CONTENTS

FEATURES
Sons of Champlin .......................................................... 116
Yew Ridge Cave...and Bats .............................................. 118
Orchesis ........................................................................... 125
"Major Barbara" ............................................................... 128
Folk Dance Festival ......................................................... 144
Rat Lab: The Wonderful World of 
Dr. Gordon Harrington ..................................................... 147
Rod McKuen ...................................................................... 152
Jazz Band I ......................................................................... 164
"Catch-22" ....................................................................... 168
SUNI Days ......................................................................... 172
Gilchrist Fire ...................................................................... 178

ISSUES
Student Elections ............................................................... 134
Borlaug: "No Simple Solution"--
  Didn't We Already Know That? ............................... 160

SPORTS
Swimming ......................................................................... 136
Women's Basketball .......................................................... 139
Tennis ................................................................................. 155
Softball ............................................................................... 157

DEPARTMENTS
As I See It ........................................................................... 114
In Verse .............................................................................. 163
Behind the Scenes ............................................................... 182

STUDENT PICTURES
Senior Pictures .................................................................. 183
Groups and Organizations(ar- 
  ranged alphabetically) .................................................. 205
As I See It

Apathy kills. True or false? Well, what about carbon copies? Do they kill or just add to the mortality rate in a different way?

Attending college one finds many things new, exciting, but after a while, the difference between black and white becomes gray and gray and gray. College life won’t have been the first time this has happened to people, but it seems as if college pushes one towards the gray area more than either the black or white.

One learns how to get the better grades by writing the way a professor likes instead of the way he or she believes in. One starts to slip here and, after four years, a person is either a rebel, knowing the inadequacies of the system and its members, or a carbon-compensating-copy of the next person in his field. If the latter is true, as is often the case, our society is in for some rough-going.

Carbon copies tend to think as a group. What’s the consensus of opinion? If you find that, then you’ll find the carbon copies’ opinion. Carbon copies are aware of the issues of the day. They only plan two children, the right number of months apart, and they tsk-tsk their own parents for having such large families, even though they themselves were number four.

Sure, the carbon copy eats, works, thinks, to a degree, but living? Could you really call it living to never make a decision of your own? To never say no, without first asking what the questioner thinks?

And how will the carbon copies’ children behave? Or will they be too neurotic from the boomeranging of ideals and opinions heard in their formative years to know there is a right and wrong? They may think that right and wrong change every four years with the elections or monthly with the Gallup Poll.

Hadn’t we better lay a finger on a piece of paper to see if carbon rubs off? Stand up for your beliefs. The majority is not always right or good or true.

Ginger Lee Ogden
Executive Editor
Phi Mu Alpha Sinfonia presented a three act concert on March 22, 1972, at the men's symphony hall and basketball court. Featured were Alex Harvey, Uncle Vinty, and the rock group, Sons of Champlin.

The Phi Mu Alpha's were staking their reputation, so to speak, on their ability to draw people to the concert just because they were the professional music fraternity here on campus. Their reputation and the cash receipts were both in the same class when the night got through, as this was probably the longest concert ever performed at UNI, and rightly so because it took them 15 extra minutes to set up. In between acts, everyone in the gym had time to smoke a cigarette (in the gym) and to have a can of pop from the one vending machine in the hall.
Alex Harvey was first on the program that night. Perhaps it was the amount of people present (only half of the chairs on the main floor were filled), the weather outside, or the group itself, but Alex Harvey and band just couldn’t get it going with the crowd. Over-acting on Harvey’s part and the Phi Mu’s whooping-it-up seemed to compound the problem. I was not alone in this opinion, as one person tossed a large balloon into the spotlight and people near the stage started to play with it by tossing it back into the air in front of the spotlight. This balloon-toss lasted about four minutes. The music of Alex Harvey and band sounded pretty much the same to me, even when they played a country-western song. Alex Harvey just kept dying on stage and the people just kept on talking.

Once Alex was done, it took 15 minutes to clear the stage for Uncle Vinty, and, as I recall, the only people who were smiling during the first act were the ones sitting in front of the stage sharing a “cigarette.”

Uncle Vinty walked on the stage looking and acting like a cross between George Carlin and Frank Zappa. I can’t describe him adequately, but judging from the audience’s reaction, he was terrific, and his stories, jokes, and songs, all thrown together, really picked up the tempo of the show. Uncle Vinty is probably the master at getting mileage out of a single phrase. His phrases of “What are you going to do about tomorrow? I don’t even know what I’m going to do today. What are you going to do about tomorrow? I’m sure that everything will come my way,” lasted at least five minutes. Of course, he had his magic choir (the audience) singing with him. All in all, the price of a ticket would have been well worth just seeing him perform. Most of the people were in the mood to laugh, and “Uncle Vinty’s Story Time” made them do just that.

The final act of the concert, after 10 more minutes of breathless anticipation, was the Sons of Champlin. (If you want to know about them, refer to the 17 March issue of the Northern Iowan). Their music was excellent, but a little overdone. Perfection is good, but I could have stayed home and listened to the same music on the record player and saved my headache from the loud music. Uncle Vinty, alone, saved the evening.

Most people on this campus are like me in that they won’t spend their money on a concert unless they have heard a car commercial before and after the group’s top 40 song on the radio 60 times a day. I guess that is why there weren’t many people there. By the way, I get my tickets free, but not for long...
Yew Ridge Cave... and Bats
If you have ever taken any biology courses, you know that the subject can get to be boring in a hurry. All day long you sit in a laboratory with the artificial lights above and the cement floors below and think of how nice it would be to get out in the field. Most students think along these lines at one time or another; but few do anything about it. Faculty also have the same problem. They are structured in their jobs and teaching positions so that field work is limited for them. The only alternative is to do the field work in your spare time. Dr. Nixon Wilson, Associate Professor of Biology and noted Acrologist, is one man who takes the time and enjoys it.

Being a parasitologist at UNI doesn't leave much time for field work. Teaching is put on the priority list, so Dr. Wilson works long past his eight-hour day to do his research. Much time in his research on mites and ticks is spent studying the organisms under the microscope. For this reason, Dr. Wilson "jumps" at the chance to get into the field. Such was the case on a sunny day in March when Dr. John Bowles from Central College at Pella joined Dr. Wilson for a field trip. Seven students and Dr. Bowles' son accompanied these two men on a trip to White Pine Hollow.

White Pine Hollow is a remnant stand of white pine trees that is located in Northeast Iowa near Luxemburg. When the glaciers of the past centuries slid over Iowa, they by-passed a small area for some reason. It is within this area that White Pine Hollow is located. Many features set off this area, but the important feature that Dr. Wilson and Dr. Bowles were looking for was Yew Ridge Cave.

It may be questioned what a parasitologist and a mammalogist would want with a hole in the rocks in a remnant pine stand. It would seem that this would be an ideal spot for the "Earth Science" people and not Dr. Wilson and Dr. Bowles; however, they were not really interested in the cave itself, but rather what was in the cave. That something in the cave happened to be "bats."
The actual purpose of the trip was to "band" the bats. "Banding is a technique where a small metal band is attached to the wing of the bat so that it is permanent, but will not interfere with its flight," stated Dr. Wilson. The banding of bats is a cooperative project with the Fish and Wildlife Service in Washington, D.C. The purpose of banding is to aid in tracing the movements — both the distance they fly in a given time and the migration patterns developed — and measuring the life-span of bats. The Fish and Wildlife Service supply all bands and record forms. The bands have the address of the Washington office and numbers imprinted in the metal. "Banding does not normally hurt the animal," said Dr. Wilson. "The band is of lightweight metal and semi-circular in structure. It is placed over the forearm and pressed together. The band is not pushed through the membrane of the wing; therefore it can slide back and forth much like a bracelet on a person's arm."

Although the bands are supplied free, it is up to the individual to catch and band the bats on his own time. When banding, the bat must be correctly identified as to sex and species. All of one species and sex from one locality are banded in numerical order. Dr. Wilson said, "If someone finds a bat with a band already attached, they simply copy the number and mail it, the date, and the location where it was found to the Fish and Wildlife Service in Washington. The Fish and Wildlife Service will then process the information and notify both parties as to where the bat was banded and released."

In Iowa the best place to look for a number of bats is in caves when they are hibernating for the winter. Dr. Wilson stated, "On the basis of wintering habits, we can classify bats in Iowa into two types... (1) those that hibernate in the winter, and (2) those that do not. During the winter, most of the bats in Iowa go into caves to hibernate; a few hibernate in buildings, storm sewers, and similar localities. The ones that do not hibernate usually migrate southward."

Some of these bats, such as the red bat, Lasiurus borealis, and the hoary bat, Lasiurus cinereus, will migrate to Central or even northern South America. Since the bats that stay in Iowa during the winter must be prepared to face severe weather, they lay on lots of fat during the fall and then seek out caves or other suitable places and hibernate throughout the winter. When in hibernation their metabolism slows, and this allows them to survive the winter without eating.

One of the best places for a bat to hibernate is where the temperature and humidity remain relatively constant the year around. Many of the bats found in caves will be in larger rooms where the temperature and humidity meet their optimum requirements for survival. Bats do not like excessively dry or wet spots and their location in a particular cave is fairly constant year after year. Bats can be found in almost every environmental range of a cave, but the majority will be found where conditions are best.

The cave at White Pine Hollow has two shafts branching off from the main entrance. Both are large enough to walk in until they get several yards from the mouth. Of the two shafts, one has a gentle downward slope. It was in this shaft that an upper room was located which contained bats. Access to this room, via a horizontal tunnel, was gained by crawling straight up through a shaft about nine feet high and three feet wide. The room itself was approximately twenty-five feet high, fifteen feet long, and eight feet wide. Gory Banowetz, graduate student at UNI; Kevin Curry, junior from Central; and Joyce Horton, junior at UNI, crawled to the top of the room and started picking bats off the walls. Tom Wagner and Barbara Voshell, junior and freshman, respectively at UNI, and David Bowles stayed in the tunnel and relayed equipment and bats back and forth.

Dr. Wilson and Dr. Bowles stayed in the main tunnel because too many people would hinder the operations and they wanted to let the "kids" have some fun. The hindrance of collecting comes from the critical temperature, caused by several people in a confined area, will bring the
Joyce Horton, Gary Banowetz, and Kevn Curby pick bats off the ceiling in Yew Ridge Cove. Although the ledge looks wide, it is less than six inches across at any point.

Joyce Horton collects a bat that has flown to a new resting place.

bats out of their sleep. Once the bats are awake and flying, catching them is extremely difficult.

On this particular trip only thirty-seven bats were collected. Of these bats, thirty-five were the little brown bat, *Myotis lucifugus*, one was the Eastern pipistrelle, *Pipistrellus subflavus*, and one was the big brown bat, *Eptesicus fuscus*. Dr. Wilson said, "We were very disappointed. The people we had talked to said that bats were 'just hanging all over the place.' Of course, this is a little late in the season and some of them might have already left. Most likely, it was probably a typical case of someone seeing twenty bats and yelling 200."

In the last two years Dr. Wilson has found time to take only five trips out in the state to band bats; however, he has banded bats in the Cedar Falls-Waterloo area. Last summer Dr. Wilson went to the John Deere tractor plant almost every day for three months to capture and band bats. In January of this year Dr. Wilson and Dr. Bowles, along with several students, took a similar trip to Maquoketa State Park where they collected 438 big brown bats in a cave. Over 200 of these were in one large clump high on a side wall of the cave. This is the largest single
A bave: Nixon Wilson, John Bowles, and son, David, examine bats before they are banded.

Above: Dr. Wilson records sex, species, and serial numbers which will be forwarded to the Fish and Wildlife Service.

Below: The big brown bat pictured is capable of piercing the skin of one's finger.

The only bat that has been banded in Hawaii was banded by Dr. Wilson when he was an ecologist with the Hawaii State Department of Health. Dr. Wilson stated, "This is really no big accomplishment. It's just that bats are not so common in Hawaii, and no zoologist has taken the time to catch and band them."

Of the several species of bats that are present in Iowa, all are insectivorous, which means they eat insects. There are other types of bats around; however, they are not normally present in Iowa. There are nectar feeding bats that feed only on nectar and pollen of plants; fruit bats that feed only on tropical fruits; carnivorous bats that feed on other bats and small animals, as well as insects; and, of course, the vampire bat that feeds on blood. Most people have misconceptions about the vampire bat. The vampire does not suck blood, as such, but rather he laps blood, much like a dog would lap water.

The misconceptions that people have about bats usually lead to the destruction of the bat. Dr. Wilson said, "Bats are of great economic value to people in general... On an average evening a single bat, eat several hundred mosquitoes. Consequently, bats do very much good and very little harm. Some people complain that cities shouldn't spray for mosquitoes, but rather use biological controls; then, they go out and kill the insectivorous bats in Iowa."

"The study of the migration patterns and age distributions are important to the study of diseases transmitted by bats," stated Dr. Wilson. "This is why it is important to band them."

The threat of disease is probably the most singly feared item of mankind. Misconceptions spread about bats and pound this fear. A lot of people think that all bats have rabies, therefore, they are afraid of every bat that they see. This is a great misjudgment from the facts that are available. The 1968 biennial report of the Iowa State Department of Health stated...
Carbon dioxide stimulates the activity of ectoparasites and causes them to crawl about on the host. This increases their chance of being found.

This bat bug is a relative of the bed bug and is prevalent on bats in the summer. Insects such as this may carry diseases.

Carbon dioxide stimulates the activity of ectoparasites and causes them to crawl about on the host. This increases their chance of being found.

Cimex adjunctus Barber. This bat bug is a relative of the bed bug and is prevalent on bats in the summer. Insects such as this may carry diseases.

While banding the bots at White Pine Hollow, Dr. Wilson and Dr. Bowles examined them for ectoparasites. In the fine coat of hair that bots have, it is hard to locate fleas or other ectoparasites. Wilson said, "The usual way is to blow on the fur so that it parts. This exposes the skin and the carbon dioxide stimulates the activity of the ectoparasites." While examining the bots, a few fleas crawled out on Dr. Bowles hand where Wilson picked them off and stored them in alcohol, where they will remain until he has time to study them more closely. Wilson said, "This is highly unusual because this particular species of flea usually does not occur on hibernating bots." Some of the students were worried about having fleas, but Wilson said, "True bot fleas are rather host specific. They will very rarely be found on any other animal, except by accident."

Once banding was completed, the only job left was to release the bots. Usually this is done by just tossing them into the air. The great thing about bots is how well they can maneuver in tight spaces. To get to their hibernating place in the cave, they had to make many tight turns; however, they seemed to make them without too much trouble. While releasing the bots, everyone was having a good time watching them circle among the trees. On one occasion, the bat flew right into the side of a tree; apparently he was still a little sleepy from his winter's nap. On another occasion a student suggested that they put one on the ground. The bot sat for a while, spread its wings, gave a small hop, was airborne, soared twice around the mouth of the cave, and disappeared inside.
With 100 yards left, the road finally becomes easier to navigate.

The week of May 7th included several protests, demonstrations, and marches.

With all work finished for the day, someone started through the underbrush, finding their way back to the park entrance. The entrance, incidentally, is via a gravel road about two miles off the highway. After arriving at the entrance, it was discovered that the road had been a little muddy, since the temperature went from the twenties at 7:00 a.m. to the forties at 4:00 p.m. Nobody thought that the mud would stop the cars, after all it is what mud and snow tires are used for.

The university car moved about 8 ft before it started to "spin." Upon inspecting it, it was noted that the snow tires had been replaced in anticipation of snow. (Remember it was the second week of March.) For the next hour and three fourths of a mile, everyone gave a hand, pushing the car through the mud and snow. Dr. Bowles then proceeded through the same area with his snow tires happily gaining traction. A quick stop was made to dig down the mud and everyone was on their way home, looking as if they had been playing in a pig-pen. Dr. Wilkins said, "We'll be back next year to check the same area for bats. Hopefully we'll find some of the same bats and band a few more. Anyone who is interested in this type of project is welcome to come along."
Orchesis, the UNI modern dance organization, presented a program during the weekend of SUNI Days entitled, "A Space, Time, Experience." Ms. Barbara Darling, assistant professor of physical education for women, is the sponsor and director of the group and stated, "Orchesis is for those who are interested in modern dance and the methods of self-expression through dance."

Try-outs for the two groups, Senior and Junior Orchesis are held each fall and are open to both male and female students at UNI. "Senior Orchesis is primarily for the more advanced people in modern dance," stated Ms. Darling, "and those that may have had some previous training; however, previous training is not a necessary requirement to be in Senior Orchesis."

The students, that are finally selected, do all the designing and choreography for their dances as well as pick their own dancers. Ms. Darling’s major role is in helping to eliminate wasted movement and polishing the basic structure of the dances.

Practices are held once a week during the school year and each dance group is required to meet twice a week for four weeks before the show to polish up the dances.

Ms. Darling said, "Dance is used by the dancer in trying to make a statement about life and to use movement so that she clarifies or exaggerates the meaning."
Soulful Strut

Right: Members of Junior Orchesis perform one in a series of three dances with the intent of interpretation of a color. In this case it was the color brown in terms of feelings, ideas, and movements.

Panic Antic

Left: A comedy routine based on Charlie Chaplin and his famous walk along with the Keystone Cops. Special lighting was used for the stop action—old-time movie look.

Conspiracy to Condemn

Right: LaVonne Pierson and Nancy Rindone were the choreographers for this interpretation of the song from "Jesus Christ Superstar."

Sport is... Dance is...

Left: This dance was designed to show there is very little difference between sports and dance. Both involve movement, space, and time. Without too much trouble the choreographer can take a sport and make it into a dance by modifying its movements.
Shades of Interpretation

Left: A duet by choreographers Nancy Rindone and Sue Stolba for a study in jazz movement.

A Day in the City

Right: A comedy that was developed from a contact study in which three actors had to remain in contact throughout the sequence.

Me, Myself, and I

Right: An interpretation of Self is the study of this soul dance by Sheryl Newby who wrote the poem and was choreographer.

The Great Society

Below: This final dance of the show depicted the search for meaning and the search for identity in the current society.
MAJOR BARBARA

Major Barbara "laying on the religion."
Social comedy is not comedy per se, but a mixture of social comments running the gamut from moral turpitude to religion, all interspersed with humor, that was, in the case of "Major Barbara," often ironic.

The title of UNL's Winter Play presentation got its name because the daughter, Barbara, was a major in the Salvation Army, and the "Army," too, becomes the flesh for many barbs throughout the play. Barbara, it seems, has been cursed with being born into a very wealthy family, one with both position and name, as well as money. The only minor difficulty is that the entire family is hampered with the baggage of a father who is the gainful owner and operator of a munitions factory.

 Needless to say, the father, Andrew Undershaft, has not lived with his family for many years. This is, of course, due to the fact that Undershaft had a skeleton in his family closet, which his wife, Lady Britomart, (who had the position and family) could not accept. So, as not to be disgraced, Undershaft was asked to leave, but he did the right thing by supporting his "good" family in the style to which they had been accustomed. Thus begins the play "Major Barbara," with Lady Britomart deciding how to ask for more money for her "children."

It seems that Lady Brit wants the Undershaft fortune and factory to go to Stephen, their son, but how is the great question, as it seems that the name Andrew Undershaft and the Undershaft munitions factory are traditionally given to a founding. (This is the skeleton in the Undershaft closet.) Lady Brit thinks this is barbarous, and even being a social snob, she is still quite a realist, so she, sacrificing her personal feelings of revulsion for him, invites her husband to the house to meet the children he has not seen since childhood.
Understatement is also an asset of "Major Barbara," so suffice it to say that Undershaft was not too impressed with his son or youngest daughter. Barbara, on the other hand, was a challenge to him. From the start she vows to try to save him, and he, to convert her. After all, with the statement, "Well, my dear, I'm a billionaire; that's my religion," wouldn't "saving" be quite a challenge?

The play had definite religious and aristocratic overtones, and they were seen on all levels of characters in the play. We found in the Undershaft's (excluding Andrew) holier-than-thou approach to life, both morally and socially, a very bigoted outlook on existence. They could not begin to understand poverty or the impoverished. Their slogan might well have been, "Love is never having to say you're wealthy."

Undershaft himself, played with finesse by Gordon Odegard, was the epitome of the character you love to hate, but as the play progressed, one saw him as not a villain, but as the only truly honest man in the play. He was proud of his occupation, and unashamedly admitted his love for munitions, war, and money. Only the poor of the play came close to his innate honesty.

These poor characters were somewhat stereotyped in the play, but their lively cockney slang and robust vigor gave the play an upbeat. Jim Cada's portrayal of Bill Walker was dynamic. He created a real cockney, tough, concerned with events of only the moment, that of getting his girl back, since she had become "changed" by Major Barbara's salvation. Barbara, conversely, was, at this time, a young woman deathly concerned with the future of that elusive, transitory quality, the "soul." Their confrontation, because of Cada's fine characterization added spirit and depth to the performance, as Cada gave us a real man, not a concept of a
The conflicting values of persons in different social stations of life are presented vividly in the play, as when Undershaft meets old Peter at the Salvation Army center. Says Peter, the unemployed dock worker, to Undershaft, "I wouldn't have your income for all my conscience." Undershaft quite haughtily replies, "And I wouldn't have your conscience for all my income." Throughout the play the value system is examined with this type of humor.

Another of the main characters that must be mentioned is that of Adolphus Cusins, the philosopher of Greek history, who is devoted to Barbara. "Dolly," as he is called by Barbara, belongs to the Army, but is not really a believer. He is a fake, which is readily evident to Undershaft, and the conflict between his love for Barbara and his true feelings puts this poor guy into quite a state of conflicting opinions. With his weakness for power and money, the flatness of a devoted worshipper evolves into a real character because of these human foibles Adolphus becomes both the foil and the foiled to Undershaft, while we applaud Jeff Steitzer's human characterization of the ambivalent lover and materialist.

Finally, there is Barbara, who is portrayed by Sue Carew as a typical, virtuous, conscientious, savior-of-souls. Nothing is as important as 'laying the religion' on the poor, poverty-stricken creatures, who are made to 'conform' to Barbara's and the Army's religious standards to receive aid. The real humor is that these 'poor souls' know they are acting out a role to get food, clothing, or shelter. These impoverished people know how to play the game, and they readily admit to each other how the Salvation Army "likes it better if we were worse before we were saved."
A situation as this, is not in itself, so sad, because these people, many of them living what could hardly be called human existences in Shaw's early 20th Century setting, know that they must play in order to survive. What is really sad is the fact that these wealthy 'soul-savers' of the Army have the nerve to think that religion can buy people. At least the ignorance of the poor does not get in their way of maintaining an existence. They are keen when faced with facts of either starvation or sustenance with religion. They are ignorant, but not stupid, while the latter term must appropriately apply to the dedicated members of the Army.

'Major Barbara' is really examining poverty, wealth, and how these things are looked at by people of widely varying social, moral, and monetary classes. It is true that the rich cannot truly understand the feelings of the poor, even though they may sympathize. Only Undershaft knows. "I have been a common man and a poor man and it is not a blessing," he says.

But this play also examined the 'buying' of things as well as people. Barbara and her devotees were buying 'souls' with food, or so they thought, while Adolphus was, at first, trying to buy love with religion. Undershaft does finally buy the Salvation Army at which point Barbara gives up her stripes and leaves the Army with a meek cry of 'God, why hast thou forsaken me?' Nice touch, don't you think?

Now with Barbara out of the Army and Adolphus becoming fast friends with Undershaft, the whole family begins to be won over by Undershaft. All Lady Brit can think of is Stephen to which Undershaft retaliates with, "You, my dear, would boil Barbara to make soup for Stephen." Undershaft cannot tolerate the delicate Stephen, a mutual feeling, and declares that all the Salvation Army are "in the same hell..."
Finally, demands settled. Lady Brit breaks in to give advice to Adolphus. "You must send cannon only to the right and good and not to the bad," she says. This is Lady Brit's sense of morality. It has not changed in the course of the play; however, Adolphus' and Barbara's have. Barbara has realized that her father was right when he said people's souls were hungry only when their bodies were fed, and Adolphus learned that "the way of life lies through the factory of death." Together they accept the factory and the rich life it offers.

Thus ends "Major Barbara" with a happy ending. But is it really? Has Barbara learned anything about poverty? She will keep on preaching religion, only now to the well-fed, not the underfed, and Adolphus; now his true nature can be shown to the world. But Lady Brit, Stephen, and the youngest daughter, Sarah, have not changed at all. They still detest Undershft's occupation, yet don't overly disapprove of the money they get through it.

The poor people will continue to be "saved" to fill their stomachs and the Salvation Army will keep on thinking it is doing God's work. Undershft, alone, continues to be a true and honest man. He knew himself, poverty, and people, and his too often caustic and accurate perceptions of institutions and people will continue to be a part of his character.

So what has 'Major Barbara' taught us? That the impoverished are exploited? That the rich are users? That men change only for the worse? I think 'Major Barbara' probably taught us nothing, but showed us something very valuable. It showed us ourselves. It is now for us to respond to these personal accusations.
Apathy seems to be the real enemy of this year's Student Senate election, but then again, it has also been that way in past elections. I quizzed one student as to the lack of interest in student government and he said he didn't know much about it and didn't really care about it either. This seemed to be the prevalent feeling in relation to the UNI '72 elections.

Twenty-two vacancies were open for off-campus senators, with only six announced candidates for these positions. There were only two positions open for senators from Bender Hall, for which no one elected to file running papers. In several other dorms there were instances cited where only one person had been placed on the ballot and two people were needed, and the above are just a few examples of "student interest" on a campus of about 10,000. As everything else here at UNI, noticeable support was lacking.

Party organizations formed two groups to contend for the major executive positions in the Student Senate, with one person running on the Independent side. The ROC Party, operating under an old name, presented a new approach: "Real on Campus" felt that there were certain issues that even the Student Senate could not cope with, but the reality and validity of these issues should, nevertheless, be recognized.

Jim Maas was ROC's presidential candidate, while Vicki Gach and No
Austin were academic vice-presidential and administrative vice-presidential candidates respectively. The major issues shared by the ROC party seemed to be relevant to the UNI campus. Moos felt that the present Senate was doing all it could, under the circumstances, since there had been a severe shortage of elected senators for the 1971-72 year, due to many students who did not take their jobs seriously enough to even attend meetings. Moos and his executive running mates agreed that a referendum of both students and faculty would be a vital part of the Senate's existence, but felt a definite need for increased student participation for this plan to work.

The second major organized party which sought executive offices in the Student Senate was the PEER Party. PEER stands for something very obvious "said presidential candidate Tom Colonnese. "We feel that PEER would include all students, as the student body should...and that the student body should be looked upon as one organized group and not several."

Bill Sharp was PEER's academic vice-presidential candidate, who placed his emphasis on married student housing and veterans. Administrative vice-presidential candidate Mike Howe, focused his interests on off-campus students.

Debbie L. Miller ran on the Independent ticket for the position of administrative vice-president. Ms. Miller, a student with previous student government experience, was the only person seeking an executive office through the third party.

As in most political contests, there was really little conflict between what the various candidates set out to accomplish. The candidates agreed that attention should be given to RHA, that the dorm visitation policy should be revised, that there should be increased student activities, and that consideration should be given to improve relations with OCS and MSH. It may be true that consideration should be given to the above things, but will it?

Other issues prevalent in the '72 campaign were the pre-Christmas semester, expansion of the faculty evaluation, student participation on curriculum, and better communications between students, faculty, and the administration. These, too, were issues which were not new or innovative.

Wednesday, March 8, was "V - Day," Voting Day, that is, and from the tabulations, many must not have known it even existed, as only about 20% of the students participated in the voting. (Now what is that six letter word beginning with "A" that describes this?)

Election results were:

- **President**
  - ROC Jim Moos: 1175
  - PEER Tom Colonnese: 886

- **Academic Vice-President**
  - ROC Vicki Gach: 1184
  - PEER Bill Sharp: 884

- **Administrative Vice-President**
  - ROC Nancy Austin: 889
  - PEER Mike Howe: 623
  - IND Debbie Miller: 581

Moos received about 55% of the votes and Colonnese 43%.

Student government is for the students, but it can only function with student involvement. It would appear, by the above results, that some people do not get too excited about these elections, yet these same people expect the Senate to help them out in time of their personal need.

With an "I don't care" attitude shared by more than three-fourths of the UNI student body, there may be reason to believe that this same feeling prevails in relation to our national governmental elections. Sometimes I wonder about all this disconcern and apathy, but then, I really don't care.....

Perhaps, someday, there will be a time when involvement will be the entire key to our existence in this discouraged society we have created.
For the first time in its history, the University of Northern Iowa had a women's swimming team. It was formed at the beginning of the second semester of the 1971-1972 school year. Thirteen girls reported for workouts that resulted in a three meet season, and during its six-year existence, the team had two dual meets and a triangular at Iowa State.

There was an abundance of freshmen and sophomores on the team this year, but Ms. Claudia Ferguson, women's coach, was optimistic for the future. Ms. Ferguson said, "We want to have more meets and try to get a few more girls interested in swimming . . . we want diving next year for sure." This year there were no dive events because the women did not want to participate, which could probably be linked to the fact that swimming is a re-formed sport at UNI and that the season was short and late in getting started.
In comparison to other swimmers from the other schools, Ms. Ferguson said, "I think that they are equal to (the quality of the other women swimmers) for the amount of time that (they) practiced. Ames is the one that kind of outranked us ... the rest of them were close." Ames has had women's swimming for a number of years and the University of Iowa has had swimming for about five years.

Of the eleven events in the meet, UNI swam away with seven of the first place finishes. The 120 yd. Medley Relay had a new record of 1:17.0 set by Debbie Janson, Nancy Vanderlinden, Debbie Miller, and Patti O'Brien. Rose Nosbisch won the 30 yd. backstroke in :23.4; Debbie Janson set a new record of 1:36.0 in the 120 yd. individual medley; Cheryl Birdsell won the 30 yd. butterfly in :21.8. In the 60 yd. freestyle, Pam Dick set a new record of 37.8 and Debbie Janson swam the 60 yd. backstroke on a record time of :40.0. The 120 yd. freestyle relay, composed of Pam Dick, Patti O'Brien, Gail Riggs, and Debbie Janson, set another record of 1:09.0.

UNI took most of the other places in this meet. Joyce Burns placed second in the 60 yd. breaststroke and third place in both the 30 yd. breaststroke and 60 yd. butterfly. Sandi Hartung gathered a third place finish in the 30yd. backstroke and a fourth place in the 30yd. butterfly. Sharon McMullen claimed second place in the 30 yd. butterfly and fourth in each of the 30 yd. breaststroke and 60 yd. butterfly. Jo Rustad placed third in both the 30 yd. freestyle and the 60 yd. backstroke.

UNI dominated the first place finishes and picked up the majority of points. The 120 yd. medley relay, composed of Debbie Janson, Patti O'Brien, Cheryl Birdsell, and Pam Dick, again picked up the first place finish in 1:09.8. Pam Dick, Patti O'Brien, Gail Riggs, and Debbie Janson also finished first in the 120 yd. freestyle relay. Gail Riggs won the 60 yd. breaststroke in :50.9, while Nancy Vanderlinden placed first in the 30 yd. breaststroke and second in the 60 yd. breaststroke. In the 30 yd. backstroke, Rose Nosbisch placed first, and UNI placed 1, 2, and 3 in the 60 yd. backstroke with Debbie Janson, Patti O'Brien, and Debbie Miller respectively.

UNI 67 - U. of Iowa 28

UNI 61 - Graceland 34

Debbie Janson placed first in the 120 yd. individual medley for the second week in a row, as did Pam Dick in the 60 yd. freestyle. Debbie Miller placed second in the 30 yd. freestyle and Jo Rustad claimed a second place position in the 30 yd. backstroke.
"We have been quite successful, especially for our first year."

UNI ran up against some good competition at this triangular and came out in the middle. Gail Riggs was the star as she captured first place finishes in both the 50 and 100 yd. breaststroke. Debbie Janson took the only other first place finish for UNI in the 100 yd. backstroke.

The 200 yd. medley relay, composed of Debbie Janson, Patti O'Brien, Debbie Miller, and Pam Dick, claimed second place to Iowa State, as did the 200 yd. freestyle relay, composed of Pam Dick, Patti O'Brien, Gail Riggs, and Debbie Janson.

Debbie Janson took a disappointing third place finish in the 100 yd. individual medley and Rose Nosbisch took third place finishes in both the 50 yd. backstroke and the 100 yd. butterfly as did Nancy Vanderlinden in the 50 and 100 yd. breaststroke.

Other team members took the lower places but picked up a few points. Jo Rustad placed fourth in the 50 yd. backstroke and Sandi Hartung claimed a fourth spot in the 50 yd. butterfly. Sharon McMulin took a fifth place in the 50 yd. freestyle and Ann Wetherill took a sixth in the same event.

The women's swimming team is open to any woman who is an undergraduate and has a 2.00 cumulative grade point average and it doesn't make any difference if the person has eight hours of credit or 124 hours. As yet, there isn't any district, state, or regional competition among the schools, but there probably will be something set up in the near future so that the competition will be run like the women's field hockey and basketball.

Women's swimming is new at UNI and will probably be slow in getting started; however, once on its way, it will be like all of the other competitive sports for women—"excellent." As Ms. Ferguson put it earlier, "... we have been quite successful, especially for our first year."
The women's intercollegiate basketball squad had a 7-0 season in 1972 but fell prey to Luther for an 8-1 overall record in the second round of action at the state tournament in Iowa City. UNI was the pre-tournament favorite, as they had previously defeated all of the top ranking teams present.

Ms. Wonda Green, head coach of the basketball squad since it started five years ago, termed this year's team as "one of the best."

The state tournament, which was started in 1971, is open to any college in the state of Iowa who operates under the State Collegiate Board. UNI won their first game against Iowa Wesleyan by a score of 54-49 and advanced to the semi-finals where they fell to Luther 49-42. The loss was termed an "upset" by those present as UNI had previously beaten Luther by scores of 39-35 and 57-42 in regular season play. Previous to the tournament, few people expected the UNI team to encounter many troubles that they could not overcome; however, the team came home without even a consolation title.

"It is a single elimination tournament," said Ms. Green. "If you lose the first round, you play in the consolation match. We won, so consequently, we didn't have a chance at the consolation bracket; however, even with the name-consolation champions, the position was still lower than what we went home with."
There are some minor differences between men's and women's basketball. Women's basketball does not have a ten second rule for bringing the ball up the court, nor do they have an over-and-back rule. Another difference is that whenever a foul occurs, except in the case of double fouls, the women take the free throws. The most important of all the differences, which men do not have, is the thirty second clock rule which requires the team to shoot the ball within thirty seconds of obtaining possession. Ms. Green stated, "This eliminates the stall game and I think it's great ... it keeps the game going." All other rules, which are standard, are put out by the Division of Girl's and Women's Sports and are the same as the AAU rules.

During the tournament, these rules had a definite effect on the game scores. The thirty second clock did not allow time for the UNI team to stall and defeat Luther; however, this was not the only contributing factor. The average shooting percentage, for field goals, of the regular season was 33% while for the tournament it was 30%. Ms. Green said, "We played some games in which we made over 40% from the field and then some in which we were in the 20's, which was extremely low. Since we have kept statistics, 30-35% on field goals has been about average for our team. The loss to Luther was just a case of bad timing for a low shooting percentage."

<table>
<thead>
<tr>
<th>UNI 46</th>
<th>Graceland 45</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNI 57</td>
<td>Univ. of Iowa 45</td>
</tr>
<tr>
<td>UNI 58</td>
<td>Upper Iowa 36</td>
</tr>
<tr>
<td>UNI 39</td>
<td>Luther 35</td>
</tr>
<tr>
<td>UNI 48</td>
<td>Upper Iowa 35</td>
</tr>
<tr>
<td>UNI 44</td>
<td>Univ. of Iowa 41</td>
</tr>
<tr>
<td>UNI 57</td>
<td>Luther 42</td>
</tr>
<tr>
<td>UNI 54</td>
<td>Iowa Wesleyan 49</td>
</tr>
<tr>
<td>UNI 42</td>
<td>Luther 49</td>
</tr>
</tbody>
</table>

Eleven women had a chance to play for the "A" team during the season. "We always get a core of players that have good skills; however, this year our core was bigger," stated Ms. Green. "I felt that the eleven that played "A" squad were, in many ways, quite comparable to each other. We had depth on the bench this year which we haven't had in past years. This was the strongest team, in terms of depth, that I've had since we started basketball."
The prospect for next year does not shine as bright as Ms. Green would like it. Seven of the eleven that played "A" squad this year will be graduating in May. Several of the best "B" squad members are juniors and will be student teaching during the basketball season next year. Although all five of the remaining "A" squad members have indicated that they will play next year, much of the team will be composed of the better "B" squad members and probably some new players.

Linda Alloway was selected as an All-Tournament Player at the State Tournament in Iowa City and led the UNI team in scoring with 95 total season points. LaVonne Pierson, senior forward, scored 81; Kris Meyer, junior forward, scored 59; and Carla Pletsch and Jill Little, both senior centers, scored 47 points.

Home games for UNI are played on the second floor of the Women's Gym where there is little room for spectators because of the equipment lining the playing floor. "I realize that Gym 214 leaves lots to be desired, as far as playing; however, as long as there is nothing previously scheduled, we have no problem in getting the gym. We have to practice here and that's important," emphasized Ms. Green. "I would hate to play home games someplace where we haven't been able to practice. This would throw the players off and we don't have much time to correct for that."

Practice is held four times a week, Monday through Thursday, for one hour which does not give Ms. Green much time to put together a basketball team. "With practice limited to four hours a week, it is pretty difficult to have a concentrated effort on shooting to improve the percentage. Much of our time is taken up in team play, organization, and strategy," stated Ms. Green.

The reason for practicing only four hours a week was explained by Ms. Green. "We operate by a document of standards which was formed before we ever started intercollegiate sports. The purpose of having a limit on the practice time was, in essence, to protect the student and not demand too much of her time for what we consider an extracurricular activity. The thought is that the women are here first for an education and the sport should not become the only focus of the student during the season."
Ms. Green's philosophy concerning athletic competition is refreshing in the high-gear, money-making, sports-minded society of today. "I think that the game is for the players and my concern is for them to get as much out of the sport as gaining some self-satisfaction through participation. I'm not saying that you don't play to win. ... You always play to win in a competitive situation; however, I also think that how you play the game is important. You should play within the spirit of the rules and not just the letter of the rules. Sportsmanship is high on my priority list. I would hate to see the athlete used to boost the ego of the coach, school, or in any other way. Competition is for the person playing."

Any woman that has a 2.0 grade point average and is enrolled as a full-time student, may participate in intercollegiate basketball. Notices are posted in the women's gym along with announcements in the Northern Iowa as to when practice and try-outs are held each fall. Ms. Green said, "This is not at all limited to physical education majors. We would encourage any woman student, whatever her major, to come out for the team."

Maybe next year they will be the State Collegiate Champions.
End of the semester at the AV Lab: when will they learn?

We are now officially a university. The music building is now Russell Hall.
Dancing Leprechauns

Text by Linda Scholl

The annual Spring Folk Dance Festival was held on Friday, March 17, in the Men's Gym. The people in attendance actively participated in fifteen different dances from seven countries of the world. Five demonstration dances were given, making a total of ten various countries in the program. The countries represented were England, USA, Sweden, Israel, Ireland, Argentina, Scotland, South Africa, Denmark, and Germany.

The Festival brought to a climax the undertakings of the nine week long P.E. majors' advanced class of folk dancing which tries to promote a better understanding of other countries. All of the folk dance classes were actively involved, but the P.E. majors' class was responsible for two demonstration dances, for hosting the affair, and for decorating the gym. Each folk dance class was given the responsibility of demonstrating a dance of their choosing with guidance given by the teacher. The P.E. majors' demonstrated the Osadansen from Sweden and the Flail Borough Sword Dance from England. The other folk dance classes demonstrated the Ranchera from Argentina, the Umoyo from South Africa, and Steppin' Out from the USA.

Miss Moon, the main organizer of the Festival since 1956, states that there is evidence dating the annual affair at UN back to at least 1925, but it may even have started earlier. When the school was smaller, the whole college would participate in the affair. The whole school and community are still invited to attend the gathering, but it is hard to get a time when other activities do not interfere with our time. The time is set as the Friday preceding the week of spring mid-term break since that is the last weekend that the major class has, because it is only a nine week class.

Miss Moon explained the festival dances.
This year's Festival happened to fall on St. Patrick's Day, so the major class theme was its theme "Ireland" or "The Daring Leprechauns." "To live is to dance," which centered around Snoopy, "Understanding through Dance," "Friendship," and "International" were themes from previous years.

Miss Moon has as assistants the other physical education teachers who happen to teach folk dance classes the first four weeks of the second semester. This year her two assistants were Miss Cathey and Miss Ferguson. These three were responsible for the selection and organization of the dances. All the folk dance classes wrote down their favorite dances that they had learned up to that time. From this list of dances are chosen, ranging from the very simple to the more complex. General speaking, three dances are taught to the whole group. This puts all the folk dance classes on the same par as the voter which generates a feeling of ease and willingness to participate by all. The three dances which everyone learned were the Lancaster Born Dance from England, the Irish Clap from Ireland, and Seven Jump from Denmark. Variety is also a main concern of the selection committee as they try to expose as many different types of dances to the public as possible.

Miss Moon is very qualified to be the main organizer, since she decided to go right to the source before accepting the position. Traveling in England, Norway, Sweden, Denmark, Holland, and Wales, she was given the opportunity to see classes and talk to the instructors about their dances and the way in which they were taught. Observing other countries for a whole year, Miss Moon took over the position in the Fall of 1956. During the time of learning about other countries, Miss Moon found that dances and dance festivals showed a good sign of being means to world friendships. This was especially true at the International Festival she attended in Norway.

Everyone is invited to attend the gala affair. This year's festival was attended by 250-300 people with ages ranging from young to younger. If you want to have a good enjoyable evening of fun, attend the festival next year and get into the swing of things with a good ol' step hop.

The classes, although responsible for demonstrating and hosting the affair, generally do not meet or practice outside of the regular classroom. The material are all taken directly from the classroom where they choose their own dance and then perfect it.
program is broad education. The undergraduate student should have equal access to all of the facilities of the university.

A lot of the people that work in the laboratory are on the work-study program and some of these people do not realize the critical nature of the work involved in caring for and keeping track of the rats. According to Dr. Harrington, "We get errors of various kinds in the maintenance of the animals, in the research on them, and we have to take corrective action. Quite a bit of our research data gets, in effect, lost because errors are made. We are more careful about keeping track of the animals, which means, essentially, the more experienced personnel are responsible for taking care of the animals."

One of the most experienced of the people who work in the laboratory is Joyce Shima, a senior in psychology. Ms. Shima is now director of the "Rat Lab" and is directly responsible to Dr. Harrington and for overseeing all of the work that is done in the laboratory. Joyce has been the director of the lab for about a year and a half and has worked at the lab for four years. She has seen many rats and students come and go and has this to say about the staff: "The quality of the staff has improved greatly in the past two years. This could probably be due to the facilities and past history or maybe the motivation for the money to get through school. Either way, it's the opinion of all concerned that the staff is more careful and is trained better than at any time in the past.

Promotions come regularly in the laboratory hierarchy. Whenever someone leaves a job, those who are qualified are promoted. Sydne Harrison and Denny Stomp are two of the laboratory assistants who are next in line for Joyce's job when she leaves.

All of the activities in the lab must start with the propagation of the new rats. The maternity ward is a separate room in the lab where only certain personnel are allowed. Once born, the pups are raised with the mother until they are 23 days old, the standard weaning time for rats. After this, they are transferred to the weaning room where they are allowed to grow and mature. Measurements are taken of their length and weight at various times until maturity, when they are transferred to the stockroom where they are kept until they are about 200 days old. It is here that all of the rats must be maintained if the experiments are to proceed. If the rats of a particular strain die at this stage, there are no more rats to replace them.

Joyce Shima examines one of the many strains of rats present in the "rat lab."

Kathy Schutte, weaning room coordinator, takes measurements on size and weight of rats.
There are 16 major strains of rats in the laboratory at the present time. Dr. Harrington said, "Until a year ago, as far as we knew, this was the largest collection of rats (referring to genotype) in the world. Over one-third of all the known genes of the rat are housed in our laboratory." All of the major strains are inbred strains, which means that they are genetically pure. "By international rules, ... an inbred strain is one that has been bred for (a minimum of) 20 generations to eliminate ('stray') genes," stated Dr. Harrington. From these 12 major strains, the laboratory can produce 132 different strains by mating two different inbred lines.

Once the rats are produced and maintained, they are ready for testing. Dr. Harrington said, "We do a variety of studies on activity ... we have a study going on their glandular development, their learning in simple and avoidance situations. We are looking at the individual variations in learning under a variety of learning conditions."

Intelligence testing is always a kind of classical thing for psychologists to do, and the "Rat Lab" is no exception. "In testing the intelligence of a rat we use a complex maze which is really a problem for the rat...he must learn to find his way through this complex maze to find food," stated Dr. Harrington. "We present him with a series of different maze problems, varying in complexity, and ask (ourselves) how efficiently he can learn to solve each complex problem. This is as nearly analogous as we can get to the concepts behind intelligence testing." When the studies are completed, the rats will have been tested in 36 different situations.
Joyce describes an experiment involving conditioning. "We have a runway, a conditioning experiment, in which the rat learns to run down a long runway and is rewarded (given food) when he reaches the goal at the end. We keep data on the time he takes to start, run, and reach the goal. The experiment is run for ten days with food and then five more days without. A wide variation exists between rats of different genotypes. As Joyce puts it: 'Some don't learn to run, some learn first day, and some learn on day ten and forget on day eleven.'

The "Behavioral Genetics Laboratory" is undoubtedly a busy place. Much research has been done and from all indications, much more will be forthcoming. The purpose of the whole experimentation is to try to relate something the rats do to something other animals do. As Dr. Harrington said: "You at some point end up trying to interpret your data in terms of humans, this is basically what we're all interested in. This is why I call it "Studies in the Nature of Individuality." (because) I am interested in the long run in the qualitative differences rather than quantitative differences.

If they are studying rats to learn the reaction patterns and to develop intelligence tests so that they can apply them to humans, it would seem that the "Rat Lab" is in the wrong place. It shouldn't be in the Old Administration Building, but in the New Administration Building. After all, that's where all the mystery is.
Rod McKuen is many things to many people. He is a poet, songwriter, and singer, who, it has been said, is in the business of selling loneliness, and as a poet, he is both critically acclaimed and denounced, being the world's greatest selling poet.

On March 17, McKuen performed at UNI sponsored by the UAB. He walked to the stage in the Men's Gym dressed in an orange sweatshirt, navy slacks, and black tennis shoes, blond hair shining. The audience immediately showed their appreciation and he humbly thanked them with that famous raspy voice. Confessing that he had a cold, McKuen quipped, “Nice thing about it is, when I have a cold, I'm the only one who knows it.”

Reading his own poetry, McKuen unquestionably bewitched the audience, which packed the gym. His soft, raspy, and expressive voice took command and there was total oneness with him as he read, as his phrasing and involvement created quite an emotional impact. Members of the audience were certainly familiar with his works and the age-range present (from under ten to well over middle-age and all in between) illustrated well the appeal that McKuen has.

Before he read his probably most famous poem, “Sloopy,” McKuen gave an introduction where he talked about the two words taken from it (“midnight cowboy”) for an award-winning movie. He said he had at first been worried that people would read meaning into the poem, but he later rationalized that most would just consider the work in itself, and after his reading of “Sloopy,” it was evident that they did just that.

The reading of a poem or rendition of a song can alter the author’s intended meaning, and McKuen proved that the author reads his own works best. He read them in a hushed, unhurried manner, the long pauses as meaningful as the words. With poems of loneliness, love, and lost times, McKuen gave the audience what they wanted to hear.

After twenty minutes McKuen stopped reading, perched himself casually on a stool and rapped with the audience. At first people seemed timid about questioning him, so questions were of an impersonal nature, dealing mostly with how he became published. Finally someone asked him about the loneliness in his poetry and if he, indeed, was lonely. McKuen earnestly replied, “Being a loner and being lonely are two different things.” Of loneliness he said, it is “usually induced...by lack of some individual who isn't there.”

Of course there were the trivia questions, such as “why aren’t you married” and “how old are you,” but the question about using McKuen’s poetry in the classroom gave some insight into his personality. It seemed as if McKuen was flattered that his poetry is sometimes used in the classroom, but he emphasized that he doesn’t read what the critics write about his style, because’s he’s afraid he will begin to write what they want instead of what he has to give.

During the rap session the poet, when asked about drugs, said, “I get high on the sunshine, so I really don’t need it.” A bit hokey, maybe, but he seemed quite sincere. McKuen also said that he believed in a personal God, but not in organized religion. As with every question asked, he had an answer, and one that pleased the audience’s momentary mood.

The audience was charged with feeling for the singer-poet, and, anticipating as well as expecting him to sing, that question, too, was asked. When McKuen said he wasn’t going to sing during his performance, one could feel the emotional level of the audience drop, and it never got back to a peak again during the evening.

There was a ten minute intermission; after which, McKuen read a particularly appealing poem, highly autobiographical, about “when I was nine.” His poetic style, rather prosaic in quality, is echoed in his delivery of the poems. He is a calm and deliberate speaker who makes the sentiment and loneliness of his works shout when only whispered hoarsely into a microphone. Even McKuen’s static manner and stooped posture behind a lecturn echo the feeling of his poetry.
Another rap session followed. McKuen was definitely well-received during the first half of the program, but something was lost when everyone realized that he wouldn’t be singing and this anticipation was never regained. McKuen had talked about certain books he’d written under pseudonyms, and about calendars, albums, and television specials he had made. It seemed as if he were giving a sales pitch right there in the middle of the performance, which turned many people off.

The rap session did, however, provoke some interesting responses from McKuen. He thinks of himself as “essentially a writer instead of a performer.” He also told the now-famous story of his voice, which the audience was perceptive to, even though most knew it, as it is a story as elementary as some of his poetry.

McKuen is a 39 year old man, not your average million-selling author, having had less than five years of formal education and having had to teach himself to score, but, nevertheless, he is an interesting human being. Said McKuen, “I’ve been criticized for being understood; I think that’s neat!” Comments as simple as this have made Rod McKuen successful, famous, and rich.

When asked what he would most like to be remembered for, McKuen replied, “A man who tried very hard to make it easy for someone else.” Said with austere seriousness, one isn’t quite sure whether McKuen is still an actor telling us what we deeply want and need to hear, or if he really means it. If McKuen does mean some of the things he said at UNI, he borders on profundity.

Successful? As a whole McKuen was equally well-received, idolized, and analyzed. The greatest problem with the entire “concert” was that it had been billed as just that, a “concert,” which does, of course, imply singing, and after realizing he wasn’t going to sing, the spark was lost, though the embers valiantly glowed.

Rod McKuen. That evening we had a chance to look at both the poet and the philosopher in the man. He isn’t a guru or a god, but he gets down to basic qualities and it just may be this entire simplicity, which permeates his works, that is so appealing to so many.

At the end of each concert McKuen says, “It doesn’t matter who you love or how you love, but that you love.” And this “concert” was no exception. However, immediately after the performance, disappointment seemed to be the main feeling, but now, looking back, it was a good experience, one of those somethings to remember.

Maybe Rod McKuen’s true ability lies in the pauses of his poetry. They give the listener time to sort through their own experiences, bringing true empathy to light. Time is an important commodity, and McKuen gives one time to think, to wish, and to feel. His poetry may weep in terms of the actual poetic lines, but it cries in the whitespace between them.
Women's Intercollegiate Tennis - although virtually unknown to a high percentage of the UNI campus - has been in existence at UNI for five spring semesters since 1968 under the watchful eye of their coach, Ms. Betty Swanson. Many of the teams that UNI played when they started, such as the University of Iowa, Iowa State University, and Luther, are still in the league and continue to give UNI strong opposition. During the spring semester this year, the UNI women did not fair well in regular game meets but have looked much better in tournament play.

Luther 10 - UNI 3

Brenda Coffield defeated Martha Olson of Luther, 6-3, 6-4, in a match that was not highly contested. The second victory was won by Clare McGee by overcoming her opponent, Chris Eddy, by scores of 6-2 and 6-4. The third and final victory was snatched by UNI's Pam Vandercook over Marylin Young, 6-1, 6-2. Julie Wood was defeated by Judy Zetterburg of Luther in a close three match set, 6-4, 6-8, 7-5, and Marta Larson barely defeated Donna White of UNI by scores of 6-4, 4-6, 6-3.

ISU 8 - UNI 4

The second meet of the season found UNI traveling to Ames in which UNI came out on the lower end of the scoreboard. Brenda Coffield again claimed one of the four points by defeating Beth Stock, 6-3, 9-7. Clare McGee also earned a point for UNI by defeating her opponent, Leslie Haggarty (a former UNI tennis player of last year), 6-4, 6-8, 6-3. These two players, Coffield and McGee, then teamed to defeat ISU's double team of Kris Swope-Kim Hudson, 10-6. The fourth point was claimed by Jon Thomson in a singles match against Sue Hayes, 6-0, 6-3. Pam Vandercook was defeated by Kris Swope in a three set match, 4-6, 6-2, 6-2.
The two day meet which was held at Decorah had a total of nine schools participating from Minnesota, Wisconsin, Illinois, and Iowa. Based on the overall team performances, UNI and Luther were most impressive. Brenda Coffer claimed the Invitational Singles by defeating Marilyn Young of Luther, 10-5, in her second round match and in the quarter final round whipped Karen Wolfe, 6-1, 6-3. In the semi's, Brenda defeated Pat Schmidt from LaCrosse, 6-2, 6-0, and in the finals defeated Luther's Sue Oertal, 6-3, 6-4, to claim the singles trophy. Linda Jansa won the Singles Classic, a consolation tourney for second round losers, by downing Rosemary Sundell of Carlton, 10-5 and then defeating Sara Foster of Macalester, 10-7.

UNI took two doubles teams to Luther. Clare McGee-Jan Thomson and Teresa Roth-Pam Vandercook. In the semi's for the consolation, McGee-Thomson defeated the LaCrosse duo by a score of 10-2 and in the finals defeated Sara Laube-Sue Ring of Macalester, 10-5, to claim the consolation trophies. Roth-Vandercook made it as far as the semifinal round in the Doubles Classic before being defeated by Val Leopold-Connie Stoessel, 10-1.

Carleton Invitational

Brenda Coffer (who was seeded third) made it to the semifinal round by defeating Cheryl Ramstead of Macalester, 6-0, 6-0; Pat Schmidt of LaCrosse, 6-1, 6-2; and Mary Peterson of the University of Minnesota, 6-2, 6-2. In her semifinal match Brenda was upset by Barb Bone of St. Olaf (fourth seeded) by scores of 6-1, 7-5.

Third seeded doubles team of Clare McGee and Jan Thomson got to the semifinal round by beating Moorhead, 6-0, 6-1; the University of Minnesota team, 6-1, 6-2; and the Carleton team by scores of 6-3, 6-0. The semifinal round had them playing the second seeded team and winning by scores of 5-7, 6-4, 6-2. In the final round, McGee-Thomson pulled an upset by dumping the number one seeded duo from Luther by scores of 7-5, 1-6, and 6-3.

UNI was also represented by Julie Wood who played in the other singles slot. Julie won one of her three matches and one match was lost by only one point. Playing a sudden death tie breaker at 10-10, Julie lost 5 points to 4 points to a fine player from Bemidji. The other doubles team, Gail Riggs and Linda Jansa, also won one out of three matches by defeating a home team from Carleton, 10-6.

The potential for next year could be shaping up in favor of a strong UNI team as there will be no graduating seniors this year. Brenda Coffer, Clare McGee, Teresa Roth, Kathy Jones, and Deb Sides are all juniors; Jan Thomson, Pam Vandercook, Jan Evans, Gail Riggs, Diane Marshall, and Sharon Wade are sophomores, and the freshman on the team are Donna White, Linda Jansa, Julie Wood, Chris Osmeen, and Sue Yaeger.

The potential for Women's Tennis is greater for next year; however, the outlook is fairly dismal. At the current time, meets are only held on the weekends and there are very few meets during the season. This stems from lack of support and lack of money. Ms. Swanson stated, "Unless meets can be opened to weekdays, Intercollegiate Tennis for UNI cannot expand." And probably will die.
"If we can fill in a few of our weak areas, we will be fairly tough next year." That is how Ms. Jane Mertesdorf, instructor and coach, summed up the 1972 Women's intercollegiate softball season.

Women's softball, new to the UNI campus this year, did quite well in its first season with a record of 8-2 for regular season play. Ms. Mertesdorf stated, "... for our first year, we had a really good group of girls that worked well together."

In March forty-eight women reported their interests in intercollegiate softball but when the season started the team had been trimmed to 20 women. Selection for the team was based upon a number of qualities, but most important of these were skill and potential.

Practice was held two nights a week for two hours, but since the women's intercollegiate athletics are snubbed by most people on campus, the team found it somewhat difficult to find a place to play and practice. The lab school diamond and city parks were used along with makeshift diamonds. "If we could have had one area to practice on, I'm sure that it would have made a difference ...", stated Ms. Mertesdorf.

Five teams competed with the UNI team during its first season. Ms. Mertesdorf said, "They could hold their own against any team in the state. Of course, some days they were down." UNI's only defeat during the regular season came at the hands of Luther. Whenever these two teams met it was a touch-and-go situation. The competition was tremendous and it was a toss-up as to who would win.

Twelve teams participated in the state tournament at Ames. UNI lost to Luther in their second game and then to Parsons, who they had already beaten, in their third game. Kris Meyer, a junior, was the only UNI player of the 12 players selected for All-Tournament Player honors.

Next year promises better things for Women's softball. "Because it's the first year ... I'm sure it will pick up," said Ms. Mertesdorf. There will be no increase in the number of games next year because of the budget, but "we really can't go with more games, because we play on the weekends. Experience is what counts and we view it as just another educational experience," concluded Ms. Mertesdorf.
Kris Meyer, all state tournament player, connects for another base hit. She had a .413 season with 14 RBIs and 4 home runs.

Regular Season

<table>
<thead>
<tr>
<th>Team</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNI 4</td>
<td>13</td>
</tr>
<tr>
<td>U of 11</td>
<td>2</td>
</tr>
<tr>
<td>UNI 6</td>
<td>11</td>
</tr>
<tr>
<td>Wartburg 2</td>
<td>1</td>
</tr>
<tr>
<td>UNI 9</td>
<td>25</td>
</tr>
<tr>
<td>Grandview 6</td>
<td>3</td>
</tr>
<tr>
<td>UNI 2</td>
<td>15</td>
</tr>
<tr>
<td>Luther 6</td>
<td>12</td>
</tr>
<tr>
<td>UNI 12</td>
<td>19</td>
</tr>
<tr>
<td>Grandview 1</td>
<td>0</td>
</tr>
</tbody>
</table>

State Tournament

<table>
<thead>
<tr>
<th>Team</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNI 13</td>
<td>Parsons 4</td>
</tr>
<tr>
<td>4</td>
<td>Luther 15</td>
</tr>
<tr>
<td>4</td>
<td>Parsons 8</td>
</tr>
</tbody>
</table>
Marlys Frohwein shows the form that put her season mark at .401 with 11 RBI's.

Ms. Mertesdorf, below left, discusses the line-up for the game against Luther, which was held on an elementary school make-shift diamond due to the wet grounds of the regular playing field.
"No Simple Solution"

--Didn't We Already Know That?

Review by Ginger Ogden

Democracy will be the first thing to go.
The UNI Dean's Lecture Series brought 1970 Nobel Peace Prize winner, Dr. Norman Borlaug, to speak at UNI on February seventh. Borlaug received quite a reception from the audience before he spoke, but he talked mainly of the problems he thought to be uppermost in priority in relation to today's world, instead of the problems of feeding the world's present and future populations, the subject he was publicized to speak on.

Borlaug's "frightening list" of ten problems was headed by food shortage, and he elaborated about his twelve years spent in Mexico to make that country self-sufficient in wheat production. Borlaug also talked about many of the countries that are not advanced enough to maintain a sufficient food supply, but he saw no hope for many of them because they did not have the following two points he considered necessities: an economic policy where there is government commitment and a country willing to use chemical fertilizers. Said Borlaug, "if we aren't going to use chemical fertilizers, forget it. We can't feed these two billion people."

Perhaps the greatest necessity a country needing help with its food problem must have is political stability, which Borlaug felt was too often overlooked. It is two to three years before results or improvements are seen in some of these countries, so political stability is essential said Borlaug. When there is a new leader or government every few months, you just can't get anything done and you better just forget that country and spend your time where there is political stability, he concluded.

As Borlaug finished enumerating what problems he felt to be major ones, he astounded the audience with the profound statement that "everyone wants a simple solution to all these problems," and he thought he was really telling us something we didn't know when he followed with the words, "sorry to say there is no simple solution."

Borlaug's suggestion was to have a system of priorities, but he suggested none, other than his ten problems stated at the beginning of his speech: food shortage, unemployment, shortage of housing, lack of medical care, possibilities for education, inadequate transportation and communications systems, stress and crowding, depletion of non-renewable resources, deterioration of environment, with world order or disorder ranking as problem ten. Quite a list of problems.

There is no question of that, but one could easily dispute the problem of food shortage, which would not be a problem at all if overpopulation were instead listed as problem one.
Dr. Borlaug stated that well-motivated leaders were desperately needed by society today. He said we have no modern Moses, Mohamed, Buddah, or Christ. Instead we have “too many self-labeled gurus, who haven’t gotten the job done.” In solving the problems we face today, Borlaug said four things are at stake: the test of the wisdom of man, Democracy as a form of government, which he said would be the first thing we would lose; all modern civilization as we know it, and finally the extinction of the Homo sapiens as a species. True, the loss of these tangible and intangible things would be dire, but Dr. Borlaug was quick to point out that he felt the extinction of the race of mankind was “very remote indeed,” and considering war, he added that “only madmen would consider this.”

Borlaug seemed to be capable of giving no solutions to problems that well-read people are already aware of and have been aware of for some time. Instead he enumerated about the calamities that mankind is or will soon have to face, but then discounted them with statements of “I’m not a pessimist; I’m not writing off this civilization,” and “I’m hopeful. Look how far man has come.” Nice statements, comforting comments, but trite truisms condone apathy, not commitment.

Dr. Norman Borlaug was not a dynamic speaker on the evening he was at UNI. The auditorium was full, but people began leaving about halfway through his talk. Perhaps these people were seeking answers or hypotheses. If they were, it is no wonder that the nondescript, middle-aged man who reiterated his blind belief in mankind throughout his talk, did not appeal to them.

It is great to believe in mankind. It is great to believe that man will prevail and endure, but mankind will not get anywhere just by believing in himself. He must think and act. He must do. Borlaug ended by stating, “I’ve got faith in the Naked Ape.” Faith is nice, but faith is not food, jobs, housing, medicine, education, or ecology, and too often faith is blind acceptance of circumstances humanly changeable.
In Verse
Poems by Ginger Ogden

Reality
If you die, you die but once
and loneliness is not defeat
Only pain and courage lost along the way
Lonely shelters hide the lonely pain.

if you promise, you must cheat
for have you ever truly loved without defeat?
And promises cast upon the shore
are useless as the dust upon the floor.

if you care, you can't survive
or must battle the world that's filled with lies
and caring only feeds your ego's woe,
while the derelict still has found no home.

And you wonder what the world can be
but ask and question and you never see
And if you're smart, you'll stay in your world of make-believe
For reality is real, but never free.

Imitation
Once I lived in loneliness
always searching for a Sloopy or
a train ride with a stranger I could love.

Twice I thought I found love,
tomorrow it was gone and
part of me had died.

Again I tried to find a somebody or
a something, but I know now that
part of me is gone.

And all the searching I now do is done
for other people, not myself. I'm still alone, but now I act like I am not.

Alone
Alone, alone, I want to be
but then I scream for people
And to a bustling place I go
only to be more alone.

Afraid. Alone. I watch the world.
I watch the castles tumble down.
I see the mirrored dreams decay.
I watch. I wait. I ache.

Away
Sitting in the wind and smelling the lilac's scent
makes me sad.
I never had a corsage of them or a dance
to wear one to.

Cars buzz by and motorcycles zip--zip--zip--
and always on them--two--and me--I'm always one.

And the night air is cooler now
and the city noises echo in my ears
and I'm alone in all this space
of people, time, and place,
And my watch ticks by the minutes and my
life ebbs slowly away
and the motorcycles keep on passing
--holding two, and always away.

Promise
Will you wait beside the willow tree--
Will you look out to the sea for me--
Will you put a picket fence around my grave--
Will you remember what I gave?

Picking up seashells sifting through sand
--Look to the land now
That's all that's left of me

When you go sailing, promise the wind
that you'll come home, sometime again

And your vow will be safe in the sky
--Always remember it wasn't a lie.
Coffin Conducts...
Twenty-one years ago a handful of ISTC music students decided that they would like to have a jazz band with a big band sound, so with initiative and the skill to play jazz music they publicized the creation and formation of the new group and its first performance. This first show played the Commons Ballroom in 1951, and played to a ballroom of eager listeners, as well as to those who were packed five deep in the hallway. The first jazz band, to put it mildly, was a musical success.

James A. Coffin, presently director of Jazz Band I and assistant professor of music at UNI, was a drummer in his junior year and a member of that first jazz band back in 1951. He admits that both the clothing style and the name of the show have changed over the intervening 21 years, as the band was previously called "Jazz at the Commons" and the musicians wore formal tails and black bow ties. The present Jazz Band I wears informal, somewhat mod clothing and their concerts are known as "Sinfonian Dimensions in Jazz."

In mid-March UNI's Jazz Band I, won over twelve other competitors in the Midwest College Jazz Festival in Elmhurst, Illinois. In winning this festival Jazz Band I became one of eight regional college jazz bands invited to appear at the Kennedy Center for Performing Arts on May 28, 1972.
There are only twenty members in Jazz Band I and, at the Kennedy Center, 23 players were selected by audition from a field of 200 for the festival all-star band, four of which were from UNI's Jazz Band I. These four members, trumpeters Jim Linahon and Doug Sorensen, trombonist Scott Roen, and saxophonist Dan Yoder, comprise 1/5 of Jazz Band I and approximately 1/6 of the all-star band. Quite an accomplishment!

These four musicians also received gold microphones engraved "Outstanding performance, American College Jazz Festival, 1972," and the microphones are fully operational. Renowned band leader Stan Kenton presented the gold microphones to the recipients, who had been judged by a team of professional musicians, including Clark Terry, John Lewis, Mundell Lowe, Roy Burns, Louis Bellson, Urbie Gree, Oliver Nelson, and Larry Ridley.

Clark Terry, who has appeared with Jazz Band I at UNI, also played with them at Kennedy Center. Singing the band's praises to director James Coffin, Terry concluded, "The band is out-of-sight!"

"No other school in the state has what we have right now in jazz."
Coffin was also pleased when Washington Evening Star critic Len Cohen said in his column of UNI’s Jazz Band I’s afternoon performance: “A superb performance by the University of Northern Iowa band which should make a lot of so-called pros cringe in horror.”

Jazz Band I and director Coffin have much to be proud of and their laurels do not end with the four gold microphones, as staff members of the Kennedy Center are trying to raise funds to send the all-star band to Munich in August to perform at the 1972 Summer Olympics. If the funds materialize, the trip would be made under the auspices of the United States State Department.

 Winning a festival is quite an accomplishment. James A. Coffin talks about the preparation: “Planning for festival competition at the Midwest College Jazz Festival in Elmhurst, Illinois, we had a 20-minute time limit from our first downbeat to the conclusion of the program. We pared our tunes down to a 25-minute show in rehearsals and then had to decide which additional measures would go to cut five more minutes.”

“If we have a composition by one of our students, we’ll play it, too, if it’s a good composition and shows off the band. Also, since the competition is billed as a jazz festival, improvisation is important. Improvisation is like ad-libbing, or composing on the spot. Using the basic tune and chords, the personality of the player comes through as he gives the tune his own melody.

We try to pick the tunes that not only show off the band, but also our best soloists. When two or three bands are equally good, the soloists become the deciding factor.”

Jazz has quite a status presently at UNI, with three jazz bands giving big band training. Said Coffin, “Each year the students must try out for the bands, and the competition is stiff. We usually have about 60 students audition for Jazz Band I, which has only 20 members. Students who do not make the first band, along with some who never tried for it, then audition for the other bands.”

Proof of the UNI jazz program’s stature throughout the Midwest and the nation is evident from a look at its “credits.” In April, Jazz Band I was filmed on Union plaza for a segment of a television show on the variety and quality of music in America’s colleges and universities. The 30-minute program, being produced by Phi Mu Alpha Sinfonia national organization, will be aired during the 1972-73 academic year with an anticipated audience of 8 million viewers, at the minimum.

In addition to cutting an educational stage band record for Crest Records in New York City, Jazz Band I has performed in numerous locales, including the Collegiate Jazz Festival in Notre Dame, the Kansas City Jazz Festival, and the Ohio River Arts Festival in Evansville, Indiana. A five-day stint as the resident jazz band at the University of Minnesota is also among the group’s credits.

When all of this is added to winning the Midwest College Jazz Festival at Elmhurst and performing at the Kennedy Center and the possible trip to Munich, it’s evident that jazz at UNI has come a long way—a road spanning two decades and the distance from the ballroom to the concert hall.

But things are not as rosy as they seem, for the music department, which would like to build up its jazz program with such courses as jazz improvisation, jazz history and studio/jazz composing and arranging, is hindered by lack of funds, quite a rampant disease at state educational facilities. Said Coffin, “UNI is starting to get a reputation for big band jazz. No other school in the state has what we have right now in jazz.” Too bad UNI can’t keep building on a foundation as solid and successful as this.
Having read *Catch-22* over a year ago, I wondered at the time how it could be performed, because of the constant flashbacks and disunity of time; however, Theatre UNI presented this production May 10, 11, and 13, quite admirably, to the thirteenth, after canceling the previous evening due to the fire that destroyed Gilchrist Hall.

So the show went on Saturday, May 13, and a large fishnet construction hung above the stage and audience with an enormous American flag attached to it. World War II vintage signs, posters, maps, and pictures gave us the feel of the period and the "Caissons" song blared to open the performance of "Catch-22."

Actors entered from the audience and wore World War II style clothing, but at a closer look, one noticed that it was costing, not for authenticity, but only to suggest and give us the illusion of World War II. In fact, everything in the play hinted at realism and was either overexaggerated, melodramatic, or humorous, but humorous in a definitely unfunny way.

The time factor in "Catch-22" was disjoint. Yossarian, the anti-hero and main character, was first a captain then a sergeant, the number of missions to be flown was fifty, then it was forty-four, all of which added up to some grim realizations about war, army hospitals, and commanding officers.

"Catch-22" was actually just short segments in the life of one Captain Yossarian of the United States Army. We watched him randomly censor letters from his hospital bed, see the soldier in white die, learn how to fake an illness to stay in the hospital, meet materialist Milo Minderbinder, learn what Catch-22 really meant, and experience again and again in fragmented, nearly blacked-out segments, the tortuous memory of his own helplessness at Snowden's death.

All of the segments, flashbacks, and time changes were, however, illustrating the significance of Catch-22, and the presence of an uninvolved, objective narrator, Jim Coda, helped tie the bits and pieces together as well as interpret or help the audience form in their own minds just what the "catch" actually meant.
The production was fast-paced and Richard Maynard played an excellent Yossarian, one who questioned the war and the meaningless answers he got to his questions. As Yossarian, he was nonchalant, yet totally involved and concerned. He was terrified, but also very accepting and casual. He may have held to the idea that life will go on, but must it go on in that way?

Another thread running throughout the production, giving unity to Joseph Heller's creation, was the wording of statements in terms of negatives, adding to the ominous tone of the drama. When Yossarian and a commanding officer's wife argue about God, the use of negatives is prevalent. Yossarian has just given a rather strong speech disclaiming God for all the bad things He has done for us. ('...How much reverence can you have for a Supreme Being who finds it necessary to include such phenomena as phlegm and tooth decay in His divine system of creation?') The lady, however, disagrees and counters with, "The God I don't believe in is a good God." Yossarian retaliates with, "O.K. You don't believe in the God you want to and I won't believe in the God I want to." The use of negatives was also seen when one of the doctors was talking to Yossarian. He was a doctor described as one who "would do almost nothing to help him." The use of negatives reinforced the mood of extreme underlying anxiety in the drama.

"Catch-22" was very funny in places, but behind the facade of light, comic humor, hung the gruesome ugliness of war. Black comedy penetrated every segment and incident, bringing us into contact with the stark reality of Catch-22.

So, what is Catch-22? That's really hard to answer, because it is so many things. A good example, though, is when Yossarian decides to go crazy so he'll be grounded, but if he asks to be grounded he can't be, because only sane men would ask to be grounded and if he were really crazy, he would fly. Says Yossarian after this realization, "That's some catch, that Catch-22." "Best there is," replies the doctor.

In this production the above incident was dramatized, but later it was also explained carefully by the narrator, who acted equally perplexed in his attempt to explain the psychology of war behind the simple catch of Catch-22. Jim Coda as narrator helped solidify the play and bring it into focus as a complete whole, as his narration gave depth to the play by explaining backgrounds of events that had just happened or were about to occur. Coda has an outstanding stage presence, as he did in this play, too, but
Saturday night he wasn't up to par in 'Catch-22,' and after Mercutio and Bill Hailer, just this year, we come to expect more of him.

Many of the characters in "Catch-22," including Yossarian, are stereotypes. The commanding officers are know-nothings bellowing insane orders and making meaningless realizations, such as, "You mean they (the enlisted men) pray the same God we do?" They are bigoted (Yossarian!...What the hell kind of name is that?), but still realistic enough to avoid embarrassment over Yossarian's bombing another U.S. plane while "taking the bridge," that they "save face" by honoring Yossarian with a medal.

The stereotyped Generals were big men with deep voices, God complexes, and no emotions, while the lesser officers were backboneless weaklings with paranoia. The latter was typified by Lieutenant Scheisskopf, who's name is also quite apt, if you know German. The nurses in the hospital where Yossarian tried desperately to stay were cool and mechanical, reacting emotionally only when impatient patients' hands wandered over their white starched and clinical uniforms and bodies.

Yossarian was the only realistic soldier who reacted with any degree of predictability, but this alone created the impact and power of the production. We know, for instance, that when a nearby hospitalized soldier sees "everything twice," that Yossarian will soon, too. Afterall, Yossarian wants to stay in the hospital and the doctors, who are interested in diseases rather than human beings, are intrigued with one case of "everything twice," so isn't Yossarian helping them when he screams "I see everything twice"?

"Catch-22," then, wasn't just about one Captain Yossarian of the United States Army, but about all men and all wars, and Catch-22 isn't just about the catches in war, but in life. Maybe to have perceived the depth and impact of this production one would have had to have read the book, but the final scenes in which Yossarian tries to console the dying Snowden is acted out in mime as it is being narrated and four other pairs of actors join in unison to intensify the horror of the situation on the nearly blackened stage with red lighting.

We feel and we know that the humor, costumes, dialogue, and stereotyped characters were all working together, even if seemingly not, to create and to show the senselessness of war so that we would remember it. And we do, because the flash, symbolizing the plane crash, and the blackout end the play. None of the actors reappear. "Catch-22" is all over in the physical sense, but emotionally, will it ever be?
Tug of wars, pyramid building, four-legged races, and water balloon tosses constituted the coed olympics that were part of SUNI DAYS April 25-30.
Bonnie Koloc, as Kilroy in WW II, was here.

Shawn Phillips played six types of guitars during his concert at UNI.
A toboggan and tractor innertube and three barrels and two house doors made up just two of the elementarily constructed crafts for the SUNI Regatta.
"The water was freezing and no one stopped to help!"

--- Clay Street Girls
Gilchrist Hall? Why certainly, right over there.
On May 12, 1972, fire destroyed Gilchrist Hall, the old three-story structure, built in 1882, which housed such departments as Audio-Visual, Education, and Curriculum.

The fire started shortly before 7 p.m., and fire departments from Cedar Falls, Waterloo, and Dike worked to get the roaring blaze under control and to keep it from spreading to the Old Administration Building, the attached building just north of Gilchrist. At the scene of the fire, it looked as if all of Cedar Falls had turned out, watching, waiting, worried, and wondering just how the blaze had actually started. Many spectators at the scene hoped that it had not been set, but that was definitely a question in mind, as that week, there had been a number of anti-war protests and demonstrations. Also, earlier in the week, before Nixon's speech, rumors were that fires were going to be set and fake alarms turned in just because it was the end of the year.

Rumors are rampant at the site of any calamity and such rumors that the Placement Bureau, Rat Lab, and Education offices, projects, and tests were destroyed were prevalent. The Quarterly was fortunate enough to have interviews from spectators at the fire's scene. The interviews were conducted by Quarterly Photo Editor and writer Dean A. Teeter. We respect the respondents' anonymity: (*denotes female)

Q. What's your reaction to the fire?
A. I don't know, but I would say that somebody had to set that baby!
Q. Who do you think it was?
A. Some Freak,
Q. What do you think of the fire?
A. Well, it's spectacular if nothing else!
Q. Who do you think they'll blame it on?
A. Electrical wiring.
*A. I've heard a lot of people say that it was started, you know, that it was a reaction to the Iowa City incidents...from the past two weeks. One girl said that they said they started a fire over here and someone else said, 'Oh, they finally did it, huh?'

Q. Who do you think started it?
A. I don't know. I don't think anyone started it...natural causes.
Q. Were you hoping that if it were natural causes, that the Auditorium and the Old Administration Building would go too?
A. Well, I gotta admit it would be a good way to get rid of these old buildings. We need something new, but, I mean, really, it's too bad...all that equipment in there...records, Placement Bureau. No, I don't wish it would burn. I wish we'd get rid of these buildings, but I don't wish that the whole thing'd go up. Too bad they can't move everything out then burn'em down.
Q. What's your reaction to the fire?
A. Really great, I think.
Q. Do you think it was caused by natural causes or do you think it was in protest with Iowa City?

A. They don't have the brains up here to do that! It was an accident.

Q. If it was an accident, do you think that the Auditorium and Old Administration Building would go too?

A. In a way, yes, because they need to replace all these old buildings and they won't do it. The Regents gave us $400,000 to appease us, but it's gonna take more than that to build that building up again.

Q. Do you think it was set in protest against Nixon's policy?

* A. I don't know. A lot of people think it was. It could have been, but in that building, it could have just started by itself.

Q. If it was natural causes, do you wish that the Auditorium and Old Administration Building would go too?

* A. No! There's so much stuff in there. I have a teacher that we just had over last night and all of her stuff is gone. They just had all the kids turn everything in, you know, all these files and everything and it's just... all gone... Oh, if there was anyway to get the stuff out of there. I wonder what they would have done if they wouldn't have had that new building done, you know... It'll be bad enough the way it is, but at least they'll have a building to go into.

Q. What's your opinion of the fire?

* A. I like it!

Q. Do you think it's in protest?

* A. I don't know, but they should have let it keep burning to get rid of all the buildings so we could have gotten new ones.

Q. What is your opinion of the fire?

* A. I think it must be a tragic loss to whatever instructors have their supplies in there.

Q. Do you think it was set in protest to Nixon's Viet Nam policy?

* A. I have no idea.

Q. What do you think the Board of Regents reaction will be to this?

* A. I don't know, but they'll have to come up and take a look.

Q. What's your opinion of the fire?

A. Got a lot of people here, didn't it?

Q. What's your opinion? Do you think it was started in protest to Nixon's Viet Nam policy?

A. Well, from what I understand, there's a good deal of stirring up of students this afternoon in protest of the policy, and I sure resent the fire if that's a phase of peaceful response to the situation.

Q. Are you an instructor up here?

A. No, sir. I'm a former student.

Lots of memories burnt up there!
The Behavioral Genetics Laboratory, more commonly known as the "rat lab," was also of great concern to people during the fire. Sydne Harrison, graduate student and lab assistant, was in the lab when the fire occurred. These are his reactions upon hearing the bell at 6:50 p.m.: "I thought it was the stupid bell for classes," as it had been rung time and again on previous occasions. Sydne continued, "Richard Landyt, another lab worker, said, 'That's the fire alarm!'" Sydne, however, believed it was still the classes bell until he saw the black smoke from the west windows and realized, "Jesus Christ, the building is on fire!"

At this time, Joyce Shima, coordinator of the lab, told Sydne personally to get a pair of each strain and get them to safety.

"I just grabbed! I was so nervous and I put them into a rat carrier." Sydne told the policeman that the strains he needed to get were rare ones from California, the policeman said, "You're not going up there over my dead body."

"But the rats?" "Who's more important? You or the rats?"

The time now was 7:30 p.m., according to Sydne, and the fire was still not a threat to the lab at this time, so he tried to enter by the east Crossroads doors and was stopped there by a second city policeman who declared, "Nobody is going into the building." Sydne said that he was so angry by this time that he bowed with clasped hands in a Hindu-type ritual and said, "Yes, God. I didn't know I would have the pleasure of meeting you someday."

So Sydne gave up for the moment and took the cages to Campbell Hall, where they were stored in Barb Voshell's room: afterwhich, Barb and Sydne hurried back to the fire site, but still couldn't get in until Dr. Harrington, director of the lab, let them in the north Auditorium door. Said Sydne, "Harrington and Joyce were in the lab all during the fire trying to save the rats, especially the new strains, and they really did a good job." No rats were lost in the fire.

Campus life continues in the shadow of the charred remains.
Behind the Scenes

Senior Class Project

A small group of interested seniors voted to replace trees on the UNI campus as their 1972 class project. Seniors present felt that this project could more realistically be met than ones adding funds to projects for buildings that were started by previous classes.

The project to replace trees dying from Dutch elm disease was handled as a pledge campaign. It was reported that a replacement tree costs approximately $15, and, with a pledge of that amount over a three year period, each contributing senior could conceivably buy a tree for the campus.

Warsaw Quintet

Composed of a viola, cello, piano, and two violins, the Warsaw Quintet gave a very skilled and polished performance at UNI February 22, as part of the UNI Chamber Music Series.

During the opening piece, the Quintet was very professional, yet unemotional. They didn’t seem really caught up in the music, but at least the audience didn’t mistakenly applaud between movements.

The second piece was a more moody selection and the bows of the strings slashed across the strings with skill and dexterity. By this time the musicians were fervently involved with the music, becoming quite frenzied in parts. They were enveloped in their music and frequently they swayed and nearly rose out of their seats with involvement.

Talk about appreciation. One could feel it in the audience. Some of the pieces made one want to breathe deeply as emotions rose and fell in accordance with the music.

The Warsaw Quintet was a group of dedicated musicians, who, near the end of the program, played pieces that featured the individual performers’ talents. The Quintet was a thorough success, with both the audience and themselves, as the musicians beamed after their performance. It was a relaxing as well as an emotionally exciting way to spend an evening.

Latest on College of Criminal Justice

Norman Seeman, Dean of the Police Science Institute in Waterloo, recently received a letter from Dr. James G. Martin, vice-president of UNI, stating that the Board of Regents had referred a program on criminal justice to the Inter-institutional Committee on Educational Coordination for some type of recommendation. The matter is now under investigation by that group.

Speakers Donated to Union

Early this year the 1965 senior class of UNI purchased a speaker system and microphone outlets for the Hemisphere Lounge of the Union, following approval of the $985 project by the Union Policy Board.

The 1965 class chose this project when plans for the Union were still indefinite. These microphone outlets were placed on both the upper and lower levels of the lounge to facilitate discussion between speakers and audience members. Overhead speakers are tied into an FM tuner for background music when the lounge is being used informally and when receptions are held there.

Harpischordist at UNI

Harpischordist Igor Kipnis delighted the audience of the UNI Chamber Music Series on March 13, as he both played the harpsichord and chatted to the audience about the remarkable instrument.

The bright red instrument with gold trim was imposing, being only two inches short of ten feet long. The length was humorously labeled by Kipnis as being “obscenely long,” but the instrument was built just for him in the style of the mid-18th Century German era.

Throughout the evening Kipnis alternately played the harpsichord then talked about it. He definitely demonstrated the range and variety of styles the instrument could achieve, explaining that he usually played the first two pieces just to give the audience a sample of the sound. One of the first pieces was light, delicate, and more than slightly reminiscent of some of the background music in the movie “Tom Jones.”

Kipnis’ explanation and demonstration of the keyboards and registers was quite extraordinary and enlightening, especially in view of the fact that the registers aren’t specified in the scores, except by today’s composers. He also explained that many of the pieces he played could have been played on either the piano or the harpsichord.

It was evident that Kipnis was a man who enjoyed his work and his tidbits about the personal lives of some of the composers were memorable as well as enjoyable. His repertoire encompassed the light, lively, emotional, and melodic, as well as the tumultuous and passionate. It was both intense and rich as well as refined and fragile, and all this was before the intermission.

During the intermission Kipnis left the stage and members of the audience invaded it, surrounding the magnificent instrument with looks of “I want to touch” in their eyes. It was a relaxed atmosphere because of Kipnis’ personal involvement with the audience.

Another activity Kipnis related to the audience was his first commercial, where he played the background music for a “Mounds” candy commercial. It was fun, he said as well as monetarily rewarding since he received $40 for his ten minutes of work.

As Kipnis played, love seemed to fill the room and after more pieces he asked for requests from the audience. This was certainly a humorous part of the program, as six requests were asked for before someone hit upon a piece included in Kipnis’ collection of 22-23 encores. Kipnis then joked with the audience about the incident and said, “What I should have done is simply tell you what I have.”

It seemed as if Igor Kipnis enjoyed himself as much as the audience enjoyed him. He proved himself well-versed on the harpsichord, even though a few mistakes were evident in his fascinating performance. Kipnis proved himself quite a showman his evening at UNI and it is still a toss-up as to whether Kipnis the man or Kipnis the musician was the most enjoyable.
Seniors

or has anyone got a job for me?
<table>
<thead>
<tr>
<th>Barry, Carol</th>
<th>Van Horne, Lower Elementary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bartlett, Luene</td>
<td>Humboldt, Sociology</td>
</tr>
<tr>
<td>Baskerville, Jean</td>
<td>Perry, History</td>
</tr>
<tr>
<td>Baten, Melissa</td>
<td>Aurelia, Library Science</td>
</tr>
<tr>
<td>Baue, Ken</td>
<td>LaPorte City, Safety Education</td>
</tr>
<tr>
<td>Bochtel, Crystal</td>
<td>Webster City, English</td>
</tr>
<tr>
<td>Beck, Kathy</td>
<td>Morning Sun, Vocational Home Ed.</td>
</tr>
<tr>
<td>Becklund, Barb</td>
<td>Sioux City, Social Work</td>
</tr>
<tr>
<td>Beckwith, Dave</td>
<td>Waterloo, Marketing</td>
</tr>
<tr>
<td>Beeman, Carman</td>
<td>Des Moines, Lower Elementary</td>
</tr>
<tr>
<td>Bechley, Darwin</td>
<td>Gladbrook, Mathematics</td>
</tr>
<tr>
<td>Beinke, Nancy</td>
<td>Waterloo, Lower Elementary</td>
</tr>
<tr>
<td>Bell, Niki</td>
<td>Algona, Speech Pathology</td>
</tr>
<tr>
<td>Bengston, Connie</td>
<td>Aurelia, Music</td>
</tr>
<tr>
<td>Benhart, Linda</td>
<td>Oxford Junction, Lower Elementary</td>
</tr>
<tr>
<td>Benish, Judy</td>
<td>Mason City, Social Work</td>
</tr>
<tr>
<td>Ben, Patricia</td>
<td>Mason City, Lower Elementary</td>
</tr>
<tr>
<td>Bennett, Bonnie</td>
<td>Cedar Falls, Art Education</td>
</tr>
<tr>
<td>Bennett, Richard</td>
<td>Cedar Falls, History</td>
</tr>
<tr>
<td>Bentall, Rhea</td>
<td>Ankeny, Lower Elementary</td>
</tr>
<tr>
<td>Bentley, Deanna</td>
<td>Newton, English/TEFL</td>
</tr>
<tr>
<td>Bentley, Mark</td>
<td>Cleocheim, Business Education</td>
</tr>
<tr>
<td>Benton, Mary</td>
<td>Sioux City, Library Science</td>
</tr>
<tr>
<td>Bengren, Robert</td>
<td>Polk City, Mathematics</td>
</tr>
<tr>
<td>Bergom, Wendy</td>
<td>Cedar Falls, Vocational Home Ed.</td>
</tr>
<tr>
<td>Bernard, Peggy</td>
<td>Cedar Falls, Lower Elementary</td>
</tr>
<tr>
<td>Bernard, Roger</td>
<td>Cedar Falls, Marketing</td>
</tr>
<tr>
<td>Betts, Tom</td>
<td>Coon Rapids, Mathematics</td>
</tr>
<tr>
<td>Beyer, Janet</td>
<td>Fort Madison, Jr. High Mathematics</td>
</tr>
<tr>
<td>Beyer, Ann</td>
<td>Waterloo, Mathematics</td>
</tr>
<tr>
<td>Beyer, Dave</td>
<td>Edgewood, Chemistry</td>
</tr>
<tr>
<td>Beyer, Paul</td>
<td>Waterloo, Art</td>
</tr>
<tr>
<td>Bickford, Joyce</td>
<td>Maquoketa, Mathematics</td>
</tr>
<tr>
<td>Bilrie, Thomas</td>
<td>Dubuque, Art</td>
</tr>
<tr>
<td>Blisen, Lara</td>
<td>Earling, Music</td>
</tr>
<tr>
<td>Blair, Suzanne</td>
<td>Lake Park, Upper Elementary</td>
</tr>
<tr>
<td>Blanchet, Suzanne</td>
<td>Dayton, Lower Elementary</td>
</tr>
<tr>
<td>Bode, Jean</td>
<td>Cedar Rapids, English</td>
</tr>
<tr>
<td>Boeck, Robert</td>
<td>Janesville, Science</td>
</tr>
<tr>
<td>Bogen, Richard</td>
<td>Waterloo, General Business</td>
</tr>
<tr>
<td>Boge, Geraldine</td>
<td>La Motte, Upper Elementary</td>
</tr>
<tr>
<td>Bolte, Diane</td>
<td>Walcott, Lower Elementary</td>
</tr>
<tr>
<td>Bonfig, Stephen</td>
<td>Cassian, Accounting</td>
</tr>
<tr>
<td>Book, Kathy</td>
<td>Dawson, Upper Elementary</td>
</tr>
<tr>
<td>Boothroy, Dennis</td>
<td>Altoona, Sociology</td>
</tr>
<tr>
<td>Boots, Gary</td>
<td>Central City, Jr. High Mathematics</td>
</tr>
<tr>
<td>Bothwell, Pat</td>
<td>Estherville, Lower Elementary</td>
</tr>
<tr>
<td>Bottjen, Karen</td>
<td>Remsen, Art</td>
</tr>
</tbody>
</table>
Bremmer, Larry
Cedar Falls, Marketing
Brinkman, Ray
tinon, Speech
Brandt, Glenda
Austin, Minn., Upper Elem./Math.
Brennan, Mary
Martelle, Lower Elementary
Braun, Susan
Dubuque, Spanish
Braun, Joan
St. Ansgar, Upper Elementary

Brechtner, William
Frederickburg, Music
Breithauch, Neil
McGregor, Business Education
Breike, Rendi
Allison, Early Childhood
Breight, Barry
Cedar Falls, History
Breig, Pamela
Cedar Falls, Lower Elementary
Brimhall, Kenneth
Wayland, History/Political Science

Brodeur, Veronica
Muscatine, Upper Elementary
Brown, Carol
Richland, Mathematics
Brown, Cynthia
Clinton, Lower Elementary
Brown, David
Waterloo, History
Browning, Carl
Cedar Falls, Lower Elementary
Broyles, Karman
New Virginia, Lower Elementary

Bruhn, David
Waterloo, Industrial Technology
Bruna, Dennis
Storm Lake, Business Management
Bruna, Marvin
Waterloo, Mathematics
Buckner, Sandra
Elkader, Physical Education
Budlong, Irving
Cedar Falls, Business
Bushner, Karin
Mason City, Physical Education

Buhrow, Mark
Mitford, Marketing
Burkhiser, Rita
Farragut, Jr. High English
Burma, Marcy
Allison, Early Childhood
Burns, Karen
Marathon, Library Science

Busby, Robert
Indiands, Mathematics
Busch, Pamela
Lake View, English
Busch, Robert
Jonesville, Jr. High Mathematics
Butler, Nancy
Marshalltown, History
Byers, Carol
Sloan, Upper Elementary
Cahill, Joyce
Cedar Falls, Art

Capo, Gary
Hendrick, History
Carr, Susan
Columbus Junction, History
Carl, John
Crescent, Business Marketing
Carpenter, Del
Clinton, Tech., Institute Teaching
Carr, James
Bernard, Business
Carroll, Linda
Shenandoah, Physical Education

Carter, Linda
Winneshiek, Music
Casse, Karen
Independence, Business
Casse, Stephen
Cresco, Jr. High Education
Caste, Diane
Shenandoah, History
Cate, Harriet
Sioux Rapids, History
Chang, Carol
Lacona, Lower Elementary

186
Chapman, Jim
Meriden, Industrial Arts
Charlesworth, Bruce
Bettendorf, Art
Chodus, Richard
Kensett, Mathematics
Chown, Doug
Nichols, Business
Christian, Diane
Marion, Lower Elementary
Christian, Chris
Green, English

Clark, Charlie
Fordyce, Arkansas, Physical Educa-
Charleroi, Jim
Clerk, Jack
Council Bluffs, English
Clark, James
Perry, Marketing
Clausen, Rosemary
Cedar Falls, Upper Elementary
Clayton, Georgia
Paulina, Library Science
Clayton, Peggy
Paulina, Upper Elementary

Cluney, Pat
Mitchellville, Lower Elementary
Clyde, Kristine
Cedar Falls, Special Education
Coeles, Pam
Cedar Falls, Lower Elementary
Colbert, Jeanne
Des Moines, English
Collinge, Karen
Cedar Falls, Social Work
Collinge, William
Cedar Falls, Sociology/Library Arts

Compton, Pam
Stuart, English
Conley, Christine
Carroll, Physical Education
Connell, Sue
Cedar Falls, Sociology
Connell, William
Cedar Falls, History
Conner, Jeff
Council Bluffs, Industrial Arts
Conrad, Dick
Anamosa, Jr. High Mathematics

Conrad, Steve
Manchester, Marketing
Conrad, Wilma
Cedar Falls, Lower Elementary
Coles, Carol
Burlington, Upper Elementary
Cooley, Edith
Waterloo, Lower Elementary
Cooper, Robert
Charles City, Business Education
Copeman, Darwin
Cresco, Marketing

Copeman, Patricia
Grundy Center, Lower Elementary
Corkery, Jeff
Rowley, Physical Education/Health
Corwin, Larry
Cedar Falls, Jr. High Education
Cory, Martin
Boone, Science
Courtney, Gale
 Ottumwa, Biology/Chemistry
Cox, Carol
Dyersville, Upper Elementary

Cram, Kathy
Humboldt, Physical Education
Cramer, Paul
Bisbee, Biology
Crawford, Nancy
Sanborn, Lower Elementary
Crawford, Ted
Arlington, Business Education
Cross, Jerry
Wapello, Chemistry
Dehne, Kathy
Ia Grove, Art Education

Deke, Gary
Cedar Falls, Business/Accounting
Demann, Kenneth
Manning, Sociology
Derrow, Rita
Mantle, Business
Derrow, Wickie
Cedar Falls, Upper Elementary
Deters, Gary
Marshalltown, Business Education
David, Mike
Cedar Rapids, Marketing
Davies, Jacqueline
Waterloo, Business Education

Davies, Jeannette
Burlington, History

Davies, Marcia
Otumwa, Jr. High Mathematics

Davitt, Colleen
Audubon, Spanish

Day, Lorrie
Davenport, Lower Elementary

De Bower, Larry
Allison, Accounting

De Buhr, Frances
Mason City, Upper Elementary

Deeds, Jim
Des Moines, History

De Meusenaere, Marita
Victor, Special Education

Dennler, Ron
Cedar Falls, Business Management

Deppe, Ron
Grinnell, Physics

De Smit, Dougie E.
Humboldt, Physical Education

DeSantis, Mary Ann
Cedar Rapids, French

De Vries, Lowell
Prairie City, Mathematics

De Walle, Connie
Charles City, English

Diet, Michael A.
Winterstet, English

Dickinson, Judy
Rock Rapids, Lower Elementary

Dietz, Herb B.
Marshalltown, Business

Dickman, Alice
Woodbine, Mathematics

Dietrich, Ellen
Hornick, Art

Dierich, Gene E.
Maseno, Physical Educ./Health

Dietzenbach, Loren
For Atkinson, Social Science

Dinger, Jan Arlys
Ricoville, Lower Elementary

Dipole, Linda
Muscatine, Early Childhood

Dirtz, Stephanie
Cedar Rapids, Early Childhood

Dolson, Diane Louise
Cleghorn, French

Dolys, Kathy
Dubuque, Special Education

Dodge, Amy Gay
Mason City, Upper Elementary

Doan, Mary
Dubuque, Early Childhood

Doschus, Donna
Ryan, Lower Elementary

Donald, William P.
Osceola, Sociology

Donnenwerth, Darwyn
Cedar Falls, Sociology

Donnenwerth, Kathy
Cedar Falls, Jr. High Social Science

Doovan, Dan
Cedar Falls, English

Doza, Charles
Davenport, Mathematics

Dostal, Regine J.
Toledo, Upper Elementary

Drackman, Rosalie D.
Waterloo, Vocational Home Eo.

Drennan, William L.
Cedar Falls, Business Management

Dubhr, Jim
Dubuque, Marketing

Duke, Lawrence
Des Moines, Art

Dulin, Paulette
Vinton, Lower Elementary

Dunabaud, Marlene
Cedar Falls, English

Dunne, Jane
Churdan, Art Education

Dunne, Barb
Hubbard, Jr. High Mathematics

Durst, Robert
Waterloo, Sociology

Dworschack, William
Clinton, Accounting

Easterly, Greg
Colwell, Business

Eaton, Jerry
Cedar Falls, Political Science
Hansen, Byron  
Harlan, Marketing  
Hansen, Jean  
Cedar Falls, Library Science  
Hansen, Linda  
Carroll, Early Childhood  
Hansen, Nancy  
Odebolt, Lower Elementary  
Hansen, Randall  
Goldfield, History  
Hansen, Dennis  
Cedar Falls, Accounting  

Hanson, Jon  
Muscatine, Business Education  
Hanson, Martin  
Quimby, Political Science  
Hardy, Russell  
Independence, Industrial Arts  
Hargrafen, Karen  
Delhi, Lower Elementary  
Harmon, Mary  
Northwood, English  
Harms, Darrell  
Tiltonka, Social Science  

Harper, Valerie  
Sioux City, Int. Design/Home Fur  
Harrarstein, Diane  
Belmond, Speech  
Harrington, Tamara  
Watkins, Early Childhood  
Harris, Larry  
Clarksville, Music  
Harrison, M. Sydney  
Kingston, Jamaica, Spanish/Engl  
Hartman, Sandra  
Charles City, Lower Elementary  

Hartsook, Marsha  
Atlantic, Business  
Hess, Karen  
George, French  
Halterman, Kay  
Portsmouth, Physical Education  
Hauschildt, Mary  
Davenport, Lower Elementary  
Hausser, Nancy  
Waterloo, Home Ec./Business  
Havens, Nancy  
Wota, Art  

Hayes, Winifred  
Cedar Falls, Reading  
Heard, Linda  
Eagle Grove, Business Education  
Heckman, Gary  
Cedar Falls, Upper Elementary  
Heckroth, Donna  
Dyser, Lower Elementary  
Hedemann, James  
Decorah, Psychology  
Heggen, Gary  
Alton, Upper Elementary  

Heitkemp, Christine  
Fort Dodge, Biology  
Heible, Glen  
Cedar Falls, Jr. High Mathematics  
Hendrick, Jennifer  
Story City, Lower Elementary  
Helton, Doris  
Webster City, Lower Elementary  
Hendrix, Carolyn  
Charles City, Vocational Home Ec  
Hennig, Doug  
Charles City, Accounting  

Henningsen, Robert  
Grundy Center, English  
Henson, Marilyn  
Jefferson, Early Childhood  
Hermsn, Margo  
Cedar Falls, French  
Here, Paula  
Fontanelle, Lower Elementary  
Herr, John  
Cedar Falls, Accounting  
Herrig, Kathleen  
Alton, Lower Elementary  

Herrmann, Robert  
Manson, Jr. High Mathematics  
Hertges, Nancy  
Waterloo, Lower Elementary  
Hewlett, Marcia  
Ankeny, Lower Elementary  
Hicks, Connie  
Marshalltown, Sociology  
Hicok, Jane  
Charles City, Physical Education  
Hiemstra, Shanda  
Aurelia, Lower Elementary  

191
Higgins, Ann
Independence, Lower Elementary
Hilbert, Jane
Waterloo, Special Education
Hill, Dianne
Tama, Art
Hill, Nancy
Fort Dodge, Upper Elementary
Hill, Sherman
Humboldt, Lower Elementary
Hiller, Jack
Thornton, Business Management
Hornsby, Gloria
Andrew, Vocational Home Ec.
Hoff, Arlith
Cedar Falls, Art
Hoffman, Brenda
Ogden, Vocational Home Ec.
Hogenson, Rebecca
Decorah, Lower Elementary
Holt, Catharine
Martelle, Upper Elementary
Hood, Pat
Manson, History
Hower, Deancie
Walker, Upper Elementary
Hoover, Kevin
Algona, History
Hopkins, Jane
Sandborn, Lower Elementary
Horak, Lynn
Vinton, Business Management
Horn, Thomas W.
Cedar Falls, English
Hostins, Frank
Palen, Music
Houdeshell, LeRoy
Early, Accounting
Hove, Sara
Tipton, Lower Elementary
Hove, Sharon
Creston, Lower Elementary
Hove, Nancy
Nevada, Physical Education
Howsare, Galen
Crawfordsville, Mathematics
Hrabner, Dave
Davenport, English
Huppes, Mary
Bettendorf, Early Childhood
Hummel, Diane
Waterloo, Lower Elementary
Hungerford, Rod
Mason City, History
Hunt, Jane
Cedar Falls, Lower Elementary
Ihle, Mary
Rial, El. Ed. of Mentally Retarded
Ihry, Jane
Rial, Jr. High Home Economics
Inman, Chuck
Waterloo, Business Management
Irwin, Nancy
Urbandale, Speech
Irwin, Dick
Cedar Falls, Business
Ives, Tom
Clarinda, Accounting
Jabour, Barb
Keokuk, Jr. High Education
Jackson, Catherine
Des Moines, English
Jacobsen, Joyce
Goose Lake, Business Education
Jacobsen, Karen
Collins, English
Janovsky, Alice M.
Cedar Falls, Upper Elementary
Janssen, Jim
Coralville, Earth Science
Janssen, Paul
New Hartford, Industrial Arts
Jeckell, Janet
Nemaha, Upper Elementary
Jelinek, Jasice
Cedar Rapids, Business Education
Jensen, Kathy
Cedar Falls, Business Education
Joergen, Sue
Batavia, Illinois, Lower Elementary
Johnson, Dale
West Des Moines, Mathematics
Johnson, Dennis
Aplington, Social Work
Johnson, James
Wolman, Mathematics
Krumm, Fred
Spencer, Physical Educ./Health
Krumm, Karl
Tripoli, Psychology/Sociology
Krumm, Linda
Brooklyn, Vocal Music
Kuehn, Wanda
New Hampton, Special Education
Kuennen, Vernon
Davenport, Jr. High Art
Kuncalits, Angie
Independence, Lower Elementary

Kutish, Kathleen
Ames, Library Science
Kvilsar, Martin
Gladbrook, Sociology/Social Work
Lachner, Nancy
Garner, Vocal/Instrumental Music
Lacock, John
Wyoming, Business Management
Lamb, Elizabeth
Sargent Bluff, Voc. Home Ec.
Lamb, Ron
Salix, Mathematics

Lamp, Sally
Lafayette, Business Education
Lancaster, Reba
Kansas City, Missouri, Lib. Science
Landers, Becky
Waterloo, Lower Elementary
Larkin, Helen
Waukon, Elem. Education/Reading
Larkin, Ruth
Davenport, Jr. High Mathematics
Larson, Rancy
Ames, Library Science
Lawler, Cathy
Union, Lower Elementary

Laws, Debbie
Algona, Speech
Laeso, Mike
Muscatine, History
Lashbrook, Fred
Sioux City, Upper Elementary
Lemley, Bonnie
Mason City, English
Lemon, Nancy
Waterloo, Upper Elementary
Lemons, Jerry
Des Moines, Economics

Lenoch, Lynette
Austin, Minn., Upper Elementary
Leonard, Jane
Cedar Falls, Political Science
Leonard, Joyce
Elkader, Sociology
Leonard, Carol
Sioux City, Special Education
Lesyshen, Donna
Cedar Falls, Home Economics
Levy, Steve
Waterloo, Sociology

Letts, Barbara
Washington, Jr. High Education
Leymaster, Ron
Cedar Falls, Social Science
Lindeman, Douglas
Wellsburg, Social Science
Linder, Georganna
Harper, Speech
Lindle, Greg
Muscatine, Marketing
Lindquist, Michael
Burlington, Physical Educ./Health

Linn, Diane
Des Moines, Business Education
Linn, Shirley
Tipton, English
Lokenvitz, Judith
Charles City, Lower Elementary
Long, James
Thornton, Industrial Arts
Longhurst, Don
Muscatine, English
Longmuir, Robert
Arlington, Physical Education
Longmuir, Janice
Arlington, Library Science

Longnecker, Lin
Alleman, English

Loots, Leola
Mason, Speech

Loupee, Gary
West Union, Business Education

Ludeman, Kris
Mason City, Lower Elementary

Ludwig, Marcia
Carroll, Mathematics

Luhring, Linda
Hubbard, Social Work

Lundgren, Pam
Cedar Falls, Home Ec. Business

Luth, Lynn
Wilton Junction, Lower Elementary

Lynch, Judy
Grundy Center, Lower Elementary

Lynch, Maryann
Bancroft, Special Education

Lyons, Jim
Waterloo, Accounting

Lyons, Marilyn
Dubuque, Home Economics

McBride, Anita
Zearing, Art

McCarty, Mary
Sioux Falls, S. Dakota, Lib. Science

McCarty, John
Cedar Falls, Business/Marketing

McCaville, Vicki
Rockwell City, English

McCormick, Linda
Indians, Art

McCoy, Bill
Storm Lake, Business

McCoy, Craig
Cedar Falls, Social Science

McCoy, Susan
Cedar Falls, Lower Elementary

McGeough, Cindy
Waterloo, Upper Elementary

McGrane, Thomas
Riceville, English

McGuire, Kevin
Waterloo, Sociology

McKenna, Earlene
LePorte City, Lower Elementary

McLaren, Nancy
Aplington, Upper Elementary

McLaughlin, Patty
West Des Moines, Upper Elem.

McMahon, Randy
Parkersburg, Accounting

McNeill, Dillon
Cedar Falls, Upper Elementary

McVey, Linda Lou
Clarence, Vocal Music Education

Magnall, Nancy Diane Burrow
Tripoli, Physical Education

Mahernholz, Paula
Des Moines, Office Administration

Maiser, Vicki Jo
Grand Forks, N. Dakota

Malcolm, Phyllis
Home Ec./Textiles and Business

Malteff, Phyllis
Dumont, Music

Malina, Gloria
Henderson, Nevada, Lower Elem.

Mandelso, Natalie
Fort Dodge, Lower Elementary

Manning, Michael
Cedar Falls, Upper Elementary

Manson, Lance
Clear Lake, Industrial Arts

March, Linda
Newton, Lower Elementary

Marck, Betty
Oxford Junction, History

Markley, Judy
Cedar Falls, Physical Education

Marlin, Victoria L.
Albia, Physical Education

Marshall, Carol
Clarin, Lower Elementary

Martin, Gary L.
Cedar Falls, Economics

Martin, Greg
Dubuque, English

Martin, Linda
Algona, Early Childhood

Martinson, Lola
Harcourt, Art

Mason, Karen
W. Burlington, Vocational Home Ed.
McKee, Martin
Cedar Falls, Art

Merkel, Jan
Des Moines, Lower Elementary

Merkel, Jan
Des Moines, Lower Elementary

Merkel, Karen
Des Moines, Early Childhood

Merkel, Jan
Des Moines, Lower Elementary

Messersmith, Diana
Cedar Rapids, English

Meyer, Jean
West Union, Upper Elementary

Meyer, Jean
Marcus, Library Science

MIller, Clarence E.
West Union, Mathematics

MIller, Craig
Cedar Falls, Marketing

MIller, Doyle G.
Cedar Falls, Physical Education

MIller, Gaylen
Parkersburg, Business/Accounting

MIller, George T.
West Union, Mathematics

MIller, Jeannette L.
St. Donatus, History

MIller, Kathleen K.
Cedar Falls, Lower Elementary

MIller, Mary Beth
Gowrie, Lower Elementary

MIller, Pamela
Cedar Rapids, Music

MIller, Peggy
Des Moines, Early Childhood

MIller, Randall E.
Dike, History

MIller, Sandy
Brooklyn, Vocational Home Ec.

MIller, Stanley
Pekin, Accounting

MIller, Steve
Independence, Industrial Arts

Miller, Ron
Oscoda, Physical Education

Minch, Robert
Clearmont, Physical Educ./Health

Minnick, James
Washington, Biology

Minnick, Joe
Washington, Business

Minthofer, Victoria
Goose Lake, Upper Elementary

Modlin, Connie
Grundy Center, Upper Elementary

Moldenhauer, Jean
Ames, Upper Elementary

Montz, Coren
Humboldt, Lower Elementary

Moody, Linda
Lake View, Lower Elementary

Moore, Joyce
Marion, Physical Education

Moore, David
Grundy Center, History

Morse, Orville M.
Sheffield, Jr., High Education

Morgan, Bruce
Union, English

Morl, Maryann
Fort Dodge, Upper Elementary

Morris, Dale L.
Cedar Falls, Sociology
Moulds, Janet
Fairbank, Early Childhood
Moylan, Dianne Kay
Tipton, Upper Elementary
Muchmore, Richard E.
Waterloo, Industrial Arts
Muller, Wendy
Grundy Center, Upper Elementary
Mullins, Martin
Gladbrook, Physical Education
Mullins, Marshall
Gladbrook, Physical Education
Cedar Rapids, Lower Elementary
Munday, Lynn
Ledyard, English
Murphy, Patrick
Dubuque, Business Education
Murray, John
Davenport, Social Work
Murray, Raphael
Epworth, Business Education
Myers, Christy
Cedar Rapids, Lower Elementary
Naden, Sue
Cedar Falls, English
Nagle, Larry
Toledo, Social Science
Nahash, Barbara
Council Bluffs, Speech
Nantz, Karen B.
Cedar Falls, English
Negus, Donna
Sutherland, Jr. High English
Nelson, Mike
Avoca, Mathematics
Nelson, Deborah
Des Moines, Lower Elementary
Nelson, Nancy
Callender, Vocational Home Ec.
Nelson, busie
Red Oak, Speech Pathology
Newman, Wendy
Center Point, Social Work
Newton, Nancy
Arlington, English
Nichols, Roger
Cedar Falls, Music
Nilsen, Cathy
Belle Plaine, Music
Nienhuis, Michael
Gilmore City, Special Education
Nimmer, Allan
Waterloo, Sociology
Nisley, Mary
Linden, English
Nitz, Diana
Ruthven, Upper Elementary
Noelzli, Steve
Clinton, Physical Education
Nolte, Susan
Alden, Spanish/English
Noltensmiller, Joan
Waterloo, Sociology
Norman, Barbara
Searsboro, Special Education
Norris, Sandra
Ottumwa, Early Childhood
North, Cathie
Vail, Lower Elementary
Ollinger, Janece
Toddville, Upper Elementary
Olsen, Diane
Mason City, French
Ogden, Ginger Lee
Waterloo, English
Ohde, Vicki
Cedar Falls, English
O'Holle, Robert
Fredericksburg, Social Science
Olinger, Janece
Toddlville, Upper Elementary
Olsen, Linda
Osage, Physical Education
Ondern, Melva
Strawberry Point, Library Science
Onken, Dianne
Rudd, Lower Elementary
Osterkamp, Terry
Anamosa, Business
Ovel, Robert
Dyersville, Physical Education
Overman, Joan
State Center, Jr. High Mathematics
Palmer, Roger
Elma, Physical Education/Health
Pansco, Barbara
Muscatine, Upper Elementary
Stoll, John
Cedar Rapids, Business Education

Steele, Randy
Fort Dodge, Safety Education

Stevens, George W. Jr.
Des Moines, Industrial Arts

Stevenson, Nancy
Shell Rock, Speech/Theatre

Stewart, Sherman
Fairfield, Business

Stidwell, Cheryl
Jefferson, Art Education

Stillwell, Kathleen
Ames, Library Science

Stoeltlng, Elaine
Sec City, English

Stoeltlng, Elaline
Sac City, English

Stolba, Sue
Cedar Rapids, Physical Education

Stoner, Kay
Fairfield, English

Stoneroock, Darrell
Clarence, History

Stookey, Marcia Ann
Shell Rock, Speech/Theatre

Stout, Richard
Cedar Rapids, Upper Elementary

Strub, Diane
Merrill, Upper Elementary

Strunk, Nancy
Clinton, Lower Elementary

Stubbe, Zoe Ann
George, Jr. High Mathematics

Stoeltlng, Valerle
Postville, English/TEFL

Sullentlc, Diane
Muscatine, Physical Education

Sullivan, J. Michael
Des Moines, Marketing

Sum, Carolyn
Storm Lake, Business Accounting

Swanson, Linda
Sioux City, Lower Elementary

Sweeney, Joan
Cedar Rapids, Lower Elementary

Sweeney, Kathy
Dubuque, Lower Elementary

Tapper, Doris
Holland, Vocational Home Ec.

Taylor, Karen
Ames, Lower Elementary

Taylor, Stanley
Deep River, History

Teeter, Dean A.
Algona, Biology

Telg, Diane
Webster City, Library Science

Telgland, Garry Dennis
Randall, Biology

Thieba, Linda
Des Moines, Lower Elementary

Thomas, Beth
Farragut, Lower Elementary

Thomas, Lawrence
Dumont, Earth Science

Thompson, Garland
Elm, Social Science

Thompson, Jane
Van Horn, Upper Elementary

Thompson, Linda
Chariton, Social Work

Thorson, Artie
Ellsworth, Upper Elementary

Thurk, Jolene
McClelland, Home Ec./Bus. & Foods

Timm, Kristine
Webster City, English

Tombergs, Susanne
Eldridge, Jr. High Mathematics

Topp, Anne
Hubbard, English

Treesh, Eugene
Waverly, General Business Educ.

Tresch, Therese Ann
Mt. Horeb, Wis., Upper Elementary

Bonaparte, Remedial Reading

Tuttle, Bill
Worthington, Business Adm.

Turvold, Marsha
Cedar Falls, Home Economics

Turvold, Phillip
Cedar Falls, General Science

Tvrdlk, Debbie
Cedar Falls, Mathematics
Tvrdlk, Sam  
Cedar Falls, Business Education

Uherka, Nancy  
Rembrandt, Speech

Unga, Janel  
Luxemburg, English

Usher, Duane  
Cedar Rapids, Physical Ed./Health

Van Deelen, Kathy  
Spencer, Lower Elementary

Van Deest, John  
Cedar Rapids, Jr. High Math.

Vanderlinden, Stan  
Pella, Physical Education

Van Dyke, Norma  
Osceola, English

Van Horn, Sandra  
Waukon, English

Vannatta, Jeff  
Fairfield, Industrial Arts

Vanoostenwyk, Ruth  
Sioux Center, Jr. High English

Van Vark, Vicki  
Cedar Falls, Speech

Van Voorst, Rhonda  
Newton, Lower Elementary

Vasey, Christine  
Marion, Special Education

Vichlach, La Vonne  
Monona, Sociology

Virden, Mitzi  
Keilert, Business Education

Vivone, Frank  
Des Moines, Physical Educ./Health

Voelker, Susann  
Ryan, Jr. High Math./Lib. Science

Vogel, Dennis  
Galva, Science

von Ehwegen, Kathy Jo  
Sac City, Speech/Drama

von Glan, Amy  
Breda, Jr. High Education

von, Donna  
Lynville, Jr. High Education

Vosberg, Linda  
Rutland, Lower Elementary

Wagler, Sandi  
Mt. Pleasant, Early Childhood

Wagner, Joyce  
Waterloo, Library Science

Waldorf, Cherry  
Cedar Falls, Speech

Waldorf, Monte  
Cedar Rapids, Mathematics

Waldschmidt, Donna  
Riverside, Lower Elementary

Walker, Cheryl  
Waterloo, Sociology

Walters, Linda  
Wyoming, Lower Elementary

Wamsner, Bonnie  

Ward, Joyce  
Fairfield, Lower Elementary

WEIFAM, Julie  
Decorah, Special Education

Wellenbacher, Michael F.  
Cedar Rapids, Business Mgt.

Welch, Nancy M.  
Winterset, Early Childhood

Wenger, James E.  
Ainsworth, Industrial Arts

Wetke, Mary  
Cedar Rapids, Home Ec. Business

Weming, John L.  
Kellerton, Business

Welch, Kathleen  
Minneapolis, Minn., English

Westen, Rebecc D.  
Sioux Falls, S. Dak., English

Westendorf, Candy  
Albia, German/English

Westhoff, Linda  
New Vienna, Upper Elementary

Westrom, Joan  
Council Bluffs, Lower Elementary

Whalen, Jerold  
Stanhope, Social Science

Wheeler, Marie  
Marshalltown, French

Wherry, Peg  
Carli, English

Webbhorst, Calvin  
Des Moines, English

White, Debby  
Evansdale, Jr. High Education

White, Calvin  
Des Moines, English

White, Linda  
Evansdale, Jr. High Education
Wiltworth, Cathy
Macintosh, English

Vierda, Stephen R.
Marshalltown, Political Science

Wicks, Robert
Syart, Accounting

Vigna, Paul
Tracer, Art Education

Villa, Jerry
Jewell, History

Villa, Patricia

Keller, Cathy

Airstown, English

Andra, Stephen R.
Aarshalltown, Political Science

Vieck, Robert

Airstown, History

Vilgann, Paul

Aarshartown, Art Education

Williams, Jerry

Aer, History

Willo, John H.
Airstown, Marketing

Wilk, Linda

Airstown, Lower Elementary

Wilk, Patricia

Airstown, Upper Elementary

Wills, Nancy

Argonaut, Physical Education

Wills, Cindy

Chariton, Lower Elementary

Wischmeyer, Connie

Sioux Rapids, Lower Elementary

Woxon, Mary

Indianola, Vocational Home Ec.

Witt, John H.

Laurence, Marketing

Witt, Patricia

Lincoln, Lower Elementary

Witt, Joanna

Kellogg, Upper Elementary

Witt, Linda

Aarshalltown, Lower Elementary

Witt, Patricia

Mines, Lower Elementary

Witt, Patricia

Marsh Elk, Physical Education

Wood, Allen

Cedar Falls, French/English

Worley, Diane

Washington, Art

Wright, Mary Lynn

Cedar Falls, Lower Elementary

Wright, Steve

Iowa Falls, Business

Wubker, Pat

Iowa Falls, Lower Elementary

Yochum, Steve

Clive, Safety Education

Yoder, Kathryn

Oakville, History

Youmans, Kathy

Airstown, Lower Elementary

Young, Robert

Milo, History

Youngberg, Maryanne

Cedar Falls, Vocational Home Ec.

Youngstrom, Dale

Dayton, Physical Education

Zaleznik, Janie

Epworth, Lower Elementary

Zelinsky, Dennis

Cedar Falls, Business Education

Zinne, Jeff

Fort Dodge, English

Zuber, Kathy

Williamsburg, Lower Elementary

Beier, Sandra L.

Cedar Falls, French

Allenheim, Penne

Cedar Falls, Spanish

Bolger, Charlene

Blairstown, Upper Elementary

Brostrom, Dennis

Fremont, Music

Danielsen, Jean

Dixon, Music

Gill, John

Fort Dodge, Art

Mehr, Janet

Sioux City, Spanish
Groups & Organizations

Groups & Organizations

Groups & Organizations

Groups & Organizations
Row One, L to R--Barb Kuch, Cindy Cottrell, Laurel Reed, Susie Sojka, Mary Downey, Susi Anderson, Connie Kenney, Teri Youngren, Bev Wood.
Row Two, L to R--Sandi Determann, Laurie Greenfield, Nancy Adam, Rita Didio, Janet Milton, Deanne Walker, Marlene Waller, Martha Good, Nancy Peterson, Ann Ralston, Linda Burmeister.
Row Three, L to R--Linda Stirler, Gwen Grout, Kathy Boquist, Mary Ruigh, Rosie Agnew, Ellen Uchytil, Diane Green, Linda Granneman, Kathy Hodnefield.
Row Four, L to R--Cheryl Knupp, Paula Trainer, Diane Pyle.

Antigone

Center Front, L to R--Charlene Mickelsen, Jonie Swenson, Joleen Caslavka.
Row Two, L to R--Ruth Gumm, Shirley Johnson, Cindy Erpelding, Jan Kimball, Rosie Vaske, Sally Felton, Kathy Munot, Pat Engen, Sharron Reiter, Carla Benson, Deb Hofs, Bev Jaminet, Janelle Lyons, Berni Boeding.
Aphrodite


Row Two, L to R—Joan Hatteberg, Karen Lichsin, Deb Larson, Teresa Murphy, Elaine Koehne, Mary Hayes, Tricia Walker, Sue Kupka, Mary Burk, Linda Doubek, Sue McGrath.

Row Three, L to R—Joon Hotteberg, Koren Lichsinn, Deb Lorson, Terese Murphy, Elaine Koehne, Mory Hayes, Tric10 Walker, Sue Kupka, Mory Burk, Lindo Doubek, Sue McGrath.

Row Four, L to R—Barb Nissen, Connie Hudson, Patty Richards, Meredith Foyram, Joan Cox, Donna Rice, Aggie Tauke, Margaret Hepp, Vickie Steiner.

Atalanta

Row One, L to R—Mary Faino, Sue Naave, Barb Olk, Chris Hackett, Connie Lakin, Kathy Stroyann, Dianna Heath.


Row Three, L to R—Cheryl Hunnell, Doris Rice, Jan Shelledy, Doris Schnack, Peggy McDermot, Jean Loefflehardt, Linda Orris, Cheryl Walters.


Capricorn

Row One, L to R—Donita Holthaus, Janine Snyder, Debra Schenkelberg, Lori Rosene, Julie Mendenhall, Dianne Moylan, Carolyn Orr, Kathy Watters, Mary Hall, Jo Ruth.

Row Two, L to R—Cheryl Fernox, Cheryl Nienhuas, Cher Coco, Jean Danilson, Martie Dallas, Donna Bull, Terry Dettmann, Peg Peters, Carol Thomas, Cathy Whitworth.

Row Three, L to R—Janece Ofinger, Laurie Schlesselman, Becky Hoganson, Jo Olson, Robin Gemignani, Verlee Terwilliger, Sue Masters, Joyce Voshell, Sue Whitmer, Nancy Hubbard.

Carrie

Row One, L to R—Marcia Weir, Peggy Borchellor, Annette Farrell, Jon Erickson, Faye Gabrielson, Jon Breuer, Sue Stephen, Marilyn Eilers.


Row Three, L to R—Janet Evans, Barb Peterson, Carol Nasbach, Carol Best, Judy Davis, Sally Bunn, Janice Kuhn, Michelle Roberts, Sue Snyder, Leann Larkin, Shirley Huisenga.

Row Four, L to R—Becky Rouse, Lorraine Scott, Karen Haugen, Vicki Duhrkopf.
ROW 1-L to R: Beci Trende, Shirley Treston, Carol Aden, Bev Schneider, Mary Mueller, Deb Vermuelen, Cindy Vlotho, Deb Tibbits, Jane Negus.
ROW 2-L to R: Elodie Swift, Vicki Bowman, Jody Romelton, Joyce Burns, Darice Shaw, Jo Anne Wilson, Leslie Reckemmer, Jeanna Schirm.
ROW 3-L to R: Deb Watts, Jane Miller, Mary Ellen Derr, Jan Thomson, Kay Whitaker, Jo Pittman, Kas Swearingen, Marilyn Witt, Elaine Welter.

Cathlene
Charlotte

Chateau Bordeaux

Row One, L to R — Pat Heithoff, Phyllis Fritz, Rita Harry, Ann Lynch, Sharon Reints, Gloria Nock, Stephanie Meigs, Diane Rondeau, Sherry Ebensberger, Sue Forney, Claudette Ean.

Row Two, L to R — Vickie Blume, Pam Palmer, Mary Hindman, Karen Evans, P. J. Ford, Sandy Blough, Jani Van Laar, Diana Rickertsen, Chris Rilett.

Row Three, L to R — Kathy Reed, Deb Watts, Diane Schmidt, Deb Larsen, Jonel Merical, Kathy Renander, Alice Mc Donald.

Row Four, L to R — Lynda Lines, Darlene Peiffer.
Chateau Renault

Left Row, Top to Bottom—Betty Rock, Kathy Miller, Von Espe, Gale Lundberg, Jane Suchomel, Nancy Schmitz.
Center Row, L to R—Jan Kneeland, Kathy McGraw, Doris Rock, Kris Isgong, Sharon Schlapkohl, Shelley Streeter, Lorraine Dilly, Bonnie Uthoff, Mary Shearns.
Right Row, Top to Bottom—Julie Hubbard, Julie Melacek, Dorothy Frideres, Sue Wood, Linda Warren, Ginny Primrose.

Cummins

Flag Bearers, L to R—Tom Whitehouse, Brad Colton, Jim Sandquist, Wayne Johanson.
Row One, L to R—Tom S. Schmitt, Gary Christians, Mike Thornburg, Kelvin Lehrman, Wakweya Geleta, John Roos, Bob Millikun, Duane Bakkum.
Row Two, L to R—Mike Croney, Butch Frawo, Steve Britson, Bill Johns, Manfred Sellner, Mark Haack.
Row Three, L to R—John Fishbeck, Denny Ege, Ashley Fergesen, Dan Spencer, Rich Thompson, Mike Hanson, Randy Siebels, Lance Domek, Terry Osterkamp, Don Klein, Roger Eichelberg.

Seated, L to R—Gary McCabe, Dave Ketelson, Larry Swanson, Sidney (seated) Dennis Gaumoh.
Kneeling, L to R—Robert Miller, Jim Winfrey, Steve Synch, Stuart Buckingham, Lynn Wiese, Bill Henkenius, Tim Melloy.
Standing, L to R—Kermitt Ford, Leon Kuehner, Denny O’Neel, Lynn Shafer, Doug Bishop, Craig Wigton, Randy Jess, Mike Reeves, Pat Murphy, Ed Broders, Bill Montague, Roger Lasley, Loren Straube.
Harding

Row One, L to R—Bob Bevanour, Dave Day, Phil Anthony, Dave Sle, Elliot Share, Charley Clemmons, Kelly Beenan, Larry Moulder.
Row Two, L to R—Bruce Dow, Rick Edmundsen, Gary Froyen, Larry Stout, Duane Wilson, Roger Williams, Mike McKinley, Dave Hohn, Will Beaver.
Row Three, L to R—Loren Dietzenbach, Jerry Williams, Jim Lang, Bob Kling, Len Parks, Mike Vancura, Doug Jones, Mike Nelsen, Phil Riley.

Heather

Row One, L to R—Shirley Jekiele, Jill Mason, Char Derflinger.
Row Two, L to R—Charlene Hodnefield, Jeanette Colbert, Carlotta Merfeld.
Row Four, L to R—Reva Arends, Annie Peterson, Jane H. Sage, Pat Denton.
L'Amour

Front Row, L to R—Becky Herrman, Donna Hollmer, Cindy Stephenson, Nancy Austin, Sheryl Cloeys, Liz Nyler.
Row Two, L to R—Marsha Acord, Kaye Kuhn, Peggy Clayton, Linda Meier.
Back Row, L to R—Jean Jespersen, Sharon Clark, Pat Merrill, Judy Witmer, Jody Romelton, Judy Lorence, Diana Owen, Michelle Burgess.

Lannie

Lying on Floor—Kathy Hoover.
Row One, L to R—Jill Lackore, Cindy Stovie, Mary Dunn, Nancy Lukavsky, Suzy Vislisel, Carol Scott, Mary Shaver.
Row Three, L to R—Jeanette Atwood, Jan Paper, Marilyn Jungman, Jeani Blanchard, Kathy Conahan, Cindy Statler, Carol Zirkelbach.
Row Four, L to R—Charlene Riesgaard, Cynthia Dunton, Carol Peterson, Marlene Krommenhoek, Marsha Megiven, Nancy Clark, Jeannelle Graves, Phyllis McKenna, Sandi Van Deest.
Pandora

Seated, L to R -- Betty Colton, Paula Navara, Barb Lyman, Reko Dickman, Nancy Rothamel, Lynn Nipper.
Top Row, L to R -- Eileen Voss, Deb Anderson, Carol Greik, Sandy Johnson, Alicia Creager, Judy Babinat, Kathy Blackmer, Marilyn Henson, Emily Shere.

Phaedra

FRONT ROW, L to R - Becky Siebels, Deb Stosi, Susie Ries, Terry Helfter, Bonnie Weber, Mary Boenish.
MIDDLE ROW, L to R - Margaret Donnelly, Kathy Gibbons, Sharon Stolze, Katy Boland, Kathy Larson, Mary Heffernan
TOP ROW, L to R - Mary Streit, Cathy Petersen, Toni Niemier, Virginia Bekker, Jana Rhatigan, Roberta Bumann, Mary Jo Stenberg, Mary McGrane, Marlene Meyer, Leeanne Raiffs, Glenda Brandt, Terry Bull.
Pisces

Top to Bottom -- Dani Shimon, Jean Vovrock, Mary Huppenworth, Louise Wilkins, Becky Brown, Dawn Lorenz, Sarah Ryan, Amy Heins, Marsha Mulder, Lucia Hutchcroft, Cheryl Bird, Anne Brodie, Shirley Lightman, Sharon Wise, Chris O'Connor, Belinda Hernandez, Mary Wright, Carolyn Youngstrom.

Shaw

Front Row, L to R--Mark Bowden, Al Severson, John Richardson, Ted "Maddog" Stark, Steven "Punky" Blankenburg, Dave Gottschalk.

Back Row, L to R--Mark McCauley, Bruce Horn, Loran Erdmann, Paul "Herm" Lietz, Roger "T" Trimble, Doug Brosns, Jim Campbell, Mark Elsbernd, Daryl Luzum, Tom Colonnese, Tom Fish.
Virgo

On Floor--Deb Bornhorst.
Top Bunk, L to R--Cindy Boir, Sue Donner, Barb Purdy, Janel Frohling, Jo Irwin, Arlene Panos, Claudia Dutcher, Debi Roush, Jeri Kamp, Marc Wittkopf, Cindy Patterson, Bev Fend, Pat Bingley, Nancy Ovel, Nancy Dendler.

Bender Hall Senate

Left Row, top to bottom--Chuck Hohensee (Secretary), Dale Blakestad (Merrill), Tim Ruden (Lowe), Jerry Riessen (Treasurer), Greg Von Sprecksen (Stone), Kent Taylor (President).
Middle Row, top to bottom--Bob Creel (Hempstead), Don Steger (Kraschel), Neal Phillips (Herring), Frank Sump (Hickenlooper).
Right Row, top to bottom--Mark Cunningham (Publicity and Special Events), Mike Blocker (Judicial), Rog Erpelding (Briggs), Rick Gleason (Wilson), Mike De Sousa (Vice-President).
Campus Bible Fellowship


Row 2, L to R: Ken Taylor, Ruth Anne Gumm, Sharon Jordan, Ruth Draayer, Georgia Gottbrecht, Mary Uhlenberg, Roxana Wheeler, Julie Wullner, Janet Krapek, Doris Helton, Bonnie Abbas, Shirley Luers, Gloria Vermaas, Gayle Linke.


Christian Science

Row One, L to R: Suzanne Christiansen, Sue Kuehl, Bill Edgar, Julie Jensen, Raleigh Foss (Regional Assistant).

Row Two, L to R: Marian Pierpont (Campus Counselor), Ann Leutinger (Advisor), Chris Christiansen.
Cosmopolitan

Row 1, L to R—Augusto Rodriquez, Jaime Gomez, Manfred Sellner, M. Syd Harrison.
Row 2, L to R—Hildegard Gomez, Maria Ruiz, Prof. Alden B. Hanson (advisor), Zewditu Bachore, Beatriz Galmiberti, David Chang.
Row 3, L to R—Chi-Yu Wong, Yakob Temesgen, Sung Soo Hong, Miroslav Jiranek, Tony Ncube, Michael Agoda.

Marlins
Orchesis

Standing, L to R–Sue Girken, Nancy Weydert, Deb Guenther, Sue Reimler, Rita McNamara, Julie Beard, Joan Soland, Jon Crandell, Jackie Hill, Jane Sage, Cindy Statler, Melinda Darling, Deb Halverson, Candy Holsrud, Kathy Hammersley, Twyla Cornwall.

PEM Club

Center, top–Jon Meier.
Left, top to bottom–Lindol Alloway, Joyce Moore, Deb Halverson, Kathy Jones, Jean Bartels, Deb Busch, Sue Yeager, Deb Larson, Marlys Frohwein, Betty Hala.
Right, top to bottom–Carlo Pletsch, Joan Soland, Peg Hensel, Janice Gruebel, Kris Meyer. Mary Drey, Joan Stolze, Jane Haub. Becky Gillespie. Sue O'Brien.
Phi Alpha Theta

AROUND TABLE, L to R - Stanley Taylor, Darrell D. Drovenko, Carrie Tropf, Cheryl Mullenebach, Patricia Scott, Willie Graham, Kathe Yoder, Janice Gibson, Robert Jeffrey, Robert Boysen.

BACK ROW, L to R - Roger Erpelding, faculty sponsor-Alvin R. Sunseri, David Hanawalt, Russell Sinram.

Phi Mu Alpha


Row 2, L to R - Gary Griffin, Kirk Ruchatzke, Rod Miller, Scott Roen, Larry Anderson, Roger Purdy, Craig Norton, Jeff Elton, Joe Comito, Keith Lukens.


Sigma Alpha Eta

Row One, L to R—Kothie Sellen, Cheryl Vaughn, Sue Schulz, Renita Krumm, Rita Reinheimer.
Row Two, L to R—Myra Boots (Advisor), Sheryl Schrepfer, Lee Ann Patterson.
Row Three, L to R—Gloria Bronsema, Dixie Sabelka, Cheryl Harms, Virginia Spittler, Barbara Weinrick, Niki Bell.

Student Home Ec. Ass.

Seated, L to R—Barb Duwe (Treasurer, pro-tem), Colleen Burger (Historian-Reporter), Bev Myers (Secretary, pro-tem), Jolene Tiarks (President), Becky Ferrin (Vice-President, pro-tem).
Standing, L to R—Pauline Lewis, Nancy Folkers, Kathy Stevenson, Carol Birkland, Sharon Schlapkohl, Loretta Gathman, Miss Joan Laughlin (Advisor), Carolyn McCormick, Linda Cox.
Tomahawk

Row 1, L to R--Becky Kunze, Phyllis Groenenboom, Marilyn Flugge, Jane Juelfs, Jan Gibson, Arlie Thoreson, Doug Whittle, Jo Taylor.
Row 3, L to R--Rita Soukup, Laura Arkfeld, Marcia Albertson, Pam Goeb, Sue Walston, Joy Willems, Julie Weilbrenner, Linda Vasberg, Linda Shirer, Teri Youngren, Jeanette Fredericks, Dee Bentley, Tom Betts, Lynn Nipper.

WRA Women's Rec. Ass.

Row One, L to R--Jill Little, Miss Beitel (Advisor), Deb Busch, Jo Rustad, Kris Meyer.
Row Two, L to R--Tam Whitney, Sue Stalba, Linda Brinkert (Secretary), Terry Engler, Vicki Martin, Jane Hauk.
Row Three, L to R--Julie McGonigle, Marys Frohwein, Kay Whitaker, Kathy Jones, Darlene Destival, Teresa Roth, Kay Hatterman.
Row Four, L to R--Jeanne Brassfield, Sue Reimler, Jan Meier (President), Cindy Ohlsen (Vice-President), Meredith Fayrom.
Alpha Chi Omega


Alpha Delta Pi

Row One, L to R -- Susie King, Shelley Anderson, Kim Benz, Sandi Van Deest, Kim Blair, Karen Ehlers.
Row Two, L to R -- Jean Newhouse, Sarah Daubendiek, Cosy Greenzweig, Barb Purdy, Bonnie Bickett, Mary Keefe, Cindy Arends, Sue Holle, Cheryl Hoch, Mary Grove, Cindy Statler, Jon Vavrock, Mary Hoopes, Sue Arend.
Row Four, L to R -- Ginny Ericson, Clare McGee, Teresa Wiewel, Glenna Hovey, Chris Fain, Diane Schaeffer, Carol Smith, Chris Vesey, Pam Witt, Barbie Bagley, Pat Witt, Jo Reimer, Vicki Smith, Lynda Lines, Rachel Leistikow, Michelle Paulos, Janey Kalianov.
Alpha Gamma Delta

Row One, L to R—Bick Murphy, Sue Hoffmann, Terry Dettmann, Nancy Potter, Karen Johnson, Deb Mennenga.
Row Two, L to R—Deb Sinclair, Cheryl Fernow, Janelle Lyon, Gayle Brune, Lynn Burdick.
Row Three, L to R—Raelene Morgan, Julie Mendenhall, Vicki Kristenson, Denise Hamilton, Karla Merlin.
Row Four, L to R—Annette Allen, Peg Peters, Robin Gemignani, Anne Curiton, Dee Howard, Jane Bradley.
Row Six, L to R—Janet Wagner, Mary Hall.

Alpha Phi

Row One, Seated, L to R—Deb Burns, Linda Ryan, Sarah Mason, Kris Schmidt, Donna Waldschmidt, Marcia Duitscher, Jane Daniels, Linda Westhoff, Karel Agena, Marcia Herr, Julie Grier, Cathy Lawler, Paula Herr, Mary Southwick.
Row Two, Standing, L to R—Margaret Donnelly, Sue Mof, Becky Lampinen, Vikki Blanchfield, Linn Longnecker, Becky Doermann, Jan Shelledy, Betty Thompson, Mary Marrau, Mary Larson.
Alpha Xi Delta


Seated, L to R—Nancy Balmer, Marty Hassinfritz, Vicki Anderson, Terry Stamp, Susie Livingston, Diane Benton, Bonnie Haynes, Ronda Harwood, Kathy Williams, Jean Uchytil, Lynn Martin, Jan Orsland.

Gamma Phi Beta

ROW 1, L to R—Cheryl Franck, Kay Wamsley, Nancy Pleasant, Holly Heidenreich, Cindy Brown, Janis Axtell
ROW 2, L to R—Xue Nodarse, Tricia Walker, Kay Strother, Lynn Loomis, Marsha Mulder, Peg Disterhoff, Connie Weischmeyer, Sally Pals, Arlene DeWolfe, Jane Hick, Sue Stringer.
ROW 3, L to R—Sue Doolittle, Martha Smith, Pat Wuebker, Anne Simington, Nancy Ralfs, Lyn Powers.
Relevant Things at UNI...
"My brother won the medal, God.
They say he did a real good job.
I really truly loved him, Lord,
and visited him often in the hospital ward.
They said he was going to get well,
said he’d been through a lot o’ Hell.

"My brother won the medal, God.
They say he did a real good job.
But kids at school say he did wrong
to kill and maim the Viet Cong.
I don’t understand them, Lord.
Isn’t our country what we’re fighting for?

"My brother won the medal, God.
They say he did a real good job.
They say he was very brave and bold,
but Mama said, ‘Nineteen years old.’
Lord, I don’t understand it at all,
don’t you go when your country calls?

"My brother won the medal, God.
They say he did a real good job.
Daddy’s proud, but Mama’s sad.
They took the only son she had.
The government sent this medal for him,
but, God, I just want back my brother Jim."