reasoning of good public health instilled in the pre-nursing program at UNO.

Pre-law
The pre-law program at UNO is con-
considered by some to be the toughest of the professional careers because there is no specific outline of prescribed studies a student can follow. He is expected to know and understand the basics in a variety of fields before entering law school. Harvard, along with most fully accredited law schools today, stresses that a pre-law student take courses that he won't take in a professional school.

After 15 years at UNO, Dr. A. Stanley Trickett, the pre-legal advisor, says, "I suggest that pre-law students take accounting and more or less what they will as long as they get a good introduction into the material."

Most of the pre-law students Dr. Trickett sees for the first time are sophomores of varying ages. These students receive a suggested program schedule which is designed to best assure the development of basic skills and insights needed for the study of law. This suggested program gives only two courses in law and is mainly composed of the humanities and social sciences.

The majority of pre-legals at UNO major in history, English or economics. And, as Trickett emphasizes, "This has no bearing on a student's success in law school."

Trickett says there aren't many scholarships available for law schools, and the ones that are available are "very prestigious." He is quite proud to recall, "We had one student alternate for the Root-Tilden New York scholarship. He was Ted Carlson who attended Creighton Law School and is now a municipal court judge."

Students have been improving on LSAT each year. Not too many years ago law schools were not so full and they would take students with low test scores. Now because law schools are over crowded, students must have higher test scores; and, therefore, they take the Law School Admissions Test much more seriously. As Trickett says, "It was much easier to get into law school 15 years ago if you just had a degree. Now you must have a good degree plus a great deal of money."

After completing three years at UNO and one year in law school, the student may receive a B.A. degree from UNO. Appealing as it is, this program is used by very few because law schools simply prefer college graduates.

Most of the pre-law students are from Nebraska, and they most often apply to Creighton and the University of Nebraska at Lincoln law schools. More of these students attend UNL because it is less expensive. Trickett says that UNL and Creighton in recent years have been overly full. He believes the law schools are of equal merit, "both are good, thoroughly competent law schools. I'd recommend students to either of them."

Before applying to law school which should be done early, students must take the Law School Admissions Test (LSAT). It's given five times a year and tests the student's developed abilities and acquired knowledge.

**Student Teaching**

Students desiring to graduate as primary or secondary education teachers develop the ability to teach effectively through UNO's student-teaching programs. All students in both the primary and secondary student-teaching programs are required to teach for two semesters before graduation.

The large number of student teachers each semester sometimes makes placement difficult, but all student teachers have been placed.

Secondary education majors receive five credit hours each semester and must teach in their two teaching fields. Dr. Ed Sadler, director of secondary education student teaching, says that the students who have only one field such as physical education must teach in that field both semesters. The students must have 90 credit hours before they can participate in the student teaching program. Each student teacher consults with his assigned supervisor and attends a weekly seminar with Sadler.

Students make formal application for student-teaching positions designating their first and second choice of schools. The applications are sent directly to the school superintendents. "Whether or not a student gets his choice," according to Sadler, "depends on his schedule and the availability of cooperating teachers. They try to honor at least the first or second choice."

Secondary education students are placed in the metro area including Omaha, District 66, Council Bluffs, Ralston, Millard, Bellevue and local parochial schools.

To qualify for student teaching in primary education, applicants must complete two methods courses, have a 2.0 grade point average and 78 credit hours. Most students begin teaching in primary education during their junior year. They, like the secondary student teachers, receive five credit hours each semester, but it's not graded. Dr. Helen Howell, director of primary education student teaching, says, "This is because we thought it could relieve some of the pressure for grades. The student could then really concentrate on learning to teach."

According to Dr. Howell, the number of students allowed to teach is limited by the availability of faculty supervisors. Supervisors have from 8 to 20 student teachers to counsel, "and you can see 20 is quite a few." Student teachers meet with their supervisors once a month.

Dr. Howell believes that UNO's student teaching program is unique in placement. "Often other colleges just send a list of names to the school system, and they do the placing. Here we have individual placement considering personality, strengths, needs and the cooperating teacher. It's all done on a personalized basis."

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*Debbie Bartell*
CO-OP EDUCATION:
A SUCCESSFUL BRIDGE
BETWEEN CLASSROOM AND
EMPLOYMENT

"The main obstacles for many students are the passive roles they are forced to lead. Our educational philosophy all too often has been a philosophy of noninvolvement, nonrelevance, and also sadly limited emphasis on thinking. In the past, as today, competitive grades given for the regurgitation of factual information has been the proof and package of success."

THIS is becoming the attitude of many educators in today’s university life. One in particular is UNO’s Professor Robert Hunter, for the above quote is his.

Hunter is heading one of the newest and most popular education processes in education today, the cooperative education program.

In the formal sense, co-op education is a formalized sequence of educational enrichment which is developed through an integration of relevant classroom study and off-campus work experience. In reality, the program seeks coordinated and continuous employment in the community for student in his chosen career while at the same time earning academic credit.

Now teaching only six hours, Hunter is devoting more and more time to the co-op program. He has been placing students in the programs since last spring when he was teaching full-time in the Engineering College. The equivalent of four full-time people are expected to be working with Hunter this spring.

Hunter, who has a degree from the Lincoln campus, assumed the job as director after being associated as a consultant to business and industry and after working in the Nebraska Department of Economic Development.

Although cooperative education has been around since the 1920’s, its period of rapid growth has been within the last decade. Since 1960, when only approximately 70 colleges in the country conducted such programs, the number has more than doubled to almost 250 colleges and universities.

At the Omaha campus, more than 100 students are expected to enroll in the spring classes as the formal program begins.

For a student to enroll in the program he must have a 2.0 grade average and 25 credit hours. The program will work along the same lines as several internship programs now in operation at UNO. Students will sign up for courses titled Cooperative Education, either Co-op 270, Co-op 350 or Co-op 370.

Grading will be determined on an credit-no credit basis in consultation with job supervisors and expertise to be drawn from each department in the University.

A maximum of 12 hours can be earned in the program. Co-op 270 can be taken twice. The employment period has to be at least 15 weeks or a semester’s length. The 350 class is a seminar, with 270 as a requirement. Students earn two hours by meeting regularly for group discussions, student reports, and presentation by guest speakers. Co-op 370 is similar to 270, and is intended for juniors and seniors.

A student is expected to keep a log of his employment mobility through the semester, listing any movement vertically and horizontal that he has made, as well as important changes in his job responsi-
bilities. The student will at the end of the semester evaluate his work experiences. Other written reports and assignments given by major advisors will also be due during final exam week but any written work in addition to the work experience is expected to be kept to a minimum.

Since becoming director of Cooperative Education last spring, Hunter has conferred with over 120 area businesses and has generally received a favorable response. The only drawback on the part of several businesses is the current economic recession.

Businesses which are expected to participate heavily in the program are Northern Natural Gas, Northwestern Bell, the Corp of Engineers, the Internal Revenue Service and Nebraska Testing Laboratories. For both the Internal Revenue and the Corp of Engineers, a student must take a civil service exam and his placement will depend on his competence level.

Hunter stresses that the program is moving out of the technical field and is recruiting more social sciences and premed students. This will result in a wide diversity of jobs; anywhere from a job with the police department to television station KETV.

Policemen's tuition will be fully paid with law enforcement assistance funds and half of the firemen's tuition will be paid from city funds under existing arrangements.

For those students who are looking for work through the co-op office, their final placement is determined by the employer. Hunter stresses that the University doesn't tell the employers who they'll get. The Co-op office does all the screening of applicants, but the employer makes the final selection. Prior to the work semester, the student must have completely filled out and have signed by all parties concerned the Faculty-Student-Employer Agreement. The agreement lists the job duties and responsibilities and the educational objectives to be completed through the employment experiences.

The essence behind cooperative education is that classroom education can never hope to teach all the elements of knowledge required for a successful career in any profession. Practical on-the-job experience with successful professionals in the field is a necessary supplement to classroom instruction.

Since the high cost of education is a problem, most students must work part-time while attending classes in order to pay a portion of the cost of their education. UNO is no exception to this rule; more over, it is probably the prime example of the working student. But with certain exceptions, these part-time jobs are not related and have little relevance to the student's later career. The jobs also have little transfer value to the educational program of the students.

Cooperative Education at UNO is expected to become increasingly popular as students become aware of its benefits. Students will have opportunities to discover their strengths and weaknesses in relation to workers of all ages. And in many cases, the economics of an earned salary contributes to a student being able to continue his higher education.

Employment in an occupational field which is related to a student's academic studies enhances not only classroom studies but smooths the transition.

• Mike Casmon
THE STRUGGLE to oust the intercollegiate athletic program, particularly football, was put into full force early this fall with a proposal initiated by the departmental chairmen of the College of Arts and Sciences.

Dr. Harl Dalstrom, chairman of the Department of History, in introducing the resolution said:

"If we have an athletic program we ought to be assured that it will be a benefit to UNO and that it will serve as a point of real campus identity. But if we're not going to have those kinds of athletic programs and if their maintenance will be a financial burden and if they will take funds from what I consider to be the academic mission of the university — then we ought to terminate them."

Interim Chancellor Dr. John Blackwell appointed students Howard Borden, Steve Priesman, Kyleen Comis, Terry Bratten and Jim Tyler to the committee with Greg Kline serving as alternate.

Appointed by the University Senate to represent the faculty were Dr. Francis Hurst, professor of psychology; Dr. William Brown, professor of marketing and current chairman of the University Senate's Athletic Committee; Dr. Richard Overfield, associate professor of history; Dr. Richard Gibson, professor of civil engineering; and Dr. Charles Wilson, assistant professor of education.

Two administrative representatives were later added to the committee.

When asked why the committee was appointed, Blackwell replied, "Because information received from various sources indicated that an evaluation of intercollegiate athletic programs is necessary. The charge of this committee will be broad. The committee will not be restricted in its scope of study, nor in its area of recommendation. Such a study is not unique at this University as our programs are constantly being re-evaluated."

What was the information that caused Blackwell to ask for an investigation?

"Aside from immediate financial problems created by a very stringent budget, we have to look at intercollegiate athletics in terms of the long range development of the university. For example, we have here an obvious physical space problem. Now eventually, if this university is going to fulfill its objectives we'll have to resolve our space needs. The question of where do athletics fit into the space utilization pattern of the university in the future is a very important issue," Dalstrom said.

In defense of the athletic department, Coach Al Caniglia said, "Where our football field is eventually located on the master plan does not affect me one way or another as long as there is a football field in the master plan. I believe our present facility is inadequate for an intercollegiate program. We have no practice fields. I'm not only asking for practice fields on the basis of what football can do with them, but also from the standpoint that we have very limited space for intramural sports, physical education classes, and so forth. I don't feel that the sole criticism should be wide scale participation, but that the important factor is the contribution it makes to the students of this university."

According to Danny Powers, student senator and member of the student activities budget committee, $46,950 is being spent this year by students on intercollege athletics. Out of the $30 mandatory activity fee every full-time student pays each semester he attends classes, Powers said only $14 goes for actual student activities and out of this sum $2.33 goes to support intercollege athletics. This costs a student, on the average, 6 cents per game.
Coach Caniglia feels strongly that his budget is really an insignificant amount when the total UNO budget of some $13,000,000 annually is considered. "It's less than 1½ percent," said Caniglia, noting that when the OU-NU merger was being discussed, he was assured that the joining of the two campuses would alleviate such problems. Now, however, he notes different departments seem to be at each others' throats especially in the financial arena.

Despite the current financial plight of the campus, both students and faculty have criticized intercollegiate football at UNO in recent years due to poor game attendance and losing seasons.

The Maverick griddiers this fall finished their 10 game schedule with a 5-4-1 record, their best finish since 1967 when they chalked up a 7-3 record and won the Central Intercollegiate Conference title. During the '67 season, the UNO grid team established or tied no less than 40 offensive records to make it UNO's greatest offensive season.

In 1968 the UNO Indians won the CIC title despite a rather dismal 4-5 overall record. The team won only three contests in their '69 campaign and fared only a little better in during 4-5-1 season in '70.

People who tend to think football is dying on the UNO campus point to low attendance figures to justify their case. The formation of the investigating committee this fall brought additional spectators to UNO games, including Omaha Mayor Eugene Leahy and city employees.

You can't expect people to come to school on a scholarship if there is no guarantee that the sport will still be there," Tyler said.

"The resolution concerning the phasing out period was passed because it expressed the feeling of the committee at this point in the preliminary stage of our study. It does not guarantee that it will be the final recommendation. The athletic program would surely have had recruiting troubles if this resolution wasn't made," Overfield said in explaining the committee's stand.

What does a UNO-financed football scholarship actually pay for? Fullback Mike McGuire's case is probably a good example.

"I get $246 a semester to cover tuition and fees, $40 for books, and $7.50 each week during the season for lunch tickets. I feel that, considering the amount of time we put in, our scholarships are justified. Most football players play because they enjoy it and the scholarship is only help for most athletes to get an education," McGuire said.

In discussing the importance of football at UNO, students and campus leaders express mixed emotions. Student Body President Jim Zadina feels doing away with the football program wouldn't solve much of the universities' financial problem because the Unicameral would probably simply cut the money football is currently using from the university budget without shifting it to other programs.
Students interviewed including John Dall, Fabian Hayden, Gloria McCain, Jerry Kuhl, Jerry Pane, and Rastko Golubovic tend to agree with Zadina.

Fabian, a University Division freshman, said football "is necessary for both the players and students who attend UNO. We don't have enough activities on campus the way it is and if you take football away, campus activities will surely drop to a minimum," he said.

Former student senator John Windler, however, does not agree that football is a needed institution on campus.

"For the many athletes that are able to attend college due to an innate ability to play football, the dropping of the program would be tragic. But, to a college in such dire financial straits as UNO, the retention of an expensive program that is literally ignored by the people of Omaha is foolhardy at best," Windler said.

"In the final analysis, the only people who really do gain from UNO football is an occasional lucky opponent on the field and the many holders of football scholarships at UNO. The financial situation of this university may actually warrant the loss of these few scholarship students to other colleges in the area so that we may provide a firmer educational background for the other 13,000 students," Windler added.

"I don't think it's necessary, but none of these other activities are necessities either," said Freshman Cindy Hoese. "I'm very much for our football program and I feel that football is just as much or more a part of our campus as any other activity."

What do the Maverick players think about the proposal to drop football and the ensuing investigation into the program?

Willie Bob Johnson, defensive corner-back and punt return ace, objects to considerations into dropping football "because a very few people say it's no good." He feels they are only expressing "personal feelings" and if they "had a son or best friend on the playing field, then it would be a different story."

Quarterback Terry Stickles calls the proposal to drop intercollegiate football as being "inane and shallow in thought."

How does he support his statement?

"First of all, the sports program has and can be a substantial financial contribution to this university. People are becoming paranoid around here just because of a few losing seasons in football recently. What about all those years in a row when Coach Al's teams won the conference championship? People's memories play tricks with time. All we need is for the people to stick behind us, especially when the times are rough and I'll guarantee UNO sports will produce both good teams and financial successes. If the people will just stick behind us, we won't let them down," Stickles said.

If the future of UNO's football program hinges on increased student support, perhaps Coach Caniglia's suggestion that games be held at night when more of the students can attend should be given credence. Caniglia feels it is not "fair" to offer a student activity at a time when a large segment of the student body cannot participate.

"We have many programs on campus that are geared to gifted people and athletes are gifted people. In general, we must have a positive attitude on campus and have the students realize that athletics do make a contribution to the total educational scheme," Caniglia said.

It has now been nearly six months since Dalstrom made his controversial proposal to drop intercollegiate football. In looking back, Dalstrom feels "much more heat than light has been shed on his original motion." He concedes there are many ways in which athletics can play a positive role but says he merely advocates looking at athletics as he does the academic programs.

"We should do those things at the University which we can do right and which are beneficial to UNO's students," Dalstrom concluded.

• Dave Neuroth
REGISTER here for Community Service Courses. Students may notice this sign pointing to the rear library entrance during the helter-skelter moments of open registration. But chances are that, while battling for their own classes, they'll quickly forget the sign was ever there.

"Most regular students on the campus don't understand the Community Services Program," according to Thomas E. Moore, director of the Division of Community Services of the College of Continuing Studies. "Those who seem to know anything just know they are non-credit and seem to think they are rinky-dink, nothing courses," he said.

What students don't realize is that the Community Services program, though consisting of non-credit courses, is one which offers a myriad of potential learning experiences. Any subject which interests a group of persons or which a prospective teacher is willing to teach is possible content for a Community Services course.

"Of course we like to think each course will interest a respectable number of persons," said Moore, "but we can't be certain until after registration."

There are two basic forms of courses offered: the short course and the workshop or conference.

The short courses come in the greatest variety. They ranged last fall from 4 to 14 weeks scheduled throughout the semester and varied in cost from $10 to $100 per course.

The subject matter differed just as greatly. Accounting, Dynamics of Leadership, Gourmet Cooking, Vocabulary Enrichment, Law for Women, and Photographic Techniques were just some of the courses offered.

Workshops or conferences are usually scheduled at the request of a group or organization associates with business, industry or labor. One example, scheduled for this spring, is the Executive Development Program for Parks and Recreation Personnel (EXPRO). This particular program, designed for those involved in recreation management, covers such areas as leadership, decision-making, communications, as well as the legal implications of recreational management.

The eight-member faculty conducting the workshop are mostly full-time professors on the UNO campus. Of the two who are not, one is the assistant dean of the Business College at UNL and another is a second vice-president of the Omaha National Bank.

A good number of the short courses meet in the Conference Center classrooms. Exceptions to this rule exist when extra facilities are needed such as a kitchen for the Gourmet Cooking class or soldering equipment in the Jewelry Construction Class.

The desk-chairs in the Conference Center are more comfortable than the ones in most UNO classrooms. The average Community Service student appears to be about ten years older than the regular student. The atmosphere in the classrooms seems a bit more serious than in a good number of the credit classes.

The most significant observation may be the last. Those adults enrolled in the Community Services program are extremely interested in the courses in which they are enrolled. Of thirty students

Bernard Schimmel instructs his Gourmet Cooking class on the types of wine which should be served with roast duck.
‘... through the program students can spend as much time as they want on a course without fear of grades.’

questioned in six different classes, each expressed a deep concern that he continue his formal education. All concurred that through this program students can spend as much time as they want on a course without fear of grades.

Most courses have assigned homework which is neither mandatory nor graded—it’s simply a learning tool.

Another interesting point is the flexibility of each short course. The content of the course, though determined by the teacher is usually flexible to the needs of the students, their interests, and their questions. Because there are no stringent standards set up by a department or by some other body, the instructors can afford to be flexible.

Imagine feasting on duckling roasted in wine and all the trimmings in a class. Twenty ladies did just that last fall in their Gourmet Cooking class.

This class had the longest waiting list of any offered last term. The instructor was Bernard Schimmel, gourmet cook and former part owner on the Schimmel Inn and the old Blackstone Hotel. He describes his class as a “blend of old world and modern day artistry in food preparation.”

Law for Women was offered twice. Dr. Frank Forbes, a UNO professor of business law, instructed the class early in the semester. Omaha attorney Patrick Cooney taught the course at night. Both time slots offered a simple and practical look at wills, family rights, real estate, court procedures, and so on.

Members of a class entitled Producing Ideas to Manage Change spent several class periods planning the salvation of an imaginary but bankrupt Omaha restaurant. Instructor Eugene S. Thomas, presently a management consultant, led the class with the idea that “there is a daily demand to create ideas and a constant urgency for change.”

Besides the fact that they want to learn, the students enroll in these classes for various other reasons. Miss Rose Ann Ira was a student in Thomas’ class. As an employee of the Douglas County Welfare Administration she explained, “Where else could we use some creative ideas?” She further explained that she was interested in improving the creative power of her mind in general.

Mrs. Kathleen Grossman learned of the classes from the “Community Service Courses” pamphlet her husband brought home from the university. The couple just moved here from Denver and Mrs. Grossman’s husband attends UNO full-time with hopes of going to law school. By attending this class she hoped to “gain a small understanding about some of the things her husband is studying.”

Two members of Jewelry Construction (a small class of only six) were Herman

Management consultant Eugene Thomas discusses means of saving an imaginary bankrupted restaurant in Producing Ideas to Manage Change.
'... over a dozen new programs and short courses a year in an effort to fill the educational gap ...'

Robert F. Walker presents a class on systems writing in Systems and Procedures.

Heise and Miss Margaret Peterson. Heise, a chaplain at Immanuel Hospital, "always wanted to take a jewelry course." Miss Peterson is a psychiatrist at the University Medical Center. "I always tell my patients to do something they like," she said, "and I thought I should take some of my own advice."

Reduced fees for the classes are offered for groups, retired persons and families. Mrs. Carl Coordes thought that Law for Women sounded interesting and she could only take it at night. Due to the reputation of UNO's parking problem combined with the fact that the class wouldn't be dismissed until 9:00 p.m., Carl Coordes enrolled with his wife at a reduced fee and held the distinction of being the only male in the class.

Community Services Director Moore has been working with the program for eight years. He cited two ways a Community Service Course comes into being. The first, and the most common, is when a would-be instructor comes to a department head at the university offering to teach a non-credit course in that particular field.

These people are then recommended to Moore's office and the course is accepted if considered feasible.

An interesting example was in 1964 when a man came to the university and offered to teach a karate class without credit. The class was offered and the response was so great that they were unable to accommodate all those who wished to enroll. "The instructor then went out and opened a chain of karate schools," Moore said.

The second way a course is incorporated into the curriculum is by way of suggestion. A business firm or a group of former students may suggest a certain type of course and then the Community Services staff seeks out an instructor and offers the course.

Not all the courses are successful ... or even hold one class meeting. Basic Macrame was one such course. In order to pay for itself, the fee charged was $25 (the fee included instructor's salary and pamphlet printing and mailing costs). It was discovered after lack of response that the YWCA offered a similar course for much less.

Moore estimates that the Community Services Division offers over a dozen new programs and short courses a year in an effort to fill the educational gap for "those who might never add to their formal education due to the expense and confusion of enrolling in regular university courses."
CIVIC-CULTURAL SCENE NOW INCLUDES THE UNIVERSITY

An important part of a university's role is its cooperation with the community. It is neither culturally or financially feasible for today's university to be an isolated institution. The situation is no different with UNO.

Gradually UNO is becoming more and more involved with the community in several areas. One of these is the arts. The opportunities are there, but unfortunately, they are not always seized by the public. In the area of the arts — that is, in the traditional sense of music and art, UNO is slowly expanding its role.

On campus, the College of Continuing Studies has been active in promoting cooperation between UNO and the arts community. CCS Dean William T. Utley has always been interested in the arts. Last year, part of the funds from the budget for cultural activities were used to aid Joslyn Art Museum in bringing the "Civilisation" series to Omaha. The series, which traced man's cultural growth through the ages, was free to students.

"The Civilisation series was a marvellous opportunity for the community and the University," said Utley. "CCS sponsored it mostly because we felt this type of entertainment would appeal to an older audience. Of course it was open to all students."

Peter Hill, chairman of the Art Department, felt that much more should be happening in relation with the university's art program and the community, particularly Joslyn. "We do help them sponsor shows. We used to have our senior thesis shows at Joslyn, along with faculty shows, but we can't anymore. Our department has, I feel, always tried to work with the community.

The University is now contributing money to Joslyn. It is the obvious place in town," said Hill. "The Regents gave money to the department to get out in the community and support and strengthen the arts — so we are through Joslyn."

UNO gave Joslyn a grant for their 40th anniversary exhibit, Art of the Thirties. Sheryl Hronek, information director for Joslyn, said UNO's funds helped to sponsor the symposium which brought artists and experts to Joslyn to discuss the exhibit. "The symposium was attended by about 1,000 students," she said. "We had students from Kansas, Missouri, Nebraska, Iowa, and South Dakota."

The Joslyn has also, in the past, held one man shows. The last one for a UNO faculty member was a Sidney Buchanann show in 1967. The Joslyn's Family Day has also brought response from UNO faculty members. The event co-sponsored by Joslyn Women's Association and the Junior League of Omaha exhibited demonstrations of various techniques and skills. Several UNO faculty members offered their time to this program.

The art department also sponsored a film series that is free to the public. The films were obtained from The Museum of Modern Art and were picked by a faculty and student group.

The series included oldies like the Marx Brothers "Duck Soup," Laurel and Hardy's "Two Tars" and "Big Business," and "Million Dollar Legs" with W. C. Fields and Jack Oakie. They are appealing to the current wave of nostalgia which is gaining popularity. The series ran from Sept. 24 to Dec. 10.

Another area which attempts to draw the community in closer contact with UNO is music. Again it would appear UNO is making most of the first moves.

The director of choral organizations at UNO, John Bohrer, takes his choral groups to the patrons of Omaha. "We have taken our group all over — we have performed at the Annual Chamber of Music.
Among other assorted cultural activities, Joslyn Art Museum has brought 'Civilisation' to the people of Omaha.

Commerce Banquet, the Kiwanis Club's 50th Anniversary, the Optimists Club, the Rotary, the Omaha Symphony Guild, the NSEA, and the Twentieth Century Club — we try to be available to as many people as we can," he said.

Bohrer also has conducted at the All-City Music Festival and the Catholic Music Festival. "We have now added vocal music to the commencement program which extends our influence to about 10,000 people," said Bohrer. There also are choir concerts for the public held in the evenings.

The vocal music department also is cooperating this year with the Omaha Opera Company. Publicity and Public Relations Director Roslyn Rimmerman, said "There is a joint project this year called The Young Peoples' Opera Previews. We are sending selected chorus members into the schools. This program will increase the awareness of the public for the opera.

"This is the only professional opera company in Nebraska. Our audiences come from South Dakota, Minnesota, Kansas, and Iowa. There is a professional atmosphere in the company we feel is important. People in the chorus and the singers are paid by the rehearsal and the performance," said Rimmerman.

Several UNO voice students participate in the opera. "This is one of the few opportunities for voice students to study in a professional setting, not just working with professional students. The professional knows the role, and has performed it many times," she said.

This year's operas are Rigoletto, to be performed Feb. 18 and 19, and Tales of Hoffman, April 28 and 29. The company also holds a matinee for public school students.

Also this year, students from both the Omaha and the Lincoln campus may take a non-credit course at UNO called the Opera Chorus Workshop. In charge of the workshop is John Bohrer. Bohrer says, however, "We are still in the process of determining what UNO's role will be in the opera." This program could be especially valuable because UNO's opera program was dropped last year.

In the area of instrumental music, one of the more established programs of university-community cooperation is working.

This is the Town and Gown Orchestra, under the direction of Kermit Peters. Of the 60 orchestra members about 30 are townspeople. The orchestra gives concerts in December, March, and May, and three concerts in the summer.

Peters says "We are not getting enough people involved. We would like to get more adults. As it is the ones involved are people who know someone who knows someone who knows someone. We have a couple of lawyers, several music teachers and several public school music teachers in our orchestra." The orchestra, which is not paid, rehearses once a week.

"The orchestra is involved in musicals and opera but is not getting enough credit. We are not noticed if we do well but we are the first thing noticed if we don't do so well. We are a vital part, but not as obvious.

"The orchestra is an excellent opportunity for students. The good size of the orchestra allows our students to do the things they need," Peters said.

It appears that the university is making the effort to become involved in the arts of Omaha. The effort cannot be effective without an effort on the community's part. Although things are not as good as they could be, they are improving.

Sue Peterson
The Student Senate Loses The Battle For
SELF-DETERMINATION

I can understand the Regent's concern about punishing the local chapter after having received a statement from them. But the national organization has not cleared their stand on this issue and the fact of the National's influence cannot be denied. The whole problem began with national influence.

Student President Jim Zadina

In September the Student Senate censured the Board of Regents in action resulting from the Regent's decision to allow the local Zeta Delta chapter of Chi Omega sorority to remain on campus.

The first hint of any future trouble occurred last spring when Chi Omega's ex-President Carol Gould sent a letter to the Dean of Student Personnel Don Pflasterer. In this letter Carol asked that she no longer be held responsible for a statement she signed earlier as president indicating the local chapter did not discriminate on the basis of racial or ethnic grounds. This statement is required in compliance with the U.N. Board of Regent's policy.

When Miss Gould was later questioned for a more specific statement she sent a second letter; this time to then President Kirk Naylor. This letter made the following disclosures:

"February 7, 1971 I became aware that Chi Omega does discriminate on racial grounds. Miss Linda MacIntosh, a national visitor for Chi Omega, came to Zeta Delta the first week in February. At a special meeting held Feb. 7, she discussed Chi Omega's principles. Active Chi Omegas and Zeta Delta's advisers were present. Several questions were raised and she made replies. An active asked what would result if Zeta Delta pledged and initiated a black girl. Miss MacIntosh stated if we understood Chi Omega, we would know the outcome since Chi Omega is a truly national organization and a pledge must be acceptable to the majority of Chi Omegas nationwide.

Therefore, pledging and initiating a black girl would be impossible, since she would not be accepted by the majority. The chapter would loose its national affiliation.

Another active member said she would never have pledged had she known the policy and results. Miss MacIntosh replied that all rushees should be told of the policies. We then wondered if this is to be publicized, why it is not written in the constitution. She commented that some chapters must file their constitution with their universities, and therefore it would become public knowledge."

"Miss MacIntosh called for a vote of support for Chi Omega with this new understanding of principles. I was asked to leave the room as I had graduated in January and was no longer an active member. The majority of the members approved the national policies."

"One member resigned the following week. Three others deactivated within six weeks.

"Before the meeting began Miss MacIntosh told us not to discuss this outside of the chapter since it was Chi Omega business. I broke the promise because I now believe this is not only a Chi Omega concern, but affects the entire university community."

- Carol Gould
Former President Chi Omega
‘Chi Omega is going nowhere but up’

— Mary Jochim

The Chi Omega Investigating Committee was established soon after the Student Senate passed a resolution proposing it on April 1. Naylor appointed three UNO administrators to the committee. Five students were also approved for membership on the committee.

The committee met in closed session to hear both sides of the story. Mary Jochim, current president of the local chapter, testified on behalf of the active members. Other members who had resigned from the sorority also testified.

Before the committee’s final decision was made numerous attempts were made by Naylor to give the national sorority a chance to define its membership policy by letter. Each reply from Chi Omega was evasive in answering the specific questions asked of them.

On July 22 the Chi Omega Investigating Committee came to its final conclusion. In correspondence to Naylor they wrote: “After carefully and patiently weighing the evidence in this case we feel there is no other course but that the University immediately cease to recognize the Zeta Delta chapter of Chi Omega.”

Naylor accepted the committee’s report, but after a week’s deliberation left the final decision on Chi Omega’s status up to the Board of Regents. They decided in August to allow the sorority to remain on campus. The Regent’s decision was the result of a positive indication from the actives and alumni of the local chapter that they had never discriminated and would not do so in the future.

The Student Senate censured the Regents for their inaction. Graduate Senator Fred Adams, the initiator of the senate’s resolution, stated “By acting in this manner the entire University of Nebraska system has shown its allegiances are with the white students rather than with equality.”

Black Studies Department Chairman Milton White commented on the situation by stating: “Negroes are interested in joining white fraternal organizations; Blacks are not. Blacks are trying very hard to evolve their own black value system. We are interested in things pertaining to our own experience.”

Senior Mary Pusateri attended the meeting on February 7, even though her interest as an active Chi Omega was waning. “I have stopped my activity because of the national’s policies and because the confining thinking of the sorority restricted my art major in school. I do not believe the girls in the local chapter are racists. They only wanted to keep their status with the national sorority,” Mary said. “The only positive thing I gained from being a member was meeting good people,” Mary said, noting she considers Carol Gould one of the really nice persons she met through Chi Omega.

Karen Hanna was also an active member in attendance at the meeting on Feb. 7. “I was a member for three and a half years but that meeting bothered me enough to quit. It is my personal belief they could not have a black girl in the sorority and remain affiliated with the national,” Karen said.
'Negroes are interested in joining white fraternal organizations;
Blacks are not'

-- Milton White

Assistant Dean of Student Personnel Barbara Coffey was a member of the Chi Omega Investigating Committee. She believes the committee had little recourse when the national sorority would give no clear cut definition of its policy regarding the selection of members. Mrs. Coffey thinks it is unfortunate that this put the local chapter in a bad position.

In her opinion the four girls who de-activated were progressive. "I believe that mitigating circumstances made it difficult for the other members to make a change at their young age," said Mrs. Coffey. "The national sorority's policy has never been adequately defined to my satisfaction and the national sorority left me with the feeling that they would prefer to discriminate on the basis of race and religion," Mrs. Coffey said, noting the burden of the University's policy falls on the local chapter."

Mary Jochim is the current president of the Chi Omega chapter, replacing Carol Gould. Mary said "the past spring and summer semester's controversy has been an educational experience." In reference to the meeting on Feb. 7 she remembers no specific question directed to Miss Macintosh on pledging a black girl. She further added it is difficult to speak of something that occurred nine months ago. "We felt the final decision on our status rested with the Board of Regents," Mary said.

She said she would have "no qualms about pledging a black girl if she met the requirements." These requirements include good grades, a good reputation, a desire for a higher education, and the financial ability to pay the dues. The dues are $12.50 per month for actives. There is also a $20 pledge fee and a one time initiation fee of $98.87. This money goes for social get togethers and charities at Easter and Christmas. The money also goes toward Chi O's off campus housing fund. Mary describes their suite as "just a place where we can get together informally away from the metal chairs and blank rooms of the student center."

Mary has "the utmost respect for Chi Omega National. Their record speaks highly of them as a fraternal organization. Chi Omega is going nowhere but up," Mary said.

* Ross Barger
Dedicated to the University’s Best Presidents
Daniel Jenkins
1908-1926
“This is the beginning of a great adventure.”
James E. Sealock
1932-1935
“It’ll all be the same 100 years from now.”

O BEGINS the first Teacher Evaluation — one of the most unique and least understood publications of UNO in 1971. Unique because one man did most of the work on it, it came out too late to aid registration, few people have picked it up, and least understood because those who have seen it find it hard to understand.

Teacher evaluations began being done formally at Harvard University in 1928. The Municipal University of Omaha had one in 1937, but it was met with great disapproval by the faculty who suggested students ought to evaluate the administration instead. They still have not done that, though, and never had another evaluation of teachers until 1971.

Locally, University of Nebraska at Lincoln has had three years of evaluations. Creighton has done it three times, and Peru and Kearney State Colleges are planning their first this year.

The UNO Student Government Teacher Evaluation, as it is formally called, began its development in two places. During last spring’s Student Senate election campaign, Jim Zadina and Greg Knudsen promised in their platform that if elected President and Vice-President, they would set up a teacher evaluation system. They were, and they did.

At about the same time, another student, Terry White, published his own newspaper, the Getaway, a take-off on the university’s twice-weekly Gateway. In it, he put his own teacher evaluations. The paper had only a few issues; it was free to the students but expensive for the publisher.

Shortly after the election, Zadina named White as head of the Teacher Evaluation committee. Unfortunately, he ended up being the entire committee. It was finals time, being only one and a half months off, and no one had time to serve on the committee, according to White. He finally received some help from Gil Uhler, Mary Wees, the Computer Center, and Ted Armfield, but White made this his pet project and did most of the work himself.

The sixteen questions on the evaluation were borrowed almost verbatim from Creighton’s. Each instructor was asked to pass out the questions and IBM answer sheets to each student in their classes. Most teachers were apprehensive according to Zadina because they were afraid of editorial comments from the committee, but most went along with it anyway, most frequently by not enthusiastically devoting classtime to the evaluation.

Students, as a result, showed little enthusiasm in participating in it. No one really was certain of what was going on.

At the time the evaluation was issued, the controversy over the so-called “merit evaluations” was raging. The administration had its own evaluation which was to be used as basis for merit pay raises and was highly protested by the faculty’s union.

So, with a difficult start, White began compiling the figures. As the deadline approached, he debated with Zadina over the title of the publication. Due to this, the evaluation came out after the last day of regular registration.

At a cost of over $250 for printing and
'Few picked them up, and most who did could not understand them.'

computer center fees, the teacher evaluation proved to be a "white elephant" around the UNO community. Enough copies were printed for all students, faculty members, and administrators but were distributed indirectly to all by tables in the student center stacked with the booklets.

Few people picked them up, and most who did could not understand them. And no one seemed to know who to ask to get an explanation of them. Both White and Zadina said few asked them about it. Confusion was nearly unanimous.

White said most persons did not realize that question thirteen, "Considering everything, how would you rate this teacher?", was the most important one to look at in interpreting the results. It rated the teacher from "Excellent" to "Very Bad," and one must see how many votes the teacher received in each column to really see how they fared.

Among some of the highest rated courses and teachers were Economics 522, Keith Turner, 100% A (Excellent); Sue Simmons, Fundamentals of Speech I, 100% A; and Ralph Wardle, Literature of the Romantic Period, 88.45% A, 16.67% B (Very Good)

White pointed out that several teachers did not turn in the answers and many had only a few students who answered the questions. This, together with the fact that the Biology Department refused to participate made comparisons between courses and evaluations of teachers difficult.

The biology teachers refused to the man to participate in the evaluation. Due to this, White included on the back page a suggestion that no one take Biology 101 in the Fall 1971 semester. He said that there are six instructors to 800 students, poor quality tapes in the labs, and a heavy work load, making it one of the most criticized classes on campus. White said that when he talked to the Biology Department, he got the impression that there was one sensitive man on the faculty, who worried the department head Paul Prior since he feared evaluation by the students might jeopardize his job.

With the suggestion not to take that course, White gave the impression that the publication was to be used by students prior to registration to decide which teachers and courses they may or may not want. But the evaluation did not appear until after registration. So, the only evaluations one could use were the Greeks' and the bootstrappers', for use only by their members.

For this Spring's evaluation, Zadina has appointed Reanne Rule as director of a joint student-faculty committee set up by Dean of Academic Affairs William Gaines.

Zadina said plans include a new set of questions and letters sent to each faculty member asking if he would object to publication of data about himself.

So if the Teacher Evaluation of Spring 1971 did not live up to its goals, perhaps its rebirth this spring's will be better understood, better accepted, more complete, and published before registration and with enough publicity so that the whole university community will feel its money is well spent.  

Terry White, chairman of the Teacher Evaluation committee last spring, made the evaluation his pet project and did most of the work himself.

Terry White, chairman of the Teacher Evaluation committee last spring, made the evaluation his pet project and did most of the work himself.
THERE he was, about twenty years old, lying on the brownning grass of the Pep Bowl behind the library. His head was propped uncomfortably on three textbooks. His clothes were shabby, but that's the fad and lots of people wear patched jeans, work shirts, and wornout combat boots. He had on an old fatigue shirt with a blue "Follow Me" patch on the shoulder. That was the only color in his drab appearance. His hair was gnarled and bedraggled. It seemed to blend in with the grass which was dying in the autumn weather.

Students rushed along the sidewalk, not three feet from where he was lying. "Did you hear about...?" "That test was a..." "Look at those..." Two professors walked by. "We're just going to have to find a way to cover that ten per cent budget cut..."

No one saw him lying on the ground there like a cipher on the grass. But more important, he didn't see them either.

He was ripped — smashed — zonked. He was in a drugged stupor and no one noticed or cared. Nobody called for a doctor or for help. The world rushed by intent on its own selfish purposes. Besides, drugs don't happen here — they happen somewhere else.

UNO's silent indifference to drugs borders on apathy.

Are drugs on campus? The majority of the students say there are, but no one really knows in what quantity. They're just here. Some say 10 per cent of the students are using drugs, others say 75 per cent have tried drugs. A regular user says 50 per cent of the students at UNO use drugs, most of the time on weekends. Occasionally a wide-eyed ingenue will say, "Gee, I didn't know anyone used drugs at school."

It is simple to ignore the drugs on campus. There are no dormitories for students to nest in and, so, the drugs go home with the students at night when classes are over. Dr. Gale B. Oleson, director of student counseling, says, "It's easy for the school to pass off drugs as not a campus problem because most drug use is off campus at places of the students' own choosing."

But all anyone has to do is go to a rock concert or other events on campus to smell "pot" burning and to see students cupping their hands around a joint so that none of the expensive smoke is lost as it is passed around. And if you look hard, you'll see someone "snort crank" or drop a pill.

There is no social stigma attached to using drugs. Diane — summed it up for everyone, "I don't use grass or speed or any of that junk. But I have a lot of friends who do at parties and other places. It doesn't bother me to be around the stuff. I'd never tell on them."

DRUGS at college parties are as acceptable as booze at cocktail parties.

Captain Ray Flick of Campus Security says, "The student center is the logical place for drugs to be passed around. There's no one there to detect them.

"Someone should probably be checking certain campus areas for drugs," Captain Flick admits, but adds, "the campus police receive little or no training in drug control, and only a brief description of their effects." He says the campus police have no authority to handle drug cases and "if we see someone pushing or using drugs, we try to detain him until the city police come."

Would the campus police recognize someone crashing on drugs? "I might," Flick says, "but it's doubtful."

Campus physician, Dr. Edward Smith, says that he isn't aware of any drugs on
campus. "I have never knowingly treated anyone for misuse of drugs."

A regular drug user says, "Nobody would ever go to anyone in the administration for help, man. Once they have your name, they'll get you bounced out of school eventually." This is the attitude of most students - don't trust the administration. Dr. Oleson's counseling office has an "open door" policy to provide help to students with all communication handled as privileged. However, like so many other programs at UNO, this program is hardly known by anyone on campus.

A myth that must be dispelled is that all long-hairs are users and all short-hairs are straight. You can't tell a pot head, speed freak, or acid dropper by the clothes he wears or the length of his hair. Rumor has it that drugs run the full spectrum of the campus social strata, and no social caste is above reproach.

Why do students use drugs? Most say "It's just plain fun." ... "It loosens me up and makes me more sociable." ... "It's better than booze." This is not to say that there has been a mass exodus from the boozy world of alcohol at UNO, but there is indication that it no longer reigns supreme as the "king of relaxers."

Some students use drugs for other reasons. One said, "I don't know ... I guess I'm afraid of tomorrow, the war, and things like that." Another student who claims to be carrying a 3.8 scholastic average said, "I doubt that I can change anything anyway, and if I can open up, be more creative, and love everybody ... what the hell?"

Not everyone who tries drugs likes them. "It's a drag." "I don't like being out of control of myself." And there are a lot of students who don't ever try them and don't intend to. But still no one really cares that drugs are here.

The altruistic people at a pot party are more innocuous than their counterparts at a cocktail party. Drugs are essentially a private affair, taking place in someone's home or apartment with a few friends - some in tie-dye shirts and jeans, others in sports clothes. Posters decorate the walls - "Pigs are Beautiful." "The Last Supper" with a hoagie sandwich running the full length of the table. Ecology was the cause for that week and tin cans were stacked in corners, waiting to be recycled.

There is nothing secretive or mysterious about a pot party, nor is marijuana the only drug usually used. Beer and cheap wine are always available to quench the tremendous thirst caused by smoking pot. And there are "drinks" for those who don't use drugs and who do.

With the party ready to begin, the lights are dimmed and the music turned up. Everyone sits close to one another so that the burning "j" can be passed from person to person. A novice inhales and chokes, she gasps for air, and everyone laughs. But she tries again. As people get stoned, the party gets quieter. "Listen to that music." "I'm starting to space out." "I'm really ripped." Soon people are lying on the floor, half asleep, while others talk in intimate little conversations. "Hey, got any more stuff." "Man, am I starved."

But UNO doesn't have a recognized drug problem, it just has students that use drugs. As Dr. George W. Barger, chairman of the Sociology Department, says, "A social problem does not exist in society until that society, itself, says it is a problem."

For now at UNO it seems the drug generation is telling the alcohol generation, and with some impunity - "You take your poison, and we'll take ours."

- Tim Bowring

161
Rule of Thumb Gives Direction

HAVE you ever picked up a hitchhiker lugging a stack of books on Dodge St. heading west for UNO? For the hundreds of students who stand out on Dodge daily, till the chill turns thumbs blue, hail to you! UNO students rely heavily on the merciful saints of transportation for a ride to school.

So far it has been fairly easy to hitch a ride on Omaha’s major thoroughfare. Most hitchers agree they haven’t had to linger more than five or ten minutes by the curb before a ride appears.

For the return home trip, many of the thumbers interviewed said it’s much more difficult. But standing on 62nd and Dodge helps to provide the needed ride.

Numerous students use our city transit system for a way to school. So why don’t the hitchers follow suit? With books and tuition at the prices they are, a bus expense isn’t needed.

Oftentimes, the buses seem to have a rough task getting their hind wheels out of the downtown depot. The thumb can find a quick ride without having to carry exact change.

Some sadist may ask: “Why don’t you walk or jog to school for your daily exercise?” There are those who hate to get up an hour or so early for class and sweat their way to class. Then they find their legs too sore to move between classes. Even those capable of such exertion would rather bum a ride.

Hitchhikers range anywhere from freaks to straights, freshmen to graduate students, political science majors to physical education majors, to no major at all. Nearly all the curbside beggars are guys. No matter how feverishly a driver scans the curbs he will rarely spot a feminine thumb. What a pity.

Many girls are wasting their money on busing when an instant free ride would be available with only the lifting of a thumb and a bending of a knee. Male motorists are fighting to become a female hiker’s charioteer. One driver said: “If I had the chance to choose between giving a guy a lift, or a girl the guy would come in a distant second. I mean, well, you know how it is.”

Interviewing these curbside cuties is difficult. Business is so good for them!

The greatest number of hitchers are those students who don’t have a car to drive. The thumber may not own a car or he can’t use the family bus.

Whatever the excuse the road-side route is taken. One enraged gent was forced to hitchhike for a few days while a dent in his new car was being fixed, because someone had rammed his car door while he was carefully parked in one of the UNO lots.

A large number of students are leaving their cars at home. One hitcher started thumbing at 40th and Dodge at 8:22 when he had a class at 8:30. The guy who picked him up happened to be in his first class. With eight minutes to drive to school, find a parking place and make it to class on time, the pressure was on. After dropping his passenger off, he proceeded to look for a spot to park, while the hitcher made it to class on time. Twenty minutes later the driver stumbled into class completely frustrated, complaining that he was still illegally parked.

Assorted gimmicks have been mastered by hitchhikers to attract a sympathetic driver. The easiest way is to hold text books in the extended arm, then stare at a wrist watch on the other arm.

A convincing limp sometimes works. One person appeared to be in a hurry by striding along the gutters and curbs with his back to traffic and his thumb waving in the air, reminiscent of the torch carrier in the olympics. Some thumbers will just lean against a pole, while the real tired ones sit on a fire hydrant.

If none of these methods work one can always lie down in the middle of the lane and hope and pray someone will stop.

If you asked every motorist why they picked you up, most would say: “I used to hitchhike myself,” or “I know how hard it is to get a ride, nowadays,” or “I didn’t want you to be late for classes” or “It’s too cold to stand out there,” or “I thought you were someone I knew.”

During the journey to the university the driver and passenger may discuss the weather, the parking problem, or each other’s most hated instructors. But, most of the time the conversation may go something like this: “Yuh heading for the university?” – “Yeah.” “Here we are.” – “Thanks.” Sparse communication like this seems to occur on Monday mornings.

It’s possible to gain a ride from some rather strange drivers with key lines such as: “I’ve got an hour to waste. Do you want to drive around for awhile?” or “Do you want to have fun . . . with each other?” In such circumstances bailing-out is practiced. Geronimo!

A serious problem faces all hitchhikers during cold weather. That favorite spot he always thumbed from may be snowed under. A motorist who would usually give you a ride might not want to stop in the ice and snow and risk an accident.

Does this mean all the hitchhikers will give up in their fight against nature and disappear until the spring? No! Hold that exact change for a while, however.

Some drivers with compassionate hearts won’t be able to stand the sight of a fellow human suffering in the cold. These motorists might go out of their way to retrieve your stiff body from the frigid outside. A merciful gesture like that is as welcome to a hitchhiker as a boat is to a marooned sailor.

What if all those students now hiking would drive out to school? Easy! The parking problem would get worse.

The advantages of hitchhiking are innumerable. And as long as the motorists continue to support the thumb, thumbing will thrive forever.

Vince Smith
THE STUDENT had an eight-thirty class. He could still taste the beer and peanut butter breakfast as he grabbed his Euclidian Thought text and ran out the door. He pumped it for the corner, only to hear that familiar rumbling mixed with a high pitched whine as an elephantine structure with “Broski sells fence” empaneled on it slid out of sight over the hill.

He'd missed the bus... the good old yellowish orange and silver OTC.

That's one of the problems of taking an Omaha Transit Company bus to UNO... it gets there, whether you're on it or not. But there are advantages. Once you're at UNO, you don't have to chip away at curves with your massive rear tires as you try to wheel into parking stalls... it's sort of like having a disposable car, and it's more exciting to ride.

Buses are beautiful, but not very many people feel that way, at least not the people this reporter talked to about what they thought of the strange bedfellows: OTC and UNO.

"It stinks" was the exact comment of two bus bench warmers, both of them beautiful girls. Freshwoman Carol Evans elaborated: "It's just a shoddy system." She said she had a class that ended at 3:20, so she had to wait for the 4:00 bus.

"That is really bad. You're going to freeze in the winter."

The other "stinky" evaluator felt "half of the bus drivers can't drive." Unfortunately, this reporter had to make a dash for the bus before the young lady's name and classification could be obtained.

Another girl preferred to remain anonymous, but also said "the bus drivers are terrible.""Lousy" was her term for the bus service in general.

The term "terrible" was used to describe the bus system in general by sophomore Gina Lombardo. "The rates are pretty ridiculous." She complained about the waiting after a 3:20 class, too.

Freshman Jim Kelley agreed that the rates were "pretty expensive," but "I don't take the bus too much."

Other people aren't as fortunate (or unfortunate, depending on your view). Barbara Wasko, junior, said "I hate it. I ride the bus all the time. I wait and wait and wait and wait and wait. It's expensive. They have bad bus drivers."

When she heard the monetarily magic word "expensive," Freshman Nancy Popek suggested "put it down twice." She continued, "it takes a long time to get where you want to go."

William McCain, sophomore, said "Every once in a while it'll come late. One day he'll speed, the next day he goes slow. The driver gets kind of cranky... gets kind of smart. He needs us, we don't need him."

But there is one driver junior Jan Fernley likes, though most of them "act like they could care less when you get on the bus." She said they pull up "right in the middle of the street."

A freshman with the political name of Dave Nixon said the driving was "all right. Some stop a little bit harder than the others." Unlike many of the others, he said "for me, it's quite economical. I take it downtown to work, take it home."
Though Pat O'Malley, sophomore, didn't consider bus riding a thrill, he said it was "one way to get from a point to another point ... I don't ride it that often."

Freshman Rodney Smith commented that "it's all right if you don't have to wait too long. When you're downtown it seems like they come every 15 to 20 minutes." But he did feel "students should have to pay half fare. Older people, I feel sorry for them. When OTC needs more money, they have to boost the fares up. That's a strain." He felt the drivers were "all right."

"I usually drive, but my car's busted," said sophomore John Lane. "The prices are too high ... 45 cents (includes $5 transfer) is just too much. The driving isn't bad. The waiting? It's all right, but I think the routes are bad."

Lane lives in South Omaha and must take a No. 9 and a No. 2 bus. "You could do better walking. I try to avoid taking a bus."

Oh the fun he's missing! Buses are very interesting creatures. There are two main varieties: rather new and rather old.

The old buses are easily distinguishable by the square windows and small front windshield. Sitting on these buses can be dangerous, as each seat has a metal bar upholstered in it dividing the bench into two portions.

The older buses generally have green metal running along the sides of the bus at bench level. Though the buses don't have air conditioning, the square windows push up and a rider can stick his arm out and enjoy the breeze without the driver coming back and commanding "shut that there window!"

Many of the old buses have two big panels for the rear doors and a spacious stair area. Many of these buses also are rather bumpy. It's been rumored that one bus carries a faint, time-faded metal plaque identifying it as a "troop carrier for the Union Forces, Army of the Potomac." (This reporter has never seen such a plaque, but I think I've ridden that bus.)

The new buses ... ahhh! What luxury!

A new bus features a picture window for the driver to see out of, and big rectangular windows along the sides, with tinted glass, even.

The new ones are air-conditioned, and cleaner, meaning they haven't been subject to as many years of human erosion known as vandalism. Instead of green along the lower sides that looks suspiciously like honest to OTC wood, there's silver metal.

Instead of two big panels at the rear, there are four panels hinged in pairs and meeting and parting in the middle.

All the buses have automatic transmissions.

Buses are beautiful because you get to ride up high, and when a girl in a short skirt drives her car by, you have a one-way, unnoticed view.

The rider can test his combat readiness by getting off the bus as soon as the doors have dramatically wheezed open, which is usually while the bus is still traveling.

Another neat trick is to read the bus route designation (in the little window above the windshield), determine whether it's the right bus, and then either stand up and let him know you want on, or sit down and shake your head so he won't stop for nothing, all within the space of time it takes a bus to crawl up Dodge Street.

One of the most thrilling moments of bus riding comes when the driver hits a "stretch" and lets "Jumbo" fly. This can be a conculsive moment for bus riders not used to seeing big hippos gallop.

More concern develops when the bus tries to maneuver in one of those pygmy street layouts hospitals design to create more customers. But the rider always knows that nothing can stop Wooly Mammoth from its route! When that flash of orange-ish yellow an; silver curves around the corner at 72nd and Dodge, sports car drivers quake with fear, especially if they have short skirts on.

The buses seem to pick up the most UNO traffic in the early morning coming to UNO from the east, and in the early afternoon going east from our fair university, but this is only a guess. Many people (especially glamorous girls) sit on the wooden ad-bedecked benches only to slick into sleek Montereys or Barracudas and silently roll away.

But what do they know?! There are many near-ecstacy feelings in this world, but what can compare with the feeling you get when you think you've missed the last 87 Pacific No. 2 bus and the snow's up to your numb fingers and the car headlights go unquenched past in the growing dusk as you stand alone and forlorn waiting ... waiting ... and then you see it. That massive shape, rumbling up Dodge as the Monterey and Barracuda spin sideways into a snow bank!

You see the lighted sign and the indistinguishable letters and the blobs of people inside. And it gets closer. It's one of the old ones ... but you don't care; even cosier that way. And you stand up and take out your crumpled green 36 ride bus ticket and get ready to swear.

And then you're able to read the little window over the windshield. There's a number 2. And there are those white, illuminated characters. Is it a solid line, meaning the word will be Westroads? No ... there's a space in-between the words. That can mean only one thing ... and then you can read it, and you know you won't stay there until tomorrow, or lose your money to the cab drivers, because the sign says: 87 PACIFIC!

Next to red, white, and blue, yellowish orange and silver may be the most beautiful color combination in the world ... or at least in Omaha.

*Stan Carter*
FROM the salvation of Krug Park in the late 1930's until today's efforts to save Elmwood Park from the clutches of UNO, the Gallagher name has been prominent in Omaha parks and recreation.

Mrs. Rachel Gallagher founded "The Friends of the Park" about ten years ago with Mrs. W. Dale Clark. Mrs. Gallagher indicated that the uncertain future of Elmwood Park stems from the idea that people today don't understand the park's history. Consequently, they try to "selfishly" take it over.

She said Elmwood is an old park, part of it purchased by the city, the rest donated by various people who intended to be "remembered" for their generosity. Proponents of rave parking think "their own viewpoint is infinitely more precious."

In 1968, the Friends (not to be confused with Quakers) kept a record of persons applying for specific use of Elmwood Park. Those names numbered 400,000. Mrs. Gallagher said anyone is "delighted to have students use the park for recreation," but not for exclusive, "selfish" purposes, such as university parking.

She said the rave itself "will never be of use." But it does exist as "a mine of ecological facts and educational interests."

The Friends' co-founder doesn't thing UNO has ignored the group. It would be a fairly difficult task considering the organization has filed suit against the university, squelching 1,000 parking spaces originally projected for use earlier this fall. The suit is still hanging, but Mrs. Gallagher "expects to win" as she is "optimistic the value of parks will be recognized."

Despite the court case, she said she "doesn't attempt to solve the university's problems." It has "some very bright men who can solve the problems themselves."

She said students have been "indignant" in response to the Friends. "They're young," she said, "and when you're young, you think the world should open up to you." How does Mrs. Gallagher answer student indignation? "The way I have. When you grow up and have children, you'll be glad we saved this from you and for the future."

She remarked that university expansion westward into the Storz and Milder homes, for instance, "harms several people, the homeowners, but not nearly as many as spoiling the park would."

Friends of the university often point to park-saving groups, asking "Where were you when the Interstate and North Expressways cut through major urban residential areas?" Mrs. Gallagher indicated this is the point. The Friends of the Park "have defended parks, not urban areas."

The Elmwood battle is by no means the first park preservation campaign in which Mrs. Gallagher has participated. Krug Park was "a very great amusement park" in its day. But a serious roller coaster accident scared off a considerable number of patrons, enough that it became "financially depressed."

Krug Park's owner negotiated a contract to sell out but his prospective buyer was unable to complete the deal. Mrs. Gallagher, her husband and several friends learned of this, concluded the city could buy the park "for a modest sum," and launched a financial campaign of sorts. The city made the purchase and the park was dedicated.

The city hadn't been the only interested party, though. Other individuals embarked on a series of lawsuits. Accusations ranged from a claim that a park at that site would be a disturbance (even though it had been the site of an amusement park) to another charge that Rachel Gallagher and Mayor Charles Leeman had been in conspiracy.

The State Supreme Court ruled in 1951 that no city could sell, give or rent any land given and dedicated for park
purposes. Mrs. Gallagher had saved her first park.

She came to Omaha from Kansas City, Missouri in 1915. Her interest in parks began when, as a young woman, she went to the public library and by chance picked up "The Parks of England" by Indigo Jones, a famous English park designer.

In 1945, she was named to Mayor Leeman's planning commission for the city of Omaha, the first time average citizens were involved in city-wide planning. All the participants "were new, so none were haughty."

Her responsibility was parks for the people. Mrs. Gallagher said that in the past, parks had been built by kings for themselves and existed as "expressions of the king's interest and generosity of self." From its earliest days, Omaha had set aside park land. But other interests constantly tried to convert these lands to other uses. A common claim was that "recreation is just a frill." Cries of "we need hospitals" often overpowered recreation projects.

Parks and recreation were formerly two separate areas of city governance; parks came under city council supervision while the recreation "department" consisted of "one man working out of the mayor's office to see if people danced too closely in the dance halls." Mrs. Gallagher said, "I bossed them" to merge the two into one.

Since that time, she has found it steadily easier to find people willing to support recreation. People recognize that "all sports have a useful purpose ... They're character and body-building." In addition, imagination and the arts have come to recreation through such features as children's song fests and plays.

Despite the "more respectable" position recreation has assumed, Mrs. Gallagher finds that "as soon as one finds a suitable terrain for recreational usage, one of two things happen. One, a real estate developer must suddenly build homes on it. He ignored the land for years beforehand, but suddenly feels he has a God-given right to it.

"Or, a road-builder finds it. And he must build a road right in the middle of it. Not around it or on the edge of it. And, preferably, he'll put a clover leaf there."

Elmwood Park may have been in Mrs. Gallagher's mind at this point. She hasn't been extremely active in city parks and recreation since she suffered a stroke three years ago. But UNO may find that Rachel Gallagher still "bosses them" in spirit.

— Bev Parisot
HEN the municipal Omaha University merged with the University of Nebraska in 1968, most people were relieved. They thought many problems, including monetary ones, would be solved. Contrary to that belief, the growing UNO is today faced with many obstacles, one of the greatest is a growing pain—expansion. The acquisition of the ravine was halted, the acquisition of Elmwood Park was stopped cold by the Friends of the Park, and now neighbors to the west have formed into the Citizen's Action Association to prevent western land acquisition.

Mrs. Norman Batt, president of the group, explained, "We are not opposed to any kind of expansion, we organized to expose this form. We're not necessarily the Elmwood Road group, we cover a much larger area than that and we began this association because individually we can't afford to hire attorneys to fight these legal battles."

"The people I represent are interested in a thriving, growing university, and our university is one of the great true urban universities in the best sense of the word. But, the physical chaos visible on the UNO campus cries of poor planning, shallow decisions and lack of competence," Mrs. Batt said.

"We must look to our team and to our coach Bob Devaney. The team approach is a fascinating facet, there are certainly lessons to be learned from it."

'I'm sure students wouldn't mind driving 15 more minutes a day, if they knew they could find a parking place.'

The Latenser plan, which was the original master plan from 1933-69, was "too stagnant. It was good for the immediate month, or year, but it was used too many years, and did not observe changes in the university. The proposed Texas plan cannot even be called that, it is still a concept because it has not been well researched," she said.

The association has consulted with five or more architects who have a "tremendous wealth of alternative concepts" for the university.

"Ours is a visionary plan for the university in the year 2000. We're not only interested in citywide growth for the university, but regional growth as well," noted Mrs. Batt.

Part of the vision takes the form of "enumerating satellite campuses." Samples of such are the existing educational unit on North 16th Street, and Offutt AFB, which has served its personnel since 1951, maintaining counselors and registration facilities until last year.

With enthusiastic sincerity, she explained the "riverfront" concept. "It would revitalize the downtown businesses, serve business men and women, and students who work downtown." She suggested the utilization of the Paxton Hotel, the Orpheum theater building, the old Regis Hotel, which is set up in a classroom situation, the State theater, which is university owned, and correlation of art courses at the Joslyn Art Museum. "It could be a wonderful, useful community service college," she encouraged.

"We (university) own 160 acres of the Allwine farm which remains unused," Mrs. Batt complained. "We could develop it beautifully in the field of biological sciences. I'm sure students wouldn't mind driving 15 more minutes a day, if they knew they could find a parking place." She visualized that the present campus would remain unchanged, except for the alleviation of the parking problem.

When the question of campus unity arose, she pointed out the feeling of unity created by Big Red football. "We must look to our team and to coach Bob Devaney. The team approach is a fascinating facet, there are certainly lessons to be learned from it. Between players there is a sense of common trust, exploration of each others feelings, interrelationships between one another, that could certainly be emulated between the campuses," Mrs. Batt said.

The realization that the urban university could no longer sprawl out was conceived in the late 1950s. "Plans were initiated calling for expansion upward not outward, however, there is a misunder-
standing about this so called 'high density' plan. It does not mean overcrowding classrooms," she emphasized, "It calls for the best and highest utilizations of a piece of ground and a building." She explained that Kayser Hall proved the error in thought of those who claimed the ground at that site wouldn't support a five story building.

Mrs. Batt was a freshman on campus in 1937, described as a "shapely neophyte" in the March, 1937 issue of *Life*, which featured her sustaining a blanket-tossing initiation stunt at the university. She has been in on planning the university from the ground floor up. "We had such cramped quarters that the whole student body and faculty went to the City Council attempting to obtain the present site. We petitioned for it house to house." This must come naturally, for she has canvassed nearly every house in the area west of UNO in the last year. "I have a strong sentimental attachment for our university; I and many of my family have attended it for years," she said.

She stated that the group's two major objections to the present campus are the traffic situation and the enrollment consideration. "Experts predicted a drop in enrollment last fall, yet the administration and Board of Regents did not prepare for it at all. Where did they get the money to make up the deficit? From the student activities and the athletic funds. What was one of the first things they did? Bought the Milder home for an exorbitant amount. I really believe their motto is, 'Plunge through, pay later,'" Mrs. Batt said.

"What this community wants is for students to have upgraded quality programs, improved facilities, and attractive salaries for faculty and administration. I'm afraid the Board of Regents has lost sight of the purpose of not just an education, but of a quality education. Failure to listen, to communicate, to be credible, to trust, by a few administrators and some of the regents is undermining the entire University of Nebraska system," Mrs. Batt charged.

"The Citizen's Action Association is a great group of professional and non-professional university advisors, yet when we offer our authenticated studies and concepts, we are totally ignored," Mrs. Batt said.

"Everyone knows what we are against, we want people to know what we are for," concluded the small, vibrant woman, "I love my university and I'll do anything I can for it, but I can't stand by and watch that magical sense of community pride vanish because of the present path of destructive methods employed by a few people at that university."

-Cheryl Miller
Once upon a star
I felt a winter's fading sun
send shivers through the air.
And upon this star
I gazed at the world below
and watched the lavender twilight
bring peace to a field of snow.

• Kathy Tewhill
ET TU, KIRK?

Braucht, K. L.; Breeding, E.; Brewer, R. L.; Brightwell, H. R.; Buck, B. L.; Cabot, T. A.;
Campbell, L.; Cannon, K. L.; Carbullido, J.; Carney, C. D.; Casperson, R. N.; Castelanare, J.;
Castellani, N.; Cavanaugh, E.; Cavey, G. L.; Cech, S. L.; Chacon, R.; Chandler, B. G.; Chase, C.
Jr.; Clark, D. W.
I can only reply that those who would suggest that University business is governed through prior informal meetings by this board are making unfounded charges without the merest... without the merest modicum of truth.

"F YOU DON'T LEMME LOOSE, I'LL KNOCK YOU AGAIN,
SEZ BRER RABBIT, SEZBE, EN WID DAT HE POTCH 'ER A WIPE
WID DE UDDE HAN, EN DAT STUCK."

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