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EXECUTIVE EDITOR . . Maria Haberer
MANAGING EDITOR . . Denise Vrchota
DESIGNER . . . Michael J. Hanna
BUSINESS MANAGER . . Norma Van Dyke
PHOTO EDITOR . . . Larry Hauser
ASS. PHOTO EDITOR . . Duane Wince
PHOTOGRAPHERS . . . Laura Arkfeld, Dan Smith
ADVISOR . . Gerald Fitzgerald

Writers . . . Pat Ainger, Craig Bancroft,
            Robert Blessman, John Carey,
            Douglas S. Dunham, Marge Fettkether,
            Marilyn Huinker, John B. Myers,
            Gloria Rohlfs, Ray Russell,
            Steve Waller, Margaret White
OFFICE MANAGERS . . Katie Larsen,
            Susan Ploghoft, Kathy Rauscher
This issue is a summary and interpretation of events and issues that have occurred in the past year. Like our previous issues, it is not designed as a strictly news magazine—interpretation of ideas—as well as reporting of facts—are important to the college community.

The past year has been one of mixed emotions. The Viet Nam War Moritorium brought some of these to a head during its various activities. Homecoming produced quite different sensations—ones that were easily forgotten. The protest of discrimination by the Afro-American society produced others.

The Moratorium and Black Protest were instruments of change in campus activities. But the one event that will change the structure and policies of the university was the announcement by President J. W. Maucker of his resignation.

For the last twenty years, President Maucker has been the symbol of UNI. He supervised the growth of the Iowa State Teachers College to the State College of Iowa and then to the University of Northern Iowa in a period of eight years. His educational policies have been liberal in an area of conservatism.

His abilities as an educator and administrator have been praised by many groups, and his belief in academic freedom has been heralded by many people in education, but these same qualities have often been criticized by some members of the community and legislature.

For his firm belief in academic freedom and his contributions to the university community, we of the UNI QUARTERLY staff would like to dedicate this issue to President J. W. Maucker.

Maria M. Haberer
Executive Editor
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**Schools and Libraries:**

UNI Class of 1970 Sets Fund-Raising Project

The establishment of a fund for an auditoria complex at the University of Northern Iowa has been selected as class project by the class of 1970, according to UNI senior Rick Hodam of Des Moines who is co-chairman of the project.

"A pledge campaign, which should reach all class members in person, by phone, or by correspondence, began in March," Hodam said. "No class goal was set, but all members are encouraged to pledge $10 per year for three years."

The class of '68 and '69 both had auditoria projects with the former pledging some $3,500 and the latter almost $7,500. There are about 1,700 candidates for degrees in 1970.

At a meeting held last month class representatives unanimously selected the auditoria complex for the class project. The complex plans include a theatre, a concert hall, and a large auditorium for such events as student body convocations, commencement, and sports events. President Maucker discussed the tradition of establishing class memorials and their importance to the continuing program for better education at UNI.

"Some 75 seniors are actively working on the pledge campaign. Twenty are working off campus and the others are working within the nine residence halls at UNI. Each residence hall has a chair-

man who is responsible for setting up a committee within the hall to get the pledges," said Hodam. Co-chairman of the project is Ann Wharton of Aurelia. Pat Ives of Alden and Ron Weber of Anamosa are off-campus chairs. The UNI Foundation will be the conservator of the class fund and the Alumni Office is assisting in the mechanics of the campaign.

"We are very enthusiastic about the project and hope that the class of 1970 will take an interest in it," Hodam concluded.

World Federalist Leader Spoke as Controversial Speaker

"Life Style on a Governed Planet" was the title of a talk given by Andrew A. D. Clarke, secretary general of the World Association of World Federalists, on March 16, in Union Hall at UNI for the UNI controversial Speaker's Program. An active Federalist since 1960, Clarke has devoted himself full time to the World Federalist movement since 1965. As the leading officer of the World Federalists of Canada, he has made speaking trips across Canada and in many parts of the United States.

A native Canadian, Clarke served in the Royal Canadian Air Force and attended the Royal Roads Military College on an Air Force scholarship. He served almost 20 years as an Air Force officer before retirement, including part of 1964-65 in support of United Nations peacekeeping operations in the Middle East. In 1968, Clarke became secretary general of the world association, a position which has taken him to Europe several times, and to Japan where he addressed the 2,300 delegates to the Minobu Congress.

Clarke is editor of the organization's world publication, "World Federalist," and he has written several manuals on World Federalist organizing methods and the booklet, "Security in the Nuclear Age."

"The purpose of the Controversial Speaker's Program is to bring to the campus a wide variety of speakers whose views on important matters tend to differ from those usually heard or read by the students," said the UNI Controversial Speakers Committee, which is responsible for selecting speakers on the program. Other speakers scheduled on the program this spring included Mark Rudd, Students for a Democratic Society (SDS) leader during the Columbia University riots, and Bill Russell, former player-coach for the Boston Celtics professional basketball team.

Summer Workshops Announced By UNI

Nine regular summer workshops, one institute, and six post-session courses and workshops will be offered this summer at the University of Northern Iowa. Regular workshops, with dates and directors, are Early Childhood Education Programs, June 8-19, Irene Slaymaker, department of education; Folk Dance, June 15-26, Dr. Jean Bontz, department of physical education for women; Education of the Trainable Mentally Retarded, June 15-26, Dr.
Lee Courtnage, department of education; Teachers of Elementary School Mathematics, June 15-July 2 and July 6-24, Donald Wiederanders, department of teaching. There will be also Elementary School Science, June 15-July 2 and July 6-24, Albert A. Potter, department of teaching; Elementary School Social Studies, June 15-July 2, Dr. Donald Scovel, department of teaching; Innovative Practices in Education, July 13-24, Dr. Paul Brimm, department of education; Black History and Culture, July 6-24, Dr. Scovel, department of teaching; and Urban Education, July 20-24, Dr. William Drier, department of education. The Summer Institute for Teachers of German will be held from June 8 through department of foreign languages in charge.

Post-session courses and workshops are Individual Instruction Laboratory, August 3-14, Lucille Wright, department of business education and office administration; Seminar: Behavioral Aspects of Safety, August 3-14, Ivan Eland, department of education; and Music Education Workshop, August 3-14, Dr. John Mitchell, department of music. Others are Problems in Home Economics Education: Montessori Method, August 3-14, Dr. Marilyn Story, department of home economics; Teaching of Composition, August 3-14, Ross Jewell, department of English language and literature; and Computer Language Workshop, August 3-14, Lynn Schwandt, department of teaching.

UNI To Hold Summer Workshop on Montessori Method

The Montessori Method of Education will be the topic of a summer workshop at the University of Northern Iowa from August 3 to August 14. The Montessori Method is a system of teaching young children which emphasizes training of the senses and aims at self-education through guiding rather than controlling the child's activity. The method was developed by Dr. Maria Montessori, an Italian physician and educator.

"The content of the workshop will center on the philosophy of Dr. Montessori and the related methods and materials developed at the St. Nicholas Training Centre in London, England," said Dr. Raymond Schlicher, director of extension services at UNI. "Featured instructors will be Miss Phoebe Child and Miss Margaret Homfray, co-principals of the St. Nicholas Training Centre in London," he said.

"Enrollment will be limited to 70, with preference being given to those who have completed or are currently enrolled in the special St. Nicholas correspondence course in Montessori methods," Schlicher said. "Participation in this correspondence work is not a prerequisite to enrollment for the summer credit workshop at the University of Northern Iowa." Two semester hours of graduate or undergraduate credit may be earned from the course. It may also be possible to audit the workshop. Fee for the workshop, credit or noncredit status, will be $75 with board and room available on campus at an additional charge. The workshop, which will be the only 1970 Midwestern offering of the Montessori course by London instructors, will be co-sponsored by the UNI Home Economics Department and the University Extension Service.

California Professor Presented Lecture at UNI

Dr. Gail Burnett, professor emeritus of English and classics at San Diego State College, presented a lecture sponsored by the dean of the College of Humanities and Fine Arts March 4. "Travels in Greece with Kazantzakis, author of ‘Zorba, the Greek’" is the title of the lecture in which Professor Burnett brought together the modern and ancient literatures of Greece," said Dr. Allan Shields, dean of the College of Humanities and Fine Arts. "This lecture," he continued, "is a special presentation
for those concerned with the teaching of humanities, with the Greek influences on our culture, and for those concerned to increase the offerings in the languages of ancient Greece and Rome, and the modern Greek as well.'

Professor Burnett also was on the UNI campus Thursday, March 5. From 10 a.m. to noon she met informally for a faculty seminar and for interested students in the Colonial Room of the Union. At 10 a.m. she made a brief presentation on the Greek influences in the modern college curriculum. "Faculty and students were urged to drop in at any time during this period for conversation with Professor Burnett," said Shields.

Professor Burnett is a graduate of Randolph-Macon Woman's College in Lynchburg, Virginia, and holds the M.A. degree from the University of California at Los Angeles and the Ph.D. degree in comparative literature from the University of Southern California. She has taught courses in world drama, world masterpieces, Bible as literature, Latin, and Greek and Roman classics. A distinguished teaching award was given to Professor Burnett in 1986 by the trustees of the California State Colleges. She has traveled in Europe six times, around the world once, and has made special visits to Greece and Italy including a sabbatical year spent at the American School of Classical Studies in Athens.

UNI Takes Geology Field Trip To Grand Canyon

Running the rapids on the Colorado River was part of a wilderness adventure for twenty-nine University of Northern Iowa students and faculty members who went on a Grand Canyon Expedition last March. The Spring Field Trip, sponsored by the UNI earth science department, was from March 18 to the 26 and was led by Tom Holst, science instructor at UNI.

"UNI has sponsored a trip to the Grand Canyon for the past two years, but this is the first time we have made the boat trip," said Holst. "This is a fantastic area for geology study," he continued. "The age at the bottom of the canyon is about that of the beginning of life on earth and we studied rocks that range in age from two billion years old to rocks of a more modern era.

"Our expedition started down the river at 10 a.m. mountain time on Friday, March 10, from Lee's Ferry in Arizona, and we arrived at Phantom Ranch Monday, the 23rd," Holst explained. From Phantom Ranch the group hiked out of the canyon, taking about a day and a half to complete the hike.

UNI Chamber Music Series Finishes Season with the New York Brass Quintet

The New York Brass Quintet appeared at UNI March 2 in the UNI Music Hall as the season's final concert of the Chamber Music Series. This group, formed over 10 years ago, is the only ensemble of its kind concertizing regularly throughout the world. American critics have said of the New York Brass Quintet, "They turn brass into gold," and "They have turned the orchestra's heavy artillery into soft spoken poets."

The quintet is composed of Robert Nagel and Allen Dean, trumpets; Paul Ingraham, horn; John Swallow, trombone; and Thompson Hanks, tuba.

Nagel, the quintet's spokesman and director, explained, "When we started there was no contemporary repertoire for us at all." With the knowledge of increasing enthusiasm for brass music and the fact that a team of virtuosos were looking for new works and would in fact play them regularly, music was created especially for the New York Brass Quintet by such composers as Richard Arnell, Malcolm Arnold, Alex Wilder, Eugene Bozza, and Gunther Schuller. However, the group's concerts are not restricted to modern compositions. Much of the music they play is pre-Bach in content.

The ensemble has played for over 100,000 children in the East, has made educational films, has concertized extensively throughout North America, and has recorded several of the works that have been composed especially for the group. The quintet has also appeared in London, Paris, Amsterdam, Berlin, Zurich, Oslo, Madrid, Barcelona, Rome, Milan, Naples, Bucharest, and Latin America.

UNI Jazz Band Take Trip to University of Minnesota

The nationally acclaimed University of Northern Iowa Jazz Band presented a series of concerts on the University of Minnesota campus Sunday through Tuesday, March 8-10. "This is quite an honor for the UNI Jazz Band and was an exciting musical experience for the group," said band director James Coffin, assistant professor of music.

The band left Saturday for Minneapolis to begin rehearsing for two performances of Edward Bonnewere's "Missa Laetare" (Mass of Joy) which was given on Sunday with the University Men's Glee Club at the Newman Center and at Bethlehem Lutheran Church in Minneapolis. The band performed for students on the Minneapolis campus Monday and students on the St. Paul campus Tuesday. Tuesday evening, the band closed its trip with a combined concert with the University of Minnesota Symphony at Northrup Auditorium. It presented a few compositions of its own, then it played "Concerto for Jazz Band and Symphony Orchestra" by Rolf Liebermann with the symphony. The group returned to UNI Wednesday.

The Jazz Band competed at the Collegiate Jazz Festival March 20-21 at the University of Notre Dame at South Bend, Indiana, in which they were one of the final-ists at last year's contest.

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sides they aren't at all accurate.
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...More General Ed., more General Ed., more General Ed., more General Ed.,...

I tell ya, I don't want any son of a bitch using foul language around my kid.

by

Peter Lytle
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GENERAL EDUCATION: A NEW PROGRAM

by Douglas E. Stewart Dunham

"The rung of a ladder was never meant to rest upon, but only to hold a man's foot long enough to enable him to put the other somewhat higher." Thomas Huxley On Medical Education (1870)

Anyone attempting to study general education and its relationship to this campus finds it a challenging and perplexing problem. Its roots begin with Man's first recorded histories, range through his discoveries of the physical world, his philosophical and religious search for meanings that transcend this world and end in our present day of military aggression abroad, mildly disguised repression at home, environmental decay, technological advancement and growing discontent with traditions, institutions, ideas and values that were once held sacred. "When historians look back upon our years they may remember them ... as the time in which all peoples of the world first had to take one another seriously" writes Huston Smith in Religions of Man. It is my conviction that institutions can make a difference in the world we will live in tomorrow and general education, because it constitutes a significant part of an individual's academic life, is an area that deserves special attention and emphasis.

It is my purpose in this paper to briefly show the progress of the General Education Committee and bring in factors that must be considered in the determination of a new program.

Beginning in the fall semester of 1968 a committee composed of nine faculty and five students under the chairmanship of Dr. Russell TePaske was set up to study general education at UNI.

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62:21 Composition I ................................................. 3
62:22 Composition II ................................................. 3
50:26 Fundamentals of Speech ....................................... 3

**MATHEMATICS**
80:20 Mathematics for General Education 1 .......................... 3

**SCIENCE**
82:20 The Physical Sciences I ....................................... 3
82:22 The Biological Sciences 1 ...................................... 4

**SOCIAL SCIENCES**
90:23 Man in Society I ................................................. 4
90:24 Man in Society II ................................................ 4
90:25 World Resources .................................................. 3
68:125(g) Foreign Area Studies—China ................................ 3
68:125(g) Foreign Area Studies—India ................................ 3

**HUMANITIES**
68:21 Ancient Times Through the Reformation ........................ 4
68:22 From the Seventeenth Century to the Present .............. 4
60:20 Man and Materials 2 .............................................. 2
52:20 Exploring Music ................................................... 2
50:20 Introduction to Theatre ......................................... 2
64:20 Heritage of the Bible ............................................. 3
64:24 Religions of the World ............................................ 3
65:21 Introduction to Philosophy ...................................... 3

**PSYCHOLOGY**
40:8 Introduction to Psychology ...................................... 3

**PHYSICAL EDUCATION**
4 ................................................................. 4

General Education Total ................................................ Minimum 55

Notes:
1Prospective majors in Mathematics may substitute 80:45 Elementary Analysis I.
2Prospective majors in Science may substitute a year of either chemistry or physics. Non-science majors who have credit in two semesters of high school chemistry and two semesters of high school physics are required to substitute one of the following courses: 87:31, Physical Geology and 87:108, Astronomy. Prospective majors in Vocational Home Economics may substitute 86:61 and 86:63.
Those who test out of 82:20 are exempt from this requirement.

2Prospective majors in Science may substitute 84:128 for 82:22.
PROBLEM OF 'GENERALLY EDUCATED' STUDENT

The committee, after studying the problem, was to present a proposal for a new general education program. Early in its deliberations the committee gave its attention to discussing what the condition of the world will be in the future so the university will be able to educate individuals effectively to meet the demands placed upon them. Some of the predictions made were:

The world will be smaller in terms of communication and travel. The mass media is having a great effect on our lives from the insight of McCluhan to the mastery of the media by the Chicago Seven and recording artists such as the Beatles and Bob Dylan. The exposure to many facets of our world changes our perception of it and has been responsible for the foresight and vision as well as the disenchantment of young people today.

There will be a rapid increase in the amount of factual knowledge. In ten years it has been predicted that we will know twice as much as we now do, making the understanding of the dynamics of change an important part of education.

Man's potential to destroy himself and his environment must be faced and dealt with. The possible threat of nuclear disaster must be reduced to a minimum and nations will need to learn how to live with one another. Our air and water are becoming unfit for safe use, our cities are becoming unlivable because of the effluence of our affluent society. The deterioration in the quality of our environment must be halted and individuals must begin to assume responsibility for their actions.

Man will have more leisure time as a result of increased technology and automation. People must find creative and constructive ways of spending their time. There will be a changed emphasis on the work ethic.

In an increasingly machine-oriented world, man will find himself more and more alienated unless he finds ways of preserving the human part of his self.

The university has already felt the pressure of some of these needs. In addition to the forces outlined above specific problems the university faces have been discussed:

Students are coming to the university better prepared and more aware of their world than ever before. Improvement in educational techniques and electronic aids have increased the amount of data transmitted in the public schools.

There will be increasing numbers of students due to changing attitudes and increased accessibility of higher education.

There will be pressure to produce people who are specialists. This is a consequence of our highly specialized technological society and the function universities have filled as vocation-oriented institutions and stepping stones to graduate schools.

The need of society for generalists. With the increasing complexity of our society there will be a need for individuals who have the ability to see interrelationships among subjects and events and can see the whole as something greater than the sum of its parts.

More adults will be returning to the universities after graduation to keep pace with the rapid advances made by society.

In addition to discussing changes in the university and society in general, the committee held hearings last year with students and faculty to gain perspective on our present general education program and receive suggestions for changing the program. These hearings brought out that there was little understanding of the function of general education in today's university. There is a need for a reduction of hours felt by both students and faculty.

The structural rigidity of the program was criticized. Many people felt that a more flexible program is needed to allow students more choice in the types of educational experience offered to them.

Many people are unhappy about the large size of some of the classes. Big classes dehumanize students, offer little opportunity for faculty-student communication and provide little opportunity for students to gain anything but factual data from course work.

Many people have expressed a desire for a new innovative plan that will allow students more freedom and responsibility in determining their education and free the faculty from the restraints of the present program so they may capitalize on their interests and strengths as teachers.

Students have complained about poor instruction in many of the general education courses presently offered.

Many students feel alienated from the university because of the lack of timeliness in the courses offered. A strong desire on the part of students has been expressed for using present problems of mankind as a basis for studying the past in order to make sense out of the chaotic world they live in.

Many proposals and recommendations have been received from individuals offering suggestions for inclusion into the new program. The committee has tried to isolate some broad objectives for what the new program should try to accomplish. These are (from a subcommittee report):

General Education refers to those educational experiences designed to enable an individual to be (1) more understanding of himself and his environment, (2) more effective as a worker, parent, and citizen, and (3) more actively committed to the welfare of others and the solution of social problems.

The mere acquisition of knowledge is not sufficient justification to call a student "generally educated". He must use what he has gained to create a better world for himself and others.

The program should produce an individual with an awareness of himself as:

1. A physical and psychological being.
2. A social being.
3. A religious being.
4. A part of the physical and natural world.

The program should also produce an individual with an awareness of change, both within himself and in his environment, of the personal and social tensions that derive from change, and finally, he must evaluate and anticipate change.

Students need a program that is pertinent to the problems faced today, with what the past has to give us toward an understanding of today and the implications today has for the future. Because of individual differences, the program decided upon must:

1. Provide for the student to express himself in the classroom and community.
2. Provide for developing concepts that cross departmental boundaries to see the interrelationships between disciplines.
3. Provide for the student to study as many components of his own existence as possible:
   a. Current expressions and interpretations of human existence and modern-day life styles.
   b. Major ideas and trends of the past that have provided an expression of human existence.
   c. Intellectual and emotional expressions of human existence.
   d. The physical and natural world as related to human existence.
   e. Aesthetic expressions of human existence.
   f. Spiritual expressions of human existence.
   g. Cultural and sub-cultural expressions of human existence.
4. Encourage learning after formal education ends.

Presently the committee is working to finalize the wording of its philosophy and come to agreement on a viable program for UNI. A month ago a tentative structure for a new program was circulated among the faculty to elicit response from them and receive suggestions for course offerings. The program offered was:

Humanities, 8-9 hours; Behavioral Science, 8-9 hours; Science, Technology & Math, 8-9 hours; Physical Education, 2 hours; Elective Options, 11-14 hours.

The Elective Options were chosen from the following: Interdisciplinary seminars, Work-study, Travel-study, Independent research and Additional course work.

The basic philosophy underlying this proposal was that students want more responsibility for determining their education, a more flexible structure would allow for the inclusion of more relevant courses into the program and a rigidly prescribed curriculum is inadequate to deal with the demands placed on it by students and faculty. Using a distribution requirement and offering a variety of experiences to the student for fulfilling his requirements was one way the committee saw of minimizing these problems. Due to responses to the tentative structure the committee is now studying ways to resolve some of the criticisms arising from the division of the program into units based on the political structure of the university. The committee hopes to have a final program ready later in the spring.

General Comments on General Education:

Historically general education
STUDENT COMPLAINTS INVOLVE POOR INSTRUCTION IN GENERAL ED COURSES

has changed little from the prescriptive nature found in the Trivium and Quadrivium of Europe or ancient Greece. Because of the rapid increase in the amount of knowledge available it is no longer possible to expose students adequately to knowledge through disciplines in general education. Because of the complexity and interrelated nature of our problems it is necessary to find ways of presenting information that cross the arbitrary lines of departments and disciplines. Technology has improved the quality of life for many people but at the same time it has complicated life, produced problems we cannot find adequate solutions to and forced people to grapple with the problem of how to preserve their identity in an increasingly dehumanized world. Students through education need new languages to reinterpret, explore and discover their environment.

Education at UNI has been guided by some assumptions in the past which are necessary to examine before viable alternatives can be explored. Among those affecting the quality of education here are:

1. It is good for everyone to study the same body of knowledge in the same way. This negates the capabilities of the student, his interests and aspirations.
2. Students must be tutored. This has been responsible for the ingrown scope of the university and has resulted in divorcing the university from the community and consequently life.
3. That all education must be vocation oriented. This has caused many individuals to go through school with blinders on, failing to see problems as they relate to the whole rather than as a part of a limited specialty.
4. Because of these faulty assumptions the quality of education has suffered. The rigid structure of the curriculum has become a devastating force, prescribing behavior and hindering real learning from taking place. George B. Leonard in his book Education and Ecstasy says, "Colleges . . . have served a society that needs reliable, predictable human components. Appropriately, they have spent overwhelming amounts of time and energy ironing out those human impulses and capabilities that seemed errant. Since learning involves behavioral change, lifelong learning becomes the most errant of behaviors and not to be countenanced. Educational institutions therefore have been geared to stop learning."
5. Herbert L. Packer, Chairman of the Steering Committee for the Study of Education at Stanford University has stated, "People are changed by institutions. If men modify their institutions in a way that makes sense, it is going to have an effect on the way people live." Behavioral Psychology has isolated factors that improve motivation in students (after De Cecco):

1. Developing a motive for achievement.
2. Knowing the motive is realistic.
3. Linking study to everyday experience.
4. Engaging in self study.
5. Feeling one is part of a successful group.

Consideration of these factors is essential in planning a new program. Many alternative models are being found in the Cluster College concept as presented by Dr. Warren Martin in the fall. Additional models that are available are those found in progressive liberal arts colleges and state universities.

In the past innovation on this campus has been guided by two outstanding features - faculty vested interest and expediency. The university, its students and faculty have suffered as a result.

In consideration of the old program, in anticipation of the new program, we hope to take a new direction - that of focusing on the student and the development of his potential to the fullest extent as a member of society and an individual. To achieve this end it becomes necessary to look for new models, new approaches and new attitudes relating to general education. It is hoped that the new program will not become rigid, inflexible and indifferent to the cries of the times as it has in the past but will be a viable, changing and dynamic program that will enrich students and faculty alike.

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Homosexuals!
Advocates of Civil Disobedience!
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Communists!
Can the youth of Iowa survive such ‘corrupting influences’ at the University of Northern Iowa?
Relations between the campus and the community were strained in the sixties, with the interests of both groups at opposite ends of the social and political spectrum.

Comments from members of the community made students seem like docile sheep that could easily be corrupted by the evil interests of such assorted people as the late Communist Party Leader George Lincoln Rockwell, hippie poet Allen Ginsberg, "RADICAL" ISU student body president Don Smith, all of whom appeared on campus as part of the Student Senate Controversial Speaker's program. Other speakers for the program included Senator Harold Hughes, Governor Robert Ray, State Secretary Paul Franzenburg, and Senator Francis Messerly.

From charges made in a prominent area newspaper, it would seem that the Controversial Speaker's program was designed to pervert and corrupt the minds of students. Where does this leave Hughes, Ray, Franzenburg and Messerly?

Other members of the community have
charged that students are dirty, inconsiderate beings who drive recklessly through "private" city streets, steal bicycles from children trying to use the Cedar Falls City pool (which is overcrowded with UNI students), smoke pot, and throw beer cans into neighborhood trashcans.

Students charge that the community takes advantage in UNI's presence, charging exhorbitant prices for clothing, food, and services; that the prevalent attitude is anti-student.

Will the Conflict Continue In the '70's?
A Conversation With Dean Lang

We need to develop a new morality in our society... a morality which will provide a common basis for mankind and will say, 'On this we can agree, and for that we will work together.' This morality will have to center itself, I think, on the survival of man as a member of the human race in this period when he has the resources available with which to destroy himself."

These comments were made by Dr. William Lang as he assessed the situation which confronts mankind today. This is the world which students, now in colleges and universities throughout the country, find themselves in. To educators like Dr. Lang, these critical times evolve one important question: How well do we succeed in preparing the student to assume the responsibility of leadership in the world of today?

Throughout the 11 years he has served as dean of instruction at UNI, Dr. Lang has had this question as his primary concern. Finding the answer would be difficult even in a situation much more ideal than the one he has been in, since there is no formula for determining what courses and teaching methods are best for preparing responsible world citizens; however, the problem is greatly compounded by two major phenomena of modern education in our society. These are growth in enrollment and the ever-present shortage of adequate educational resources. As he is about to retire from his administrative duties in June of this year, Dr. Lang discussed some of the problems and successes that he feels this institution has had in its attempts to offer its students a quality education.

During the twenty years that he has served at UNI as a professor of history and as an administrator, the institution has undergone considerable change. Twenty years ago its sole function was to train teachers; the only way a student could graduate was to hold a teaching certificate. The enrollment was a fraction of what it is now, and the teacher-pupil ratio was much smaller. Then when the liberal arts program was introduced in 1968 the number of students attending began increasing rapidly, and this trend has been continuing ever since. "Now the problem is, how do you take care of the increased number of students without getting at the same time the amount of money you ought to get from the legislature and from the student fees to keep the class size where you would like it?" asked Dr. Lang. His own reply was that, "the result has been that we've had to compromise, and the compromise has been that we've increased the class size, particularly in some of the general education courses. But at the same time we've tried to maintain a reasonably small class size in the upper class levels so that these students can have a more personal relationship with their instructors..."

Dr. Lang pointed out two areas where the general education classes are especially large—and where the facilities are strained to the limit. The closed-circuit television classes are scheduled to the maximum. The only way the number of students in these classes can be increased is to duplicate the entire set of television equipment. The humanities classes are overflowing. Classes of 150 or more are the rule. Dr. Lang stated that 20 years ago the average size of the humanities classes was 35, and that in order to get the sizes of these classes in this sequence back down to that level, 18 additional staff members would be needed. He went on to say that he wasn't at all happy with this development because he feels that students at all levels have much to gain from classes of moderate size in which the professor and student can engage in discussion and interchange, and in which the student is given the opportunity to write in detail and express his ideas.

To cope with this problem, Dr. Lang has, in recent years, been reluctantly turning his attention to the very small classes. While maintaining his belief in the small class, he did say that some are smaller than they need to be. If the number of these very small classes could be reduced, the over-all teacher-student ratio would be smaller. But he suggested that still the best solution to the problem of growth is to convince the legislature and the Board of Regents that to do a good job of education here that money is needed to pay for more teachers and more facilities. Students can play a big role here, he said. They, better than anyone else, "...can get across to the general citizenry what it is that happens to their education, qualitively, when there isn't enough money to do the job that needs to be done."
Along with the problems of growth and the resulting strained facilities there is another perhaps more significant challenge to modern colleges and universities, and that is: where does the student fit into the picture? Must he be relegated to the position of a number on an I.B.M. card? Are his studies at all relevant to the work around him? And does he have any control of the kind of education he receives? Dr. Lang feels that this university has been reasonably successful in making the education provided as relevant as possible under the difficult conditions. "One thing we have tried to do," he says, "is to keep an eye on the curriculum here." He went on to state that since he has been dean of instruction, there have been two or three critical examinations of the courses offered at UNI to determine their significance in the world of today. He believes that general education courses that cover a wide variety of fields should be required, whether the student wishes to be exposed to them or not, for the simple reason that the information he receives in these courses will be the information that will be relevant to him in the future. These courses should, if properly designed, impart much of the basic knowledge and reflect many of the basic values which society emphasizes, he said, and if the student leaves an institution with a broad background of knowledge, he will be much better equipped to go out into society and function in a variety of roles.

Dr. Lang feels that most of the professors teaching in the general education program are very sensitive to the world we live in. He stated, "As I listen over the radio to some of the lectures in the humanities classes, for example, I hear the constant reference to our own times...that what was going on then has relevance today, and we'd better be sensitive to it." He also pointed out that this university has not to any great extent made use of graduate assistants to teach the undergraduates. "We have resisted this," he said, "because we have the philosophy that it is at the first year level that the student needs the most sophisticated instruction. He needs the instructor who knows the field and knows it well to inspire him, to give him the depths, the insights, and the inter-relationships."

In his forty years as an educator, Dr. Lang has noted a kind of cyclical trend in student attitudes—from times of intense interest to periods of extreme apathy. He thinks that today most college students are showing a significant interest in world affairs, government, politics, and particularly in their education as it relates to them. He regards this student concern with their education as a good thing because he thinks that many times they can act as a kind of "spur" to bring about necessary changes. He noted also that Dr. Maucker has responded to this awakening of student interest by showing a willingness to meet with them frequently and appoint students to significant committees.

Confronted daily as he is with the various problems that threaten the quality of education at the university, Dr. Lang has occasionally engaged in speculative thinking about what he considers would be an ideal educational situation. Not surprisingly, he would hope that this mythical institution would have ample facilities such as classrooms and the necessary equipment to be used in them. There would not be the masses of students in these classrooms; rather, the relationship between teacher and student would be more of a tutorial—similar to the situation that still exists in
Sees Primary Responsibility To Students

Oxford where the instructor thinks he is overloaded if he has more than 10 or 11 students in a week. He would like to have this institution to be relatively small. He believes in the small college because in it he feels that the student can better relate himself to his instructor, his subject matter, and to the world in which he lives. Finally, he envisions a situation where the students and instructors would be "mutual learners" who are concerned with the great ideas of the past, the impact of science in our modern world, and the values mankind must adopt if he is to survive in a world of uncertainty and conflict.

After relinquishing his administrative duties in June, Dr. Lang will return to the classroom as a history professor. In all probability his classroom will bear few resemblances to the kind he dreams about; more likely it will be typically over-crowded and under-equipped. However, he does plan to work with different kinds of materials and set up discussions arrangements with his students. Above all, he hopes to obviate some of the impersonality that he feels exists in the larger universities. Another goal that he wants to accomplish with a less stringent schedule, is to do some research on the history of large educational institutions. In particular he plans to do some work on the history of UNI since its centennial is coming up in a few years.

As a person who has always felt that he was a teacher at heart, it is perhaps ironic that most of Dr. Lang's academic career has been spent in administration, not only at UNI, but also at Yankton College and Kennebec High School—both in South Dakota. He feels, however, that the role of the administrator is even more vitally important to the student than that of a teacher. For one thing, the administrator can attract good teachers to the institution. Also he can influence the entire teaching staff to do their work well. "One thing I never let my instructors forget," he said, "is that teaching comes first. Research is fine, but not if it is done at the expense of the student. Always it is the student that must be first." Dr. Lang concluded, "I always leave my blinds open to remind myself as I watch the students pass by that my primary responsibility is to them."
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Student Politics:
A SENSE OF CONCERN SHOWN BY SOME STUDENTS?

Student politics at UNI is characterized by apathy and indifference. In Student Senate elections this year, only one-third of the student body even bothered to vote. Despite a heated race involving three parties, many students were not aware that elections were held. Some students strongly identified with a party, yet didn’t even know the names of the top people on their party ticket.

How can such a high degree of indifference and lack of concern exist in a university. Many rationalizations and excuses readily come to mind. Many students feel that student politics within the university is too petty and unimportant to let such a thing interfere with the diverse social life they experience at the university. These students are simply unconcerned or naively innocent of the fact that student politics can affect many university policies which directly affect the life of the student, in social as well as academic areas. The possibility that such established things as dorm hours policies for women could be changed through the arena of student politics never seems to occur to most students. Tangible changes have occurred in many such areas due to the efforts of student activists who bothered to be involved in the political process within this university. Undoubtedly, students find that sitting in their rooms complaining about problems at UNI much less bothersome than actually trying to do something about their complaints, such as getting involved in Student Senate or some politically oriented student group.

Another, more effective, rationalization for not getting politically involved is the fact that most students must devote most of their attention to working for good grades. Student activism might take so much time that their grades would suffer. This is quite a good excuse for not being politically involved, but being politically informed only takes a few minutes, twice a week, to read the Northern Iowan. A letter to the editor is a way of registering complaints or concerns with very little effort. Being informed and registering concern about university problems are not the kind of activities that are going to make a student fail his courses. Informed people are much more likely to participate in such basic political functions as voting. Possibly the main problem at this school could be ineffective communication of the issues to the students. If students were effectively encouraged to take the meager effort necessary to be informed, political participation by the students, at least in the elections for Student Senate, would probably increase very noticeably. As far as arguments about interference with one’s studies keeping students from being informed, picking up the Northern Iowan can offer an interesting and informative study break. In fact some “activists” find “activism” such an interesting diversion from studying, that it becomes an excuse for not studying.

There are students who neither want nor feel capable of the decision-making responsibility involved in political participation. It is only rational for them

by
Robert L. Lessman
THE UNIVERSITY
MUST ASK FOR
"LAW AND ORDER"
BUT NOT
AT THE EXPENSE
OF STUDENTS

to stay out of student politics. However, they could easily achieve a sense of awareness by becoming informed on the issues that concern the university student. If these students are to live in a democracy, they must face the reality of making a political choice some time in their lives, if only for the sake of voting. Being informed of the issues at this university can develop that sense of decision-making responsibility that students must face when they leave the university. A democratic society asks its members to accept the duty of citizenship. University students, being among the highly educated people of our society, need to be among the first to take on this responsibility.

A very real factor in minimizing involvement in student politics at UNI is that some students commute distances that make it difficult to be informed or even concerned about the issues involved in student politics. Ironically, the people most involved in student politics, making the most noise about issues in the university, very often come from off-campus. Possibly the dormitories are doing such an excellent job of providing social activities for the students that the students in the dorms honestly don't have any time for involvement in student politics.

Apathy and indifference may be rampant at UNI, but there are some signs of a desire to be informed and a deep sense of concern among a large, vocal, minority of students. This school year has experienced massive participation in a protest of the war in Viet Nam. The total experience of Moratorium day, Oct. 15, 1969, informed many people in the university and the surrounding community of aspects of this tragic war that they had never before heard discussed. Informing people in this manner, provokes discussion of issues. This kind of informed political discussion spurs the kind of responsible political action necessary for democracy to thrive.

Another sign of concern experienced this year was Student Senate elections. Three parties offered candidates, whereas last years' elections had only one party offering candidates. The tone of the issues discussed was more urgent than usual. Students Rights Party contended that the incumbent party, ROC, was unresponsive to demands for establishment of legal rights for the students. FUSE party seemed to echo SRP, but feared that SRP was dominated by radicals. ROC agreed that greater responsiveness to the needs and rights of the student must be brought about by Student Senate, but advocated a slower, step-by-step, process for achieving students needs. Judging by voter turnout, nearly two-thirds of the students didn't find enough conflict in the election, to motivate them to vote. Although ROC won an overwhelming victory, as usual, SRP is already starting their organization next year. Better organization would mean increased discussion of issues and possibly an increase in voting participation, by the students.

Many schools contain apathetic, indifferent, “silent majorities” that manage to find excuses and rationalizations for not assuming some degree of political responsibility. UNI may be clearly placed in this category. Many students want their decisions made for them. They are afraid of the inherent responsibility involved in individual freedom. If dorm hours require someone to be in by a certain hour, they lose a little freedom, but they no longer hold personal responsibility for deciding when they should be in at night. The great dilemma continually fought in student politics is found here. If the majority of the students will not object, why does the university need to account for the rights and needs of the student when policy and planning are being formulated. Our democratic tradition inclines us to say that the rights of the individual must be respected at all times. Yet we have a pragmatic tradition which often makes us skimp on the rights of the individual when it seems more profitable or less troublesome. Certainly the university must ask for “law and order”, but not at the expense of the human rights of the students within the university.
Hark, I hear the sound of the dancing feet of Upward Bound united future prospects for UNI students heavily pounding out rhythm in the Afro-American room. It is nearing the time for that elite group to begin their summer training for college life.

Most people ask for the purpose of the program. Many feel it should be discontinued for the money could be put to better use. I would disagree. Many college minds are wasted for reasons that are displaced through the U.B. program. For example, many persons feel that college is too strenuous and time-consuming for the ends that he or she would meet. They weigh what they already know with what they would know after spending four years in college and feel they could receive the proper position with that which they already know. Through Upward Bound one learns that class is not the only knowledge one takes in but that through the social life outside the class and the dorm life gives valuable information in human relationships that will serve them for the rest of their life. Also, they learn new ideas and concepts that are being generated throughout the country that is of vital importance to their future. Many students feel the social life at college is the most important class knowledge taken with the academic college being secondary.

Another reason for the importance of Upward Bound is due to what the program offers itself. Most of the students of the program are students in the upper half of their class, and many are in the top ten percent. Most of these students have much to offer to the world but have no financial means to nurture the contributions, to propel themselves on to a suitable position which will allow them to contribute fully. Upward Bound serves to give these the opportunity to develop and contribute. Another good purpose of Upward Bound is to manifest to each individual whether college is what is for him, or whether it may be a business college or trade school. Thus it can serve to alter his future so one can decide which field he should develop and how best to develop it.

Finally, the U.B. program serves as an incentive to cause individuals to want to develop their own attributes to the fullest mainly because it makes the individual feel a responsibility to others to develop. It makes them aware that they have something to offer and that by not developing it to the fullest they are not being fair to other people who will not fully attain their own self worth without certain attributes that must come from you. Thus, you realize the importance of each individual making his own contribution to make a bigger and better world.

So when you listen and hear the dancing to the soulful sounds and hear the shuffling feet, smile. They may just be the boost you need.

by John Carey
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Boys Dorms: Exciting, Unpredictable Way of Campus Life

The red exit signs glow in the ends of the dark hallways like a fiery sunset on the horizon. Small shafts of light seep from under the doorways to add an almost haunting effect to the hall. All is quiet except for the faint sound of a few radios and stereos as well as noise from the lounge. Only 9:45, almost everyone is studying now, in a few minutes excitement and action will reign supreme.

This is the scene in the dorm just before ten o'clock, at which time most people take their study break. What happens at this time is what to me makes dorm life fun as well as unpredictable. Where else could you open the door of your room and find a basketball game in progress or a wrestling match or just a plain old bull session. All these are found outside your door in a dorm. The hallway provides the place for many activities as do our lounges. The hall also supplies us with an area for water and shaving cream fights.

Yes, those wonderful shaving cream fights. What excitement they bring to the house and how enjoyable it is to watch two people start the fight and when it finishes you have four or five persons covered with shaving cream, ready to shave their whole body if they feel like it. But there is also the mess and that mean old head resident who always has to be snooping around and saying, “Go ahead and have fun but don’t forget to clean up your mess.”

Where else but in the dorm can you leave your room to go to the “john” and come back to find your bed missing or your floor covered with cereal, or shaving cream clinging to your mirror and dresser. Yes, a skirv is a famous pastime of the dorm. The motto though is never skirv someone else and then let him find out who did it, because you will be retaliated against and it is usually a worse skirv than your original one.

There was also a time in past years when the cry of “Surfs Up” could be heard echoing down the halls. You simply placed a towel in front of your door so the water would not seep in and proceeded to fill the hallway with water. What fun it was to run and slide down those slippery halls.

You can find help and friendship within the dorm also. The help you find comes in many
forms, the person who can aid you in a chemistry or math problem or the person who can give you advice on which subject to take or what a test is like, or the person who gives you advice on how to handle that girl you are having trouble with. There is friendship here. You are a closeknit group living within the confines of one house. You really get to know very well the fifty people within your house and you set up and develop lasting friendships. These friendships can be very important to you in later life as well as being important to you now, because it gives you someone to tell your troubles to or someone to go out drinking with when that girl of yours just has to go home for the little old weekend.

Dorms are not the most conducive place to study though. You may have a big test the next day but the guy next door or across the hall or upstairs may not and the strains of "The House of the Rising Sun" being sifted through the walls and ceiling may get to you, but you put your feelings away and try and filter the noise out of your mind. That is an ability that must be learned, but it is attained very quickly by most who plan to live in a dorm throughout their college life. There is also the next door neighbor who just has to come in and tell you about his date or his all-night drunk last night. You are either ready to fall asleep or you have so much studying to do you don't think you ever will finish. But what do you usually end up doing, listening to his problems or his story and saying to yourself well I wanted a study break anyway or I really wasn't tired.

Yes, dorm life is all these things to me and more. It is memories and lasting friendships. Things which no one can take no matter how long you live. You will always remember that night you came in late and threw the garbage can lid down the hallway and nearly hit the head resident or the night you were stoned and didn't quite make it to the "john" in time or the night you answered your phone with a gross greeting and found out that it was your roommate's mother. All these things are yours to add to your memories of college and you have the dorm to thank for making them possible. Dorm life is exciting and great. People will complain about it and tell you that it is not good, but if you really could get their true feelings I'm sure that they would admit that they really liked it while they lived there.
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Forensics Department Provides Airing of Opinions

Originators of 'Speak Out'
'On the Firing Line'

One of the most interesting departments on campus is the department of Forensics which includes the debate team, individual speaking, and university speakers. The department is headed by Forrest Conklin and staffed by Ron Butler, Carol Kunkle, James Skaine and Jean and Terry Knapp.

Perhaps the area in this department that is heard about least is that of university speakers. This area promotes speaking activities on campus. It is a means of airing the opinions of both the students and the staff. "Speak Out" and "On The Firing Line" are two of the successful programs carried out by this group. These programs allow students and dignitaries to face student questions. Headed by James Skaine, this project is still in its early stages and will expand and grow to its own advantage in the future.

Another feature of this area of forensics is to provide high school workshops during the summer for area high school students.

Competing in 24 tournaments this year, the UNI debate team coached by Forrest Conklin and assisted by Miss Carol Kunkle, had brought home several first place trophies.

Debate is a long, exhausting thinking process. The team starts working on a topic for the year, long before school starts in the fall. Study of the topic continues all year and files of information are accumulated. This year's topic was, "Resolved: The federal government should grant annually a specific percentage of its income tax revenue to the state's governments."

Competition comes from one school against another in tournaments. Size of institution makes no difference. The debate is judged in competition by other college coaches from participating schools. On a basis of wins and losses, a winner is declared. Conklin stated that in order to have a good team, your competition must come from outside of your local area. That is why the UNI debate team travels to many tournaments involving several (Wednesday to Saturday) weekends.

The 1970 year took representatives from the UNI debate teams to the following tournaments. Wisconsin State at Whitewater, Western Illinois, University of Nebraska of Omaha, University of South Dakota, Emory University of Atlanta, Mankato State, Wake Forest, Georgetown University of Washington, D.C., University of Illinois of Chicago, Iowa State, Stout State of Wisconsin, Kansas State, William and Mary College, University of Iowa.

Also U.S. Naval Academy, Wisconsin State at Eau Claire, Oklahoma State, Iowa Collegiate Forensics Meet at Upper Iowa, University of Florida, Brooklyn College, The National Novice Tournaments at Louisville and Chicago, and the Western Illinois Festival.

Debaters representing UNI at tournaments were Charles Jacobs of Waterloo, Kathy Burns, Sheri Ogle, and Mike Thompson of Des Moines, Mike Jeffery of Spencer, Larry Lenora of Seminole, Oklahoma, Bernedette Helt of Waterloo, Mary Von Ah of Dubuque, Lee Loots, and Dave Schiller of Cedar Falls.

Along with the debate team, the Forensics department includes individual speaking events which compete in tournaments. This area is headed by Ronald Butler.

UNI has one of the nation's best orators in Charles Jacobs. As a freshman, he won a bid to the National Interstate Oratorical Contest. There he represented the state of Iowa. Rules prohibit his returning, but this year he has won all oratorical contests that he has participated in except two.

Others who participate in the individual events are Sandy Moore in Interpretation of Prose, Ruth Olmstead in Interpretation of Poetry, Lee Loots, Tom Refshauge and Debbie Politus make up the discussion group, Kevin Parsons in Oratory, Joann Wild in Extemporaneous Speaking and Oratory, Charles Doss in Oratory, Ellen Hay in Interpretation of Poetry and Prose, Charles Jacobs in Interpretation of Poetry and Prose, Sheri Ogle in Extemporaneous Speaking and Oratory, Kent McClure in Extemporaneous Speaking and Interpretation, and Randy Aldersen in Interpretation and Radio Announcing.

Kevin Parsons, Ellen Hay, and Pat Dunn are the Pentathomoners of the group. This means that they enter five different events in each tournament that they participate in.

Although not as extensive as the debaters, this group travels to different contests. At the season's end, the group will have made ten trips. The UNI individual speaking team won the trophy for overall performance which was awarded at the Iowa Collegiate Forensics meet that was held at Upper Iowa University this year.
Musical Ambassadors of Good Will

UNI Jazz Band

The UNI Jazz band, an organization better known off-campus, has been acting unofficially as public relations agents during the last year.

"The band has really made an awful lot of friends for the university and has been good publicity for the university because of a write-up in Downbeat Magazine, an article in the Chicago Tribune, and a recording which has sold all over the country. We are musical ambassadors." James Coffin, assistant Professor of Music and Director of Jazz Studies, had this to say about UNI's eighteen member jazz band which he has been largely responsible for organizing.

The first jazz group began about 1950 when some students of what was then Iowa State Teachers College got together and decided they wanted a big band program. All of those interested in the band venture were also playing in separate jazz combos at the time.

Mr. Coffin, a member of the pioneer band, said things didn't always go smoothly for them at the start. One big problem was finding a place for the band to rehearse.

The tradition developed of giving an annual concert in the early winter. For a long time this was the band's only public appearance. It was not until about five years ago when Mr. Coffin took charge of the student band that the schedule of appearances was expanded.

When the jazz group first formed, the yearly concerts were put on by mostly non-college students (graduates who worked either professionally or semiprofessionally in the area) who formed a band only for the duration of the concert.

"Then finally," said Coffin, "we arrived at the decision that we would use the university band."

The annual concert has evolved into what is known as Sinfonian Dimensions in Jazz. The concerts now feature such top name guest soloists as Clerk Terry, Doc Severinson, and Phil Wilson.

The university band program itself has now developed into two groups, Jazz I and Jazz II. Selection for the bands is done by audition. As Mr. Coffin puts it, "You gotta be pretty good to make it." The more advanced students are picked for Jazz I, and those who are not quite as skilled are placed in Jazz II where they can get more training to qualify for the first band.

Why has Mr. Coffin placed so much emphasis on forming a band that plays jazz rather than some other kind of music? One reason is that the school already sponsors the other types of bands—orchestra, marching band—in its program. But there's a more important reason. Mr. Coffin says, "In my estimation, the one American art form is jazz music."

It is Coffin's opinion that the particular influence of the Negro in American history, plus the fact that our country was a melting pot for many nationalities, gave jazz a natural birth here. It was a unique situation in which a social structure caused a music form.

"In order to have jazz, you need one ingredient—improvisation," according to Coffin. He defines this as the artist's ability to express himself through his instrument at the moment. He considers jazz a more personal type of music, but says this does not mean that the jazz artist plays only for himself. "All musicians like an audience to see if they're reaching someone."

"The listener has to work a little harder when listening to a jazz band than when listening to a dance band or a rock band," Coffin concedes. The jazz player will not follow the standardized notation of sheet music nor will his music be accompanied by vocalization which would make the melody obvious for the listener.

The jazz bands at UNI are restricted to student membership. As a requisite for entering band competitions, Mr. Coffin must send in a voucher form from the registrar's office certifying that each player is a student at the university and is carrying at least six hours.

Membership in the band requires sacrifice and dedication on the part of the students. The jazz program is an extra curricular activity and the students get no credit
for the hours of time they put into it. There is a regular rehearsal every Monday and Wednesday night from 10:00 til midnight. Extra practice time is usually squeezed into the week when there is a big competition or a concert coming up.

One of Mr. Coffin's biggest hopes for the jazz program in the near future is that it be incorporated as part of the music departments' curriculum so that those who participate will get some credit and recognition for their time and effort. He would like to see the study of jazz expanded. "I view our function as a jazz band as part of what I hope will eventually become a full jazz program on this campus," Coffin said, "not just big band playing, but jazz history, jazz arranging, jazz improvisations, large and small groups, whatever is needed."

Mr. Coffin pointed out the value of band membership to the student musician's future. He said the type of music that the band plays is the same as that used in all of the Los Vegas nightspots, as well as like that played in all t.v. studio work. So the practice a student gets in the UNI band can have the practical advantage of equipping him for some of the highest paying jobs in the music field.

More specifically, he pointed out how previous band membership can help alumni in their service obligation. A student who was in the band last year was able to join the ranks of the army band instead of becoming front line material. Training in jazz opens up further opportunities for playing at officers' clubs and service clubs which enables the soldier to pocket a little extra take home pay.

In the short number of years the band has been available for competitions, they've managed to establish a sizable reputation for themselves.

In 1968, the band won the Eau Claire Jazz Festival award. They were chosen among three finalists at the Collegiate Jazz Festival on the Notre Dame campus in 1969. The band was also picked as one of four school bands to make educational recordings for Crest Records of New York. They were a featured band at the Chicagoland Jazz Festival this year. The jazz group was selected one of the featured bands at the Music Educators National Convention in Fargo, North Dakota. This last honor has led to several other engagements.

Because one of the members of the music staff at the University of Minnesota was impressed with the band's performance at Fargo, he extended an invitation for the jazz group to visit their campus.

The band spent a week at the Minnesota school early in the semester. Mr. Coffin considers the Minnesota trip quite an achievement. Though the university there has a population of over 40,000 students, they have no jazz band.

The only scheduled performance for the UNI group was a concert with the university's symphony orchestra. But this slate was enlarged to include two jazz masses, one at the Newman center and one at a nearby Lutheran church, and three straight jazz concerts for the school's student body.

Mr. Coffin felt that the masses were possibly the most moving musical experiences he has ever had. The altar was surrounded by students and by the band. As the band played, the students came alive and clapped and hummed along. The band continued to play through the communion service. The atmosphere created was one of peace, goodwill, and brotherhood.

To wind up their stay at the University of Minnesota, UNI's jazz band played a combined work with the orchestra and then played a half hour on their own at a concert.

The tour met with very good crowds and reviews. An invitation was extended for the band to appear with the Minnesota Orchestra this summer. And though Mr. Coffin will have to decline because the band does not exist in the summer, he considers it a very good sign that they were asked. He is always looking forward to bigger and better things for his jazz program.
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In the Summer of 1968, UNI welcomed Dr. Allen E. Shields as the first Dean of the College of Humanities and Fine Arts. After serving two years in this administrative position, Dr. Shields has decided to return to teaching, scholarship, and research.

A man of many talents, Dr. Allen Shields has served UNI not only as a dean, but also as an active musician in the symphony orchestra and in chamber music groups. Dr. Shields has also written many papers. Recently, he wrote "In Diversity There Is Strength," an effort to project the problems of the college within the university. As Dean of the College of Humanities and Fine Arts, he has laid out directions in which the faculty should go in trying to achieve a resolution of problems and has supported college sponsored programs in the performing arts. Dr. Shields has proposed a department of Humanities as well as a major in Humanities. He has urged consideration of the cluster college application at this university and has been a critic behind the scenes of the physical plant arrangements for the departments of art and foreign languages.

Dr. Shields came to UNI from San Diego State College where he served as chairman of the department of philosophy. He holds a BA degree in English, Speech, and History from the University of California at Berkeley. Doing his graduate work at the University of Southern California, Dr. Shields received his MA in philosophy and experimental psychology and his Ph.D. in philosophy. He was also a Mudd Fellow and was elected to Phi Beta Kappa.

During his last year at California, Dr. Shields was elected general chairman of the California Fine Arts and Humanities Framework Committee. This committee restudies the teaching of arts and humanities in the California public schools. When asked how he feels about courses in humanities in high school curriculums, Dr. Shields stated that the humanities program is a necessity because there are philosophical elements that need to be transported into the field of history. The main advantage of this program is the softening of lines between subjects such as art and history with the outcome being a better educated human being.

Dr. Shields' main satisfactions in the academic field have been related to his professional responsibilities in building departments and curriculums and in designing new courses. As he became established as a teacher and professor, research also became an absorbing interest. He feels research and teaching are not independent of each other but are rather supplements to each other. Dr. Shields has also received many interpersonal satisfactions in presenting papers to professional colleagues and in discussions at professional levels. He values his musical and naturalistic activities in relation to teaching. Besides performing musically at UNI, he recently played first violin in the Waterloo-Cedar Falls Symphony Concert. He has also been a ranger naturalist with the Yosemite Park System.

From 1962-65 Dr. Shields was a music critic for the San Diego and Point Magazine and The Valley News publishing over 100 articles, essays, and reviews on music and related topics. He is a member of the American Philosophical Society and was recently elected to a three year term as trustee for the American Society for Aesthetics. In January of this year he was appointed consulting editor of the Journal of Aesthetic Education.

Dr. Shields gives as his reason for leaving UNI his disenchantment with the lack of state legislative support for this institution and the lack of promise or potential for the future.

Dr. Shields has accepted an appointment as Professor of Philosophy in the Department of Philosophy at San Diego State College. He will be starting his new position September 1 and will be teaching courses in Logic and the History of Aesthetics.
A TASTE OF 19TH CENTURY AMERICAN THEATRE

by Richard Jennings

The winter plays, William Gillette's "Secret Service" and James Kirke Paulding's "The Kentuckian, or the Lion of the West" afforded UNI theatre goers the opportunity to discover what the theatre was like in 19th century America.

"In line with the idea that educational theatre ought to function as a 'living library' we decided to perform 'An Evening of Nineteenth Century American Theatre,'" said Dr. George Glenn, assistant professor speech and play director.

The curtain raiser was "The Kentuckian," a riotus farce written in 1830 as a takeoff on Davey Crockett. The play was directed by graduate student Richard Jennings.

In the play, Nimrod Wildire, played by William Killmer and Bullwhip, his comical sidekick, played by Kenneth Berteau, go to New York to visit and "to get a little more genteel education." Nimrod meets Mrs. Wollope (Sara Moser), an English tourist and pandemonium breaks out.

The show had three villians, James Gritzner, James Cada and Mike Morrison, who were foiled before their schemes could be carried out.

James Kern of Blairstown was the assistant director and dancing master.

The main event of the evening was Gillette's 1896 Civil War Drama, "Secret Service," directed by Dr. Glenn.

The production detailed the adventures of Lewis Dumont (James Cada), a U.S. spky known in Virginia as Captain Thorne, a confederate captain of artillery. Thorne's mission is to get control of the Confederate telegraph office and send misleading messages to the Confederate troops.

In "Secret Service" Gritzner played General Nelson Randolph with Pam Watson as Mrs. General Varney and Mary Harder as Edith Varney.

Others in the cast were Jules Gray as Wilfred Varney; Nancy Uherka as Caroline Mitford; Michael Peitz as Henry Dumont and Artillery Orderly.

Bruce Somerville as Benton Arlesford; Sue Jennings as Miss Kittridge; Pat Dunn as Martha; Bill Yates as Jonas; Jennings as Lt. Foray.

Also in the cast were Morrison as Lt. Allison; Lakin as Lt. Tyree; Bertheau as Lt. Ensing; Kilmer as Sgt. Wilson; Dennis Gaumon as Corporal Matson; John Adamson as Cavalry Orderly.

Byron Schlotfelt, Bill McRoberts, Doug Blair, and Bruce Beadle as War Department Messengers; Jim Schmidt as Pvt. Eddigner; D. K. Harrenstein, Dick Maynard and Randy Alderson as Soldiers.

Lynda Sundin of Davenport was assistant to the director.

Miss Pamela Triggs, instructor in speech, designed and constructed the scenery for both plays. Mrs. Monabelle Hake was in charge of costumes and Charles B. Scholz, instructor in speech, made special props.
Photos by Duane Wince
He didn't turn them on in 1958 and all he had to say for himself was that he guessed he really "flubbed the dub!" But that was only mid-career, and only the annual Christmas Tree Lighting Ceremony.

By winter 1969-70 Dr. J. W. Maucker has redeemed himself fully. He remembered to show up for the traditional ceremony and threw the switch to light the UNI Christmas Tree.

But the Christmas joy of 1969 was turned to shock and sadness when President Maucker announced his resignation after 20 years of service in the institution's top position.

The 20-year Maucker Era comes to a close as the fifth president of the University of Northern Iowa retires from his post June 30, 1970.

President Maucker, who has seen UNI grow from a Teacher's College of 2,688 students to a University of 9,646, said of his resignation, "I gradually developed the conviction over the last 2 years that I no longer have the kind of drive and psychic energy that this position requires."

"It's time for fresh blood, for someone to come in new, with a somewhat different outlook and with a good deal of enthusiasm and drive, and with the ability to do what it takes to get the job done."

In accepting Dr. Maucker's resignation, the State Board of Regents in their January 1970 meeting said, "President Maucker's vigorous and effective leadership has been the outstanding factor in the continuing growth of this University in size, quality, and in national recognition."

First expressing the wish for a 'clean break' from UNI and formulating plans for securing a teaching position elsewhere, Dr. Maucker later accepted a position of full professor of higher education at UNI with tenure. He was also granted a leave of absence, without pay, from July 1, 1970, to June 30, 1972.

Inaugurated as Iowa State Teacher's College president on Sept. 15, 1950, Dr. Maucker succeeded President Malcolm Price, who retired in favor of a full professorship in the ISTC department of education.
The library in the president's home is a source of relaxation after a day's work.
The Maucker's pet cat, Baby, is not at all impressed with the 1967 OLD GOLD.

Artist James Lecheay's controversial 1966 portrait of President Maucker hangs in the UNI library.
The philosophy President Maucker employed throughout his administration was spelled out in his inaugural address.

Dr. Maucker, then 37 years old, told students, faculty, and administrators, "We are obligated to use our educational opportunities wisely, to make the most of our formal education. We are obligated to use wisely future 'career' opportunities made possible by the educational opportunities we have enjoyed. We must see that we do render service."

"We must cherish, guard and extend the kind of educational opportunity and the broader concept of social opportunity which has enabled us to cultivate and to discipline our talents and has opened doors to useful, pleasant, challenging lives."

President Maucker is known and will be remembered as a man of great intelligence, humanity, fairness, compassion and unselfishness.
He has guided the University in its growth from ISTC to SCI (1961) to UNI (1967) and has many times showed himself an exceptional leader, receiving recognition and awards from professional organizations, both state and nationwide.

In 1968 President Maucker received national recognition when he was awarded the Tenth Alexander Meiklejohn Award for Academic Freedom by the American Association of University Professors (AAUP). The award was presented to him for his outstanding contribution to academic freedom by a university administrator.

At that time President Maucker said of academic freedom, "It is not enough merely to tolerate provocative ideas—the University is obligated actively to encourage the free exchange of ideas."

Although Dr. J. W. Maucker leaves the UNI presidency, his ideals will remain a part of the University: Respect for the Individual; Desire for Justice achieved by due process under law or established rules; Love of Learning and the Need to Know; the Need for and Protection of the Free Exchange of Ideas; and the Courage to Change.

For those who knew this outstanding individual, President Maucker will be succeeded, but never replaced.
Despite all the hassle the United States government is getting from both inner and external sources for their intervention in Vietnam, perhaps there is still an acknowledgable reason for sending U.S. troops to aid the South Vietnamese in the conflict. Following is just such an explanation written by a young man who had recently returned from Vietnam. The article is taken directly from his text entitled, “Footnote No. Eight, Explanatory.”

Footnote No. Eight,

Explanatory*

To Richard M. Nixon, President of the United States of America, our policy in South Vietnam is "an expression of the U.S.'s willingness to accept the responsibility of defending peace and freedom in the world." 8-1 To McGeorge Bundy, one of the chief architects of our Vietnam policy in the last two administrations, our purpose there is to "prevent defeat." 8-2 To Clark Clifford, prime advocate and instigator of the total withdrawal proposal, we are there to "help a new and small nation resist subjugation from a neighboring country that is assisted by the world's two largest Communist powers." 8-3 Although these are authoritative interpretations of the U.S.'s Vietnam policy, they become vague when viewed separate of each other. Mr. Nixon refers to the U.S.'s involvement in Southeast Asia with respect to the rest of the world. Mr. Bundy has disregarded our original intentions and refers only to the prevention of our defeat by the North, and Mr. Clifford cites the specific aims only in relation to our original pledge to defend South Vietnam if she is attacked. If they are perceived as a combination however, they may account for a basic concept of purpose in regard to the realistic goals that must be met in order for the U.S. to "prevent our defeat... by the North", and to satisfy the "responsibility of defending peace and freedom in the world." But to establish the 'foundation' and thereby determine its validity, this concept requires a more clear definition and it can be found only by tracing the U.S.'s conduct in South Vietnam since her initial commitment in 1954.

Following France's withdrawal from Vietnam in that year, the free nations of the world, as an expression of their desire for world peace, created a neutral mediating body conceived solely for the purpose of establishing Vietnam's independence without war. When the U.S., at that time regarded throughout the world as the foremost symbol of freedom and justice, accepted admission into this body, known as the Southeast Asia Treaty Organization, she was immediately recognized as the principal SEATO power. It is argued by those who do not agree with the U.S.'s role in defending peace and freedom in the world, that we should not have accepted the responsibility of the primary component of SEATO, and perhaps that we should not have joined at all. Surely, however, it would have been wrong for the U.S. to refuse admission into an international body that represents a nation's desire for world peace, for it would have denoted the misconception that something other than world peace was and is desired, which is generally accepted as not true of the U.S. And, moreover, when the U.S.'s membership in SEATO was confirmed, she had no control over representing the organization's dominant figure in the eyes of other nations of the world. Thus it may be established that our partisanship in the Southeast Asia Treaty Organization was based on a 'sound' fundamental principle. In consistency with her role in SEATO, the U.S. immediately pledged to defend the South should it fall victim to overt communist attack. To my knowledge there is no record of public criticism and, until the Johnson Administration, this action was accepted without question. Furthermore, when President Eisenhower extended our commitment by sending a 300 man military aid mission, which was to assist the South in organizing a central government of non-communist constitution, the public at that time offered little doubt to either the commitment or its foundation. 8-4 The U.S. was primarily concerned with helping a new and backward nation establish its independence after more than thirty years of continual strife, and this remained so until 1961 when the Viet Cong guerillas openly attacked the Diem regime. 8-5 Moreover, in the entire history of U.S. intervention in South Vietnam, this primary purpose of helping the country establish and confirm its independence under a non-Communist form of government that expresses the desires of her people, has been the foundation of the U.S. Vietnam policy. Only the actions of North Vietnam and the pressures of public dissent within our own country have caused us to vary, and that variance has NOT been in the policy foundation but in the course of action employed within South Vietnam. As Clark continued on page 60
The women's liberation movement had its early roots in the 1830's as women began to think of themselves as a separate class. The Civil War made women more aware of their potential and rights as humans; they began to seek the right to vote.

By 1860 the emancipation of women was on two levels: Private, in which teachers, students, and middle-class women began enlarging their sphere of life and reaching out beyond the domestic circle, and Public, in which the limited women's rights movement and temperance work challenged the pervading Victorian stereotypes. By 1869 there were two main women's rights groups in America, the American Women Suffrage Association and the more radical National Woman Suffrage Association. The National Woman Suffrage Association was based on more than just winning the vote—they felt that the problem was not merely legal or political, but emanated from the domestic realm. This broader base and more radical ideas (some members even supported free love) made enemies of the women suffrage movement. Therefore, the two women's rights groups merged into the National American Woman Suffrage Association around the turn of the century and narrowed its stance. In hopes of gaining the right to vote, the movement changed its emphasis to woman as a national mother image who would purify the evils of the country with her vote. Although this eventually achieved the vote for women, it left the unequal treatment of women as people engrained within society; the emancipation of women was as complete as it ever would be.

Women did not enter into previously male roles until World War II when they took over men's jobs and kept the economy going while the men were fighting. Day care centers were organized on a large scale to care for the children while the women were working.

But women are still in an inferior role, although they constitute 51% of the population. While one of the basic ideals of the human race is to create in order to enjoy the individual life, women are not permitted to actualize their human potential; they are forced into the role of purely biological creatures. This inferior role originated a long time ago when hunting and general physical activity were necessary for survival. Women were at a disadvantage since they are, on the average, physically weaker than men and are burdened by pregnancy. This is no longer relevant, however, since technology has changed the whole focus of American society. Women's role presently is substantiated mainly by intensive, all-permeating indoctrination regarding the roles of women and men.

The role of women is firmly established in four areas: reproduction, socialization, sexuality, and homemaking. Women, of course, have always born the burden in reproduction. Simone de Beauvoir states in her book *The Second Sex*, "Man is different from animals since he creates and invents, but he tries
to escape the burden of freedom by giving himself immortality in his children. Man dominates woman to imprison another consciousness which reflects his own and to provide him with children that are securely his. Therefore, both the wife and the child she bears are treated as possessions. The responsibility of socialization is also left almost entirely to women, probably because it takes up so much of a person's time, does not produce any monetary compensation, and women are better suited for it since they are the "moralists of society, upholding and standing for truth, virtue, and the American Way."

One of the better advertised roles of women is sexuality. Woman's role is that of an ornament; therefore, the ugly woman is ridiculed for her inability to fulfill her proper role. Women are judged mainly on their physical attributes (or lack thereof) without much consideration for their minds. The indoctrination into this role begins at a very early age: while little boys are playing baseball and climbing trees, little girls are taught to keep their pretty dresses neat and are encouraged to wear their hair in cute curls. The indoctrination continues on television and in magazines in which women are continuously told that they should improve their physical appearance: lose weight, buy "kissable" lipstick, a better bra, alluring eye makeup. All to make her more attractive sexually so that she can be pleasant to look at and eventually get married and fulfill her fourth role—that of homemaker. When a woman gets married, her whole identity is a reflection of her husband. She becomes Mrs. John Doe—a man never becomes Mr. Jane Smith. She is expected to make the home a warm, comfortable place, keep her husband happy, and do all she can to further his career. Housework is defined solely as "woman's work". No one ever asks a man how he is going to combine marriage and a career, yet this question is constantly asked of a woman who decides to have an outside job after marriage. The "woman as homemaker" role is strengthened through the media. In advertisements for household products, women, never men, are seen scrubbing floors until they shine, getting upset because the neighbor has whiter sheets or fluffier towels, seeking a detergent that will leave hands soft. The role of homemaker would not be quite so bad if women had an alternative, but, especially if they have children, they are trapped in the house, regardless of their creative potential or I.Q.

Lenin stated that "even when women have full rights, they still remain down-trodden because all the housework is left to them. In most cases housework is the most unproductive, most barbarous and most arduous work a woman can do. It is exceptionally petty and does not include anything that would in any way promote the development of the women." Women have been very well taught to accept their role in life without question; their role in socialization is
carried out in children's books, textbooks, magazines, newspapers, television, and general societal pressure.

Let's bring these roles down to the local level here at UNI. Most of the women here were raised in rural settings, where indoctrination and community pressure to conform to the female role is even more intensive. Male dominance is very evident in a rural setting since superiority is based on strength and hard physical activities. Most of the women here at UNI are on the teaching program and in fields that are considered female areas, as the following statistics from the 1968-69 report of the Registrar show. Women make up 55.3% of the undergraduate students and 39.3% of the graduate students; the percentage of women going on to graduate school drops considerably. The following are percentages of women receiving a B.A. at UNI in 1968-69 in various fields on the teaching program: business (general) - 18.2%, elementary education - 56.9%, home economics - 100%, library science - 97.2%, English - 73.4%, mathematics - 35.6%, science (general) - 30%, biology - 17.6%, social science (general) - 14.5%, history - 27.2%. Women are mainly in elementary education, home economics, English, and library science, while men predominate in business and the natural and social sciences. Women constituted 65.8% of those receiving B.A. teaching degrees, while they were only 19.9% of those receiving B.A. liberal and vocational arts degrees. Women on this campus have generally been socialized well enough to stay out of fields that are considered men's areas. There are actually very few acceptable vocational fields for women; it's true that they are allowed to go into most of the fields, but there is a lot of societal and peer pressure to stay in female areas and to eventually get married. Anyone who has lived in or visited a woman's dorm couldn't help but notice the predominance of bulletin boards announcing pinnings, lavallerings, and engagements. If a woman doesn't have some sort of strong tie with a man, especially by the time she is a senior, she begins to feel a bit uncomfortable and out of place—as if life is passing her by. There is a high premium on women getting married, taking care of the home, and having babies. Don't get the idea that the women's liberation movement is against marriage and children; it is not. However, it is against the socialization of women to feel that marriage and children are the supreme goals of life, which leaves women without any real vocational alternatives since everything else is second choice and not valued as highly. The "old maid" receives the pity of those around her who wonder what was wrong with her since she didn't catch a husband.

There are many other examples on this campus of things that reinforce the female role socialization and keep women in their place. One of these is the hours and housing restrictions imposed on women. It's the old double standard working to insure that women are protected and do not ruin their morals. Everyone knows that women with ruined morals have a harder time getting married and do not make acceptable mothers. The Slave Auction was a convenient device in which men could buy women to do various household chores (women's work); the Auction also gave women a chance to "sacrifice" for men and to get a date, which is an important step in getting married. The Miss Short Skirt and Miss Legs contest on campus reemphasize women's role as a sexual object. Therefore, women are rewarded mainly in the fields of housework and sexuality. There are no contests regarding intelligence. Women's honor associations receive very little, if any, recognition, while a large picture of Miss Short Skirt graced the Northern Iowan.

If a woman does decide to forgo her socialization and choose a career in a "man's field", she often has problems finding a job. If she does find a job, the pay is often less than what a man would receive in the same position. Women are generally not promoted to management positions in businesses. They are kept in lower paying sales, secretarial, teaching, and waitress jobs. These jobs are just extensions of their roles as homemaker and mother; they involve waiting on men and caring for children. According to N.D. Dodge in Women in the Soviet Economy, 1966, one-third of the engineers and 75% of the doctors in Russia are women. Here in the U.S.A., less than 1% of the engineers and 7% of the doctors are women.

What are the answers that women's liberation gives to alleviate the inequality and injustice? The women's liberation group at UNI began last spring with reading and discussion groups regarding the role of women. One important area is education to make women aware of their oppression as an individual and to recognize the social sources of her individual oppression. Education is also aimed at pointing out the resulting pressures on men when they are forced into so-called strong, protector roles in which women are mere reflections. The UNI women's liberation group put out an issue of the new Prairie Primer in February. Immediate goals of the UNI women's liberation group are to educate people regarding women's liberation and to expose the oppression of women to the community.

The women's liberation movement is national in scope with a wide range of goals and tactics. Initial tactics are reading and discussion groups to help women appreciate women more and to comprehend their oppression. An important emphasis is ending economic discrimination. Goals may even extend to such radical ideas as segregation of the sexes and abolition of private property. There have been suggestions to broaden the idea of what constitutes a family, since the present nuclear family structure is too narrow and is incompatible with equality of the sexes since women are too tied to their various roles within the family. Alternative acceptable family structures might be communes or single people raising children. Women's liberation is working to make women and men more aware of their narrowly defined roles. If there were role equality, men wouldn't have to spend so much time proving their masculinity and defending their egos. If women had identities of their own, a woman wouldn't be so concerned with getting a husband and pushing him and her children to succeed so that their successes can reflect on her. Women must be allowed to realize their potential as human beings. They must be allowed to control their own bodies through repeal of abortion laws and better and more easily accessible contraceptives for both women and men. Something must be done to end the prejudice and blatant generalizations against women which are predominant in this society. This will be a hard struggle—think how long the blacks have been struggling to overcome deeply ingrained prejudice against them. Black women in the women's liberation movement have stated that they have been discriminated against more as women than as black people. We have to begin somewhere to end the limitations placed on women's human potential.
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The problems of environmental pollution have long since been attacked by scientists. Today the protests have moved from the laboratories to the cities, towns and campuses.

The battle against environmental degradation has begun. The American public is realizing that the pollution of our natural environment can no longer be ignored. Because of this awareness, colleges and universities across the nation are devoting time and energy in a fight against pollution.

Senator Gaylord Nelson of Wisconsin made a plea for a National Environmental Teach-In to be held on April 22. In response to this plea, EnAct (Environmental Action for Survival) was formed on the UNI campus.

The kick-off teach-in, held in the Hemisphere Lounge of the Union, featured President J. W. Maucker and Dr. Wolderman Albertin, ecologist and Assistant Professor of Biology.

President Maucker gave several aspects of the pollution problem. He said that pollution problems are the side effects of our accepted way of living. He stated, "Most of the damage that is done is not done with the purpose of messing up the environment. Secondly, the actions of single individuals or corporations don't add that much to the problem, but it's the cumulative affect of all of us on earth. And finally, ignorance plays a large part. We don't realize the consequences of our actions. Education should help."

Dr. Albertin said that man was the only organism to defy all of the laws of nature and factors which govern population levels. He stated, "...man has altered the face of the earth, cutting, burying and plowing the prairies and he has developed homes and clothes to protect himself from natural population barriers."

In the following question and answer period, the problem of the campus Physical Plant was mentioned. Officials are attempting to rectify the pollution created by the 100 foot smokestack. Presently there are no anti-pollution devices on the smokestack. An economizer attached to the boiler does filter out some of the dust particles. Part of the problem will be eliminated next fall by the operation of the new heating plant, now under construction. The new plant will be used as an auxiliary unit to the existing plant.

Weekly teach-ins featuring civic leaders and educators from Iowa were held at 7:30 on Thursday nights. Some of the speakers were Hugh Copeland, Director of the Metropolitan Planning Commission, Robert Buckmaster, chairman of the Iowa Water Pollution Control Commission, Dr. George Knudson, chairman of the Department of Chemistry at Luther College and Dr. Robert Goss, Professor of Biology at UNI. These men spoke on the various aspects of the pollution problems on the local and the state levels.

The activities of EnAct were highlighted by the presence of Dr. Paul Shepard, joint editor of The Subversive Science, Essays Toward an Ecology of Man. He spoke on "The Idealogical Frameworks for Environmental Destruction." This dealt with American attitudes, values and blindnesses that have caused us to see our ever expanding economy without seeing its consequences. He was on campus for the celebration of Earth Week, April 20-23.

by Pat Ainger
Every Tuesday and Friday morning the Northern Iowan, the newspaper of the University of Northern Iowa, is distributed to the university community. Every Tuesday and Friday morning over 15,000 people read that paper. Every Tuesday and Friday morning these same 15,000 people read that paper and calmly toss it in the nearest wastebasket, not realizing how that paper got there and not really caring.

The casual reader of the newspaper is not disturbed by this fact but to the handful of students and faculty who help to put out the paper, it is very disturbing and rapidly becomes quite frustrating. Putting together a paper which is informative, interesting and readable is a full time job. For the student who can't devote full time to the task, without serious risk of flunking out of school, the problem is magnified.

The Northern Iowan is written and edited by students of UNI. It varies in length from 8 to 24 pages and is printed in tabloid form. As mentioned before it appears on the scene every Tuesday and Friday morning during the school year. But how does the paper come to be? How is it gotten out on time? Who are the people who get the job done?

News begins its trek from event to printed page on the note pads of the people who tell the story of what has happened—the reporters. Not including the editors, the Northern Iowan employs a staff of four reporters. It is their task to find out exactly what has happened or in some cases what is going to happen. They then write the story in such a way as to accurately, clearly and concisely get the message across to 15,000 people. It is not an easy assignment. The note pad and the typewriter are the basic tools of the reporter but many other skills go into the writing of a news story which truly tells it like it is.

With only four full time reporters the problem of story assignment and coverage can be a serious one when tests and other academic burdens get in the way of a reporter covering a story. These people might be reporters for the college paper but above all they are students and grades
are not supposed to be sacrificed for the good of the paper. Sometimes replacements can be found for the reporter who has to study or write a comp but the vast majority of times the responsibility of obtaining the story falls into the hands of the editors.

The Northern Iowan employs four editors who are responsible for a certain number of pages according to the number of pages in the entire paper. The number of pages assigned to each editor is generally equal. If, for example, there are eight pages in the paper, each editor has two pages with which to work.

An editor, in the purest sense of the word, is not a writer. He generally has been a writer for a period of time before becoming an editor. Once elevated to an editorship he is supposedly the person who coordinates the news that will appear on his pages. He edits the stories, writes headlines, crops pictures and lays out his pages to give them the form you see when you read the Northern Iowan. Don't get me wrong—the editors of the Iowan do all these things—but many times it becomes necessary for them to do much more. This is where the real problem of too much work and too little time comes into the picture.

Because of staff shortages it is not uncommon for an editor on the Iowan to be forced to write a great deal of the copy which will appear on his pages. This disrupts the entire organization and causes the whole process to be slowed down—sometimes to the point of a complete halt. In effect the editor is doing the work of as many as five people and is still expected to get the job done well and on time. This of course, is a huge order. The result is occasional errors in the news and almost inevitable long hours for the editors.

Late nights and early mornings are an accepted way of life for an editor on the Iowan. Deadlines have to be met and classes have to be attended. The mixture of the two can make for very tired editors. The deadline for Tuesday's paper is Monday morning and for Friday's it is Thursday morning. Frequently the editors of the Iowan work until the early morning hours of these days to make sure the paper will be there for you when you expect it. The professors who teach the courses in which these people are enrolled don't know this. All they know is that some kid keeps falling asleep in the back row and he happens to be the same kid who has cut class time after time that semester.

Life isn't exactly a trip when you work on the Northern Iowan. Compliments are few and criticisms are many. Hours are long and the pay is barely adequate. There are bonuses, however—like the good feeling you get when you think about 15,000 people getting some good out of a paper you helped to produce. Just one thing though—you try not to think about them throwing it away.
A DAY IN THE LIFE
OF A STUDENT TEACHER:

Imagine, if you can, being confronted by twenty-five students who expect you to impart the vast knowledge of the world to them. Many UNI students find themselves in just such a position every year when they student teach for nine weeks. What is the “typical” day for a student teacher? What are the problems a student teacher must handle? Why do students decide to become teachers?

To answer some of these questions we have sought the help of Mrs. Larry Best who recently completed her student teaching at Price Laboratory School. With a major in Early Childhood, she taught nursery kindergarten (four, five and six year olds).

While teaching, Mrs. Best’s day began at 5:45 when she started the day by getting her husband off to work. Commuting from Denver, Iowa, she was expected to be at school by 8:00. School started at 8:45 with the class being broken down into several groups for language lessons. Team teaching situations made it possible for more individualized instruction to be implemented. A work time followed and at 10:15 it was time for a rest during which juice was served to the children. After that, small groups were formed for the math lessons. Then it was time for games and music. At 11:00 a story was read to the students. Dismissal was at 11:15. The afternoon section section starting at 1:00 mirrored the morning session in its activity. The student teachers at the Price Laboratory School took turns at playground duty.

Mrs. Best revealed that her decision to teach kindergarten was based on her past experiences with younger children. Teaching Sunday school, working in the children’s department in the Mason City Library and participating in the Home Start programs have helped her decide what age level she wished to work with.

While student teaching, Mrs. Best discovered that, “It was a lot more work than I expected.” A great deal of planning must go in to preparing for each day’s class. Mrs. Best felt that two of her weaknesses were in the area of music and art activities. Her supervisor, Mrs. Brewer, was very helpful in assisting her in the music area. The main problem in art activities was coming up for the ones who choose the
Discipline, which is often a problem at higher grade levels, didn’t seem to be a serious problem at the kindergarten level for Mrs. Best. Discipling the guinea pig the sixth grade had given the class was one problem she hadn’t anticipated, however. It seems when students were returning the guinea pig to its cage the animal often escaped before reaching the door of his home. Retrieving the guinea pig was one of the routine parts of Mrs. Best’s day.

Mrs. Best felt that her experience was not a “normal” teaching experience because of the innovative methods being used at Price Laboratory School. The class had a total of four teachers including two student teachers. In most schools only one teacher is assigned to a kindergarten class and must assume all the duties. Mrs. Best also said there was an advantage in having two classes a day because mistakes made in the morning could be remedied before the afternoon class. Different techniques could be experimented with in the different classes and the best teaching methods could be selected.

Along with many other future teachers, Mrs. Best is anxious to get out of school and find a teaching position. She will graduate in August. Applications and interviews will be taking up a great deal of her time in the next few months.

For most students, practice teaching is a rewarding and enlightening learning experience. It is a first hand encounter with what teaching is really like and what is expected of an educator. For the ones who choose the teaching field, student teaching gives them the practical experience they need to face their first year of teaching with a little more confidence and knowledge.
SOME FORTY-SIX athletes have formed this year's Northern Iowa track team under head coach Jack Jennett. Almost 20 of these thinclads are freshmen, which indicates what could be a rebuilding year.

However, the young Panthers expect to win their share of meets before the College and University national track meets in June.

Departed are such superstars as two-time All-American Larry McCready, Herb Grigg, Tom Denney, Ken Huelman, Rick Witt, Tom Gilmore, and Howie Davis.

McCready was the all-time scoring champ with 811 career points. Nobody will touch that for some time, but team leadership hasn't been lacking just the same.

All-American miler Wayne Carpenter, who was clocked at 4:08.6 in the NCAA nationals last spring, is one big plus this season. UNI has strength in the sprints with everyone back except McCready, in the middle distances with Larry Daniels and Carl Campbell, in the jumps with Craig Fay and Rich Franklin and in the eights with Mike McCready.

This McCready has come into his own in one short year. He did 56-11 3/4 in the shot put as a freshman and is expected to improve on his record this year as a soph.

THE INDOOR SEASON ended in March with the Panthers finishing fifth in the NCC meet. This was the first year the Panthers have finished anything but first. The first four years of the meet, UNI has been the unquestionable power.

In this year's indoor meets, UNI wound up 3-2 in duals, losing only to Iowa State and Northeast Missouri. Coach Jennett wasn't disappointed in this.

In fact, the coach wasn't as
shook up as one might think concerning the low finish at the conference meet. "The conference is getting tougher," he says, "and we just haven't kept up."

To prove his point he indicated that seven records were shattered and one equaled at the NCC Indoor. One of those broken was the pole vault, where UNI's Clyde Hovick soared higher than he ever went before—14'4"—but couldn't place higher than fourth. The winning height: 15'9".

"We figure we've got a good supply of vaulters this season," the coach explains, "but it could be quite a hassle trying to place in the keen competition."

Panther lettermen vaulters are Hovick and Steve Speth, a latecomer due to his gymnastics work. Others who have cleared 14 feet this year are Mark Blackman, a junior from Eagle Grove, Steve Harken, Cedar Falls freshman, and Kim Steele, Washington freshman.

IN ALL, FIFTEEN lettermen bolster the squad and give it some strength in running events. Guys like Jim Finnessy, Larry White, Dave Harskamp, Bob Lee, and Rich Franklin lead this department.

"Our two-mile relay team should give us a consistent lead with returnees Carpenter, Daniels, and Don McCullough," Jennett adds.

The Panthers expect to generate another winning combo in the 440 and 880 relays, where last year's record-breaking came regularly. The only leg missing is the Larry McCready anchor.

Key injuries in early season workouts slowed down the progress of lettermen Ron Hamel, soph hurdler, sprinter Dave Harskamp, also a soph, and senior sprinter Carl Campbell.

Craig Fay provided the first bright spot in the 1970 track outlook when he won the Arkansas Relays triple jump over opponents from Oklahoma State, Kansas State, Iowa State, and Wichita State, and some ten other big name schools.

The Panthers will host the North Central Conference Meet May 15-16 and the NCAA Regional Meet May 23.

Golf

Nine dual meets and two invitational meets were on the UNI golf slate for the spring of '70. Coach Chuck Patten's eager but inexperienced team will host the North Central Conference Meet May 14-15 to cap the season.

Don DeHaven, a junior from Sumner, has been the team leader. He is the only two-year lettermen, but Doug Coen, Creston sophomore, backs him up. Coen is a one-year lettermen.
The Panthers have had more lettermen in the past, but seldom have had the depth of this year's squad. Although early season practice was hampered by sub-normal temperatures and wet course conditions, the several dozen team members showed plenty of enthusiasm.

Heading the list of prospective winners are Roger Workman, sophomore from Marshalltown, who transferred from Marshalltown JC; Doug Jordan, a Cedar Rapids sophomore; Bob Snodgrass, Creston junior; John Bartels, Waterloo freshman; and Tim Lindgren, a Cedar Falls freshman.

Tennis

YOU DON'T HEAR of too many records being broken in the tennis world around UNI, but one was broken before the season even began. This year head coach Pete Mazula lined up some 40 meets, and that's a lot of tennis!

"We just hope everybody can stay healthy and the weatherman will cooperate," Mazula said before his Panthers began their regular season.

Wrestling

NORTHERN IOWA'S WRESTLING team stepped up a notch in national esteem during March with a second place finish in the College Division National Tournament.

Coach Chuck Patten molded a winning season in dual meets and then took his whole team to the season finale, coming back to Cedar Falls with five All-Americans headed by 167-pound Skip Bellock. Bellock, from Park Ridge, Illinois, turned his last season into a super effort as he took second in the Nationals.

Following Bellock on the list of top point-getters were 177-pound Bob Boeck and heavyweight Mike McCready, who both took third place.

Junior Clint Young and senior Marvin Reiland both placed fourth in the national meet. This brought UNI's number of 1970 All-Americans to five. The top six men in each weight were tabbed as All-Americans.

California Poly Tech, the perennial favorite, was again the U.S. champion, but the Panthers took more wrestlers to the meet than in the past and came home with the surprising runner-up finish.

Others who wrestled in the national meet for UNI were Dave Nichol, John Moeller, Mark Sothman, Mike Meador, and Mike Allen.
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Clifford has honestly admitted, and in his own words, "The policy's foundation is based on sound and unassailable premises, thoroughly consistent with our national interests and responsibilities."8-6

Unfortunately, there are many Vietnam critics that question the foundation in spite of its apparent soundness. One argument refers back to our actions in 1956 in an attempt to establish a basic defect. The proponents of this argument contend that the U.S. was wrong in her intervention of a civil war. The logic is based first on the theory that the 1954 Geneva Agreement did not create two nations but merely a temporary division between the northern and southern half of one. Further, it is noted that the agreement provided for free elections to unify the two halves and that it was the South rather than the North that refused to hold those elections. The argument, then, is that the U.S. is responsible for contributing to the expansion of a civil war into an international conflict. While the logic pursued is nearly perfect, the fatal defect lies in a mistaken and inapplicable theory. Webster's New World Dictionary, College Edition, defines on page 977 'nation' as "a people of a territory united under a single government", and on page 268 'civil war' as "a war between two factions of the same nation." Because at no time since their division in 1954 have the North and South been united under a single government, it is a technical impossibility for a civil war to have ever existed between them. The

Need
To Change
American Attitude

formal refutation of this argument then, is that the U.S. is unassailably, by unimpeachable definition, innocent of the charge.

The only other argument against the validity of our Vietnam policy's foundation that bears mentioning may also be the most serious and profound of all. This argument, which asserts that the U.S. was wrong in assuming the responsibility of protecting South Vietnam's right for peace and freedom in the first place, appears to imply the 'unsoundness' of the very existence of the United States of America as the best and most desirable society on earth. Fortunately, the logic behind the argument is filled with inconsistency, irrationality, and contradiction. In the first place, the thinking is not consistent with the U.S.'s code of international conduct since World War One which is not regarded as 'unsound' or wrong in principle. Ever since the allied victory in 1918 the U.S. has governed her foreign and international policies primarily to produce peace throughout the world by maintaining active international commerce. The U.S.'s involvement in alliances, treaties, and international agreements are too numerous to mention, however some cannot go unmentioned; the alliances of WW II which still exist, the unsuccessful League of Nations, the United Nations whose headquarters are in the U.S., and our support of thousands of underdeveloped nations throughout the world. This policy of the U.S. which is responsible in a great degree for the peace that has prevailed since WW II and which has never produced dissent among Americans before, is suddenly the main point of criticism of many people in regard to our Vietnam dilemma. The tone of contradiction cannot be ignored. Furthermore, in the years immediately preceding our entrance into the Second World War, the U.S. supported the allies in Europe in nearly the exact manner in which we supported South Vietnam from 1954 until 1961, however no question of responsibility arose. And even after our entrance into the war, when we massively invaded nearly all of Europe to fight the siege of Nazi Germany, who had never seriously threatened to directly invade the U.S., there has never been a charge that 'it was not our war'. In Vietnam however, the U.S. was attacked outright by Communist North Vietnam. The impression is that today the U.S. is criticized as wrongfully defending the rights of peace and freedom for the South Vietnamese, while 25 years ago the U.S. was applauded for defending the rights of peace and freedom for the world's entire free population. This overt contradiction cannot be eradicated by the counter-argument that these two situations are completely unrelated because our national security is not at stake in Vietnam. In many instances in 1936 it was believed that our national security was not at stake in Europe and Africa when Hitler was building his Nazi movement into a frightening reality. As Hitler's claim of united Nazi world was ignored, so is Khrushchev's promise to "bury the United States." In view of this history of WW II, the history of the phenomenal Communist
build up since 1950, the fact that the Communist movement now has more land and more people than did the Nazi's at the time of their siege, and finally, in the consideration that we have been warned more than once, I believe it to be a rather obvious oversimplification to assume that our national security is not at stake in South Vietnam and the surrounding countries. From this point, it seems that the only logic remaining in this argument is that we have the responsibility for defending peace and freedom in the world in only two circumstantial situations. One, when the peace and freedom that needs defending is only our own, which tends to be rather vague and contradictory, and the other, during a World War, which seems a little unfair to our nation in all respects.

In conclusion, the foundation of our policy in Vietnam is to protect and defend the South Vietnamese' right to peace within their country and their right of freedom to live in that country under a central government that is representative of their needs and desires. Moreover, this foundation is different from the foundation of our previous WWS' policies only in that it applies to the people of South Vietnam rather than the people of the free world of which they are a part. This foundation has been the life blood of the American way of life from its inception. It was on this foundation that the British rebels undertook the break from England, it was the foundation on which those revolutionaries fought and defeated the British in 1775-1783, and it was on this foundation that the rights of peace and freedom belong to ALL men, that the United States of America formed their constitution and their independence as a free nation. If this foundation is altered to apply to 'just the men involved in our national security' it is no longer American, and if it refers to 'just the men of the United States of America' it no longer stands for what is right. And if this foundation is rejected altogether, then those who reject it should stand up for their beliefs and seek a country that they believe in, for if they remain in The United States of America, they will never find peace and freedom within themselves. It is not the American idea that needs change; it is the American peoples' attitude.

Footnotes within Footnote No. Eight

*Originally, this footnote was to be a brief explanation of our Vietnam policy foundation, followed by a quote by Clark Clifford in which he states that the U.S.'s original intentions were consistent with national interest and the foundation 'sound' in respect to our responsibility, even though he was at that time advocating and instigating the total withdrawal proposal. I planned the footnote form because I felt that if I introduced this exposition in the paper's constitution, the fluency of my 'thesis idea' at this point, would be interrupted and its perappicuity lost. However, I have found reason to elaborate on the soundness of our Vietnam policy foundation and I am forced, unfortunately, to use this rather unorthodox and ineffectual means.

8-1
U.S. News and World Report, June 23, 1969, pp. 29-31. The quote by Mr. Nixon was taken from an address he presented to the 1969 Air Force Academy graduating class.

8-2

8-3
Clark Clifford, news release, the Des Moines Register, June 19, 1969, p. 5.

8-4
"U.S., Viet Nam, and Elusive Peace", Senior Scholastic, pp. 3-9, April 18, 1969.

8-5
Senior Scholastic, ibid.

8-6
Four European Summer Study Tours Offered in '70

For those students with the desire to travel and to learn, the University of Northern Iowa is offering a unique experience in both fields.

Four study tours to Europe are being offered this summer, with credit in four different areas. Tours are being conducted through England, Scotland, Ireland, Greece, Germany, Austria and Russia. The tours combine sightseeing and actual field study in four areas: English literary, classical theatre of Greece of the Greek, German language and customs and Russian language and lifestyle.

The first tour, the English literary study tour, is to be conducted by Dr. Daniel J. Cahill. The group will travel through England, Scotland and Ireland, with sightseeing and touring in London, Cambridge, Canterbury, 

Petrodvorets: the summer home of Peter the Great famous for its fountains. It is on an estate covering some 500 acres and over five hundred different types of fountains can be found.

Chichester, Bath, Tintern, Monmouth, Stratford-Upon-Avon, Gloucester, Broadway, Warwick, Nottingham, Yorkshire, Lancashire, Windermere, Carlisle, Dumfries, Edinburgh, and Dublin.

Theatre visits and visits to museums will be arranged so that a study of literary heritage can be pursued.

The tour, which runs from July 30 to August 20, will cost $795.00. This includes all traveling, aside from personal sightseeing costs, breakfast and one main meal daily, sightseeing and special attractions, theatre visits as listed in the itinerary and hotel accommodations.

Regents Universities Sponsor Summer Study in Austria-Germany

The German language departments of Iowa's three state universities will sponsor a language study program in Austria and Germany this summer from June 8 to August 13, in cooperation with private colleges and area community colleges in the state.

The program, called the Regents

The State Opera House in Vienna will be one of the many famous buildings visited during the Regents Universities Campus Abroad in Germany and Austria.
The summer study program provides a sound cultural and academic experience to all participants," said Karl Odwarka, assistant professor of German at UNI who is executive director of the program.

Classroom instruction will be given at two sessions during the summer program. The first session will be conducted in Millstatt, Austria, from June 11 to July 2 at which time the students will stay at the Postklause Annex of the Hotel Post in Millstatt. The second session will be from July 7 to July 31 at the University of Vienna in Vienna where the students will be housed in dormitories reserved by the University, living together with students from all over the world.

Following the study sessions the group will spend two weeks touring Germany, including a four-day stay at Munich to visit the Alte Pinakothek, the University, and other points of interest. Five days will be spent in East and West Berlin, and the final days will be spent in Frankfurt with visits planned to the Goethehaus, the Paulskirche, the Staedel, and a day on the Rhine River.

**UNI Russian Language Tour to USSR Planned**

A cruise on the Volga River and a visit to the Moscow home of Russian novelist Leo Tolstoy will be in store for students and teachers of Russian who participate in the University of Northern Iowa Russian Language Study Tour in the Soviet Union next summer, June 8-August 13.

Tour director Edward Jamosky, assistant professor of Russian at UNI, said the experience is designed to help participants master spoken Russian in native surroundings and offer them a chance to meet and speak with Soviet citizens. "The participants will get to know their native instructors, share living accommodations with them and be accompanied by them on all excursions," he said.

According to plans, tour participants will take intensive Russian language instruction in Leningrad, travel to various cities and historical landmarks of the USSR, cruise on the Volga, and finish with a tour of Moscow. Jamosky indicated that trips would be made to such places as the Lenin Library, Moscow University, and the Moscow home of Tolstoy. "We will go to local movie theatres and playhouses and visit the grocery, the market, and the dairy store. In short, with an open mind, a lot of good will, much imagination and initiative, the participants will have an invaluable experience," he pointed out.

In order to be eligible for the tour, a person must show evidence that he or she is currently teaching Russian in a private or public school, or has completed 12 semester hours of college Russian or two years of high school Russian. Jamosky advised early registration since enrollment will be limited to thirty participants. He said the comprehensive cost of the tour is tentatively set at $1,300. The fee does not include travel in the United States, tips, passports, medical fees or personal expenses.

**Speech Department Sponsors Classic Theatre Tour to Greece and England**

Students of the classical theatre of Greece and England will have an opportunity to pursue their interest in those countries next summer on the University of Northern Iowa "Classic Theatre Study Tour."

The second annual tour abroad sponsored by the UNI speech department, it is scheduled for the post-summer session from July 30 through August 20.

"Last year, our tour went only to England to study the British theatre, but it was so successful that we decided to add Greece to our itinerary this year," said Stanley Wood, professor of speech and tour director. Wood, who has visited all the theatres on the itinerary, said one goal of the tour is to acquaint the participants with the environment that contributed to the theatre. He said the classical theatre of Greece of the 5th Century B.C. and the Elizabethan theatre are considered the two greatest periods of theatre in Western Civilization. "In Greece we shall see the plays of such dramatists as Sophocles, Euripides, and Aeschylus, and in England, Shakespeare," Wood added.

The group will fly from Chicago to Athens, Greece, where they will attend the Theatre of Dionysius, the Odeon Theatre and visit historical sites. They will also visit the theatre and museum at Delphi. At Olympia, they will attend the Epidaurus Theatre, considered to be the finest Greek theatre in the world. Plans include trips to Argos and Corinth and, in addition, a cruise of the Greek islands.

Some 11 days will be spent in Greece with the time divided into two days in Athens, four days cruising the island, and five days on a land tour. From Greece, the group will go to England where they will see productions at Stratford-on-Avon, Chichester, and London. "All of the productions in both Greece and England will be done by the best theatre companies in the countries," said Wood.

Persons participating in the tour may, if they choose, earn two hours of undergraduate college credit. The tour is not limited to students. Further information can be obtained at the UNI speech department.
JUNE GRADUATES

For many of the approximately 1,100 students receiving their Bachelor of Arts degree, the 112 receiving a Master of Arts degree, and the two students receiving their Specialist in Education degree, commencement exercises will be the end of formal education.

For others, their degree is merely a stepping stone for further studies.

For most of the graduates, future plans include a job, or more courses; but it will be a life style different from their years at UNI, as it will be for President J. W. Maucker, who will be presiding at the exercises for the last time.

For all it is a beginning...

Abens, Maurice R.
Humboldt, General Business
Abolins, Aija Alda
Des Moines, Social Science
Achenbach, Kathleen T.
Rockford, Elementary Education
Acton, James
Ottumwa, History
Acuff, Virgil R.
Waterloo, Science
Adair, Gary
Burlington, Industrial Arts
Adams, Jane B.
Webster City, Social Science
Adams, William C.
Sioux City, Business
Ainley, Ronald L.
Waterloo, Industrial Arts
Albaugh, Mark Dana
Mason City, Sociology
Adair, Gari
Burlington, Industrial Arts
Adams, Jane B.
Webster City, Social Science
Adams, William C.
Sioux City, Business
Ainley, Ronald L.
Waterloo, Industrial Arts
Albaugh, Mark Dana
Mason City, Sociology
Albaugh, Robert
Mr. Pleasant, Biology
Algoe, Martha L.
Badger, Elementary Education
Allen, Barbara
Ames, Elementary Education
Allerton, Keith L.
Council Bluffs, English
Andersen, Betty L.
Independence, Elem. Ed.
Andersen, Donna
Arcadia, Sociology
Andersen, George
Buffalo Center, Business
Anderson, Rosalind
Strawberry Point, Elem. Ed.
Anderson, Melinda M.
Ogden, Junior High English
Anderson, Shirley May
Rockwell Ciry, Physical Ed.
Andrew, Jean I.
West Union, Elementary Ed.
Anfinson, Arlin A.
Ottumwa, Elementary Education
Anfinson, Carol M.
Ottumwa, Elementary Education
Archer, Curtis B.
Bloomfield, Art
Arnold, Janet L.
Britt, Spanish
Aronson, Barbara L.  
Davenport, Physical Education  
Askelson, Kenneth D.  
West Union, Marketing  
Atkinson, Pamela K.  
Sheffield, Home Economics  
Azbell, Norman Ray  
Waverly, English  
Baethke, Audrey A.  
Centerville, Elementary Ed.  
Baker, Nancy Jane  
Des Moines, Library Science  
Bakke, Steven R.  
Fertile, Business  
Balog, Bryan R.  
Donnellson, Industrial Arts  
Banghart, Joyce A.  
Gilman, English  
Banse, Thomas  
Cedar Rapids, History  
Barlow, Linda R.  
Iowa Falls, Elementary Education  
Barney, Kathleen  
St. Paul, Minn.; Elementary Ed.  
Bartels, Ruth D.  
Lytton, Library Science  
Bartling, Darrel Roy  
Denver, Physical Education  
Bartman, David A.  
Waterloo, Marketing  
Bates, Judith J.  
Union, Elementary Education  
Bauercamper, John J.  
Cresco, Economics-Political Science  
Baumgarten, Carole S.  
Cedar Rapids, Political Science  
Baumhover, Marlene K.  
Cedar Falls, Elem. Education  
Beckman, Margaret O.  
Dyersville, English  
Beckman, Sherry S.  
Danville, Speech  
Beerman, David F.  
Paulina, Biology  
Behrend, Bob L.  
Guttenberg, Mathematics  
Bell, Barbara J.  
Dubuque, Spanish  
Belson, Robert  
Holstein, Business Educ.

Benak, Rita A.  
Jesup, English  
Benesh, Mary J.  
Walker, Elementary Education  
Bengtson, Brian L.  
Aurelia, Mathematics  
Benkert, Sherry Lynn  
Burlington, Elementary Educ.  
Bennett, Michael E.  
Waterloo, Philosophy-Religion  
Berlin, Sharon A.  
Red Oak, Mathematics  
Bernard, Paul J.  
Waterloo, Mathematics  
Bertrand, Eldon E.  
Webster City, Mathematics  
Blisbey, Elaine E.  
Clarion, French  
Blakeslad, Suzette  
Charles City, Music  
Blanche, James A.  
DeWitt, Physical Education  
Blood, Jane Ellen  
Altoona, Lower Elementary  
Bloomquist, Moradith M.  
Davenport, Elementary Education  
Bock, Sheryl  
Storm Lake, Elementary Educ.  
Boelman, Allyn Lynn  
Belmond, History  
Boelman, Arlyn Lee  
Belmond, History  
Bohm, Angelica  
Fort Dodge, Mathematics  
Bohner, Rodney Lee  
Ackley, Art  
Bohner, Cynthia  
Danialson, Home Economics  
Boller, Linda J.  
Urbandale, Elem. Educ.
Egemo, Lorin Lee
Eagle Grove, Business Administration

Egland, Donna Jean
Cylinder, Elementary Education

Eichelzer, Susan Jane
West Bend, Library Science

Eickman, Kathleen Carol
Fonda, English

Eide, Susan E.
Des Moines, English

Einwalter, Lois J.
Waterloo, English

Enright, Edwin E.
Charles City, General Business

Evans, Jon W.
Clinton, Junior High Mathematics

Fain, Connie
Humboldt, Elementary Education

Fain, Sondra
New Hampton, Library Sci.

Fairhurst, Virginia J.
Cedar Falls, English

Farrell, Sandra J.
Waterloo, Elementary Education

Fascher, Sandra
Harlan, Mathematics

Fauquier, Thomas
Glenwood, Business

Fell, Brian
Lake City, Phy. Education

Ferguson, Jo E.
Lake View, Elementary Education

Fettkether, Margaret E.
Waterloo, English

Ficken, Linda L.
Spirit Lake, Elementary Education

Fisher, Pamela Marie
Elkader, Elementary Education

Fitzgerald, Carol A.
Nevada, Business Adm.

Flack, Patricia
Waterloo, Home Economics

Flemming, Norma K.
Miles, German

Flint, Mary Ann
Waterloo, Library Science

Flegge, Barbara L.
Riceville, Mathematics

Foelske, Roger H.
Denver, Industrial Arts

Frank, Frederick S.
Calmar, Social Sciences

Francis, John S.
Elkader, Earth Science

Franck, Lana
Osceola, Business Education

Franz, Linda L.
Ames, Elementary Education

Frey, Linda Jo.
Allison, Music

Friedmann, Vera
Coggan, Social Science

Froehner, Curtis J.
Clarion, Art

Funk, Anthony
Belle Plaine, Spanish

Funk, Nancy L.
Dubuque, Elementary Education

Gallagher, Michael T.
Cedar Rapids, English

Gamble, Janice Margaret
Spirit Lake, Geography

Gambs, John
Dunlap, History

Ganahl, Jym R.
Waterloo, Geography

Gann, Robert L.
Harper, Art

Garity, William Patrick
Murray, Social Science

Geadelmann, Patricia L.
Tipton, Physical Education

Geedes, Gregory C.
Ackley, General Business

Gehring, Mary E.
Griffith, Special Education

Geiger, Thomas J.
Waterloo, General Business

George, Marian Elizabeth
Cresco, Sociology
Gerdes, Joann
Jesus, Mathematics

German, Nancy L.
Des Moines, Sociology

Gibbons, Keith L.
Redfield, Art

Gillaspie, Danny L.
Deep River, Mathematics

Glahn, Joyce
Cedar Rapids, History

Goeldner, George
Webster City, History

Goering, Janice V.
Chariton, Home Economics

Goetzinger, Nancy C.
Marble Rock, Sociology

Goldhorn, Nancy
Lake View, Business Education

Goodrich, Condi M.
Sac City, Elementary Education

Gose, Joan Rae
Creston, Library Science

Grant, Jane C.
Carlsbad, California; German

Grant, Pamela
Pocahontas, Elementary Education

Graham, James Timothy
Cedar Rapids, Social Science

Gray, Candace A.
Estherville, Elementary Education

Gray, Sandra L.
Estherville, Elementary Education

Greedy, Allan R.
Sidney, Art

Greenley, Wanda L.
Webster City, Speech

Grier, Joan I.
Waterloo, Home Economics

Griffin, Lynn
Newton, Physical Education

Griswold, James
Greenfield, General Business

Gronert, Jean A.
Centerville, English

Groth, James L.
Newell, Music

Grubb, Janet
Des Moines, Speech

Gruss, John T.
Greenfield, Business Education

Guerdet, Linda P.
Armstrong, Elementary Education

Guthmiller, Diane
Sioux City, English

Hakerson, Bonnie S.
Richland, Elementary Education

Hadley, Roger D.
Mt. Auburn, Industrial Arts

Haines, Linda F.
Center Point, Library Science

Hakanson, Linda A.
Newton, Library Science

Hale, Virgil F.
Waterloo, Physical Education

Hall, Richard L.
Ayrshire, Business Administration

Hamilton, Claudia Ann
Cedar Falls, Elementary Education

Hammons, Nancy
Lorimor, Elementary Education

Hanish, John
Plover, Elementary Education

Hanna, Jean A.
Springville, Elementary Education

Hanna, Michael J.
Osage, English

Hansel, Ardeith K.
Strawberry Point, Elem. Education

Hansen, Dan L.
Clinton, Social Science

Hansen, Darla M.
Rolfe, Elementary Education

Hansen, Lindo M.
Holstein, Elementary Education

Hansen, Mary Linn
Rock Falls, Spanish

Harger, Jean M.
Leets, Elementary Education

Harryman, Connie L.
Ottumwa, Elementary Education
Maag, Roberta
Cedar Falls, Sociology

Magner, Maureen A.
Northwood, Accounting

Maijfeld, Greg L.
Dumont, Mathematics

Manfull, Sidney D.
Traer, Business Education

Marchese, Mary Ann
Waterloo, English

Markley, Cynthia
Des Moines Speech Pathology

Marske, Larry M.
Eldora, Accounting

Martin, Eileen J.
Burlington, Elementary Education

Martin, Irene
Rockwell, Elementary Education

Martin, Judith K.
Cedar Rapids, Physical Education

Marxen, Judith A.
Davenport, English

Masonhall, Barbara
Postville, Elementary Education

Mast, Jeanne C.
Independence, Elementary Education

Mauer, Janet E.
Dubuque, Elementary Education

May, Verna
Britt, Psychology

Mayme, Robert J.
Dubuque, German

McAllister, Terry R.
Fort Madison, Music

McAndrew, Joan M.
Lost Nation, Elementary Education

McCollum, Linda H.
Mason City, Junior High

McConnell, Gretchen H.
Des Moines, Lower Elementary

McGowan, Wanda M.
Vinton, Elementary Education

McKee, Elizabeth A.
Montezuma, Physical Education

McKay, Deborah S.
Newton, English

McSweeney, John J.
Celwain, Pre Law

Meier, Elaine E.
Waterloo, Elementary Education

Meinhard, Kristine K.
Weaverly, Mathematics

Mennen, Jerry A.
Belmond, Industrial Arts

Menz, Brian L.
Fenton, Philosophy and Religion

Merchant, Patricia H.
Vinton, Elementary Education

Merritt, Richard A.
Walker, History

Meyer, Cheryl J.
Independence, Elementary Education

Meyer, Connie J.
Cedar Rapids, Sociology

Meyer, Hol R.
Westgate, Mathematics

Meyer, Linda L.
Walcott, Elementary Education

Meyer, Mary B.
Postville, Medical Technology

Mick, Linda L.
Story City, Home Economics

Mickels, Jane A.
Panama, Business Education

Middleton, Millicent E.
Waterloo, Library Science

Miller, Holly J.
Audubon, Elementary Education

Miller, Mary A.
Waterloo, Vocal Music

Miller, Roger A.
Lakota, General Business

Miller, Thomas E.
Altoona, Business

Mills, Dennis
Sioux Rapids, Mathematics

Mills, Marlys M.
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