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As I approached the door, a strange feeling came over me, a type of anxiety in what I was about to participate in. The others had already arrived and could be heard from outside. Just as I had suspected, I had to push and pardon my way through the crowd. Can you imagine that, a crowd at UNI for something other than a football game. I finally reached the board room door. Standing before me was President Maucker and several campus security officers. They took my name then allowed me to pass as an advisor to Ann Bachman, one of the “7”. Having paused to look back on what I had just gone through, I noticed the momentum growing and the pushing and chanting getting stronger. I knew then what was going to happen. I knew it had to happen for it was long overdue.

Inside the hearing room, a quiet storm was present. The “7”, Mr. Canning (their lawyer), and Pastor Williams set solemnly around the tables facing the also solemn disciplinary committee. I took my place with the rest of the advisors (parents and friends) in a row of chairs behind the “7”.

At 4:15 p.m. the hearing, or should I say circus, convened, having waited for one of the advisors to arrive. The roll was taken to make sure that no unauthorized persons were present. To this, the “7” charged the presence of Dean Voldseth and two of his staff unauthorized. They contended that Dean Voldseth’s roles were both confusing and conflicting. They primarily objected to the fact that he would serve as a witness against them and yet their witnesses were not allowed to be there. Another person of confusing and conflicting roles was Leo Baker. The defendants did not seem to understand how he could act as prosecutor, advisor to the committee on policy and procedure, and also be a witness against them. Having spent about an hour and a half clarifying roles while Leo Baker ran back and forth advising officials in restraining students from entering the hearing, we thought we would finally start. It was made clear by the chairman that the committee consisted of “just three faculty members and three students” and that the hearing would be conducted as informally as possible. However, it must have gotten too informal, for we had to raise our hands and get permission to leave the room. This was due to the fact that the defendants were worried about what was taking place just inches away from where they sat. Several were up and down trying to see what was going on. The primary delay of the hearing could be attributed to Mr. Baker’s extracurricular activities keeping him absent the majority of the time.

As I sat there becoming almost numb to the screams and cries of students in the anteroom and to the useless rhetoric of the hearing I thought about how this all came about. Had it started with the constant and tedious efforts of Palmer Byrd (one of the “7”) to get positive action on the house; was it Ann Bachman’s suggestion that we establish a culture...
house; did it start with Henry Johnson’s proposals at the beginning of fall semester; had it started when black students were first admitted to UNI; was it the black movement that caused it; how about the emancipation proclamation; had it been caused by the rape of Africa of her men and women; or was the UNI “7” the necessary consequences of white apathy in a time of black demand for freedom?

My daydreaming was abruptly ended when a white student burst through the door shouting “I’m in and you can’t make me leave. I have a right to be here.” Others followed her. Now they were outcasts, outlaws just like the “7”. How many more? How many more would it take to make people wake up?

The next day, I arrived early with my “Open Hearing” sign. The crowd was there already sitting in the anteroom refusing to leave and deliberately violating the injunction stating that the administration building was off-limits to unauthorized persons. As I stood in the hallway, activity was at its peak. Direct confrontation was inevitable. The police with helmets and clubs guarded each doorway. President Maucker hurried here and there looking very tired. Students lined the corridors and anteroom. Dean Voldseth went about warning students and professors to leave. The advisors and the “7” took their place with the students in the anteroom singing “We Shall Overcome”. University cameramen were trying to get pictures of students only to find out later that butter had been smeared on their lens and their efforts were in vain. Once inside the hearing room, the disciplinary committee, the “7”, Dean Voldseth, Leo Baker, the advisors, and concerned students tried to convene the hearing. This was impossible because Leo Baker had to leave every five minutes, a bus load of policemen arrived around that time and the chairman was unable to get a list of those persons authorized to be there because the “7” would not allow their lawyer to release that information. Just about that time a formation of policemen entered the room with clubs and started moving the furniture out of the way. The advisors, the “7”, the concerned students, and Lawyer Canning decided to leave. The police decided differently and we were not allowed to leave without giving our names. Many of the advisors refused to leave the students there alone to deal with the police so we decided to stay. Realizing their show of force was in vain, they let us all leave but tried to film everyone for later identification. We walked out in pseudo-triumph singing “America the Beautiful” while other students stood on the sidelines clapping.

Was it worth it? It showed black students what level each one was on. It showed that students are human, can think for themselves and will stand up for their rights. It showed that this world is changing and that UNI must change with it. But most of all, it showed that we have a common struggle and in that struggle, humanity is our priority. Was it worth it? Only our children will be able to answer that.
"We haven't the slightest right to kill American Soldiers in Vietnam to support that group of crooks who are running South Vietnam," said former U.S. Senator Wayne Morse of Oregon at a press conference on the UNI campus.

Appearing as part of the University Honors Program April 29 and 30, Morse addressed an early morning press conference and spoke to a large audience in the UNI Auditorium in the afternoon, before answering questions at an informal question-and-answer session in the Gilchrist Faculty Lounge.

Morse, a former university instructor for 21 years and former chief of foreign affairs for the United States, told newsmen at the press conference that he was critical of the power delegated to the executive branch of our government. Warning against possible American involvement in Cambodia, Morse said, "The President of the United States has no right to go into Cambodia without creating a greater Vietnam and starting a war with China."

Morse pointed out the fact that if the U.S. started a war with China, we would have not hundreds but thousands of military men, as we currently have, but a minimum of three million troops.

Speaking to a large audience of students in the Auditorium, Morse reiterated the need for the American government to develop a more effective checking system of executive power, especially at the presidential level. He criticized past presidents Eisenhower, Johnson, and Nixon for, what he termed as "illegal" presidential power. He also criticized Congress for its failure to check presidential power.

"People should not have permitted, and should not permit Congress to do this," he said. "We're already far down the road," he warned. "We're under a government of Presidential and executive supremacy."

According to Morse, our country must have three co-equal branches of government which should conduct a continuous check over the other two.

Speaking on the Vietnam War and its history, Morse pointed to John Foster Dulles, along with President Eisenhower and Richard Nixon, as being responsible for our country's original involvement in Southeast Asia in 1953. He stressed his opposition to military and political secrecy in matters concerning the Vietnam War and past conflicts, such as the Gulf of Tonkin. "The American people have a right to know about our foreign policies," Morse said.

He attributed much of the early military developments to the lack of Congressional checking of President Eisenhower. Referring to the U.S.'s Vietnam policy and the growing public dissent against it, he said, "The U.S. is a proud nation, but it should not be guilty of a false pride."

The United States must change its uni-lateral military containment policy originated by Eisenhower, Nixon, and Dulles, or it will eventually lead to total war. We cannot win a nuclear war, no one can, Morse stressed.

Morse cited the Gulf of Tonkin as a major factor in escalating the Vietnam War. The U.S. was the aggressor in the Gulf of Tonkin. According to Morse, the U.S. naval ship, the Matix, was a U.S. spy ship used as a decoy for U.S. bombardment of strategic North Vietnam island outposts. Referring to the right of the U.S. public to determine their own government, Morse said, "I hope we never have to resort to Jefferson's statement that a free people always have the right to revolt against a government that they believe is tyrannical."

Morse said that he believed the United Nations should intervene in the present Vietnam conflict. They should make the final decision in ending the war.

Morse, a noted lawyer, educator, and political figure, served four terms in the U.S. Senate from 1915 to 1969 as a Republican, independent, and Democrat. He was one of two senators to vote against the Tonkin Gulf Resolution, regarded by many as authorizing increased U.S. involvement in Vietnam. He is regarded as particularly expert in the areas of labor relations, domestic and international law, and the United Nations.
UNI OBSERVES PAN AMERICAN DAY

Pan American Day, April 14, was observed at UNI with Arturo Campa serving as the guest speaker. Dr. Campa, head of the department of modern languages at the University of Denver and currently a Peace Corps liaison officer, has directed four Peace Corps projects for Peru, Ecuador, and Venezuela on his own campus. He has also been a State Department consultant on Latin American relations. Dr. Campa has served as a special lecturer in Spain under the sponsorship of the State Department and has been a visiting lecturer on several campuses. He has also written several books, including textbooks for Spanish and studies of U.S. southwestern folklore.

The Pan American Day observance at UNI was sponsored by the Hispanic Club in cooperation with the UNI Spanish Club, the Latin American Studies Committee, and Alpha Gamma Delta sorority. "This day is observed to promote better understanding between the American nations," said Mrs. D. C. Hawley, wife of the head of the UNI department of foreign languages who is general chairman of the event. She added, "Dr. and Mrs. J. W. Maucker will be honored as outstanding citizens of the Americas for their efforts in trying to promote better understanding between the peoples of the American nations." She said that special guests invited to the UNI observance included Governor Robert Ray, Iowa Board of Regents members, presidents of the University of Iowa and Iowa State University, the foreign language departments at Drake University, the University of Iowa and Iowa State University, and Mayor William McKinley of Cedar Falls.

For their efforts in helping to promote international understanding, awards were presented to Mayor and Mrs. McKinley; Mr. and Mrs. Oswald Thorson of Waterloo; Mrs. John B. Green of Waterloo; Miss Stephany Harvey, UNI student from Iowa Falls; Dr. and Mrs. Robert Talbott of Cedar Falls; Mr. and Mrs. Fred Kercheval of Cedar Falls; Mr. and Mrs. Robert Fulton of Waterloo; Dr. and Mrs. William Lang of Cedar Falls; and Mrs. Alice Myers of Cedar Falls.

EARTH WEEK OBSERVANCES

Earth Week at the University of Northern Iowa was officially kicked off Monday with a breakfast and the appearance of a noted authority on ecology. There was a breakfast in the Royal Oak Room of the Union Monday morning at which the activities of the week officially began. Present at the breakfast was Dr. Paul Shepard, ecologist and lecturer in biological sciences at Smith College in Northampton, Massachusetts. Dr. Shepard was on campus until Wednesday to speak on topics concerning the destruction of the environment. He gave a major address Monday evening, speaking on "The Ideological Framework for Environmental Destruction". His talk dealt with "American attitudes, values, philosophies, and blind spots that have enabled us to embrace the notion of an ever-expanding economy without seeing its consequences."

Dr. Shepard received his A.B. degree in Wildlife Management at the University of Missouri. After serving as field secretary of the Conservation Federation of Missouri, he earned his graduate degree in Conservation and Human Ecology at Yale University.

A worker in active conservation groups for more than twenty years, Dr. Shepard's activities include several statements before Congressional committee hearings on legislative proposals and participation in the 1969 Congressional Conference on the Environment.

In addition to numerous articles, Dr. Shepard is the author of Man in the Landscape, a Historic View of the Esthetics of Nature, and is joint editor of The Subversive Science, Essays Toward an Ecology of Man. He has been a lecturer in the biological sciences at Smith College since 1965, and lives in Ashfield, Massachusetts.

Dr. Shepard's wife, Dr. June Shepard, was also on campus and available to talk to classes and groups. Mrs. Shepard earned a doctorate in Medical genetics at the University of Wisconsin and is currently Assistant Professor of Zoology at the University of Massachusetts.

Other events during the week included speeches by Dr. Herbert Jackson, chief biologist at the Taft Sanitary Engineering Center of the Federal Water Pollution Control Administration in Cincinnati, and teach-in activities by local and state groups.

Dr. Jackson's address included the various types of pollutants and how they fit into patterns of biological responses which affect aquatic life. Teach-in activities included discussion of such topics as "Education--The Key to Survival;" "Man, The Focus;" "Industry and Labor Speak;" and "State Legislation and Environment;" and a panel discussion of "Man, Pollution, and Technology."

Dr. Paul Shepard, noted ecologist and lecturer in biological sciences, provided the main address at Earth Week Observances.
A BUSY YEAR AT HAGEMANN HALL

The girls of Hagemann have had a busy and varied year. They have participated in campus events such as Homecoming, Dads' Day, Lil' Sis Weekend and Mothers' Weekend by building a float, having teas and hall get-togethers, and showing movies in the recreation room. They have also fulfilled service projects by making favors and nut cups for hospitals and nursing homes at various times throughout the year. At Thanksgiving each of the eight Houses in the Hall prepared a basket for a needy family in the Waterloo area. The Houses have also had parties for various groups of children.

The Hall also planned and carried out "A What's in the Hall Happening" early this spring. The Happening was an entertaining and beneficial experience for all those that attended.

EXECUTIVE COUNCIL
left to right - Row 1 - Jamie Loehr, Mary Sauerbrei. Row 2 - Nancy Stevenson, Dianna Reynolds, Shirley Williams, Dede Den Hartog, Dee Wicks. Row 3 - Linda Weeks, Jean Heitmann, Ann Sauerbrei.


Hagemann girls represent the beauty and enthusiasm of the UNI campus, especially during a 2:00 a.m. fire drill!!!
BEHIND THE SCENES

WOMEN’S LIB LEADER SPEAKS AT UNI

Ti-Grace Atkinson, a leader in the women’s liberation movement, spoke in University Hall for almost two and a half hours to a large audience, the majority of which were females. Her being at UNI was impressive, not just in her ability to speak, and hold an audience’s attention, but more so because the next day she was going to jail.

Her reason for going to jail, she included in an overall strife picture including Vietnam, involvement in Cambodia, Kent students, racism and so forth: “we’ve brought it on ourselves: “whatever happens, it is an extension of ourselves.”

According to Miss Atkinson, we have spent our existence paying others to protect us and to take care of those who bother us; whose fault is it when they (“pigs”) do their “job”, only it’s us they’re taking care of? “We are parts of a monster executioner . . . we have become its victims (and) it couldn’t have happened without each of us letting it.”

The protests of involvement in Cambodia were of concern to her, or rather, laughter. “You’re passing around those petitions, and what good are they going to do? What good did it do for the Vietnam protest?” She suggested the only thing that will really have an impact is for many people to come into Washington and stay and stop all movement. “Killers only understand killing, and it’s got to come to, ‘It’s you or me, baby.”

After an hour and a half, Miss Atkinson focused her attention on women’s liberation. “Womanhood is a volunteer slavery.” She said that men have defined the women’s role, and “Man makes the dictionary for his purposes.”

Her start in women’s liberation was trying to get abortion legalized. “A mass execution was occurring. . . . You have to decide which side you’re on, and when it comes to a law that’s causing two deaths a day, how can you decide?”

Pornography was an important issue; it is for declaring “war” on Grover Press for its pornographic publications that she was going to jail the next day. “Pornography is political.” It is political because it separates and debases a sex, and makes it unequal to the other. “I’m going to jail because I will not say that I will not bring charges against the government and that man (Grover Press), or say that I was wrong.” She added that she was scared, but at least she had finally said, “You lie!” and it is a moment of living.

HISTORY HONOR SOCIETY INSTALLED AT UNI

Formal installation of the University of Northern Iowa chapter of Phi Alpha Theta, international honor society in history, was held April 23. Professor Philip D. Jordan, formerly of the University of Minnesota and now distinguished professor of history at Iowa Wesleyan College in Mt. Pleasant, presided as installation officer.

“The UNI chapter will be known as the Pi-Lambda Chapter of Phi Alpha Theta,” said Alvin Sunseri, UNI assistant professor of history who is the group’s sponsor. “Phi Alpha Theata is considered the highest rated departmental honor society and is second only to Phi Beta Kappa on a national level in its academic standards,” said Sunseri. “It is also the largest of the accredited honor societies with chapters established at 390 fully accredited four-year degree-granting colleges and universities in the United States and Canada.”

Officers of the UNI chapter are Linda Calvin of Cedar Falls, president; Michael Kneivel of Cedar Falls, vice-president; Carrie Tropp of Waterloo, secretary-treasurer; and Richard Brauhn of Waterloo, historian.
Complete with a huge birthday cake, purple punch, balloons, and entertainment, the University Union celebrated its first year of service for students, administration, and community of UNI Wednesday evening, April 15, 1970.

Sponsored by the Union Activities Board, the party was entertained in University Hall by the Cedar Falls High School Stage Band and by folk singer Rick Matson in the Key Hole Room. Also serving as means of enjoyment not only by participants but just as much by spectators were the Frustrations Painting Table where anyone could get rid of their frustrations by painting whatever they liked on long paper in University Hall and the Body Painting Contest.

The body painting contest provided much entertainment to both spectators and participants. Here Mark Woofter tries his art work on Diane Warnock.

Happy Birthday Union! The huge tiered cake accompanied purple punch on the Union's first birthday.
David K. Berninghausen, director of the library school at the University of Minnesota, and Robert B. Kamm, president of Oklahoma State University, received Alumni Achievement Awards for “outstanding professional achievement” at the University of Northern Iowa spring commencement exercises May 28.

David K. Berninghausen, who earned the B.A. degree at UNI in 1936, was honored for achievement in the field of library science. He has been director of the library school at the University of Minnesota since 1955. From 1947 to 1953, Berninghausen was librarian and teacher of social philosophy at The Cooper Union for the Advancement of Art and Science in New York City. During 1941 to 1947 he was director of libraries at Birmingham-Southern College in Birmingham, Alabama. From 1941 to 1944 he was associated with the library at UNI and in 1936 to 1940 taught in the high schools at West Des Moines and Edgewood, Iowa. Berninghausen received the B.S. degree from Columbia University in 1941 and the M.A. degree from Drake University in 1943. He has also done advanced work at the University of North Carolina and at Harvard as a Harvard Education Fellow.

He is the author or editor of numerous books and magazine articles concerning libraries, library education, reading and reading instruction. He is a past president of the Minnesota Library Association, and member of the Association of American Library Schools and the University of Minnesota chapter of AAUP. From 1962 to 1963 Berninghausen served as consultant and visiting professor at National Taiwan University in Formosa. During 1968 to 1969 he was a consultant at the University of Tunis in Tunisia. In 1964 Berninghausen received an alumni distinguished service award from Drake University.

Robert B. Kamm, who was graduated from UNI in 1940, was honored for achievement in the field of educational administration. He has been president of Oklahoma State University in Stillwater, Oklahoma, since 1966. The university has a student enrollment of over 18,000. Prior to assuming the presidency there he served as dean of the college of arts and sciences and vice president for academic affairs. Kamm began his career in education teaching high school at Belle Plaine, Iowa, from 1940-42. He served in the Navy from 1946. Following naval duty, Kamm earned the M.A. and Ph.D. degrees from the University of Minnesota. He then served as dean of students at Drake University and Texas A&M University before becoming associated with Oklahoma State University. Kamm is an American Psychological Association Fellow, past president of the American College Personnel Association, and listed in “Who's Who in American Education.” He has authored 43 journal articles and papers dealing with various aspects of higher education.

Four University of Northern Iowa graduates have been named to receive Merchant Scholarships for the 1970-71 academic year totaling $5,173.

Winners are Kenneth L. Bridges of Iowa City who was awarded $2000 to pursue study for a Ph.D. in inorganic chemistry in preparation for teaching and research in chemistry at a four-year college; Anne K. Meller of Burlington who will receive $1,200 for study for a Ph.D. degree in Chinese intellectual history in preparation for a career in college teaching and research; Mrs. Marilyn Deweese Papousek of Iowa City who was awarded $473 to study for the Ph.D. in Renaissance literature to prepare for a career in teaching on the university level with supplementary research; and Mrs. Margaret Trieschman Stack of Ida Grove who will receive $1,500 to pursue study for the Ph.D. degree in comparative literature to prepare to teach at the college level.

The scholarship fund was established by the late Frank L. Merchant, former professor of languages at UNI, and his sister, the late Miss Kate Matilda Merchant, and is to be awarded to bachelor of arts graduates of the university who wish to pursue graduate study at any college or university of their choice. Merchant scholarships were first awarded in 1954, and 42 graduates have received a total of over $60,000 during the past 16 years.

Two University of Northern Iowa seniors were among only 107 college seniors in the nation selected for Danforth Graduate Fellowships this year. Fellowships for advanced study for the Ph.D. degree have been awarded to Michael E. Bennett of Waterloo and James L. Hoel of Sheldon by the Danforth Foundation of St. Louis, Missouri. The UNI students were selected from 1,900 seniors from colleges and universities throughout the United States who competed for fellowships this year. The awards will provide tuition and living expenses for up to four years of study in preparation for a career in college teaching.

Bennett is the son of Mr. and Mrs. Thomas E. Bennett, Jr., of Fort Sill, Oklahoma. He is majoring in philosophy and religion and plans to attend Union Theological Seminary and Columbia University on a joint program. At UNI Bennett participated in student government, Kappa Delta Pi, and the general education curriculum committee, and was a teaching assistant in religion.

Hoel’s parents are Mr. and Mrs. J. H. Hoel of Council Bluffs. He is an English major and student assistant in the department of English language and literature. His extracurricular activities include student government, UNI association of honor students, and editorial assistant for “The North American Review” magazine. Earlier this year Hoel was named a “Woodrow Wilson Designate” by the Woodrow Wilson National Fellowship Foundation. He does not yet have definite plans for his graduate study.
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IOWA INDUSTRIAL ARTS FAIR HELD AT UNI

About 1,200 Iowa high school students and teachers attended the ninth annual Iowa Industrial Arts Fair on Saturday, May 9, at the University of Northern Iowa. The fair is held to promote quality workmanship in industrial arts and to recognize outstanding workmanship through an awards program. High school students exhibit projects they have completed in their past year of school. The projects are judged by 16 teams of Iowans involved in business, education, and industry. Another aim of the fair is to provide an opportunity for those interested in industrial arts teaching to compete for five scholarships worth $2,400 each for eight semesters at UNI.

Dr. Edward V. Voldseth, UNI dean of students, extended greetings from UNI to visitors during the opening session. Rodney H. Scholten, assistant professor and chairman of industrial arts department at Westmar College, and president of the Iowa Industrial Education Association (IIEA), extended a welcome from the IIEA. "Industry: Mute and Magnificent" was the topic of an address given by the featured speaker, William G. Scully, coordinator in the manpower and benefits administration of the John Deere Waterloo Tractor Works. A Scholarship banquet, sponsored by the Midwest Shop Supplies Company, completed the fair for the industrial arts teaching scholarship applicants, their parents, and teachers.

The fair was sponsored by the University of Northern Iowa, the UNI department of industrial arts and technology, the industrial arts club, the extension service of UNI, the Iowa Industrial Education Association, the manufacturer's bureau of the Cedar Falls Chamber of Commerce, the Midwest Shop Supplies Company, of Sioux City, and the Iowa Vocational Association.

MAUCKER AWARD ESTABLISHED

The J. W. Maucker Activities Recognition Award has been established by the Union Activities Board to honor the retiring president. "The purposes of the award are to honor Dr. Maucker by perpetuating the ideals for which he stands and to honor students who have demonstrated outstanding leadership and have made contributions in the area of extracurricular activities," said John Ketter, Union director.

The award is to be presented annually to a senior who was shown high achievement in the area of activities and scholarship. Presentation will be made during the second semester of each year and the names will be placed on a special plaque in the Union.

POET LUCIAN STRYK VISITS UNI

Poet Lucian Stryk read a selection of his own poems on campus April 8. Stryk has published four books of poems and his poetry has appeared in over 75 magazines. Stryk studied at the University of Iowa, the Sorbonne in Paris, and London University. He spent a year in Iran as a guest lecturer and has twice been a visiting lecturer in Japan, once as a Fulbright lecturer and once at the request of the Japanese government. Stryk is currently teaching creative writing and oriental literature at Northern Illinois University.

"Stryk is one of the recognized young poets of America," said Dr. Robert Ward, associate professor of English. "He was one of the main readers at the Modern Poetry Conference at UNI in 1966, and he received much praise for his powerful and clear readings of his poetry at that time."

DELTA CHI FRATERNITY CHARTERED AT UNI

Delta Chi fraternity, with 46 active members and 8 pledges, were chartered at the University of Northern Iowa April 3 and 4. Chartering events included a banquet, open house, party and dance, and breakfast at the Royal Oak Dining Room in the Union. All members of the university community were invited to an open house, according to Joe Allen of Harlan, president of the fraternity.

"Delti Chi was founded in New York in 1890. In the spring of 1967, eleven men founded a local fraternity called Phi Chi Omega on the UNI campus," said Allen. "Phi Chi Omega became a colony of Delta Chi in 1968."

Currently there are 60 chapters and 18 colonies in the U.S. and Canada, with the headquarters in Iowa City. Other chapters in Iowa are located at the University of Iowa, Iowa State University, and Parsons College.
"Our job is to fill in the gaps in the traditional counseling program," said Mr. Benedict Harris after his appointment as Director of Educational Opportunity and Special Community Services for Academic Affairs.

Harris, a 1959 graduate with a degree in Philosophy, and an M.A. from New York University, is working on the tutoring program in the Waterloo area this year. He is looking for people, especially community leaders, teachers, or students with specific "expertises" or some experience to teach courses on local geography, ecology and other areas in a new program for a community center in Waterloo.

The center will offer courses in preparing income taxes and other "strange things", Harris said.

"The program is a talent search. We will have counselors going into the Waterloo community picking up kids with college potential or some talent and encouraging them to go farther or work with it," said Harris. "We are looking for kids who are dropouts, kids with no money—If they do decide to work with their talent, then they go to EOP (Educational Opportunity Program)."

Harris will be working with orientation sessions and the president of the minority relations group in an effort to influence and affect the total school population.

He hopes to see the University hire more minority group faculty and also hopes to influence the curriculum in the Waterloo schools. He plans to work with the superintendent of the Waterloo Schools, observing and making recommendations. "With my experience and background I hope to add a new dimension and concept of minority group education," he stated.

On campus, he hopes to design a course in current racial attitudes and their relevance to education in the United States, using current works.

Harris has met with the policy board of the Ethnic Minority Culture house to set up the procedures for selecting the House manager. Any applicant will have to submit their college transcript and two essays, one on their reasons for wanting the job and one on what their program would be.

The Policy Board will review the applications and pick the most likely applicants, referring them to Harris, who will screen them and pick the manager.

The manager of the House will take care of day to day operations, the calendar of events, invite guest speakers, and handle administrative operations.

Harris feels that the job is well started, but contributors are need. Anyone that is interested in donating or lending travel films, artifices or exhibit materials from other countries, or if they would like to share their experiences, is asked to call him.
The New Look of the

by Don Baker

Directly across from the campus on College Street are located a number of edifices—some new and others which are renovated frame houses—that contain the various religious student centers. Traditionally these centers served a number of functions. Back when the dormitories still had nightly quiet hours and there were few places for students to socialize on campus, the centers offered the students a place to go to entertain themselves and meet members of the opposite sex. For some who had sweethearts but no cars the centers were good places to go and neck. Some students saw the centers as little retreats where they could escape from the worldly influence of the campus, and others who were homesick came because they knew they could expect a few friendly words from the pastor and perhaps a meal on Sunday evenings. The campus minister’s role in this situation was much the same as that of the parish minister. He presided over the activities of the center and perpetuated the brand of denominational religion he represented.

Today the campus ministry is changing even as changes are taking place on the campus, the church, and the attitudes of the students themselves. The major formal movement taken by all of the centers was the formulation of the campus eccumenical program a few years ago. This action was taken to break down some of the denominational barriers and to present cooperatively a number of programs dealing with social problems in light of the Christian influence. This year the major programs included one called “Changing Life-Styles” during the fall semester which had a series of speakers from the college and the community who represented various views which ranged from the very liberal to the ultra-conservative. Prominent members of the “establishment” such as Mayor McKinley told why they thought our social system was basically sound; the radical student speakers called for a complete break-down of the old social institutions; and a number of other speakers representing various other philosophies, including pacifistic hippies, one member of the John Birch Society, campus pastors, and others gave their views. The major spring event was called “Music of the Young.” In this series several groups played and sang various types of music ranging from hard rock to protest songs. After the groups had performed, discussions followed on the purposes and the effects of the music. Another example of a continuing eccumenical program is the “Preparation for Marriage” seminar held every year. The purpose of this program is to deal with the problems of marriage, giving the discussion a Christian underpinning. All of the campus pastors are quite enthusiastic about the eccumenical program because they feel that they can plan more worthwhile activities that will reach greater numbers of students than if they organized individual activities.

A trend of the campus which has supplanted the traditional social role of the student center has been the construction of new recreational facilities as well as the easing of oppressive dormitory rules. Where many students used to meet for Sunday night dinners or just a late-evening coke at the center, they now go to the union or one of the dormitory restaurants.

The Cloister Coffee House, located in the basement of Westminster House, is one of the many UCCM sponsored projects. Students often use the facility to relax after classes and to meet with friends. The Coffee House is run by students, with voluntary workers.

The Cloister is decorated in a mood that stimulates easy conversation and was the result of student efforts.
Crew. The result is that while some students still use centers as a kind of "security blanket," the "walk-in" business has dropped considerably. However, the pastors don't get particularly alarmed about this, for they assume that now when students come in they are expressing a genuine interest found in the centers. On the other hand, since the students are no longer coming in to the centers in large numbers, the pastors are now beginning to feel that it is important that they circulate more on the campus to meet with and talk with students, and in general to make themselves available to those who never seem to make it over to the centers.

One of the basic functions that campus ministers have always had and still perform today is that of counselor and advisor. All the pastors do personal counseling with students on a wide variety of social religious, and academic matters. Campus pastors also occasionally counsel parents who have become concerned about their son or daughter's changing life patterns after coming to college. The most recent form of counseling offered, draft counseling, was begun about two years ago by Pastor Landis of the Westminster Foundation and Father Kissling of the Catholic student center. Here they explore the various deferments and other alternatives open to a student who if faced with the prospect of being drafted. Father Kissling feels that this work has been of considerable help to some students. He pointed to one example of a student who, because of a mistake by his advisor, wasn't carrying the minimum number of hours to get a student deferment, and was threatened by an immediate induction. After investigating the matter at the administration office, the Father notified the student's draft board of the situation, whereupon the young man was allowed to keep his deferment.

One area where at least one pastor, Landis, feels that the campus ministry should have more of a voice is in certain university policy-making organizations—especially in those decisions pertaining to academic offering and dormitory rules, for example, are made. Pastor Burris of the Wesley Foundation also feels that the campus ministry should be an influence in academic affairs, but he doesn't feel that the university has to make any special provisions to include pastors in their decision-making organizations. "I have a file full of letters I've sent to administrators," he said, "and if I want to talk personally to someone to express my views, he is as close to me as my telephone." To his credit, Burris has sat in on a number of university council and committees and is often asked to talk in various classes. If he were any more involved in university affairs he wouldn't have time to get his other work accomplished, he commented.

Perhaps the greatest issue facing the campus ministry today is the change in student attitudes towards institutionalized religion. Many, because they feel that the traditional Christian faith is out of step with the modern world, are rejecting it or experimenting with new forms of religion. All of the pastors interviewed recognize this problem as a serious one, and most would agree that new steps must be taken to make the Christian religion more relevant to student lives. Father Kissling commented that the church is not adequately coping with non-institutionalized forms of worship and wishes that the church would allow for more experimentation along these lines. "The church should be leading new forms, not responding to them" he said.

Pastor Burris feels that there is nothing wrong with the traditional Christian virtues, but he feels that the church has got to become more active in campus as well as national affairs. "Campus ministers must be in the middle of current affairs on the campus," he stated, and he also sees the minister's role as going beyond the campus—"... getting involved in the social and moral upheavals of our time, and being leaders, not followers, in the movement."

Pastor Deines of the Lutheran Student Center acknowledges that many students have second thoughts about their faith when they began reassessing it in college, but he feels that this is a good thing because those that retain their Christian ideals will find them to be stronger as a result. He thinks, too, that many students are becoming more and more aware of death when they see war, famine, dissent, and the deteriorating environment around them. "Youth are beginning to see that the church has something to say about death," he said, "and that the church can help in the restoration of life."

Pastor Landis is a good example of the campus minister who is leaving the "little fortress" of the student center and getting out and grappling with new ideas on campus. Working a good deal with the radical students, he is often at the head of protest marches and other peace movements. Perhaps his view of the campus ministry typifies as well as any the new role that it is playing on college campuses today. His primary concern, he says is that students love one another. The function of the campus ministry, he said, "... should be to express the love of the church for the university—and for the student." Pastor Deines commented, that the student centers are beginning to be looked upon by pastors and students alike "... not as places where students can come to escape from the realities of the world, but rather as a place they can come from to act as Christian catalysts on the campus and the outside world."
Despite adverse weather conditions, the Art Dickinson Relays once again this year saw new records set. Needless to say, temperature readings of 44 degrees and thirty-two mile per hour winds greatly hampered the performances of many of the athletes. However, George Tyms, of Northern Illinois, twice battered the old record in the shotput by pushing it 53-4 on his first try of three attempts in the finals and then smashed it again with 53-8 on the second try. Thus fell the old mark of 53 1-3/4 set by Tom Swanton of Mankato State in 1962.

Mike McCready, Northern Iowa's entry in the shotput hoisted the shot to 52-5 on his final effort to capture second place.

Another record was set by Clarence Simmons of St. Ambrose who made 47 8-1/4 in the triple jump to override the old mark of 47 2-1/2 set by Mankato's Henry Clay 4 years ago. UNI collected second place again when Craig Fay jumped 46 4-1/4.

Keith Bell was the outstanding star for Loras winning the 100 yd. dash and both the 440 and 880 relays. His performance in the 100 finals threatened St. Ambrose's attempt at gaining a pair of double winners and Stanton, who had qualified a second faster than Bell at 10.4, came in second with 10.2.

UNI collected four firsts and the UNI stars, Daniels and Carpenter, were involved in three of them. They ran a 440 and 880 leg, respectively, to put UNI past Loras by :01.2 in the sprint medley. Then Carpenter traveled an anchor half and was clocked at 1:55.1. Only
about an hour later, he ran a 4:24.9 in the Iowa Mile to put down his nearest competitor by over two seconds.

Daniels ran the final leg of the two mile relay for the Panthers to put them ahead of Luther.

In the High School Division, Waterloo's Columbus came out on top over 49 other schools. The Waterloo Sailors captured three of the five relays and two of the eight individual open categories. Columbus also picked up fifth place in the fourth relay and finished second and third in the other sole runner events.

All five relays, except for the sprint medley, were run in classes according to school size. Dike dominated the Class C small school division while Humboldt was the major contender among the Class B intermediate schools.

The Bobcats of Dike ran away with two Class C events, second in another, and fifth in the open spring medley relay.

Humboldt joined double wins with a fourth place to lead Class B.

Dan Nissen and Dave Kruntz sparked the Columbus success. Nissen reached 21 6-1/4 in the long jump; than ran legs of 50.3 and 50.1 seconds respectively in the Sailors' winning sprint medley and mile relays.

Krantz won the mile run beating his closest competitor by over two seconds in clocking 4:27.5. Then he went on to run the second leg of the mile relay victory.

Krantz and Nissen were aided by brothers Paul and Pete Managin in making the winning time of 3:28.6 in the mile relay for Columbus. East Waterloo was second with 3:30.5 barely over-coming a 3:30.8 by West Waterloo. Mason City and Cedar Rapids Kennedy filled the top five.

Nissen and Pete Managin also showed top form in the sprint medley relay as they joined Mark Borick and Kim Jones to wipe out second place Cedar Rapids Jefferson by more than three seconds in clocking 3:41.8. The Sailors also captured the two mile relay with a time of 8:17.5.

West Waterloo, Charles City, and Dike finished the field in the sprint medley and West, Mason City, and Charles City came in three, four, and five in the two mile relay.
KING
by Bob Johnson

Events of early thirteenth century England unfolded before a captive audience as Theatre-UNI presented William Shakespeare's immortal "King John" for the thirty-seventh annual UNI Drama Conference and area theatre-goers May 6, 7, 8 and 9.

The play, which compresses the entire seventeen year reign of John into a few days, tells of the King's constant struggle to maintain his tenuous hold upon the throne of England against the stronger claim of his thirteen year old nephew, Arthur. In his frantic attempt to retain his position, John resorts to every trick now employed by modern rulers when they feel power slipping from their grasp. The obvious and drastic conclusion that political murder was expedient soon occurs to John as he orders his nephew imprisoned and put to death. Although Arthur manages to escape he accidentally kills himself, a fact which eventually leads to the collapse of King John at the hand of rebellious rebels.

"King John," which shows the beginnings of the conflict between Christian humanist ethic and the Machiavellian ethic, has long been contested by leading Shakespearian scholars as entirely belonging to William Shakespeare. There is some indication that it might have been partially the work of another artist or someone else's adoption of the original script. This did not seem to bother the performers or the audience, however, as the play was expertly executed and well received.

Throughout the performance emphasis was placed upon the theme that disastrous things can befall a heretofore strong country when it allows a weak and ill-advised ruler to have his way with the politics of the land and the management of its wars. To many, the theme seemed quite apropos today in light of unilateral decision of the President to invade Cambodia without the advice or the authority of important and powerful political figures in our government.
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In the College Square Shopping Center Cedar Falls, Iowa
UNI HOSTS NATIONAL CONFERENCE ON THEOLOGY AND LITERATURE

Some 150 theologians and scholars from all over the United States attended a Conference on Theology and Literature at the University of Northern Iowa, April 24 and 25. Under the joint sponsorship of the College of Humanities and Fine Arts, the department of English language and literature, and the department of philosophy and religion, the conference explored the theme of "The Changing Images of Modern Man."

"The conference explored new avenues in the interdisciplinary study of theology and literature," said Dr. Daniel J. Cahill, UNI associate professor of English and co-director of the conference with Edward Amend, assistant professor of religion at UNI. "It has emerged from a growing interest at institutions of high learning in the interdisciplinary study of theology and literature," he explained. "The work now being done in this field is an important new direction in the curriculum of higher education."

Professor J. Hillis Miller of Johns Hopkins University, a noted author and critic, delivered the keynote address Friday evening on the topic of "The Theological Implications in Wallace Stevens and William Carlos Williams." Miller is the author of five important critical books, several of which concentrate on the important theological implications of modern literature.

Professor Ralph Freedman of Princeton University brought his analysis to bear on the novels and thought of Herman Hesse, the German novelist, in a major address on Friday afternoon. Theological aspects of the relationship of religion to literature were explored in papers and addresses by Professor Giles Gunn of the University of Chicago, Professor Robert Detweller of Florida Presbyterian College in St. Petersburg, Florida, and the Reverend Joseph Appleyard, S.J., of Boston College. Panel discussion groups were also held on a variety of topics in theology and literature.

TWO HONORED AT DICKINSON RELAYS

Dick Dotson and the late Dr. James Clark were honored at the 47th annual Art Dickinson Relays. Dotson, a former UNI graduate and pole vaulter, and now the head track coach at West High School in Waterloo, has been named Honorary Referee of the high school division. Dr. Clark, a former assistant athletic director at UNI, was honored posthumously as the honorary college division referee.

UNI BUSINESS RECOGNITION DINNER

Nine University of Northern Iowa business students were honored Wednesday night, April 8, at a banquet to recognize scholastic and business achievement. Some 140 students, faculty members, and guests attended the annual Business Recognition Dinner sponsored by Pi Omega Pi, national business education honor society and Phi Beta Lambda, UNI chapter of the national business organization, Future Business Leaders of America.

The following awards were presented:

- Outstanding senior in business, Dennis L. Padget, Waterloo;
- Outstanding seniors in business education, Carol Fitzgerald, Nevada; Marilyn Campbell, Des Moines.
- These awards are presented for leadership, character, professional promise and scholarship. Students were selected by student representatives and the faculty.

- National Business Education Association Professional award, Beverly Nedved, Pocahontas, for outstanding professional service.
- "Miss Business Executive," Miss Judy O'Connor, Dyersville;
- "Mr. Business Teacher," Gary Christiansen, Northwood; "Miss Business Teacher," Marilyn Campbell, Des Moines. These students competed at the state Phi Beta Lambda convention at Boone for state awards in their respective categories.

The Pi Omega Pi awards for highest grade-point in their respective classifications: Kenneth Joos of West Des Moines, freshman; Larry De Bower of Allison, sophomore; Barbara Hall of Shell Rock, junior; and Carol Fitzgerlad, senior.

The Norma Shado Pin, presented to the girl who contributed most to Pi Omega Pi during the year, Carol Fitzgerald.

The "Wall Street Journal" Award in recognition of outstanding leadership within the business department, professional promise, character and scholarship, Robert Wyatt of Clarksville.

The I. B. McGladrey Accountancy Award, for excellence in accounting to a senior accounting major, Dennis Padget of Waterloo. The recipient was selected by faculty members who teach accounting.

The first Kenneth L. Hansen Memorial Scholarship was awarded to William Neal of Shell Rock. The award will be presented to a student with a secretarial or office education emphasis who has at least one semester of college work remaining.

An outstanding service award was presented to Leonard J. Keefe, head of the Department of Business at UNI. This award was given by Phi Beta Lambda in recognition of his many years of service to business and university interests in Cedar Falls. Gordon Timpany, assistant professor in business education and office administration, presented the award.

GRANT AWARDED TO SCIENCE DEPARTMENT

A $5000 grant from the Atomic Energy Commission has been awarded to the physics and earth science department. The funds, which are to be matched by UNI, are for equipment to be used for instructional purposes in nuclear science. Dr. Roger J. Hanson, head of the department, said, "The equipment will be used principally in the courses of modern physics, nuclear physics, and general physics III."
Molly Fitzpatrick, sister of Peg Fitzpatrick, enjoys activities during “Little Sis” Weekend.

A word frequently repeated by the Association of Women Students this year was “change.” Even some of the traditional events associated with AWS were affected by the desire to make campus life, especially for women students, more relevant to their needs and desires.

The Service Project sponsored by AWS introduced a new way to fight an old battle. It was entitled “Send a Mouse to College for 27¢” as part of a nationwide cancer drive campaign. Donna Geadleman was the chairman for the week-long drive which worked on the idea that 27¢ donated was enough to purchase a white mouse for cancer research. The donations were equal to the price of 1258 mice.

An AWS project to donate money for the acquisition of mice for cancer research was initiated with a donation from President J. W. Maucker.

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The social events sponsored by AWS were a combination of old and new. "Sadie Hawkins Days" came with some new events — cider drinking contest, an Ugly Man contest, an auction of UNI co-eds, and a Happy-Go-Grubby Dance. The winter season was topped off with "Wintertainment." For three days the weather refused to act like typical Iowa winter weather, cancelling a large part of the activities. The traditional "Little Sis" Weekend brought hundreds of UNI little sisters and plans for their entertainment. "Women's Days" and "Mother's Day Weekend" provided nearly a week of continuous educational and social activity. Beginning with a breakfast with Administration representatives, the week's activities included a very successful Olympics, a speak-out with Charlene Conklin on abortion and the annual Women's Day Recognition Banquet. Especially for the visiting mothers were programs by the Marlins and Phi Mu Alpha Sinfonia.

Probably the "changingest" branch of AWS was the Judicial Committee. Headed by vice president Shirley Tatro, their primary concern this year has been in evaluating and recommending change in rules and regulations which pertain to the women on campus. Its major concentration was on evaluation and eventually a recommendation on the Hours Policy. Their recommendation, as approved, stated that all women under 21 years of age be given no hours if written parental permission is secured. Those not receiving permission would have hours under the previous system — one a.m. hours with five lates per semester. The Judicial Committee also initiated the abolition of a number of rules annually listed in the AWS handbook. With this action, they asked residence halls to suspend their halls rules until each rule can be individually re-evaluated.

The committee also proposed change in the jurisdictions of hall social regulations board, while a number of board systems were being tested in the residence halls.

Along with the individual halls and with the Men's Residence Association, AWS spent the year working toward a more significant campus life for UNI women. This year's officers—Pat Geadleman, president; Shirley Tatro, vice-president; Janet Nordstrom, secretary; and Hedy Hackenmiller, treasurer—have been working toward this goal, with the able advice of Dean Mavis Holmes. Next year Dean Holmes will be advising four competent new officers—Linda Mahaney, president; Jane Montgomery, vice president; Jean Sievart, secretary; and Jo Hofmeier, treasurer. They, too, will undoubtedly repeat and hear repeated—"change" and "relevance."
Earlier in the year, the UNI Quarterly sent out a survey asking about drug use on this campus. Following is a portion of the results obtained from the written survey and from personal interviews. It must be remembered, however, that the survey is far from conclusive and that it reached only a small section of the campus area.

In the survey thirty-six said that they had used drugs at least once. Marijuana was acknowledged as the drug used most often by the most people. Other drugs mentioned were hash, "speed", mecaline, LSD, STP, and a few others. Reasons listed for using the drugs included, "Friends smoked pot—say it is great for a high to relieve tension", "To make first hand evaluations and comparisons between marijuana and the other socially accepted vices", "Just to find out what it was like", "For the effect", "I was there, everyone was trying it", "curiosity, relaxation", "To experiment—to see what it was like", "For pleasure, kicks instead of drinking (no hangovers)", "Experimentation, curiosity and search for empirical knowledge through the personal understanding I would acquire after having actually experienced drugs", and "I felt depressed."

The attitude of the drug users vary from person to person and from one drug experience to another. Following is what a few have said on the subject:

"I think a large problem is that the people of the community are not informed to what the seriousness of drugs is or if the lesser drugs are serious."

"A lot of people are putting away drugs and getting high on other things—turning on to people."

"I don't put too much emphasis on drugs because it is a passing thing."

"By doing it my way (experimenting) I decided there had to be another thing—I couldn't afford it and everyone is doing it."

"They're fun things but you don't expand your mind or don't get into heavy things with people."

"People have to go through drugs to find out that that isn't the answer."

"You've got to remember to keep drugs in their proper perspective."

"The only problem I see represented here is not drug use but drug misuse—people have made a joke out of drugs and it's not funny."

"The whole key to drugs is through education—make them aware that drugs are not to play with."

"Drugs are an experience and it's a highly personal experience if you want to do it."

"I've been on psychological drugs long enough..."
to know that they cause two problems—alienation and paranoia. Any other problem is already there and
the drug just precipitated the problem."

"You can escape from the tenants of the major
society by becoming a part of the drug culture but
you cannot escape from yourself or your own fantasy.
Drugs cannot be used as a personal escape."

"Imagine extreme mental discomfort; that is what
a "bummer" is—only ten times worse—and you know
that there is no way out... But you can get on bums
without drugs."

"If it wasn't for drugs, there'd be a mass revolu-
tion before now."

One hundred and thirty-seven people answered
that they had never used drugs of any kind in the cam-
pus survey. However, of those who have never experi-
enced with drugs, almost forty gave either a definite
yes or an answer of "possibly" to the question, "If
you have never used illegal drugs, would you if some
were legalized?"

Many were thoroughly against the use of any drug
for any purpose and made their point quite clear in the
survey, but others thought that it was up to the
individual whether he used drugs or not. Some saw
nothing wrong with the drug marijuana but just didn't
use it themselves—often because of legal reasons.

Some said they had never tried drugs because they
"never had the desire or opportunity." Other reasons
were "I can find cheaper and better ways", "I don't
think it's worth the trouble you could get into by using
it—illegally", "It wasn't necessary", "None was avail-
able readily", "I have no desire to try; mainly because
I'm afraid I would like it and it would lead to my
mental and financial detriment", and "Alcohol's
cheaper, gets me as high as I want to get, and I can be
fairly certain of the after effects."

The attitudes of the nonusers are just as varied as
one can see from the following three excerpts from the
survey:

"I am basically opposed to the UNI Quarterly
publishing an article which would in the eyes of some
of our state legislators reveal us as a group of 'drug
addicts'!! There seems to be a vast majority of legis-
lators and taxpayers (the folks back home) who delight
in making mountains out of molehills about issues
arising on this campus. Why should we ourselves add
fuel to the fire and give them the type of ammunition
that they are looking for in order to cut appropriations
even further. True the argument is that both Iowa City
and Ames receive far much worse publicity and yet in
many cases do not have their fund cust proportion-
ately any more than we do. The other two institutions
have developed in a different sort of atmosphere than
we have. They have not traditionally held the 'honored'
position of being the 'Sacred' Iowa State Normal
School!"

"To solve a drug problem, you have to change the
people's values—not drug laws!!! Parents and our sick
society are responsible not for inducing kids to rebel
and use drugs but for not giving them stronger values in
the first place!!!"

Finally, the one that many users of drugs agree
with, "I think that marijuana should be legalized at
age 18 because it is no more harmful than cigarette
smoking or alcohol. We must recognize the evils of all
three and if we condone two, the other should also be
tolerated. To say that marijuana leads to stronger drugs
is to say that all persons who drink alcohol will become
alcoholics. It's a personal matter."
Drugs at UNI -- Social Research Center Report

This past spring, Governor Robert Ray's office designated Cedar Falls for a pilot study of drug usage, and attitudes toward the problem. This action followed due to the drug survey, the Social Research Center has been receiving attention from many sources. The National Coordinating Council on Drug Abuse, connected with the U.S. Department of Health, Education, and Welfare, has given the UNI Social Research Center special recognition for their drug survey activities. In late May and early June of 1970, a California-based firm which is under contract by the Department of Health, Education, and Welfare to produce a film on activities relating to the drug problem in the country, visited and filmed the activities of the Center here at UNI, related to the problem.

Attention on the state level was primarily expressed in an enthusiastic response from many state agencies and civic figures. Many county attorneys, city chiefs of police, municipal court judges, ministers, school administrators, educators at every level in the state, and other important public officials could be listed among those interested in, and supporting the development of the present state-wide drug survey. The agencies which contacted the Social Research Center, asking for the development of the state-wide drug included mental health centers, church councils, the Bureau of Adult corrections, the Iowa State Commission on Alcoholism, and the Iowa Farm Bureau Women.

The state-wide drug survey by the Social Research Center has three primary objectives. The first of these objectives is to determine the nature of, extent of, and attitudes toward drug abuse in this state. This will be determined in three different analytical approaches. One will be through an extensive survey of the nineteen existing Drug Abuse districts in the state of Iowa, to find the extent of illegal drug use among students and the adult population, a series of conferences between State Representative Willard Hansen and officials of the governor's office. As a result of these conferences, the grant for the study was given to the Social Research Center at UNI. The study in Cedar Falls was intended to be the basis for developing the techniques for the state-wide drug survey now in progress, as well as giving other Iowa communities an example of scientifically accumulated data on the extent and nature of the drug problem.

The idea of utilizing the UNI center was initially suggested at a community-wide conference on the drug problem called in Cedar Falls by Representative Hansen, Mayor McKinley, and the Cedar Falls Record. At this conference there was general agreement that no sound programs could be suggested to resolve the drug problem without more information on the nature and extent of the problem in Cedar Falls. The survey in Cedar Falls was considered to be a good source of objective, scientifically collected, information. It is extremely rare when strictly factual data can be found about the drug problem. Usually, information about drugs is simply a matter of the viewpoint of arm-chair philosophers, or users who cannot see anything bad about the drugs they are doing.

Results of the survey in Cedar Falls indicated that drug usage is not as wide-spread as local rumor might seem to indicate. Contrary to the rumors of wide use of marijuana, only nine percent of the respondents to the survey indicated that they had tried it. Only one percent indicated that they had tried the potentially dangerous drug LSD. Five percent indicated that they had tried either sedatives or amphetamines illegally. Six percent had tried some ''special substance'', other than the drugs already mentioned, for the purpose of getting high. These figures may possibly indicate that an incipient drug problem exists in the Cedar Falls area, but it is probably not very serious as yet.

Other informal drug survey work has been done in the state, but it has characteristically lacked a consistent and scientific methodology. Due to this, other surveys have created misleading, distorted, or inadequate information. The Cedar Falls survey is the first in Iowa to be comprehensive enough to make serious generalizations about the nature and extent of the drug problem.
ships which may contribute to his turning to the use of drugs. His feelings toward his parents, the kinds of people he chooses for his closest friends and the degree of identification with or alienation from these groups may indicate possible contributing factors to his use of drugs. Essentially, this is to get an accurate picture of the most immediate social relationships and the manner in which they affect the individual's desire to escape through drugs rather than through some means which might be more socially acceptable to society as a whole.

A final aspect of the personal-social profile of the drug abuser is the examination of secondary group relationships. The emphasis in this area will be on the social conditions under which the drug abuser was raised, social pressures which may have pulled him into the use of illegal drugs, and his relationships with other drug users. From this, we may be able to find what kinds of attitudes the drug abuser generally has toward society as a whole and what values and attitudes which make him find drugs to be a viable portion of his life. His secondary social relationships may indicate that, at least in some cases, the drug scene is merely a part of a growing sub-culture whose attitudes and values significantly differ from those of society as a whole in their approach to drugs. It may be very possible that there is a high correlation between the use of drugs and the individual's secondary social group relationships and the use of illegal drugs. It is probable that there is a direct correlation between the individual's degree of identification with these secondary groups and the pressures toward, or away from, the use of illegal drugs. This examination of secondary group relationships should provide significant generalization about drug abuse as a social problem.

The third, and final, primary objective of the state-wide drug survey will be an examination and evaluation of the knowledge of drug abuse held by Junior and Senior high school students in the state of Iowa. The extent of knowledge about the effects of the use of drugs by students at this level, both short and long-range effects, will be tested and assessed. Through this means, school systems throughout the state will get an accurate picture of the kinds of generally held misconceptions, falsehoods and outright deficiencies of knowledge which prevail amongst their students. This may be the basis for determining the extent of drug education they might deem necessary to combat simple ignorance about drugs. It is possible that there may be a direct correlation, or an inverse relationship, between the extent of seriously damaging drug abuse and the extent and accuracy of knowledge about drugs which the individual would come to use. This portion of the study would probably give a good basis for comparing knowledge about drug abuse in differing areas and communities in the state, thereby giving a good basis for determining whether the problem of drug abuse could be effectively resolved merely through an educational program which would spread more accurate knowledge about the short and long-range effects of drug abuse.

There are many reasons why so many people throughout the state feel there is a real and crying need for this comprehensive study of the nature of, extent of and attitudes toward the problems of drug abuse in this state. It has been found that there are people in all areas of the state who have been interested in the development of drug abuse programs, but have been hesitant to initiate such programs due to a lack of any accurate knowledge about the nature and extent of drug abuse in their counties. Clearly, no realistic program is likely to be formulated without accurate knowledge in this area. Of those discussion programs which have been successfully organized, many have been stymied in their efforts to come up with a viable suggestion to resolve the problem because they had no research facilities available to accurately assess the extent of the problem in their area, or even determine whether drug abuse was a real problem in their area of the state. On the basis of the data and analysis which will result from the state-wide study by the Social Research Center, an accurate assessment of the kinds of action which are most appropriate may be made by governmental and civic decision-makers.

Another reason for the study relates to the basic question, "Why do people abuse drugs?" Through the answers found by the Social Research Center, the most appropriate preventive measures, as well as treatment procedures, can be determined. This information will be distributed to educators, physicians, psychologists and other professionals who may encounter the problems of drug abuse to facilitate the detection and prevention of the problems of such abuse. In a similar fashion, family counselors, social workers and others who work directly with the family would be able to inform the parents of the kinds of relationships which contribute to the development of interest in the use of drugs.

Probably the most important long-range justification for this state-wide survey is the assessment of the inadequacies of our existing educational system in informing people of accurate knowledge about drugs and the problems they may cause. With the results of this survey, schools will know the amount of energy they will need to exert to make people aware of the potential dangers of drug abuse, physically or mentally. Discovering the sources from which students now receive their perceptions of the effects of drugs should expose the degree of effectiveness of the educational process in our society. It may be possible that the only real education about drugs that a person receives is through experimentation with them, leaving them totally unaware of the possibility of physical or mental damage.

The significance of this project includes something other than the tremendous service it will provide to the state of Iowa and for other research centers throughout the country who are attempting to set up similar studies of the drug problem in other parts of the country. It is a very real sign that UNI is beginning to be a center of higher learning with the depth and complexity of study and research which separates a university from a small teachers college. As UNI continues to grow, possibly some other departments of the university, which have been quiet until now, will begin to enter the community and state in their pursuit of knowledge. In this way, the university can provide an ever-growing contribution to the surrounding community.
The Social Research Center

The Social Research Center at UNI provides an unusual, but much needed, service to UNI and various community agencies which are in need of the talents available in the Sociology and Anthropology departments at UNI. Significant research in areas of information not readily available to interested community agencies can be made, at cost, as part of the public service provided by the Social Research Center.

Attitude surveys, studies to identify where real social problems exist and studies of public levels of knowledge about problems such as drug abuse are examples of the broad range of areas studied by the Center. Without the services of the Center, community agencies would have to either rely upon rumor and general gossip, or hire a very costly professional agency to do the work which the Center provides at cost. There are many areas of social work and government policy development which require accurate readings of public needs and opinions. If law enforcement officials are perennially prodded by the public to crack down on the ‘drug problem’, they would like to know if such a problem really exists and what the real nature of the problem might be. Certainly some one could go onto the street and ask anyone about the ‘drug problem’ and be told some very interesting stories, but a systematic survey of public knowledge and experience is necessary in order to get the kind of reliable information about the extent and incidence of a problem with drugs necessary for the formulation of a rational policy by law enforcement officials.

One area which was studied by the Center, the Logan Avenue Urban Renewal Project, gives another example of the need for systematic work in order to obtain reliable information for community agencies and services. Everyone has heard that urban renewal projects are intended to improve neighborhoods, but what are the actual effects upon those dispossessed from the project area? The study of the Center found that whites had been able to move farther away from the project area, leaving most of the blacks in housing similar to the housing they had just left, housing that was equally deteriorated. Another finding of the study made by the Center was that most of those who responded to the study experienced an increase in rent at their new residence. Findings such as this, would seem to indicate that if future housing projects are to effectively serve their purpose, then policies must be developed which will either minimize or resolve these problems. Again, the information provided by the Center was probably much more revealing and accurate than common gossip or educated guesswork.

Not all of the work of the Social Research Center is for groups outside of the UNI community are given first priority. An example of work done purely for the sake of the UNI community was the survey of knowledge and opinion about the Indo-china War held before the symposium on Indo-China and followed up by a survey to find the effect of the symposium upon the students. The results indicated very significant changes in the attitudes of the students, as well as their knowledge about the War. This tended to indicate that the symposium was of a very real value in educating the students about the US involvement in Indo-China, thus justifying the real benefit that was given to the students by holding the symposium.

The Center first began its work...
The Campus And Community

in 1967 under the name Center for Sociological Research. At that time it was actually not a full-fledged research center, but merely a mailing address for classroom-assigned research in the course, "Research Methods in Sociology", taught by Dr. Robert Kramer. The Center has expanded a great deal since that time, now utilizing computational equipment and micro-computer equipment, as well as the University computer. Costs for maintaining the equipment are shared by the Department of Sociology and Anthropology, and the University. This is only part of the reason that the Center can provide its services to community agencies at less cost than any professional agency which provides the same services.

The other reason why its services are so inexpensive is that the largest share of the work involved is still conducted by college students who are involved in the work for the sake of the experience, as well as earning college credit. The involvement of faculty members with the work is primarily in an advisory role. In this way, the students receive pragmatic experience in sociological research at very little expense to the University and a positive service is provided to the community agencies involved.

Since the facilities and services of the Social Research Center are somewhat limited, an order of priorities is necessary in accepting proposals for research by various agencies. The UNI community is given first priority when considering the need for proposed research, even though the Center is doing a great deal of work for other agencies such as the state of Iowa, the United Fund, the Northeast Iowa Chapter of the National Association of Social Workers, etc.

Once the Social Research Center accepts a proposed study, the Center will give an estimate of the cost of the study to the agency which has requested the study and recommend possible sources of finding the study, if any are available other than the agency requesting the study. This means that a share of the cost of studies done by the Center may often be funded by a number of agencies.

Over-all, the Social Research Center provides an example of the kind of indispensable help which the University community can give to the public for its support of the University's existence. It also shows that UNI is gradually moving toward the development of the broader range of services that are the sign of a fully developed University. UNI is no longer a teacher's college with the label of University, it actually provides the services of a University.
RUBIN
by Craig Bancroft

Weathering catcalls and thrown eggs from some people and languishing in applause and 'right-ons' from others, Yippie leader Jerry Rubin spoke at O.R. Latham Stadium as part of the Controversial Speakers Program. About 5,000 people turned out to hear the man who was one of eight tried in Chicago on conspiracy charges.

Rubin attacked and ridiculed everything from the court system to the way Vice President Spiro Agnew handles his 14-year old daughter. Separating fact from fiction was possibly the most difficult thing about listening to Rubin as he moved swiftly from one point to another.

Possibly hardest hit by Rubin was the war in Southeast Asia. He said that his wife had recently taken part in a secret meeting with the Viet Cong in Stockholm. At that meeting, said Rubin, his wife was told that the war was all over Asia and that the United States was being beaten badly everywhere.

"This country is so self-destructive!" screamed Rubin as he tore into U.S. foreign policy. He was speaking about this country's leaders when he said "they hate themselves and they hate us and they want to kill us all in the process."

But he made it clear to his listeners that he was not going to have any part in a war in Asia. "We've got news for them," he said. "If any of you have any ties to the White House, let them know that we ain't dying for them. We're bringing the war right here at home, right here at home!"

Rubin challenged the crowd to try to find someone to defend the Viet Nam war. "You just try and find someone to defend the Viet Nam war except Spiro Agnew, and he's just an old right wing Yippie anyway. I write Spiro Agnew's speeches for him," declared Rubin.

From Vietnam, Rubin moved momentarily to a comparison of Iowa youth to that in other parts of the country. "Every high school is falling apart in this country," said Rubin. "I don't know about Iowa. You're behind Nashville, Tennessee! I just came from Nashville and I saw 10,000 un-bathed, sexually perverted, long-haired, dope smoking, bomb carrying revolutionaries. With a southern accent," yelled Rubin.

A majority of his audience reacted negatively to an attack on colleges as Rubin lashed out at grades and degrees. "You've been tricked," Rubin told the crowd which was made up primarily of UNI students. "College and high school is nothing more than an advanced form of toilet training. And all you people out there, what do you go to school for? To get a degree? To get a diploma? The Yippies print free diplomas," screamed Rubin.

You know what Heaven is? Heaven is a trick!" cried Rubin as he launched into his philosophy about religion in this country.
"IT'S A LIE AND A TRICK..."
RUBIN TOLD THE CROWD

"It's a lie and trick that the Christians use to get the Blacks and the poors and the Indians to work for them. We'll give you the Bible and we'll take your land and your labor and your sweat and your labor, but when you die you go to Heaven."

Giving a Yippie intelligence network as his source, Rubin told of an incident involving Spiro Agnew and 14-year old daughter, Kim. He said 13 girls were smoking pot in the boarding school which Kim attends in Washington. He said that Kim was one of those caught but due to her father's position she was not charged. He added that the other twelve girls were kicked out of school.

"The underground press heard about it and reported it," said Rubin. "Then a funny thing happened, about a month later Time magazine published it. Then about a week later was when Spiro Agnew went on television and started attacking the media. And you can sort of figure out what he was so PO'ed about."

"Remember when Bobby Kennedy was assassinated?" asked Rubin as he attempted to show how racist America really is. "We had three weeks of mourning. How many blacks were killed yesterday in the ghetto by white pigs and you haven't even heard their names," shouted Rubin.

"You're so racist you don't even know it," said Rubin. "One white life is worth 5,000 brown lives according to the White House. On TV you see the Vietnamese mowed down and then you see a reporter get a nick in his arm and old Walter Cronkite comes out crying. Because in your own heads you've been taught to believe that white is beautiful."

Rubin called for action because he said it was the only way to learn. "I learned more in one half of a minute sitting in Julius Adolph Hitler Hoffman's neon oven than I ever learned reading newspapers, reading the media or reading books about the American court system. You get involved you learn, that's when you learn."
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THE TRIALS

by Robert L. Lessman

The chain of events, now commonly referred to as "the trials," which took the UNI campus in the spring of 1970, began with an effort by the Afro-American Society to force a decision on their demand for an ethnic minorities culture center and grow to an attack on the whole disciplinary system at the university.

Monday, March 16, representatives of the Afro-American Society visited President Maucker to discuss the possibility of developing a culture house on this campus. At that time, President Maucker felt he could not commit himself to any specific proposals, as the representatives of the Afro-American Society were demanding of him. The members of the Society felt that their discussion with President Maucker was running in circles. Nine of them felt this so strongly that they decided to remain in the President's house until he would commit himself to a decision of some kind.

The following day, with the nine still remaining in the house, some of their supporters joined with them shortly before noon. Word soon spread about what was happening, attracting many interested observers and representatives of the mass media. Approximately around this time, a court injunction to force the students to leave was requested. That afternoon the students decided to leave before the injunction could be served. Along with many of their supporters, they moved to the board room of the Administration Build-
COMMENTS ON CONFLICT

ing where they could discuss the possibility of further actions.

The decision was made to use the university disciplinary procedures to determine punishment of those who participated in the sit-in, rather than bringing civil charges against them. Under these procedures, the university disciplinary committee is given the responsibility to determine whether the hearings for the charges will be open and to whom it would be open. Due to the controversial nature of the problem, the discipline committee decided that it would be unworkable to attempt to hold a totally open hearing. Each of those charged was given an opportunity to bring counsel with them to the hearing, a situation which the committee felt would more than adequately protect the rights of the students.

Due to a complex sense of distrust by the students for the possibility of receiving justice from the committee, as well as the political nature of their actions, the students charged that they could not possibly receive a just hearing unless it was totally open. This sparked another political issue or cause, initially a cry for "open hearings", which grew to the point where many people realized that the existing disciplinary system was inadequate for effectively handling the growing problems of UNI, now that it has grown to be a university.

At the first attempt to hold a hearing, Monday, April 20, many supporters of the UNI 8 con­gregated outside the board room in the Administration Building, where the hearings were to be held (only 8 students were actually charged with having been at the sit-in, so they came to be referred to as the ‘UNI 8’). After some scuffling with security officers outside of the board room, a number of students managed to get into the hearing room. Due to the threat of something such as this occurring, the university had previously requested a court injunction against anyone participating in acts which interfered with the operation of the university. Under this injunction, nine of the students who broke into the hearing were served with contempt of court citations. The hearing was immediately postponed until the next day, amidst charges by the chairman of the discipline committee that the hearings had degenerated into nothing but a circus. He used these charges to justify his resignation as chairman of the committee.

The hearing on Tuesday was an enlarged repeat performance, this time nineteen students received court citations for disrupting the hearing, thereby violating the injunction. Again, the hearing had to be postponed. This time about forty students had been in the Administration Building, in violation of the injunction, since the building had been officially closed to all unauthorized personnel before the hearing was to proceed. Significant of the explosiveness of the situation at the time is the fact that Blackhawk county and Cedar Falls police forces were present, complete with riot sticks and helmets.

Wednesday night, the same week, President Maucker announced that the whole disciplinary system was to be revised, with no new hearings until the revision was completed and approved. Soon after this, the situation quieted down, the problem ameliorated by the President’s announcement, many students began serving week-long jail sentences and another series of bombshells landed, drawing attention away from the ‘trials’. Around this time, President Nixon made the infamous speech announcing our attack on Cambodia, stirring violent reaction across the country and the death of two students at Jackson State University, plus four in Ohio State University. With the deaths of these students, the UNI trials came to be insignificant by comparison. But the trials are still very much in the minds of many of the students.

Many people are still not sure of the rightness or wrongness of the actions of those on the discipline committee, or of the students who were involved in the disruption of the hearings. Two people who hold clear opinions about the situation throughout the trials are Jim Ogden and Doug Dunham. Jim was a member of the discipline committee at the time, and still strongly supports the decisions of the committee. Doug was very much involved with the cause which supported the battle-cry of "open hearings". Doug is working in Student Senate as a special assistant to UNISA President, Mike Conlee. The following are their answers to the basic questions which have been raised by the ‘trials’.
Dunham states response of students to the trials was “a part of a large, relatively unorganized drive across the country toward social change.”

Q. Do you see the hearings or trials as a part of the drive on college campuses across the country toward social revolution or change?

A. I think, in order to pinpoint the essence of this question, I would have to say that the response by students to what was happening to the students on trial was a part of a large, relatively unorganized drive across the country toward social change brought about through the university as an institution. This “drive toward social change” manifests itself in many different ways — here it was directed toward the establishment of an Ethnic Minorities Culture Center and reaction to methods used to focus attention on the need for the Center. In other campuses it might be concerned with housing (University of Chicago, Columbia), the war (virtually all college campuses have reacted to this), or any one of a number of other issues, which to me are basically constructive, trying to get the country, using the university as a reflection of the larger society, to live up to its ideals, recognizing and dealing with problems in a responsible manner promptly and justly.

It became apparent to some of us that there were several inconsistencies in the procedure that was being used before the trials had begun such as notification of students about action being taken against them. In addition, there were serious questions to be raised over the actual pattern of the trial — the fact that the hearings were closed initially, and that different people were assigned differing degrees of guilt for the same offense. Apparently the procedures used were adequate to deal with things such as drinking in the dorms but it did not seem suitable in this situation with all its underlying complexities. The group of students taking part in this action also wanted a different type of procedure used to minimize the conflicts that arose with different personalities charged with upholding university policy. Many of us felt that the trials would be most beneficial to all involved — university and community alike — if they were open so as to provide a forum for the students taking part in the sit-in to explain their actions and their reasons for taking them.

Doug Dunham

Q. Many people have indicated that the trials were of a political nature. Do you share this view?

A. Yes, I think the trials were definitely political due to the fact that the original action was to me a political action. The Afro-American Society had for some time been working on the concept of a Minority Group Center, working in committees and in various ways bringing the idea before the general university community. Institutions have a way of losing track of some things and sometimes progress is dreadfully slow. Because of the racial nature of this problem and its ramifications for the community at large, the university and the country as a whole, it would appear that inaction on this problem was inexcusable.

In addition to this, the problem was compounded by the personalities involved and their political persuasions. Naturally labels were easy to come by — the “radicals” on one hand and “conservatives” or “fascists” on the other hand. This was unfortunate but inevitable owing to the extreme polarity prevalent in our society today. In spite of the high level of technical proficiency we have in our society we seem to be unable to deal with human problems and fall into the trap of pitting white against black with whites who sympathize with the black point of view coming out as the new nigger.

Q. In your view, were the sit-ins the most appropriate means available for the students to express their discontent?

A. Originally I felt the sit-in at the President’s house inappropriate because of the intense feelings aroused when personal property is involved. However, I think the point needed to be made that for many people material things were to many people more important than the human dignity that this group of students was trying to have recognized.

Because of the frustration felt by the Black man in our society, it is understandable that they should want to improve their lot as rapidly as possible and any inaction could be viewed as an example of racism — whether in-
Did you see the hearings, or trials as a part of the drive on college campuses across the country toward social revolution or change?

The actual hearings or "trials" as you have put it, were not in my opinion part of a movement on college campuses across the nation toward social revolution or change.

First, these hearings, as established by joint resolution of the faculty and student senates in 1964 were part of traditional campus-oriented, intra-community method of handling campus disciplinary problems. As such, the hearings cannot, in themselves, be considered to be part of the new drive on college campuses directed at social revolution or change.

The point at which these hearings varied from the traditional pattern of intra-community hearings would be in the inadequacy of the "Disciplinary Plan" to actually define a method to deal with a problem that you could consider part of the "social revolution or change" occurring on our campus. However, the fact is that this group of students referred was quite identifiable as members or associates of the Afro-American Society and particularly one campus group, the Black, except for one member that was deferred.

This was the point at which major political overtones began to shadow the complexity of this incident. At this time it was argued by the group of accused that it was the "white establishment against the Black minority on campus". This was the main political problem that was involved in the incident, however, not the only one. There were many more problems of a political nature, but they are secondary to this problem.

In your view, were the sit-ins the most appropriate means available for the students to express their discontent?

No. The action by the students was too hasty with no prior action to attempt to solve the problem of the Culture Center through means of discussion or negotiation.

The matter involved in the sit-in was, in my opinion, not primarily the Culture Center, which you could consider the underlying cause. The primary cause of the incident was the overreaction of the students to the lack of results to previous student requests which they felt had not been justly examined and considered.

What action they should have taken is not just for me to say, since I was not involved. If I had been involved, there were many other methods of discussion and negotiation open to the students which could have given a positive reflection on the actions taken. However, their actions caused nothing but violent reaction both on and off campus and both in our campus community and the Waterloo-Cedar Falls community at large.
tentional or not. This is one form that institutional racism has taken and flourished as and this is what the students wanted to show. So viewing the action in perspective, I would say that the action was appropriate, due to the response that was gained from those sympathetic to the Blacks and reaction from those who opposed them. Their point was well made.

Q. Do you see any explanation for the sudden intensity of dissatisfaction with the disciplinary procedures?

A. The intensity of dissatisfaction came when a number of students became aware of what was happening to the students, that the procedures were inadequate to deal with the situation and the procedures were not going to be adequately altered so that a fair hearing could result. Naturally, feelings became even more intense because the situation lent itself beautifully to tie in with other major problems in this country such as racism and law and order.

President Maucker did all he could to cool things off in the way he saw fit by first delegating the responsibility to the discipline committee where it should be. The events that took place and the reaction of the committee tended to shake student confidence in the whole procedure, intensified feelings and gave a much broader base to those who were opposed to the hearings. The situation worsened and had it not been for the intervention of the President, much more serious trouble could have ensued.

Q. Looking back on what happened, do you feel the Discipline Committee's decision to have closed hearings was justified?

A. Absolutely not. Because of the explosiveness of the situation, the underlying complexities of the issue involved and the critical need for the University to handle its problems as a model for the rest of society, I see no justification for closed hearings. No matter what side of the issue a person was on, or if he was uncommitted, an open hearing would provide the forum for him to base his opinion. This is what learning is all about and should be doubly important to us at UNI. Learning comes from experiencing something first hand and reacting to it. I'm afraid too many people have been allowed to accept a pat answer or a second hand account of an event without taking the time to find out the facts for himself. If there was fear of disruption of an open hearing, a sergeant-at-arms could have been provided. The students involved in the sit-in and the disruptions had given their word not to disrupt an open hearing and all that was needed was a little bit of trust.

Q. Should further campus disturbances be handled as violation of civil law, or should the university have its own unique set of rules and responses to handle such problems?

A. I think there should be less discrepancy between university policy and civil law. The university should not be a sanctuary for people who are law breakers. If someone under 21 in the dorm is drinking and the university finds out about it, he should be punished under civil law. If the discrepancy between university policy and civil law were removed, no doubt more people would be punished but it would provide a good educational experience for those involved and perhaps it would result in more political awareness for many people who would otherwise be apathetic to the forces that determine how they will live their lives.

Demonstrations should be handled as university problems because generally there is a specific grievance directed toward the university. Just as students should not be allowed to hide in the university while breaking laws, the university should not attempt to hide behind the guise of “law and order” while it fails to deal with its own problem. The only times civil authorities should be called in is if there is injury to persons or damage to property. Peaceful dissent must be encouraged, listened to, and considered if it is to be effective. Otherwise, there will be no peaceful dissent.
"I feel that we... were sold down the river by the President," said Ogden.

Q. Do you see any explanation for the sudden intensity of dissatisfaction with the disciplinary procedures?

A. Yes. The dissatisfaction with the procedures arose from a well-organized minority of the campus population who had no respect for campus justice but had, in my opinion, no basis for this decision other than the false and misleading rumors that were being spread on campus.

It was the opinion of the Disciplinary Committee that these procedures were in need of change to fit the present situation and made some procedural changes to take this into account. These changes, or the plan of our procedural action, we felt would accomplish the goal of rapid and just hearings for all individuals involved. After the fact, the members of the committee still maintained this feeling.

Q. Looking back on what happened, do you feel the Discipline Committee's decision to have closed hearings was justified?

A. Absolutely. The committee had the decision to make on the basis of all facts it had available. These facts, some of which cannot be revealed, were considered extensively by our committee and were then democratically voted upon by secret ballot by the committee members.

In the interest of a fair and just hearing, I still must abide by the decision of the committee, in this instance. The fact is, this was the only body able to make such a decision. The decision, once justly considered, and duly voted upon, was the decision that we must abide by.

With the afterview of what happened, I still will state that it was our decision to make. We made it and we will stand by it! The incidents that occurred at the hearings were due to disagreement with our decision. A disagreement which I personally can see from one point of view, but would have to disagree with in consideration of the facts at hand. This violent action by the very vocal minority of our campus was wrong and should have been dealt with.

I feel that we of the committee, the officers of the security force, the Cedar Falls and Blackhawk county police forces were sold down the river by the President. He made his decisions under the pressure of outside influence, to whom he was unable to resist. Hence, destroying any validity of our hearings, or justice on the campus.

Q. Should further campus disorders be handled as violations of civil law, or should the university have its own unique set of rules and responses to handle such problems?

A. It depends on the circumstances of the disorder involved. The double standard of justice on campus should be preserved.

The university should have jurisdiction over the actions committed on campus which do not involve the civil authorities. All actions by UNI students off-campus should be handled by civil authorities exclusively. The college students should not be given a special sanctuary and freedom from civil prosecution due to the fact that they are students.

However, the actions of students on campus can and should be dealt with by university authorities, if a violation of institutional rules is involved. If however, the civil law has been violated to a great extent, or a major civil crime committed that university authorities are not competent to handle, then such matters should be turned over to civil authorities. Incidents such as this, would include another incident of the "sit-in" problem, arson or crimes of brutality on campus. Crimes such as illegal drinking can be handled by university authorities, although this would be questionable if the campus violator is over twenty-one.
The university should be an institution of education, not exclusive or restricted to textbooks or class schedules. It must provide students with the facilities and opportunities to learn about and understand current problems relative to their own lives as well. With this concept in mind, the Strike activities, the symposium, the Speak-outs and the many informal classroom discussions played a very important part in the education of many students at UNI.

by Norma Van Dyke

The strike activities were in many ways no different from previous Moratoriums held at UNI; yet there was some diversity in the May Movement which separates it from other protests. First, the Strike against Cambodia involved more concerned participants with various and different backgrounds than any other protest at UNI. Secondly, due to the wide variation of protesters, this dissent found more conflicting attitudes among the people, thus producing discord within the movement. Despite the strife, however, the Strike still maintained the one important element of unity—a common goal of peace in Indo-China.

The President's announcement of his movement of troops into Cambodia caused much reaction from the people across the nation. At UNI it was no different. The student newspaper hit the university with the headline "Student Strike Thursday at 9:00 A.M.!!!" and was followed by a supplement article, "Conlee Endorses Anti-Nixon Resolution." Student body president Mike Conlee flew to Washington for a press conference, during which a resolution was presented to the Congress condemning President Nixon's action on the Cambodia issue.
full day of activities were planned at UNI in collaboration with the student strike protesting the invasion of the U.S. troops.

The boycott of classes was called by Conlee and the Northern Iowan and was endorsed with no opposition at the UNISA meeting. It was hoped that the strike on classes and attendance of the scheduled events would demonstrate opposition to President Nixon's move into Cambodia and would help the UNI student body to become more informed about the situation. The University faculty had previously passed a resolution recommending that Thursday be set aside as a day devoted to the issues of the Indo-Chinese war. UNISA also passed a resolution calling for a congressional investigation of Nixon's actions with respect to the disregard for International Law and possible crimes against humanity. With these resolutions passed, UNI joined over two hundred colleges and universities that had closed down to demonstrate their concern over Nixon's actions.

The schedule of events for the Strike started the morning off with a faculty panel on the Indo-China crisis. Speaking before a packed audience of students, administration, and community in the Coffee House region of the Union, four eminent faculty members spoke on such relevant topics as the economic, political, and legal aspects of the Indo-China situation. The panel ended with a question-and-answer period and a speak-out involving anyone who wanted to talk.

Perhaps a secondary issue occurring at the same time and as a result of President Nixon's decision was the Kent State incident. The killing of the four Kent students caused a great impact and started a surge of protests all over the country. The tragedy was brought even closer to UNI through the efforts of the Northern Iowan and the Controversial Speakers Committee. They arranged to bring Charles Klar, a senior at Kent State University in Ohio, to the speak-out session at UNI. Klar, a former reporter for the Kent Ohio Daily newspaper, witnessed all the activities at his university, including the burning of the campus ROTC Building and the killing of the four students. Later that evening memorial services were held for the four Kent students on top of the Union with Rev. Charles Landis conducting the services.

The march, led by Conlee carrying the United Nations flag and Bu Wilson carrying the United States flag, started in the afternoon from the top of the Union and slowly wound around the campus as shouts of "Join us!" were sent to the non-participating onlookers. From the campus, the rapidly growing line of marchers headed down College Street and on to downtown Cedar Falls. Each time an observer waved, flashed the peace sign, or joined the marchers, a loud cheer and clapping would evolve from the pro-
testers. Arriving at the Parkade, the strikers sat down in the street and on the sidewalks chanting “Peace Now!” and listening to speeches of why and what they were protesting by whoever wanted to speak. They then continued their march to Island Park where protest songs were sang and another speak-out was held.

Since Nixon’s speech of his involvement in Cambodia, a letter-writing campaign was also started in the Union as part of the protest against his action. Paper, envelopes, and stamps were supplied; all that was necessary was for the student to write his Congressman, Senator, or the President and tell them his concern for the Cambodia affair.

The student strikes across the nation were just the beginning of many protests against the Cambodia affair. As tension increased around the university, the administration at UNI had a very important decision to make. Less than one week after the student strike was called at UNI, President Maucker announced his and the faculty’s decision of letting any student who wanted, to take one of three options—finish the semester as usual, withdraw from one or more classes but get no credit for any work in that class, or take the grade up to that day in any class or classes and be finished with that course. The reason for the resolution was because so many students were vigorously involved in the peaceful protests that it was thought unfair to make them choose between their moral convictions and their studies. The options would allow them to conclude the semester at that time, releasing them to continue to participate in the peace movement. It was also hoped that tension on the campus would be lessened as students would leave for the summer.

At the same time that President Maucker informed the students of their options, he also announced his plan for an informal Teach-in for the university and community. The campus-wide symposium discussed such areas as U.S. involvement, the Kent shootings, and nationwide campus conflicts. It was here that it was hoped that, through the discussions led by faculty members with knowledge of the various topics, everybody could become more informed on the entire affair.

The university should be an institution of education, not exclusive or restricted to textbooks or class schedules. It must provide students with the facilities and opportunities to learn about and understand current problems relative to their own lives as well. With this concept in mind, the Strike activities, the symposium, and the many informal classroom discussions played a very important part in the education of many students at UNI.
FAMILY
This family of strangers
Forced together in strained normalcy,
Making mockery of a genuine state,
Yet denying the mockery made.
The time of crisis
Was also the climax
When the wall of reserve
Cracked, crumbled, and fell
Releasing the contents
Of Pandora's box.

RECKONING ETERNITY
When the cycle is completed
And the barrier is removed,
Then shall our solitary sentence
And time dissolve
In the Garden of Eden.
They look like anyone else, except for those "Greek" looking numeraled T-shirts and those funny shaped pins. They, for the most part, act like anyone else too, but the many Greek men at the University of Northern Iowa view their individual fraternities and their activities as something special, and as an enjoyable part of their lives, even though they constitute only a "social minority" at UNI.

Fraternities have been active organizations on the UNI campus for over 20 years. They are minority organizations based on the ideal that a group of men enjoy sharing many of the same ideals and beliefs. Like other campus groups, such as the I-Club or the Jazz Ensemble I & II, they are selective organizations with limited memberships.

Activities of the five Greek fraternities at UNI are similar to those carried on other campuses in Iowa and throughout the country. The Greek fraternity system at UNI consists of Sigma Alpha Epsilon, Delta Upsilon, Phi Sigma Epsilon, Sigma Tau Gamma, Delta Chi.

Unique among the educational institutions of the world, American college fraternities are as old as the nation itself. They arose in response to a need for close personal relationships among students, and they have provided an opportunity for supplemental education beyond the formal curriculum of the college.

It was only five days after the signing of the Declaration of Independence that Phi Beta Kappa, the first American Greek-letter fraternity, was founded by five students at the College of William and Mary in old Williamsburg, Va., on the night of December 5, 1776. It is said to have grown out of a society of somewhat uncertain nature called "The Flat Hat," which had existed at William and Mary since about 1750. The expressed objective of Phi Kappa was to foster friendship, morality, and literature. During its days, Phi Beta Kappa developed most of the characteristics which have become typical of modern-day fraternities, such as: secrecy, a ritual of initiation, oaths of allegiance, a motto, a grip, a badge (pin), passwords, and a strong tie of friendship.

As colleges expanded into universities across the country so did fraternities. With the expansion of colleges and their curriculum, the old emphasis on classical studies diminished and gradually disappeared. The development and growth of college fraternities in the United States reached their zenith during the early 1900's. Established fraternities added new chapters throughout the country, while new Greek orders, such as Tau Kappa Epsilon and Sigma Phi Epsilon, were established in many of the western states. Many chapters built their own chapter houses, adding a unifying element to their organizations.

Kappa Alpha, which founded in 1825 at Union College, in Schenectady, New York, formed the first social fraternity in the U.S. Since the origination of Kappa Alpha, the Greek fraternity system spread rapidly across the country from the eastern states of New York and Massachusetts to the Midwest, and to the west coast during the early forties and fifties.

The first Greek-letter fraternity founded in the South was Sigma Alpha Epsilon in 1856 at the University of Alabama.
The average life of a Greek man at UNI is much the same as that of a Greek at any of the other Iowa schools (Iowa State, Iowa, Drake, etc.) or school outside the state. The way they live, their activities, their traditions, and their chapter houses are quite similar. This similarity, not conformity, is what makes the life of any Greek man unique and interesting.

Four of the five fraternities at UNI have chapter houses relatively close to the college campus. Active members, along with incoming pledges are encouraged to live at least one year in the house. Some houses are rented, while others are owned by the individual fraternities. Much of the remodeling done on any of the houses, is often done by the individual members living there. Much of the recent remodeling on many of the chapter houses has included the addition of larger living quarters and dining facilities.

Probably the most important function of the fraternity house is its service as a unifying force for the entire chapter. It serves as the main center of attention and provides an adequate meeting place for active members who do not live in the house to keep informed of the chapter's activities. Chapter meetings and informal discussions at any time of the day or night frequent any chapter house during the nine months of the school year.

Because all five of UNI's fraternities and the majority of all fraternities across the nation are socially oriented, the fraternity parties and social events are most talked about and most closely associated with the word fraternity. Social functions for UNI fraternities usually consist of parties within their own organization, with other fraternities, or with one of the seven UNI sororities. Themes for the parties interesting enough range from funeral parties, to swimming parties, to Christmas parties, to the classical "drinking parties." Homecoming and Spring Formal are the two most anticipated and well attended events of any fraternity.

Although the social aspect is most readily associated to the activities of Greek men, people should not overlook the service they contribute to the University and the community, and the campus activities they participate in.

For the past two years the Homecoming chairman has been a Greek, as have been many of the committee members. Leadership qualities have been demonstrated by Greek men in student government. A man from the Greek system has served as Student Body President three of the past four years. Service projects initiated by UNI fraternities include the annual blood drive, which has collected over 200 pints of blood in the last two years. One of the most outstanding and worthwhile Greek contributions, is the $200 scholarship made available each year to the UNI student, regardless of whether he or she is Greek or non-Greek, who displays the greatest economic need and scholastic promise. The spirit of good will and giving is best exemplified by the cooperative efforts of UNI fraternities and sororities each Christmas, as they provide many underprivileged children of Waterloo, Cedar Falls, and the surrounding area, with presents and entertainment at their annual Christmas party.

The diversified interests and activities of Greek men are also well illustrated by their participation in all areas of athletics. They are active in all major sports at UNI, ranging from football, to swimming, to tennis, to basketball. Besides extra-curricular activities, scholarship is emphasized by all fraternities. Many Greek men appear regularly on the Dean's list.

Fraternities at UNI are governed by IFC (Inter-Fraternity Council), a body of representatives from each fraternity which meets regularly to discuss the activities of the fraternity system, and make recommendations for formation or modification of laws governing Greek men. IFC is composed of two elected members from each of the five fraternities, plus a college adviser, Don Waters, Assistant Dean of Students.
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Involvement Is Goal of UNI Young Democrats

Involvement of all of the people in the political process is a necessary prerequisite to the creation of a true democracy. The goal of the Young Democrats is to provide open avenues for political involvement to young people; a group that often finds most avenues for political involvement are closed, due to a feeling by many that they are merely children, to be seen but not heard. One facet of this goal is the effort to make people realize that, in a democratic society, political involvement must be as much a part of their lives as work or leisure.

Another goal of the Young Democrats, which supports the possibilities for increased political involvement of the people, is the effort for increased political education. Some people will refuse the most elementary level of political action, that of voting, with the rationalization that they simply do not know enough to vote rationally. With the beginnings of political education of the Young Democrats, we hope to generate a more informed public and thereby destroy the validity of this rationalization.

Young Democrats implement their educational goals through guest speakers who are involved in the political process, through symposiums and discussions of those issues of prime concern and through the experience gained within the milieu of political involvement. This experience offers many real opportunities to meaningfully affect the acceptance of things people are concerned about. Through Young Democrats, one has access to involvement in all facets of activity by the Democratic party. Often, the actions of the Young Democrats are independent of any political party, so a member’s involvement in this group does not require blind partisanship.

Since our goal is increased political involvement, through education, we refrain from partisan appeals. However, we believe that we are more open to young people and that we represent the real concerns of young people, better than most other political groups. Therefore, once a person achieves the level of concern necessary to motivate him to political involvement, he will eventually drift toward the Young Democrats.

Asian Specialist Visits Campus

“South Asia in the 1970’s—the Fourth World” was the topic of a lecture by Dr. Ainslie T. Embree, an Asian studies specialist. Embree, presently the professor of history at Duke University, was on the UNI campus to advise on the future development of Asian Studies at UNI and to participate in public and classroom programs.

The specialist is author of two books and co-author of two others. He served as a lecturer at Indore Christian College in India from 1948 to 1958. He is presently vice president of the American Institute of Indian Studies and a member of the Association for Asian Studies and the American Oriental Society.

Student Receives Film Awards

Ted Samore, a freshman speech major, received three awards in the Iowa City Refocus 8/Super 8 Film Festival. His film, “What I Did Last Summer by Billy S.” won the John Ford Award, the Samuel Fuller Award, and a grand prize.

The film was described by its maker as a personal art film showing a child’s view of war. Characters in the 18 minute film are 50 boys, age 7 to 15. The Sioux City area was used for the setting of the film.

“It was easy to get the boys to play war,” Samore said. “The action in the film evolves into a warped view of war and you can’t tell who the ‘good guys’ are until the end.”

Experimental Theatre Productions at UNI

An experimental theatre production of the first showing of two plays, written by a University of Northern Iowa graduate student and a former student, were presented at UNI. “Nature’s Own Wind,” written by James Gritzner of Manchester, a graduate student, was presented on a double bill with “Hamlet Revisited,” a modern adaptation of the Shakespeare classic by former UNI student Richard Simpson of Janesville.

“Both shows are classified as experimental drama, with new and different ideas being represented in their production,” said Gritzner. “Special effects in lighting and staging by Steve Gilliam of Cedar Falls afford a unique atmosphere in which the dramatic commentary takes it course.”

Grad Assistantship Awarded

Kenneth Rensink of Ashton, a UNI English major, has been granted a $1,800 graduate assistantship for the 1970-71 academic year. The assistantship will involve working approximately ten hours a week primarily as a combination tutor and teaching in the writing improvement service. This service is a back-up program for college students who have trouble writing compositions.

Rensink is now president of Shull Hall and Kappa Delta Pi, honorary education fraternity. He was a member of the Concert Chorale vocal group during his freshman and sophomore years. He has also been a student senator. Rensink has received a Purple Key award for leadership and participation in extracurricular and academic activities and has also been on the Dean’s List.
WOMEN'S WEEKEND
Women's Weekend at UNI this year provided a weekend for a variety of fun activities as well as a time to honor the women students and faculty of the university. Dedicated to all women of UNI and sponsored by the Associated Women Students (AWS), the annual event was held Thursday and Friday, April 23 and 24.

On Thursday AWS and MRA combined their efforts to host a sack lunch for on-campus students on the women's outdoor archery range. Following the sack lunch came the UNI Olympics with both men and women competing for prizes in the individual events. Some of the events featured this year in the Olympics included egg toss, a three-legged race, pyramid building, an egg-on-spoon relay, balloon races, a tug-of-war, and tricycle races on the men's tennis courts.

Friday events began early in the morning with the tapping of the surprised new Chimes members. Chimes is the junior women's honorary organization on campus with the purpose of honoring those junior women who have shown and will continue to show their loyalty to the University of Northern Iowa by giving their service and leadership to the advancement of its interests, welfare, and unity; and to stimulate scholarship and extracurricular activities. This year the eighteen new Chimes members tapped were Jean Abels, Cynthia Eucher, Dorothy Hammern, Nancy Hansen, Jane Leonard, Shirley Linn, Linda Martin, Anita McBride, Barbara Nahach, Susan Nolte, Mary Orr, Carol Reicks, JoAnn Reimer, Kathy Smit, Arlie Thoreson, Norma Van Dyke, Christine Vesey, and Peg Wherry.

Charlene Conklin, Senator from Waterloo to the Iowa General Assembly, was on the Women's Weekend agenda for Friday afternoon with a speakout-type program of questions and answers throughout her speech. She spoke in the Hemisphere Lounge of the Union on the topic "Women's Role—and Abortion."

Finishing up the events for the weekend was the Women's Day Recognition Banquet held Friday evening at the Commons. Special guests at the sit-down, served dinner were Dr. and Mrs. Maucker. It was at this time that honored women of UNI were recognized, new AWS officers were installed, and eleven Senior women were notified of their acceptance into Torch and Tassel, the highest honor which a woman student at UNI can attain, at their tapping at the Banquet.

The intent of Torch and Tassel is to recognize senior women who make significant contributions to the entire university through their individual scholarship, leadership, and service, and to encourage, as well as to benefit from, the exceptional interests and abilities of outstanding individuals through a unique campus organization. Selection for the honor is based on a minimum 3.00 cumulative grade point average, the range of extracurricular activities, and the extent of personal participation. The new members tapped this year were Jan Grove, Norma Denner, Beth Gilbert, Sally Schnack, Linda Hansen, Connie Jo Barto, Becky Truesdell, Janie Montgomery, Linda Mahany, Irene Bowen, and Barbara Bone.

Mother Of The Year

One of the very special events of Women's Weekend is the announcing and honoring of Mother of the Year at UNI. This year the honor was presented to Leora Geadelmann, a housewife from Tipton, Iowa. Her selection was based on her daughter's achievements at UNI in and out of the classroom.

Mrs. Geadelmann's daughter, Pat Geadelmann, is a senior majoring in physical education. Among her many activities at UNI, Pat serves as a freshman counselor, chairman of the counseling program, and AWS President. She is a member of PEM Club and Kappa Delta Pi and she works on several committees for the student senate. Pat is also an active participant in Orchesis and on the girls hockey team at UNI. Due to her scholastic work, she is a member of Purple Arrow, Chimes, and Torch and Tassel.

Pointing to an outstanding quality of her mother, Pat said, "She's just been very understanding, accepting, and a great moral support all the time."
Boisterous laughter and thunderous applause was the rule rather than the exception in Sabin Hall's Studio Theatre this summer as the UNI Summer Repertory Theatre presented three hilarious comedy hits to the delight of theater-goers from the campus and surrounding community.

The plays, "Room Service", "Arsenic and Old Lace", and "Little Mary Sunshine", were staged in succession beginning June 24 and closing July 31.
John Kesselring's classic, "Arsenic and Old Lace", the story of two old maid aunts who poison twelve lonely old men as an "act of charity"; was the second theatrical production of the season. In its ten performances, audiences roared with laughter as Mortimer Brewster (Steve Pudenz) tried to retain his sanity as he uncovered the truth behind the activities of the gentle spinsters and his two whacky brothers, Jonathan (Jim Cada) and Teddy (Jim Gritzner). The entire household becomes involved in the action as the play unfolds.

The situation-character comedy, first performed on Broadway in 1941, has become one of the most durable comedies in the history of American theater. A comedy of character rather than of wit, excellent performances from each member of the cast provided the necessary ingredients for a very successful and riotous run.
"Room Service", a family comedy hailed as the "funniest show in town" when it opened on Broadway in 1937 elicited similar praise from 1970 audiences at UNI as it spearheaded the summer program. A rollicking show business satire, "Room Service" centered around the antics of a farcical Broadway producer named Gordon Miller (Richard Jennings) and his attempts to produce his show on a shoestring budget. The action was fast and hilarious as troubles loomed from every corner.

The co-writers of "Room Service", John Murray and Allen Boretz, captured the essence of truly great slap-stick comedy as the created characters which could withstand the perils of time. By using stereo-typical characterizations, the personalities are as evident today as they were over 30 years ago.
The third and final production of the season was the hilarious musical comedy spoof "Little Mary Sunshine." A product of the talented Richard Besoyan, "Little Mary Sunshine" again provided a full evening of enjoyment for hundreds of theater-goers.

Throughout the entire series, the ability of the cast to master the very essence of the characters they portrayed was exceptional. Directors George Glenn and Stanley Wood, the performers, and others connected with the scenery, costumes, and production of the plays provided summer theater audiences with the best in entertainment and light-hearted fun.
Mary Sunshine"
JULY GRADUATES

Adair, Connie S.
Marshalltown, English

Ahlers, Linda S.
Council Bluffs, Elementary Education

Allen, Leanne K.
Morning Sun, English

Armentrout, Wilfred
Sumner, Business

Anderson, Diane M.
Mason City, Special Education

Anderson, Laura A.
Iowa Falls, English

Bagnall, Nancy K.
Dales, Business Education

Boir, Dorothy B.
Marshalltown, Library Science

Baker, Michael L.
Waukee, Business Education

Barger, Stuart C.
Morley, Biology

Bash, Kenneth K.
Hazleton, Safety Education

Beck, Linda L.
Des Moines, Spanish

Beckerdt, Patrick
Lake City, Political Science

Beckey, Sharon T.
Muscatine, English

Bentley, Cecil D.
Maquoketa, Art Education

Best, Dawn R.
Mason City, Early Childhood

Birkeland, Roger
Roland, Music

Bisninger, Charles
Shenandoah, Junior High Music

Bodensteiner, Jean F.
Hampton, English

Boorom, Linda S.
Cedar Falls, Elementary Education

Bowen, Michael R.
Des Moines, Geography

Boyd, Douglas K.
Ackley, Industrial Arts

Brasch, Eldon
Waterloo, Industrial Arts

Bries, Doris M.
Manchester, Art

Brown, Beverly A.
Corning, Elementary Education
Brown, Sandra K.
Cedar Rapids, Elementary Education

Bucheit, Larry M.
Ossian, English

Bucheit, Linda K.
Oakdale, Elementary Education

Buckley, Pamela S.
Sac City, Elementary Education

Bugbee, Verdean L.
Lake Mills, Political Science

Bunger, Bruce
Tripoli, Voice

Burgess, Patricia J.
Webster City, Elementary Education

Burrow, James L.
Tripoli, Business Education

Butlikofer, Jean B.
Oelwein, Elementary Education

Card, Kathy
Wilton Junction, Elem. Education

Carlson, Emogene G.
Goldfield, Junior High Mathematics

Carlson, Sandra K.
Lehigh, Elementary Education

Chambers, Janis K.
West Covina, California, Elem. Education

Clark, Carolyn
Winfield, Business Education

Clary, Michael L.
Waverly, Art

Classen, James E.
Marshalltown, Industrial Arts

Clay, Marlene L.
Waukon, Elementary Education

Cooper, Cathy A.
Cedar Falls, Home Economics

Cortright, Kevan J.
Waterloo, Business

Davids, James W.
Belmond, General Business

Day, Pat
Sioux City, Political Science

De Waard, Cheryl K.
Milford, English

Ditzler, Jo M.
Council Bluffs, Business Education

Dunlap, Margaret
Cedar Falls, Sociology

Eenhuis, Larry A.
Britt, History

Eichhorn, Lois M.
Wyoming, Elementary Education

Eldridge, Karen
Fort Dodge, Junior High

Enger, Ronald L.
Spencer, Political Science

Epplsey, Tom E.
Clarksville, Marketing

Erickson, Robert C.
Salix, Industrial Arts

Foris, John M.
Belmond, General Science

Feldhacker, Linda
Milford, Spanish

Goede, Richard
Summer, Business

Garver, Cynthia R.
Des Moines, Art

Garvey, James K.
New London, History

Gilbert, Donny R.
Lake Mills, Business

Goering, Gary L.
Chariton, Science

Gould, Carol J.
Davenport, Elementary Education

Griffin, Barbara K.
Clinton, History

Griffith, Judith
Cedar Falls, English

Haack, Judith E.
Pomeroy, Elementary Education

Haberer, Maria M.
Cedar Falls, Elementary Education

Hack, Sherami S.
Lowden, Home Economics

Hagedorn, Stephen T.
Bettendorf, History

Hakanson, Harry D.
Blairstown, Junior High
Haltom, Karen D.
Chariton, Mathematics
Hanselman, Jane A.
LuVerne, Art
Hansen, Carol M.
Cedar Falls, History
Harder, Mary K.
Galva, Speech
Hellmich, Donna M.
Eldora, History
Hendricks, Janet
Reasnor, Library Science
Henry, Becky D.
Stuart, Home Economics
Herzberg, Charlotte A.
Grinnell, Elementary Education
Hill, Diana L.
Nashua, Medical Technology
Hill, Pete L.
Nashua, Physical Education
Horning, Stan R.
Bondurant, Sociology
Hotz, Dorothy A.
Lone Tree, Elementary Education
Hove, Linda L.
Stanhope, Home Economics
Huffman, Rita E.
New Hampton, Business Education
Jackson, Deborah
Blairstown, Business Education
Jenatscheck, Mary
Manson, Elementary Education
Jenkins, Marie
Guthrie Center, History
Jensen, Bruce F.
Onawa, Social Science
Jenson, Linda K.
Underwood, Junior High Art
Jesse, Warren R.
Jesup, Mathematics
Joachim, Karyl K.
Sigourney, Junior High
Johnson, Kenneth M.
Clinton, English
Johnson, Linda K.
Pilot Mound, Home Economics
Johnson, Robert H.
Essex, History
Johnson, Steven M.
Kamrar, Social Science
Jones, Kathryn M.
Lime Springs, Special Education
Juhl, Mary A.
Garner, Elementary Education
Kahoun, Kathleen M.
Sioux City, History
Keller, Eileen L.
Davenport, Physical Education
Kindred, Mary C.
Panora, Spanish
Koch, Gail J.
Westside, Elementary Education
Koehler, Cheryl L.
Cedar Rapids, Special Education
Koop, Eileen F.
Ackley, Elementary Education
Kunkle, Doug
Guthrie Center, Mathematics
Kunze, John W.
Burlington, Industrial Arts
Kurovski, Nancy M.
Victor, Food and Nutrition
Lamb, Lynn M.
Cedar Rapids, Industrial Arts
Lancaster, Linda L.
Des Moines, Elementary Education
Lane, Julie A.
Waterloo, Elementary Education
Larson, Roddy C.
Roland, Physical Education
Lashier, John R.
Clear Lake, Business Education
Lawhorn, Linda L.
Northwood, Elementary Education
Lindahl, Kristine M.
Sioux City, Art
Long, John R.
Dewitt, History
Louvain, Nancy L.
North Liberty, Early Childhood
MacInnes, Cristy
Morton Grove, Illinois; Mathematics

Mandelka, Carolyn P.
Fort Dodge, Art Education

Marshall, James D.
Washington, Business

May, Paula S.
Stacyville, Art

McCauley, Martha E.
Forest City, Jr. High Education

McCurdy, Susan
Marshalltown, English

McQuilkin, Dianne M.
LaPorte City, Elementary Education

McShane, Laura J.
Springville, Biology

Meier, Elaine M.
Des Moines, Early Childhood

Menz, Susan S.
Ute, Mathematics

Merritt, Beatrice
Cedar Falls, Library Science

Mescher, Madonna C.
Dyersville, Junior High

Meyermann, Jan L.
Clinton, Elementary Education

Mikesell, Larry F.
Knoxville, Elementary Education

Miller, Donald G.
Ankeny, Chemistry

Miller, Robert R.
North English, Mathematics

Mohning, Linda K.
Cedar Falls, English

Montague, Lynn A.
Norway, Art

Moore, Karen L.
Waterloo, Art Education

Moore, Gregory D.
Chariton, Art

Naeve, Regina K.
Moorland, Elementary Education

Nelson, Mary A.
Lake View, Elementary Education

Nemecek, Robert L.
Cedar Rapids, History

Nelsen, Cheri K.
Atlantic, Junior High Mathematics

Noel, Jan M.
Dubuque, Elementary Education

Norris, Kathleen J.
Bettendorf, Elementary Education

Nosek, Pat
Independence, Art Education

Nye, Kenneth R.
Cedar Rapids, Distributive Education

Peisen, Mary A.
Marshalltown, Elementary Education

Petersen, Connie S.
Muscatine, Elementary Education

Peterson, Richard D.
Roffee, Mathematics

Phelon, Michael W.
 Cherokee, Physical Education

Plogge, Paula
Cedar Falls, Interior Design

Prati, Richard R.
Nevada, Marketing

Przychodzin, Philip R.
Cedar Falls, Physical Education

Puls, Linda S.
Dubuque, Early Childhood

Quegg, David
Cedar Falls, Elementary Education

Ransom, Betty R.
Waterloo, Elementary Education

Rater, Larry E.
Earlham, Physical Education

Ray, Bruce A.
Des Moines, History

Reichert, David M.
Waterloo, Business

Reiland, Marvin
Racine, Distributive Education

Richards, Beth
Wilton Junction, Elementary Education

Richtsmeier, Jill
Acrey, Elementary Education

Rose, George
Grundy Center, Mathematics
Roseen, Janice K.  
Cherokee, Elementary Education

Ruter, Nadene D.  
Grundy Center, Elementary Education

Sale, David E.  
Cedar Falls, Junior High

Sams, Jane C.  
Osage, Elementary Education

Samuelson, Judith  
Dayton, Mathematics

Schmidt, Marilyn K.  
Dike, Elementary Education

Scholten, Victor L.  
Sheldon, Mathematics

Schroder, Colleen  
Galt, Elementary Education

Schultz, Harold J.  
Cedar Rapids, Physical Education

Schultz, Sandra T.  
Cedar Rapids, Elementary Ed.

Scott, Marilyn  
Cedar Falls, Speech Pathology

Seeland, Jean K.  
Elkader, Speech Education

Short, Marcia E.  
Cedar Falls, Elementary Education

Simmonds, Maurine K.  
Lansing, Elementary Education

Sinnwell, Mary J.  
Nashua, Biology

Slessor, Ellen B.  
Gildden, Home Economics

Smith, James L.  
Independence, Industrial Arts

Sorensen, Connie C.  
Cedar Falls, Vocal Music

Steffo, Joan M.  
Vinton, English

Steffen, Joyce M.  
Des Moines, Elementary Education

Stephenson, Terrence  
Webster City, General Business

Stewart, Penny  
Cedar Rapids, Art

Stoneburg, Barbara J.  
Sioux City, Elementary Education

Stubenrauch, Bertha A.  
Waterloo, Home Economics

Studebaker, Linda D.  
Logan, Social Science

Tampir, Jeff W.  
Solon, History

Thomson, Judith  
Payton, Spanish

Toft, Judith A.  
Durant, English

Tomiyama, Mieko  
Ishikawa, Okinawa; TEFL

Torkelson, Loralee  
Cedar Falls, Home Economics

Trevis, Deborah S.  
Mediapolis, Special Education

Wade, Keith W.  
Ryen, Physical Education

Walker, Janet I.  
Somers, Elementary Education

Walkup, Patricia A.  
Marshalltown, Elementary Education

Walz, Connie J.  
Stuart, Biology

Weeks, Leland L.  
Ottumwa, Science

Weifenbach, Pamela  
Dike, Elementary Education

Whalen, Donald F.  
New Hampton, History

Wirz, Luanne M.  
West Bend, Elementary Education

Wold, Miriam R.  
Sioux City, Mathematics

Wolfe, Calvin R.  
Baltimore, Maryland; Art

Wolff, LaDonnis J.  
Aplington, Elementary Education

Wright, John J.  
Charles City, Mathematics

Wyatt, Robert W.  
Clarksville, Business

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Waverly, Art Education
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