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I have a sticker

There must be a place for me....
must be....
must be....
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As I See It

Due to a technical difficulty, the fourth issue of the 1971-72 UNI Quarterly will not be brought to you. This technical difficulty was a budget cut experienced during the summer. As you probably already realized, there will be only three issues of the Quarterly this year, yet we still intend to keep the name "Quarterly," because to change the name would only bury the publication in anonymity.

Getting people to know and care what the Quarterly is has been quite a struggle, yet an early deadline was also imposed on us for this first issue. Since just barely one month of the semester had passed at deadline time, we also had trouble finding people to write articles well and quickly and when we did find such hard-working persons, we realized that not a great deal happens on a campus this size during the first month of the fall semester.

We do feel, however, that the articles included in this issue are interesting and may also be helpful from an enlightening aspect. We've tried to keep the length of the articles down so we could entice readers to finish them completely and gain either knowledge, entertainment, or a different viewpoint towards a situation.

Due to this first deadline being early, we've made the first Quarterly just 48 pages or 5,184 square inches of fact-packed information plus pictures. We hope we've included material that will interest a wide variety of tastes and we welcome suggestions on what types of articles, interviews, and so on, you would like to see in future issues. At this time we know the second issue will be 64 pages, but we are thinking in terms of maybe 80 pages if we receive enough good ideas and comments from readers.

Ginger Lee Ogden
Executive Editor
Save our campus please
Wear out our walks
On Wednesday September 29, the Pi Mu Alpha Sinfonia presented "Chase" in concert at the Men's Gym. The Beta Nu chapter presented the concert to raise money for the Frank Hill Scholarship fund. Only two weeks into the semester, the concert was a great event in the normally dull campus life at U.N.I.

Bill Chase, the lead trumpeter, formed the group several years ago from professional musicians in the West Coast area. Nine men make up the group and put out some of the best jazz-rock sound in the country today. "Chase" has two albums out at the present time and two songs on the charts, "Get It On" and "Handbags and Gladrags."

The door opened at 7:30 p.m. and the students ran pushing and shoving to the event.
It seemed like "Chase" was having problems with the Men's Gym. The speakers were feeding back, the fuses were about ready to blow, and there were bad connections in the lines, but by show time the group had the problems solved and the group was ready to blow.

Bill Chase opened the concert with a trumpet solo that started soft and warm and ended with a brilliant flare. Chase used an echo machine during the solo to simulate the sound of several players.

"Chase" presented a mixture of music types that appealed to almost everyone that attended. Soft and sweet or hard and brassy, the group performed up to par on all counts. Although the concert was only 1 1/2 hours long, the people enjoyed themselves thoroughly and didn't really seem to mind the brevity of it. Near the end of the performance, "Chase" said that they wanted to 'get it on!' They then broke into their hit song "Get It On" and the crowd stood and swayed to the beat of the music. For several minutes everyone was caught up in the excitement and was transfixed. When the group left, the lead singer told the audience that they had a good time and hoped they would be back. "Right On, Peace!" was the final remark.

Some of the comments I heard after the concert were:

"Wow! He (Chase) was hitting high G flat after playing all night!"—(from a music major)

"They were really neat, but too damned loud!"

The last comment was very prevalent and true. I was sitting in the front row and had lens paper in my ears, and I still got a headache, but for the Men's Gym, what can you expect? Phi Mu Alpha always gets good performers and are always good at whatever they do.
Price Lab
-- Asset or Liability to
UNI's Future Teachers?

by Michelle Murray

SINCE SEX EDUCATION is the only subject not offered at Price Lab School, it might seem to be an ordinary combination of elementary and secondary grades. But one thing separates Price from the others: it is at Price Lab School that college students go to observe and participate in classes before becoming student teachers.

Built in 1956 at a cost of $2,376,675 and dedicated in 1959, the Price Laboratory School has facilities for approximately 80 students, from pre-school toddlers to high school seniors. The school offers the usual curriculum as well as Industrial Arts and foreign languages in the elementary grades. The Language Arts Curriculum Guide for kindergarten through the twelfth grade was picked as one of the ten outstanding such guides in the United States by the National Council of Teachers of English. The United States Office of Education chose the audio-visual center at Price Lab as one of the top ten centers in the nation.

One of the main functions of Price is the professional laboratory experience needed in the education of new teachers. The experiences include observation, where the prospective teacher observes and studies the aspects of the school program preceding student teaching; participation, where the college students work directly with the school children; and finally, student teaching.

The most important of the three experiences are the first two, observation and participation. With these two, you can find out just what being a teacher encompasses without worrying about a grade or evaluation. Student teaching can help you make up your mind about the future, but by then it's almost too late to switch to anything else if teaching does not agree with you. A few of the experiences gained from observing and participating are those enabling the teacher-hopeful to become more resourceful and creative in planning, giving him a chance to use and test his ow
knowledge, giving him professional understanding, and insight into the learning process. Participating might also give the university student a feeling of maturity.

So far, everything at "U.N.I. High," as Price is sometimes called, sounds rosy. But is it? Are the classroom experiences really that helpful? What do some of the teachers at Price think of the practice? Do the professors like students to go to Price or would they rather have them go elsewhere?

First, for the teachers at Price. When asked if they thought that participation in the classrooms really benefited the U.N.I. students, they replied yes, BUT only if the observer came for a purpose and not just because it was a requirement. According to one teacher, there are two types of observers: those who are passive and those who are active. The passive ones just come because it is a must. They don’t get involved in discussions or activities and they disappear the instant class is over. The active ones are those who may wait after class to talk to the teacher and question his teaching style or to find out if they can become more involved in the class. If the students come with a serious framework and ask questions, then the lab is definitely helpful. The students must have an incentive or they are just wasting their time.

Since the Price Laboratory School serves as a kind of guinea pig, the students may not seem typical of students in other schools. But to the teachers, the students are just like any others. Their abilities, maturity, and education is like that of any other school. The only difference may be that their aspirations or ideals are higher. This may be accounted for because of the fact that they are close to a university, so they may tend to look ahead in life more, being prone to bigger ideas, but generally, they are like any other students in any Iowa school.

Another question asked was do the university students do as they want or as the teachers want them to. Well, just as teachers have restrictions, so do the participating students. A student cannot just walk into a class and say we’re going to do this or we’re going to do that. Everything they do in helping out with the class must be, or at least should be, discussed with the teacher beforehand.
Mr. Harold Wengert, a science teacher and a very interesting person to talk to, compared participating with that of a new intern. Just as the intern cannot go into an operating room and begin working on a patient without having had any instruction or without having a licensed doctor by his side, the university student cannot go into a classroom and do anything he wants. It would destroy everything that the teacher had been striving for. As long as the participating student discusses with the teacher lessons he would like to do and gets his idea approved, the student may interact and try to teach a class. There are numerous ways to participate in a class, such as giving help to certain individuals, possibly the slower ones, forming discussion groups, asking prepared questions to the class, or in the field of foreign languages, giving dictation. Teachers always welcome new ideas from the students at any time. Any attempt to "get into the act" is looked upon by the teachers as a sign of an active student and not a passive observer.

The co-ordinator of student field experience is Mr. Raymond Kuehl, and one of the questions posed to him was about the participation at Price and whether he thought it was useful. His reply was YES. He thought it very useful if the participation was carefully planned. Mr. Kuehl feels that each student has his own personal decision to make as to whether or not he wants to teach and that the students should be an integral and planned part of the class. The teacher should recognize the importance of interaction by participants, but without forgetting that their first commitment is to the twenty-five or thirty school children in that class. Mr. Kuehl also feels that maybe there are too many U.N.I. students at Price to observe and participate meaningfully. He thinks that perhaps other schools in the Cedar Falls-Waterloo area should be used more and expand beyond Price, since Price is becoming burdened in the supply of participants.

Scattered throughout the state of Iowa there are seventeen student teaching centers, each headed by its own co-ordinator. They range from as far north as Spirit Lake and the surrounding area to Council Bluffs in the south. Council Bluffs is also the western boundary, with Clinton in the east. Their offices, as well as the head office in Cedar Falls, are in operation to provide service and assistance to student teachers with questions.

Students at Price Lab were also asked to comment about participation. They were asked if the fact that U.N.I. students were watching and observing them bothered them, or if they acted any differently than usual when a college student was in the background. The general reply was no. The Price students felt it was something one got use to. It might have seemed disturbing at first, but they got use to the idea of U.N.I. observers coming and going. As for the younger set, they were prone to sneaking a look once in a while to "watch the watcher," but (and here's the cliché of the year) kids will be kids!
With Price Lab School so near, the professors of Teacher and Child and Psychology of Learning should really appreciate the setup. This is not as simple to evaluate as it seems, though, since many of these teachers also send their students to certain Waterloo and Cedar Falls schools. These teachers, therefore, cannot really give a true opinion of the workings of Price; however, some of these teachers felt that Price was just as good as any of the other public schools and that Price did serve its purpose. Most of the other teachers liked Price as a laboratory school whenever they utilized its facilities.

Lastly, and probably most importantly, is the evaluation by the U.N.I. student himself. Does the classroom experience really help the student who faces the class for the first time? Does he benefit from the observations and participation? Again, an affirmative reply to another question. Most of the girls really felt that their experiences at the Price Laboratory school really helped them when they took over a class. They knew beforehand approximately what to expect from their students and how to cope with the problems that arose, because of observing or participating.

Last June the members of the State Board of Regents voted to close the lab school at the University of Iowa, at Iowa City. The Price laboratory here at U.N.I. was being studied for possibly the same fate. There has been much discussion on the subject of closing Price Lab School, since closing it would save U.N.I. about $500,000.00 a year. University officials called Price a "major part of the education program" at U.N.I., stating that if the classes were farmed out, the quality of teacher education would be decreased. According to Wayne Richey, executive secretary of the Regents, three-fourths of all U.N.I. students are involved at the Price Lab School in observation, demonstration, student teaching, or other functions. Regent Donald Shaw of Davenport says that the "handwriting is on the wall." "We've already proven that we can produce public school teachers without a laboratory school," said Shaw, since probably two-thirds of Iowa's education students do not have access to such a school. David Phillips of the Record believes that the closing of Price would cause serious problems for the school system, which has found negative response to the past three bond issues for additional school facilities.

Now, after all these rosy reports on Price and about how good it sounds, it is up to you, dear reader, to decide for yourself whether or not Price school is actually worth the extra money it is costing the taxpayers. Wouldn't a regular public school work every bit as well as Price? Bussing would take care of the overflow of extra students. But as for me, I think that Price Laboratory School is pretty good. In other words, "right on!"
If you don't live within walking or cycling distance of UNI, you have probably at one time or another had some sort of problem in finding a personally satisfactory on-campus parking place. You spent your time and money to buy a parking sticker, but then you had to drive 'round and 'round, usually ending up at the far end of a distant lot.

This year you noticed that parking meters had sprung up in campus lots and wondered what was going on. Do we need the meters, the gates, and even the parking stickers? Ivan Eland, head of the UNI Traffic and Safety Committee, adamantly agreed that UNI needs these seemingly hindering contrivances. He said the parking meters were a help to sticker owners because now visitors would be paying their fair share. There are two-hour meters in the A & I lot, but also short term parking (30 minutes) in the Sabin lot for quick access to the Union and Library.

Eland feels there are two definite types of visitors to this campus, the one who contributes to the university as a guest lecturer, for example, and the one who receives service, coming as a son or daughter to a speech or hearing clinic or coming for free instruction or to use other campus facilities. Gate lots are really the answer to visitor parking problems, Eland felt, since in reality the students and staff who have stickers are penalized because visitors can come and park anywhere without worry of being penalized, since they aren't here on a regular basis.
But gate lots are expensive to change to. The Bartlett and Sabin lots cost $3,000 each to make the switch, but Eland calls gate-lot parking the "positive approach to parking." since you don't offend anyone by giving them a ticket, because they can't get in the lot to commit violations of parking regulations. In this manner the university could protect itself and keep the parking areas for students and staff with gate stickers.

Parking stickers are another matter of concern when examining UNI's parking situation. Just how many spaces are available for the number of stickers sold? According to 1971-72 Traffic Regulations pamphlet, "A" and "G" lots are oversold by 10%, but "B" and "C" lots are not oversold at all. If you disbelieve this last statement, remember "B"s' can park in "C" lots and that just such a lot exists north of the new Physical Education Center, although, it is infrequently used. Eland summed up the parking sticker dilemma with the general concept that a "sticker does not guarantee a space, only a license to hunt."

Parking itself may be a problem just because UNI has grown to such a transient existence, where it is estimated that 75-90% of the males on campus operate motor vehicles and well over 60% of the females. Growth to a university status has certainly had its effects on parking situations, but Ivan Eland considers pedestrians the greatest "parking problem." Since the "B" and "C" lots east of the ceramic lab are constantly used, there has been a problem with people crossing Highway 218. This is a dangerous situation for both pedestrians and drivers, but even more crucial is the pedestrian traffic crossing Highway 57 to the new Physical Education Center. Eland estimates that at least 1200 people cross Highway 57 per day. Something must be done about this situation quickly. The possibility of overhead or undergound walkways have been discussed, but nothing has been acted upon.

Another problem is the fact that the road is a state highway.

The Traffic and Safety Committee of UNI, headed by Eland, is composed of six faculty or staff and four students. This committee makes recommendations about usage of parking lots and about special privilege parking, such as handicapped or visitor parking, while the Planning Committee decides where these lots will be. Eland feels that the 6 to 4 ratio was indeed fair and in the best interests of the university, because he feels students do not always have long range plans in mind, while staff members can sometimes be more objective.

The person who parks at this university must understand that parking regulations are necessary. They contribute to an orderly process, without which chaos and "wierd parking styles" would exist. Certainly there are still "bugs" in the parking regulations, but regulations were instituted for your benefit. Many pedestrian hazards likewise exist to contribute to the problem, but hopefully they can be solved by over- or underpasses where pedestrians actually cross, not where there is geometric harmony.

The best advice for now, though, when you're driving madly in circles space-hunting is to remember you've got first choice over those three cars behind you, and when you're walking from a distant lot, cheer up, it could be raining!
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MEMBER OF F.D.I.C.
Parasitology Lab

"I Had To Explain That Scientific Names Were Supposed to Be Underlined!"

For those of you who once lived in Baker Hall, you will most likely remember the card games in the club room or doing your laundry on an early Sunday morning. Those days are long gone from the U.N.I. campus. In its place are offices for the faculty and university facilities. Most rooms are full of books and papers that some faculty member has stacked around him to help in his teaching and research.

Baker 32, the old laundry and club room, is no exception to this rule. In this room, the new Parasitological Research Center has opened up. The man responsible for this is Dr. Nixon Wilson, an assistant professor of Biology at U.N.I.
Originally set up in two small rooms in the science building, the research facilities and personnel involved were just too crowded to get much work done. Dr. Wilson said, "I was spending entirely too much time walking from one office to the other. I would start on one thing and the phone would ring in the other office." Therefore, more suitable quarters were sought. Baker 32 was selected on the basis of space availability and the size of the rooms. Moving to the new facilities was an all day job for Dr. Wilson and three students that helped him. After the initial move, several weeks were taken to organize the collections and equipment. As to how the set-up is working, Wilson stated, "Everything is in order and the operation is proceeding smoothly. Now, even the phone is in the same room."

Wilson grew up in the city, but his interests were always with nature. Upon graduating from high school, he entered Earlham College as a biology major. In 1952 he received his B.A. and entered graduate school at the University of Michigan in Wildlife Management. It was during these days at Michigan that Dr. Wilson first became interested in parasites. This interest developed and it became apparent that he was headed into the field of Acarology, study of mites and ticks. His thesis topic was "Late Winter Study of the Fox Squirrel Sciurus niger rufiventris with particular reference to the mange mite Sarcoptes scabiei."

In 1954, he graduated with his master's degree and found "Uncle Sam" had a job waiting for him. After basic training, it seemed to click for him and the Army assigned him to the 2nd Medical Laboratories at Fort Meade, Maryland. His work with parasites continued and his interests grew. The Army sent Wilson to the University of Maryland Institute of Acarology to continue study of mites and ticks. Wilson said, "The study of Acarology received little attention until World War II, when a great many fighting men in the Pacific were struck with scrub typhus, a chigger-borne disease." Wilson was released from the Army in 1954 and enrolled at Purdue University in Entomology. Dr. Wilson recalled, "At the time of enrollment, each student was required to pass an English (composition) proficiency examination. I got the 100."

"My Favorite T.V. Program": I didn't watch T.V. very much, wrote an article and the results were 'questionable.' Wh
structed to write it over, I asked to write on something of interest to me. I got the O.K., and wrote about a collecting trip that we had taken in Canada. This time the paper was full of red marks. I had to explain to them that certain words were scientific names and were supposed to be underlined!

Dr. Wilson received his Ph.D. from Purdue in 1961, after writing his doctoral thesis on "The Ectoparasites (Ixodides, Anoplura, and Siphonaptera) of Indiana Mammals." The actual work on the thesis was started upon arrival at Purdue, but the last two years were almost entirely devoted to writing and research. The manuscript itself is a detailed study and is a huge volume 527 pages long. That in itself must hold some kind of record.

After receiving his doctorate he joined the staff of the Hawaii State Department of Health and worked at the Plague Research Laboratories at Hono'oo, Hawaii. Some of his work at the center involved the study of seasonal relationships between rodents and fleas. Wilson stated, "Since many diseases of man are transmitted by ectoparasites, it is important to study the ecological relationships in trying to eradicate the diseases themselves."

In 1962, Dr. Wilson joined the staff of the Bernice P. Bishop Museum in Honolulu, Hawaii. His main job was curating the large collection of Acari and doing research. In addition he was an Affiliate Graduate Faculty member at the University of Hawaii from 1962-1969. Dr. Wilson has traveled widely in the Pacific regions of the world, and has been on seven collecting trips to New Guinea and other areas while working for the Bishop Museum. His first trip to New Guinea, in 1962, on which he was project leader, was cut short when he developed a case of hepatitis and had to be flown back to the states for treatment.

The whole process of collection, identification, and description of ectoparasites is a long and tedious job. A typical day for Wilson includes teaching and identifying mites with a phase-contrast microscope. Wilson is one of the world's leading experts in Acarology. He has discovered and described over 30 different species of mites and ticks. These papers have been published in various journals that deal in parasites and related invertebrates.

One huge storage cabinet and several shelves in the room are full of jars that hold the parasites. Each animal that is collected has its parasites put in a separate vial and is then transferred to the correct jar awaiting mounting and identification. "We have over ten thousand vials of ectoparasites in this one room," Wilson stated. "Most of the vials are on loan from museums and private individuals however."

Dr. Wilson came to U.N.I. in 1969 as an assistant professor of Biology. He teaches Invertebrate Zoology and Parasitology. In the Invertebrate Zoology class, Wilson teaches a morphology course to the greatest extent. "We try to give the students a wide range of background material on which to build," Wilson said. "I try not to emphasize insects too much in this course, even though it is my field. I prefer to let the entomologists do this in the Entomology course.

In Parasitology class most of the laboratory time is spent looking through the microscope. "We try to prepare the students, mostly medical technologists, to identify various parasites on sight," Wilson stated. "The only way you can be sure is to have lots of experience. No amount of bookwork will help if you can't recognize the parasites in their various forms."
Above:

The common dog flea is found on almost every dog. Occurs all over the body and is about 250 microns in total length. Shown are the head and thorax of Ctenocephalides canis (Curtis) ♀.

Wilson is working closely with Forest E. Kellogg, research associate of the Southeastern Cooperative Wildlife Disease Study, College of Veterinary Medicine, University of Georgia. His work with Dr. Kellogg involves a study of the ectoparasites of woodcock, quail, and other game birds of the eastern U.S. Wilson has been involved in this particular study for over 4 years. "After looking at over 1,000 slides of parasites from one species of bird, you get to know them fairly well." Although each of the species of mites and ticks are well known to him, Wilson's critical eye is alert for any possible differences that might indicate a possible new species.

Dr. Wilson is also working on ectoparasitic studies for the New Mexico Health and Social Services Department at the Animal Ecology Research Unit at Los Alamos. Wilson visited Glenn E. Haas, head of the program, in August for consultation on the project. While there, Wilson had a chance to do some field work and investigate the project firsthand. "I like the field work because it has the quality of a vacation, but mostly, it involves me more with a project." Dr. Wilson is studying ectoparasites of New Mexico mammals in this survey.

Last fall, Dr. Wilson was invited to attend the 3rd annual conference on "Ecological Animal Control by Habitat Management," at Tall Timbers Research Station near Tallahassee, Florida. This conference was held in conjunction with the Department of Entomology at the University of Florida. Dr. Wilson was one of 200 persons invited to attend.

Other current research at the Parasitological Center includes the identification of mites for the U.S. Army's "Migratory Animal Pathological Survey (MAPS)". Wilson said, "Mites and other ectoparasites are vectors of diseases and cause many of our epidemics. The Army is trying to discover if birds that migrate long distances can spread diseases by introduction of ectoparasites into certain areas."

Recently, Dr. Wilson was named a Research Associate with the Florida State Collection of Arthropods under the auspices of the Florida State Department of Agriculture. Wilson is studying the ticks of Florida and the monograph of the results will be published showing the ecology, distribution, and host relationships of Florida ticks.

Wilson is also working with W. Wilson Baker, who is a Research Biologist at Tall Timbers Research Station. His studies include various ectoparasitic relationships among northcentral Florida vertebrates. "I receive shipments almost every month from Baker, there are a lot of ectoparasites that need to be sorted, identified and cataloged," Wilson said.

Dr. Wilson has published in various scientific journals since 1957. At the current time, he has published 60 articles in journals as Journal of Parasitology, Journal of Medical Entomology, and Acarologia. Several more articles are in press at the present time on his recent research. Dr. Wilson has published 10 papers since coming to U.N.I. in the fall of 1969.

"I'm always interested in any ectoparasites that anyone brings in," Wilson said. "We have had quite a few students bring in mites and ticks, but we wish more people were aware that we have specimens. All we require is that they tell us where they were collected, and on what. The center is doing fine and I'm sure the facilities will benefit the Biology Department and the whole University."
A Blade of Grass

A blade of grass beyond my fingertips
--I reach for it, but it is brown.
A leafy branch upon my little tree
--now shriveled up and on the ground.
And even now the sun is growing dim,
but it is noonday and not dusk,
And the flowers didn't grow this year,
their shoots never broke the dust.

Where are the leafy woods behind the hill
where as children we would play?
It's all a mudslide in the wintertime
--no more topsoil, only clay.
What has happened to my childhood world,
the sweet smell after summer rain?
Will my child run barefoot through the grass,
or walk on asphalt lined by clay?
The Walls Are Paper Thin

by Kathi Willey

"It's a prison!"

"No! It's a good place to meet people."

"I enjoy the dorm and have never had any desire to live anywhere else."

"No one has any privacy there, and how on earth can you study? It's so noisy."

"Who needs privacy and there's always the library to study in."

"At least there aren't peanut butter sandwiches every day and having to make your own meals."

These are just a few of the mixed feelings of students about living in a dorm. Practically every college student has lived in a dorm at one time or another and has, of course, formed his opinion about what dorm life is like and if he would ever live there again. Of the people asked about living in the dorm, the majority...
What are some of the reasons for so many juniors and seniors who still live in dorms? According to Mr. Carl De Chellis, Director of Housing, off-campus housing is in excess, the only real scarcity being cheap housing. Linda Dehn1ng, a junior, returned to Campbell Hall this year to become a Resident Assistant, but says she will not live in the dorm next year, because she wants to get an apartment. "I have never lived on my own, with my own responsibilities," Linda said, "and in a dorm you are not completely on your own." Bob Huss, a graduate student this year, is living in Bender Hall. This is his fifth year in the dorm, and his reason for living in them for this long is that he "never had any real desire to live anywhere else. The dorm is well equipped, and the food is excellent."

A rather unusual situation is when someone, after living in the dorm, moves off-campus and then moves back into a dorm. One student when asked why she moved back, said she missed the convenience, while another said she didn’t want to come back to the dorm, but "the apartment I had was taken for the fall, and I didn’t get busy and look for another one."

These are just a few of the reasons for people staying in the dorm when they are not required to. A question often raised is about the freshman and sophomores required to live in the dorm and how they feel about it. Phylis Musel, freshman, says "I like living here. It gives a good chance to meet new people and I enjoy the convenience of the food service. I will probably live here more than the required two years." Kathy Hogan, a sophomore and Resident Assistant, says she likes living in the dorm "because I love people and can’t be alone. It is a lot easier and convenient and you don’t have to worry about cooking, the rent, and things like this." Another sophomore says he feels the dorm is too much like a "dorm" and should be more like apartments, but feels that it is a good requirement for freshmen students starting in their college life.

Another part of dorm life the freshmen enjoyed was their Resident Assistants and Head Residents. These people are appreciated by the new freshmen students because of the assistance they give them about college life and the campus. Linda Dehning, a junior Resident Assistant, said, "I have been in the same house for two years and there has been no unity between the upper and lower classmen. They just didn’t get together. I wanted them to become more interested in activities at U.N.I. and I want to promote more school spirit. I like living in the dorm, because I meet a lot of people. They have other values and I can learn to become objective. I want my freshmen to learn this also."

Clark Wadle, a junior H.R., said, "I became a Head Resident because I wanted to become more involved in the house government, kind of see what life is like on the other side of the fence. By the other side of the fence, I mean, I have had fun living in the dorm, but didn’t really know what was going on with the house officers and dorm administration. Another thing about the dorm is that, by living here, and being an H.R., I have learned a lot about myself, other people, and government."

Kathy Hogan is a sophomore Resident Assistant. She decided to become one because, "I remember what I was going through as a freshman so I wanted to help them enjoy college. I hope to become an R.A. again next year, especially if things go like they have been the last three or four weeks. Everything has gone smoothly and I have enjoyed meeting the girls, getting to know them, and helping them get acquainted with college life. Most important in college life is getting involved with people, without it the world would be in very bad shape."
There are many negative feelings toward living in the dorm. One person with these feelings is Cheryl Novotny, a junior. She is living in the dorm this year because she couldn't find an apartment she could afford. Her reason for not liking the dorms is, "you can't do anything you want, for instance, parties, and male company. The rooms are too impersonal and too restricted to make them personal, not enough privacy, and no places to get away and be alone to think and get yourself together. I really don't care for the atmosphere here to study. I feel too closed in." When asked if she liked to meet new people in the dorm situation, she replied, "Yes, I like to meet new people and I met plenty my freshmen and sophomore years and there are other places to meet people besides the dorm. You need the dorm the first two years to get acquainted and you keep those friends and it is not as important to meet the new people you meet by the time you are a junior. Dorm life is good as a freshman, because you learn more about people than living off-campus. You meet all kinds of people, lots of 'wierdos.'"

Cheryl said about the only advantage she feels the dorm has is that, "you don't have as many responsibilities like utility bills, and buying and preparing your own food. The food services do most of this for you."

Another person became disenchanted with the dorm after she had lived in an apartment all summer. She said she had been looking forward to coming back to the dorm all summer, but when she got back, it all changed in a hurry and she was very unhappy. This girl, a junior wanting to remain anonymous, said, "I feel very restricted especially about having male guests anytime you want. It's very expensive to live in the dorm. I can't get what I want at a grocery store and eat in my room because, in the dorm food service, you have already paid for one meal and can't get your money back. I also don't care for participation of the houses; the noisy lunch room, eating with the whole house when I just want to be with friends or myself, and having to take time out for house meetings when I'm busy. It is overall depressing," she continued, "after being on my own and cooking for myself. There are other peoples' racket to put up with and only one room here in a dorm, no living room to entertain guests in."

"The food is rotten and service is terrible."
These people have let go all barriers and really told the truth on how they felt about dorm life. However, there are others in the same situations who do not feel this way. These last two also felt they did not get enough privacy in the dorms and were unable to study. A junior stated his first impression of the ability to study in the dorm as, "The walls are paper thin and when your neighbor is having a party and you're trying to study for a test, it is impossible!"

There are many people who disagree about dorm living. Said Kathy Hogan, "Privacy depends on how much a person wants. I have enough, because I don't want to be alone, but for people who need to be alone, it may not work for them." Clark Wadle, as an H.R., said he has enough and only a few guys complain. Marcia Davis replied, "I have no privacy whatsoever. It is partially my own fault, but apparently others in the dorm don't seem to mind."

Studying in the dorm can become a problem as the year progresses. One student said he could only study late at night, and never in the day. Another said, "Dorm life doesn't lend itself to studying unless you can study with a lot of noise. I can study with noise, because I have no reading courses and can get by." Some freshmen students felt that it was impossible to study at the beginning, because they weren't used to the noise and distractions, but now they have become accustomed to it and feel they could not study without it.

Definitely not everyone will be satisfied. Many complaints are heard about how terrible dorms are, but when people, heard complaining, are actually asked what they dislike about the dorm, they have a hard time pinpointing reasons and eventually agree that the place is not so bad. Of course there are outspoken students who honestly feel there is nothing good about a dorm. Those strong objections come mainly from people who have moved off-campus then come back to find themselves highly disappointed and unhappy in their old surroundings.

The cost to live in the dorm may be another thing that worries the student. It seems to keep rising, and they feel that often it is too much for too little. Main complaints were too little privacy, not having enough choice in meals, and criticisms about the standards of the housekeeping.

But griping about dorms is a fact of life when one is living in one or has lived in one. Although some dorms are now making improvements, such as new or remodeled lounges and carpeting the halls, everyone cannot be pleased. Dorms will continue to be the subject of controversy for as long as the institution of the university exists, and living in one is a 'necessity.'
Love

Love is said to be many things:
It's soft, and warm, and tender.
Love is a feeling between people
Of the same or different genders.

Love is the apex of human condition
It prods and urges man on.
Love is a knowing between man and woman
A commitment, an alliance, a bond.

Hate

Hate runs hot in the heart of man,
It comes from fear and shame.
Hate has no throttle in any man,
It's raw and savage in aim.

Hate is a feeling for evil and wrong:
For oppression and suffering, terrible.
Hate is a feeling that helps man bear
Things that are almost unbearable.

If You Follow

If you follow, I will lead you
If you cry, then I'll be sad
If you laugh to highest Heaven,
I'll be glad because you're glad.

If you love me, I will cherish you
If you're happy, I'll be too
If your love ends tomorrow,
I'll be glad that it was you.

The Dreamer

There is no world for dreamers
though they never will die out.
Their edges bend and pain ensues
for bitter truths, not all so true.
The joy of clover and dandelions
are hidden away but still in mind
While the autos honk and the bus is slow.
and the world impinges for its right to know.

The world's on schedule or just about,
but the dreamer knows a different route.
His truths are real, abstractly so--
In his mind the spin; in his mind they grow
And he speaks to people, trying so to explain
that the heart of a dreamer is a heart in pain.

Wishes and Whispers

When wishes and whispers are gone from my life
the birds will sit in the trees,
the flowers will cease to be
and all that will be is so many, many, many, softly floating melodies
memory in my mind.

When whispers die, there are no ears left but mine
so wishes can never be filled.
And all that will be is the gentle, gentle, undulating breeze, passing
through the dead and still dying trees.

And whispers die after wishes did
and that, that is will never be again
For you knew why, but you chose to lie.
Now whispers are replaced by the callous wind.
The silver streaks across the sky won't harm you, child.
Though they sway and whisper stories you can't know
Do not fear them; they know not what it is to have a mind.
Pulsing energy instead of blood flows in their veins, but doesn't warm them.

In summer, child, they harmonize in windy weather with the birds-- (That's what you hear now).
In winter they may freeze and wear a coat of ice and some may snap and fall and hiss until they're whole again.

Child, they do not live, except to throw their shadows from the sky
To capture sunlight and whir on starless windy nights
To make a pattern from the air on wooden scarecrows that populate the land.
Do not fear them as they tower overhead.
Do not fear them as they reach for kite tails.
Do not fear them, child, they are your heritage.

If the soul is made of more than whispers.
And the heart is made of more than hope I can endure the pain of losing you
For a promise of together, now remote.

Happiness is made of more than love and less than hate-- the two extremities never meet
--unless-- unless the soul is gone and mediocrity survives to feast.

Forest of my life before me
A willowy branch I bend.
Trying to keep moving forward but trapped by the cold North Wind.

Beckoned by the dream that tempts me;
Hedging for the fears I own;
Wanting for the velvet forest, but staying with the mossy stones.

And Marcy runs through the fields at dusk but pauses at the bridge by the pond
and the air is alive with the wind in her hair and the touch of her hand on the rail.

The initials were carved in a passion of youth and warm kisses under summer skies
but the love that was vowed lingers still in the air and the scent of the iris stays too.

And you can watch her from the window every night of your life
In her diaphanous gown of green
You can wish for a love that she waits for still
And think that you know her too, except when a stranger asks what her beauty was like, and all you know can't be explained to be seen.
So you whisper so gently to the stranger who waits, simply: "Marcy wore green."

---
poems by Ginger Ogden
A BUILDING

UNI

Education

Col
The new Education Complex is just a first step in the long range plans for newer facilities on the UNI campus. Unit I is scheduled for completion and use for the Fall of 1972, while the smaller phase, Unit II, will not be completed until the Fall of 1973.

"What is that building between the men's gym and the health center going to be?" This was a frequent question on the UNI campus last year. This year most people know that the building bounded on the South by the Men's Gymnasium and the North by the Health Center is the new Education Building. The current question about the building is: "What is it going to have in it?"

First of all, it should be explained that there are two units that make up the 4½ million dollar Education Center. Unit I, a six-story building, is 81,000 square feet, while Unit II, a two-story building, has 66,700 square feet.
"This building has been in progress for a long time. It's not just my efforts or the architect's efforts, but the efforts of the staff."
Unit I will contain an elementary bloc center on the first floor as well as three seminar rooms. The second floor will house the curriculum lab and the dean's office. Floors three and four contain the "learning center" or classroom cluster. The fifth and sixth floors of Unit I contain offices.

Unit II will have a clinical services center on the partially underground level and a lecture center on the first floor. The lecture center of Unit II contains a 500 seat auditorium with an additional 130 seats on either side. The 500 seat auditorium can be divided into three parts by flexible walling, which means that the three large air screens at the front of the auditorium can be viewed separately or in unison. The clinical services center will contain a psychology education clinic, reading clinic, special education clinic, and a guidance and counseling clinic. Mr. Norman McCumsey, faculty planning co-ordinator of the Education Building, said, "This is a child-oriented center because this is primarily upper division and graduate students who serve children. They work with children from the community on special cases."

The clinic area of the education center is child-oriented, but the classrooms are student-oriented and the most exciting thing about the classrooms will be the closed circuit TV system. The TV system can originate programs and receive all channels. There will be a direct TV line to Price Laboratory School which will allow students to see classroom activity at the elementary and secondary level. This will be a great improvement over the past and present system, since students will no longer have to worry if they are observing the correct things for their Teacher and Child classes. The class can be guided by the instructor so they observe the correct situations. The direct TV line will eliminate the interruption of classes at Price Laboratory School. The TV line also means that UNI students will no longer have to walk to the Lab School in the rain and snow!

Besides viewing the Price Laboratory School activities, the closed circuit TV system will be used for viewing slides and filmstrips. The instructor will no longer have to carry projectors, slides, and films to the classroom, since all the instructor has to do is make a telephone call and ask that a certain film be shown at a specific time. The TV system will allow students to zoom in on case rooms in the clinic area, and the students will be able to see graduate students working with children in one-to-one relationships.

Another feature of the classrooms besides the TV system is the flexible walling. The classrooms have been developed with the circle as the basic shape. The flexible walling allows the circle to be divided into five cone-shaped classrooms, and in the center of the classroom circle will be a study and storage area for teacher use. The flexible walling makes the classroom cluster capable of a variety of teaching arrangements, team teaching, large group instruction, and small group instruction.

The flexible walling and the closed circuit TV system are the most important assets of the classrooms, but not to be overlooked are the climate controlled system and carpeting. The classrooms as well as the rest of the education building will be air conditioned and heated via climate control. The classrooms will also be carpeted, and two high speed elevators will carry students and faculty up to the classroom and office areas of Unit I. There will be no more huffing and puffing up to the third floor of the auditorium building or old administration building for education classes!
Norman McCumsey revealed that the education building will also benefit students who are not education majors. Mr. McCumsey said that the auditorium would be used by education majors as well as other students. He said the curriculum lab, now located in Gilchrist Hall, would be expanded and would include materials for all of the various colleges on the UNI campus.

The education building has been developed with the idea of preparing and upgrading students. According to the specifications manual, the education center is "conceived as a facility to house the department of education in the best way possible to achieve their goal of preparing and upgrading teachers and other school personnel to serve in the schools and colleges of this state and nation."

This preparation must develop teachers to:

1. Understand human growth and development, human motivation and the principles of learning.
2. Stimulate in each individual intellectual curiosity and the drive to know.
3. Be able to provide learning experiences that allow for individual variability.
4. Develop behavior exemplifying good citizenship.
5. Develop moral sensitivity and responsibility.
6. Foster empathy with human beings of all cultures.

Mr. McCumsey said, "We hope we have designed a building that will encourage teachers both in training and instructors at the university to be as innovative in their programing as they can. We know that when we build a building that in itself, does not guarantee a good program. But we also designed this building so it would not interfere with any kind of program someone wanted to develop. Later Mr. McCumsey added, "we think that we have provided an area that is conducive to good education, but not a guarantee, because the teacher can only guarantee that."

When asked if the education building had previously been scheduled to open sooner than the fall of 1972, McCumsey said that it had been planned for several years, but they just went out for
bids a year ago. McCumsey continued, "This building has been in progress for a long time. It's not just my efforts or the architect's efforts, but the efforts of the staff. The staff has pulled...discussed the facilities that they wanted, the philosophies they'd like to go to, and hopefully we've incorporated this into the building. This is the way a building should be built."

The education building has been planned with the future in mind. As yet, there are no current plans to expand the education building in the next five to ten years, but Mr. McCumsey said the building was designed for a campus of 15,000. It has been designed to house many exciting things, and the closed circuit TV system, flexible walling, auditorium-lecture center, and clinical services center will help tremendously in the necessary diversified preparation of school personnel. Unit 1 of the Education Complex will become a reality in less than a year, adding facilities and much needed space to the education program of this university. Higher educational advancement should definitely be achieved in this new atmosphere designed with the prospective teacher in mind.

"We hope that we have designed a building that will encourage teachers both in training and instructors at the university to be as innovative in their programming as they can."

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In one's mind's eye, this place may be a myth-shrouded, secretive, or even threatening locale. It may help or hinder one's future and be a source of anxiety or consternation as well. It is definitely part of the "establishment," yet has in the past ten years completed a reversal regards to previous operating procedure. This place is not in some far-off exotic country reeking with romanticism but nestled comfortably on the second floor of the Old Administration Building. It's time — here and now. The place — the UNI Placement Bureau.

Actually, what is the Placement Bureau and what does it, or is it, supposed to do? Prospective teaching graduates may go to the Placement Bureau to find lists...
vacancies in their subject areas. This is done sometime during their senior year, yet often has been a haze in their academic life until that point. The main reason that teaching majors knew so little about the Placement Bureau, was that they had no use for it until near-graduating-time and then had little chance of selecting jobs that would suit their requirements or even knowing of them, since in previous years the Placement Bureau nominated "candidates" to positions that were open, which included the bureau sending the credentials to the school. All the "candidate" or student could do was wait obediently, since he personally had no access to any vacancy lists supplied to the Placement Bureau.

Students, though, did come in and challenge this "nomination" system, and as the number of teaching graduates grew, it became increasingly difficult to work with the personal nomination system. So in 1960, the Placement Bureau made out-of-state vacancies available to anyone who wished to be interviewed, and since systems must change to keep pace with the times, in- and out-of-state vacancies were made available to concerned students.

With a quick history of the Placement Bureau digested and stored, we can now start to speculate on job availabilities in the teaching field in the near future. Not as many out-of-state interviewers are coming to UNI as previously, according to Dr. Ernest C. Fossum, Director of the Placement Bureau. In a peak or shortage year, 110 to 115 out-of-state interviewers could be expected, while last year only forty-five interviewed at UNI. In previous years it was also common to have up to thirty interviewers from California. Last year none came from the Golden State. In-state interviewing has also dropped, but not as much as the out-of-state. It may seem evasive to state the facts in this general manner, being neither overly optimistic or too pessimistic, but Dr. Fossum summed up his position as, "We will err whichever way we lean in this matter."

All data is not yet in and some that is, is not available for release, but, personally, Dr. Fossum did not see an end to the teacher oversupply based on present figures. The country has experienced a teacher shortage for about thirty years, only to have the oversupply make headlines in 1969 and 1970. Said Dr. Fossum, "We felt this field (teaching) would never be saturated. This was one of the truest things a person could say until 1969 to 1970."

Yet, people can still be conscious and concerned about education, even though encountering odds not present in previous decades. The teacher oversupply may well cause the needs of education to be met, because of the competition for jobs. Possibly, those students who weren't really sure about teaching will re-examine their goals and values to be truly sure that teaching is what will satisfy them. This will lead to some real commitment, no matter what field or profession the student finally enters, and will create better teachers and better professionals because of the commitment. Figures on freshmen enrollment in the fall of 1971 at UNI, compared to the fall of 1970, show a 10-11% increase in preference for the non-teaching over the teaching program. A slight preference for non-teaching over teaching was also noticeable regarding transfer students. Perhaps the "commitment factor" has already started working.

Although the number of prospective teaching majors are decreasing somewhat, there are expected to be some 85 more B.A. teacher graduates this year than last, according to Dr. Fossum. This is due to the simple fact that the class of 1972 will be larger than that of 1971. Fossum believes that it may take one to three years for this rise to reverse.

Dr. Fossum cites eight reasons that together constitute factors involved in the teacher oversupply. First, there is the declining school population, a factor to be considered because of the projected enrollment due to declining birthrate. This is only a factor that will affect grades up to five this year, according to the Data on Iowa Schools, 1969-1970. Also to be noted is the increasing supply of teachers that will taper off gradually in time. The economy must also be considered a factor as well as the tax revolt. The tax revolt is largely psychological, in that schoolboards think of doing something drastic to let the schools take notice. For instance, schools are "forced" to cancel their out-of-state interviews.

It would be cruel to say returning veterans are a problem, but the veterans do enter into the causal factors of oversupply.
"I don't see an end to this in this decade."

Of course, many are not teachers, but enough are to make a difference; however, it would be tremendous if this factor were the main one in oversupply. Disenchantment with schools and colleges seems to be another of the interlaced factors stemming from the fact that bond issues for $x$ amount of dollars are voted down, only to have a bond issue asking for $x-100$ amount of dollars the next year. Logic causes mistrust, since why would schools actually ask for $x$ then be satisfied with $x-100$ the next year? We are no longer in an era, like the early 1960's, where the schools could do no wrong.

Lack of motivation "crises" such as Sputnik have also caused education to be left out. In the race to educate to keep pace with Russia, science was more highly taught in school systems and there was a great and general push to "catch up," since the public tends to turn to the schools in time of crises as this. Finally, there are business and industrial people returning to teaching. Not great hoards, but also enough to make a difference. Of course all of these factors are interdependent between each other and must be viewed as such.

I must repeat that lay people and authorities thought the teacher shortage would never be filled, but an article from the NEA in the early sixties predicted a saturation by the end of the sixties. Dr. Fossum also had a few predictions to make regarding the oversupply of teachers. "I don't see an end to this in this decade," he said. "It will take seven to eight years for the effects of a declining school population to make its way through all grade levels in public schools." He sees reduction in the number of teachers on the basis of choice in college by examining one's commitments.

Fossum stated that B.A. teaching graduates to be placed this year would be about 10% fewer this year than last, yet he is encouraging to the dedicated prospective teacher, since he feels there is a possibility that teaching will become a better and better profession," yet even more satisfying and challenging profession than it is now and has been in the past. This is saying quite a bit because it's been good for a lot of people, concluded Fossum.

Teaching is a good profession, a great one for some. Don't despair if you were made to be "that special teacher," but realize that your future is your own, and that it is never too late to re-examine your heart and mind and be flexible enough to change. The teacher oversupply is caused by many inter-related factors, but it just may cause the level of education in the country to rise, since teachers will have to be competitive to exist as teachers. They will also have to care more to be willing to face the possibility of fighting for a job, but the teaching profession needs teachers that care and students everywhere need teachers that CARE.
UNI Marching Band 1971
The Underdog

by Dean A. Teeter

September 11, 1971

Statistics

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<tr>
<th></th>
<th>U.N.I.</th>
<th>N.E.M.</th>
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<tbody>
<tr>
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<tr>
<td>Yards Penalized</td>
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The UNI Panthers took to the field for the opening football game of the season and were dumped by a mediocre team from Missouri. Northern Iowa could not seem to get rolling on the ground and the team was plagued by their own mistakes.

Northeast Missouri moved the ball well on the ground and pelted U.N.I. in the air. Northeast gained 158 yards in the air while U.N.I. gained only 73 yards. The Northern Iowa Panthers were only down by 7-0 at the halftime, but a few breaks and poor pass coverage put the team on the short end of the scoreboard.

U.N.I. first scored in the third quarter after a pitchout from Gibson was fumbled. Defensive tackle Mike Allen, while trying to pick up the ball on the N.E.M. 20-yard line, kicked the ball into the endzone. Northeast recovered the ball for a safety. The Panthers then trailed by 7-2 with only 9:18 left in the third quarter. U.N.I. got the ball back on the punt and couldn't move. A bad snap from the center sent the ball over Mike Butler's head. When he tried to kick the ball, it was blocked by Al Fulton and Northeast Missouri recovered on the 1-yard line. Two plays later the Bulldogs made the score a final 15-2.
The kick-off was returned by Dave Hodom for 50 yards. It was fourth down and the Panthers were on the N.E.M. 31-yard line. A 23-yard pass interference call kept the Panthers alive by giving a first and goal at the 8-yard line. Both teams had offside penalties called and three plays later Jerry Roling pushed 3 yards into the endzone. He was hit and fumbled the ball back out to the 5-yard line, but the touchdown counted because he had possession of the ball when he crossed the goal line. Gene Dietrich’s kick made it 15-9 with 3:40 left in the third quarter.

Two minutes later the Panthers didn’t cover the receivers well and a pass of 45 yards put Northeast Missouri out front by 22-9 after the kick. The game went scoreless for the last quarter but there was plenty of action.

Tailback Dave Hodom was the leading ground gainer for U.N.I. with 36 yards in 17 carries.

U.N.I. traveled to Ashland, Kentucky, to play in the 12th Annual Shrine Bowl football game. Northern Iowa’s Panthers were the first to score in the ball game but floundered later and lost due to their own mistakes. Eastern Kentucky was ranked 13th in the nation, among small college teams, but the Panthers held their own most of the game.

The Panthers scored in the 1st quarter and for a while it looked like the team was going to make an excellent showing. Eastern Kentucky was held to their own territory at the end of the first quarter and forced to punt. U.N.I. called for a fair catch and took over at their own 29-yard line with only 6 minutes left in the period. Quarterback Al Wichtendahl kept the ball on the option and romped through a hole over right tackle to gain 47 yards. This put the Panthers on the opposite 25-yard line. Bruce Dinnebier took the ball to the 15, where Eastern Kentucky was penalized for grabbing a face mask. The ball was then moved half the distance to the goal, down to the 7 ½ -yard line. Knoll took the ball to the 1-yard line before Jerry Roling plunged over right guard to score with 4:06 remaining in the first period. Gene Dietrich’s toe connected and the score was 7-0. The total drive was 71 yards in just five plays. U.N.I.’s hopes were alive but short-lived.

With 3:00 gone in the second quarter, Jerry Roling fumbled a slick football and the Colonels recovered at the U.N.I. 15-yard line. The Panthers had two penalties called against them before the Colonels scored in the next four plays. A poor punt coverage allowed Eastern Kentucky to gain enough ground to score again in the second half.

Leading ground gainers for U.N.I. were Quarterback Al Wichtendahl with 63 yards and Jerry Roling with 67 yards.

Photos by Dean A. Teeter
Photos by Don Smith

U.N.I. 23 - South Dakota State 0

September 25, 1971

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<tr>
<td>Penalties</td>
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<td>65</td>
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The U.N.I. Panthers completely dominated this entire football game and broke a 7 game losing streak. U.N.I. never allowed the Jackrabbits to advance beyond their own 39 yard line and held them to a net offense of only 30 yards.

On the opening kick off, the Panthers returned the ball to the Jackrabbits 27 yard line; however, the offense couldn't make it work and they lost the ball on downs. Two plays later, Walt Fiesler intercepted a pass and the offense drove to the 35 yard line before dying. Gene Dietrich attempted a 52-yard field goal which fell only 4 feet short of the crossbar. Early in the second quarter, the Panthers got to the 19 where they attempted another goal which was wide.

With 2:01 left in the first half, Al Wichtendahl threw a 51-yard bomb to Larry Skartvedt. This was the entire offense in that series because the Panthers had just taken over following a S.D.S. punt. Dietrich put the extra-point-kick between the bars to make the score 7-0 at halftime.

Mike Woodley intercepted a pass on the Jackrabbit 43 yard line to set up the second score in the game. It took eleven plays to score the touchdown after that. Jerry Roling capped it with a one yard plunge into the endzone with 10:03 remaining in the third quarter. Dietrich again made good the extra point. The Panthers tried to connect again in the third quarter by launching an attack that took them from their own 32 to the opposite 8 yard line. When Wichtendahl tried to pass on a fake field goal, the defense broke the play and spoiled U.N.I.'s hopes.

The Panthers got their final touchdown when they took over on the Jackrabbit 26 yard line with six minutes left in the game. After 3 plays, the Panthers were only at the 25 yard line. Wichtendahl connected to Startvedt at the 5 for the first down, and two plays later, Jerry Roling went through a hole in the right side of the line for a 3 yard touchdown. Dietrich's kick made the score 21-0.

The Panthers kicked off to the Jackrabbits with only minutes left in the game while South Dakota State advanced to their own 36 yard line before being brought down. From then on, it took only three plays to put the game on ice, since the defense exerted some fantastic pressure. S.D.S. lost all 36 yards in the 3 plays.

Mike Brooks made the endzone tackle for the safety with only :39 left in the game.
October 2, 1971

Statistics

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<thead>
<tr>
<th>U.N.I.</th>
<th>S.D.U.</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Downs</td>
<td>11</td>
</tr>
<tr>
<td>Rushing Yardage</td>
<td>138</td>
</tr>
<tr>
<td>Passing Yardage</td>
<td>44</td>
</tr>
<tr>
<td>Return Yardage</td>
<td>38</td>
</tr>
<tr>
<td>Fumbles</td>
<td>6-18-0</td>
</tr>
<tr>
<td>Punts</td>
<td>8-39.1</td>
</tr>
<tr>
<td>Fumbles Lost</td>
<td>2</td>
</tr>
<tr>
<td>Yards Penalized</td>
<td>60</td>
</tr>
</tbody>
</table>

The U.N.I. offense came through for a total of 6 points, while the big "D" added 2 points. The toe of Gene Dietrich connected for two field goals in the first half of the ballgame. Both of the kicks were from 41 yards. Dietrich failed in three other attempts from 46, 52, and 55 yards.

Robert Lee, U.N.I. linebacker, set up the first field goal with just over three minutes away in the game. Lee intercepted a pass on the South Dakota 22 yard line and scampered into the end zone for an apparent touchdown. The officials ruled a clipping penalty against the Panthers and the ball was placed on the South Dakota 22 yard line. The offense couldn't get rolling and Dietrich connected with 4:18 gone from the game.

2:29 was left in the opening quarter, when Lee recovered a fumble on the visitors' 32 yard line. The offense failed to get it together and Dietrich's field goal attempt of 46 yards fell short.

With 10 minutes left in the first half, a 52 yard goal attempt fell short and the Coyotes returned to the 6 yard line. A clipping penalty against South Dakota University moved the ball back to the 3 yard line, and on the first play of the series, Scott Evans tackled the quarterback for a safety.

The defense's points led to the second field goal of the game. When the Coyotes punted after the safety, the Panthers got the ball on the visitors 42 yard line. On the first play, Jerry Roling gained 4 yards and a 15 yard piling penalty was called on the Coyotes. The ball was then moved to the S.D.U. 23 yard line where the offense again fizzled. Dietrich got the call and put the ball between the crossbar for 3 more points.

The U.N.I. defense caused 8 fumbles and recovered 4 of them. Three of the fumbles came in the final quarter when South Dakota University mounted several scoring threats. Randy Junkman grabbed two of the fumbles in the final period, one when 9:09 remained in the game and the other when 3:59 showed on the clock.

Bruce Dinnebier was UNI's leading ground gainer with 33 yards in 13 attempts; however, he left the game early with a broken ankle bone.

Above:

Walt Fieseler, defensive halfback, leaps into the air and deflects pass intended for a South Dakota University receiver.
This year the UNI campus really gave a warm welcome to its freshman and transfer students. On the Thursday before the start of the semester, there was free ice cream in front of the Commons, all you could eat with many kinds of gooey toppings. The event was not well publicized so the photographers outnumbered the participants at many of the orientation activities.

The next day students on campus were treated to rides to and from the College Hill Business District and around campus on "Tim's Tooter," a small train used as a shuttle vehicle throughout the day. In the afternoon, university busses took students to the College Square shopping center so they could become acquainted with the area and also see a fashion show sponsored by the merchants. The fashion
show took place at the mall bridge and featured hot pants, boots, dresses, tights, as well as men's fashions and jumpsuits.

The orientation activities were organized and a nice way for the start of the semester to begin. Keep up the good work.

**Day Care Center Benefit**

From Sept. 16-25 the UNI Theatre presented six performances of "The Doctor in Spite of Himself," a comedy by the French playwright Moliere, as a benefit to raise funds for the UNI Married Student Day Care Center. The play is about an ordinary man who is forced into pretending that he is a doctor and then finds that he enjoys it. Stanley Wood, director of UNI Theatre, led the cast of 11 in the role of Sganarelle, the innocent man shanghaied into being a healer.

The Day Care Center was opened in July of 1970 as a self-supporting operation, with subsidies from the Married Student Housing Council at UNI and the Off-Campus Student Association. The Center requested funds from the university to continue operation during the 1971-72 school year, but was turned down due to a lack of available funds in this year's tighter budget. Funds for this year's operation are coming from the benefit proceeds and from fees charged parents for the care of their children.

The benefit for the Day Care Center netted $176.11, according to Housing Director Carl DeChellis. The idea of a benefit was originated by Dr. Daryl Pendergraft. The center will be able to purchase equipment and toys with the proceeds as well as build storage space, which is also greatly needed.

**UNI Fall Enrollment Figures**

A total of 9,605 resident students were enrolled this fall at the University of Northern Iowa, according to figures released by UNI Registrar Dr. Marshall Beard. This figure included graduate and undergraduate students, both full and part time, a decrease of 1.2%, or 118 students less than last year's enrollment of 9,723. The number of undergraduates was 8,692, with 4,730 women and 3,962 men. Some 913 graduate students were enrolled, a decrease of 67 students from last year's figure of 980. Full-time students had increased 57, from 8,398 to 8,455, so the decrease in enrollment is entirely in part-time students. The percentage of men on campus increased from 45.3 percent in the fall of 1970 to 46.9 percent this fall. New undergraduate students numbered 2,483, which includes 1,645 students directly from high school and 838 transfers. Enrollments by class were as follows: freshmen, 2,595; sophomores, 2,258; juniors, 2,067; and seniors 1,746. As of Oct. 6, 629 students were enrolled in extension classes which made a total of 10,234 students enrolled in credit class work.

**UNI Re-Accredited by Regional Accreditor**

UNI was re-accredited for all its programs as a "mature" institution on the basis of recommendations made by an inspection team which visited the UNI campus last spring as a part of an accreditation review which is normally made in ten-year cycles. According to UNI President John J. Kamerick the term "mature" is an unofficial phrase used to describe an institution which has full accreditation for all programs it is currently offering at a certain degree level, and, in addition, the institution may initiate new programs at that level without asking for approval by the North Central Association. In their report the team pointed out that the academic achievement of UNI graduates are impressive. From 1920 through 1966 UNI ranked 18th or in the top 1.3 percent of 1,298 institutions whose graduates went on to earn the doctorate in education. The report also noted that "among the member institutions of the American Association of State Colleges and Universities, UNI ranked first in the number of graduates who achieved the doctorate in education, first in the area of social science Ph.D.'s, second in the arts and humanities, and second in total doctorates in all fields from 1920-1966."

**Campus to be Shorn**

The UNI campus has a beautiful frontage on College Street, but the looks of this part of campus will be drastically changed when 154 diseased elm trees are removed. Large orange "X's" now mark these doomed trees which will not be replaced. The Delta Chi's tried to add a little levity to the situation by putting triangles over the "X's". This touch, too, will vanish as chain saw crews gnaw these once majestic trees away.

**Lash Serves Bureau of Indian Affairs**

Professor Kenneth Lash, head of the art department at the University of Northern Iowa, was invited to serve as a consultant to the U.S. Bureau of Indian Affairs in setting up a curriculum for an Institute of American Indian Arts in Santa Fe, New Mexico, Oct. 4-8. Lash said that the institute will be a two-year college offering instruction in all aspects of the arts with emphasis on Indian arts. The arts courses will be supplemented by an academic curriculum. The school, essentially for Indians, will have a mixed staff and student body.
The University of Northern Iowa Union has been featured in the July, 1971, edition of College and University Business magazine. An article entitled "The Way to Order is Underground" deals with both the Cornell University book store and the UNI Union, both essentially underground structures. The story states, "Going underground has taken on new meaning as colleges are moving away from congestion and imposing new order through design—by building below the campus. As Cornell and Northern Iowa have proved, the space a college desperately needs (and thinks it doesn't have) need not be reluctantly planned for the back forty or the next county, or the satellite institution 50 miles away, but may be right in the center of campus beneath the frustrated campus planner's feet."
The University of Northern Iowa Museum resumed its Sunday afternoon openings Oct. 3 with a new exhibit entitled "Relics of Ancient Man." This exhibit included not only North American Indian artifacts, but also authentic Babylonian cuneiform tablets, ancient Roman glasswares, Chellean stone chips from France, and Nasca artifacts from Peru. Also featured in the exhibit were pot shards, bronzes and other items brought back from Iran several years ago by the late Martin L. Grant and his wife Dorothy.

The UNI Museum is open to the public free of charge Monday through Friday from 1:00 to 4:30 p.m., in addition to the special Sunday openings.
BEHIND THE SCENES

ISPIRG

ISPIRG (Iowa Student Public Interest Research Group) is a research group which will research and analyze problems and then later publicize them to educate the public. ISPIRG would try to provide for a more informed electorate, which would encourage candidates to stress the issues instead of their images.

ISPIRG would provide a framework within which students could combine their efforts to act upon issues which determine a way of life. The next few months will determine ISPIRG's success or failure because of the student support needed. It has the potential for becoming a student-organization power, but only time will tell whether ISPIRG can exist on UNI's campus or die because of lack of support.

Poetry Hour Begins Season

"32 and Counting (The Flatland Chronicles and Other Memories)" opened the University of Northern Iowa's Poetry Hour series for 1971-72 on Sept. 28. Dr. Robert Waller, associate professor of management and economics, presented this program in the Ambassador Room of the UNI Union describing his presentation as an original 'potpourri of spoken words, songs, song fragments, and guitar sounds forming an impressionistic sketch of one man's life and times as he sees them through the clarity of retrospect and the confusion of the present.'

Poetry Hour is presented biweekly by the Union Activities Board alternating with the Words and Voices program sponsored by the UNI speech department and is open to the public free of charge.

Continuing Education For Women Program Resumes

The Colombian Room in the UNI Union is being reserved every Wednesday for the rest of the 1971-72 academic year from 11:00 a.m. to 2:00 p.m. to give any women students a chance to talk mutual problems with their peers. Women may bring a sack lunch or go through the cafeteria line. Coffee is available in the Colombian Room.

Meetings are mainly social, but occasionally guest speakers are invited for informal conversation on subjects of interest to the women.

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Three years back, the Hinsleys of Doro, Missouri, had a tough decision to make:

- To buy a new mule.
- Or invest in a used bug.

They weighed the two possibilities. First there was the problem of the bitter Ozark winters. Tough on a warm-blooded mule. Not so tough on an air-cooled Volkswagen.

Then, what about the eating habits of the two? Hay vs. gasoline.

As Mr. Hinsley puts it, "I get over eighty miles out of a dollar's worth of gas and I get where I want to go a lot quicker."

Then there's the road leading to their cabin. Many a mule pulling a wagon and many a conventional automobile has spent many an hour stuck in the mud. Also, a mule needs a barn. A bug doesn't. "It sets out there all day and the paint looks just as good as the day we got it."

Finally, there was maintenance to think about. When a mule breaks down, there's only one thing to do: Shoot it.

But if and when their bug breaks down, the Hinsleys have a Volkswagen dealer only two gallons away.

"It was the only thing to do after the mule died."

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