

Utilization of ideas will determine fate of Greek Week

by Jim Pedersen
Nebraskan Staff Writer

The success or failure of Greek Week will be determined by the extent to which Greek houses utilize the ideas presented during the week, according to June Wagoner, Greek Week co-chairman.

"If houses follow up with speakers during the regular year," she said Sunday, "then the week will have been a success." Greek Week cannot be evaluated immediately, she added. Greek Week was marked by moderate participation on the part of houses and the administrators, faculty and state senators who were invited to speak or live in the houses.

ELEVEN SPEAKERS addressed 14 Greek houses, but no prominent person lived in any of the houses. Several houses which did not have speakers during the week have ar-

ranged to have speakers during the next few weeks.

"We did not get very good cooperation from houses and some speakers," Miss Wagoner said. "Also there was a lack of organization on our part."

Part of the organization problem can be blamed on the fact that a committee planned Greek Week, according to Miss Wagoner. Some people worked well on the committee, and others didn't work at all.

"We planned Greek Week with the idea in mind that we either had to change it or drop it," she added. "If there is to be a Greek Week next year, the houses will have to decide whether or not they want one."

GARY WARREN, the other chairman of Greek Week, said that Greek Week loses its coherence over the several day period.

"I question whether the projects of

Greek Week should be done over a week's time," he said Sunday. "It might be better to take one aspect of the week and concentrate on it in a one or two day period."

On the whole, the week was not a success, Warren added, because not all the houses participated.

"The change from the type of Greek Week held last year to the kind of week we held this year caused us to lose some of the houses," he continued. "Participation should increase considerably over the next few years."

Warren was satisfied with the newly introduced Greek carnival.

"**EIGHTEEN HOUSES** took part in the carnival," he said. "But again, participation should pick up next year."

"A stronger push by the co-chairmen and the committee earlier

in the year might have increased participation," Warren added. "It would have taken a tremendous amount of organization to make Greek Week a coherent week of activity."

According to Mrs. Jayne Anderson, adviser to Panhellenic, the decision to reduce Greek Week from a week to a weekend was made two years ago by both IFC and Panhellenic, but it apparently was never applied.

Tuesday Mrs. Anderson sent a questionnaire to the presidents of all University sororities asking them if there should be a Greek Week and if their house would participate next year.

THE QUESTIONNAIRE also asked which of five Greek Week formats the sororities would approve. The five types of formats were a conference, a conference and entertainment, just entertainment, speakers in living

units, or speakers and entertainment.

IFC President Joe Voboril was not very satisfied with the outcome of Greek Week.

"The speakers, the conference with Gov. Tiemann and the carnival were all good ideas," Voboril said Sunday, "but the committee didn't follow through on the ideas."

Voboril objected to the method in which speakers were invited to participate in Greek Week.

"**SPEAKERS** were not approached personally but were sent explanatory letters and a mimeographed sheet which offered them the alternatives of living in a house, speaking or not participating," according to Voboril.

The speakers were contacted a long time in advance of the week, he said, and the committee didn't follow up on the first contact.

According to Miss Wagoner, it was the responsibility of the individual houses to make a final invitation to the speakers once the houses were notified of who their speaker was to be.

Voboril feels that the carnival was a success and that Greek Week was improved by getting away from many of the activities of past Greek Weeks.

"The carnival will make about \$350 when all donations are in from houses who couldn't participate," he said. "This money will go to Cedars Home for Children."

"We wanted to get away from trivials like the Greek games and do something relevant this year," Voboril added. "We hoped that speakers and live-ins might encourage individual houses to go on with this sort of thing during the semester."



The Daily Nebraskan

WEDNESDAY, MARCH 26, 1969

THE DAILY NEBRASKAN

VOL. 29, No. 84



Philosophy instructor Edward Becker plans to lead students in a new philosophy course.

New philosophy course to emphasize relevance

Nebraska Free University (NFU) has inspired the addition of a new philosophy course to the University curriculum next fall, according to Edward Becker, philosophy instructor.

Discussion will be of contemporary topics and will probably include such issues as situation ethics and the "death of God" theologians, Becker said. The tentative text list ranges from "The Playboy Philosophy" by Hugh Hefner to the "Port Huron Statement" by Students for Democratic Society.

Although the class (Philosophy 6) will be a large lecture section, the instructor said, it will be basically a discussion course. Students will be

organized into small groups according to interest to write cooperative papers, he explained.

"The papers will sort of take the place of quiz sections," he said. Students will discuss the question with their co-writers instead of in formal discussion sections.

Students will decide what is to be studied, Becker added. He said he plans to poll the students about their interests and disinterests and allow them to add or subtract materials from the course.

Relevance is the key word in the origination and instruction of the course. The students will decide what is relevant, Becker said. "In a sense

it's sort of an experiment which I hope will show that education can be relevant," he said, adding that he also hopes to demonstrate the applicability of philosophy.

"It was my brainstorm," the instructor explained. "It resulted from thinking of the kind of needs that we all have." The course will incorporate some of the most popular aspects of NFU, he added.

NFU is a "very good thing," Becker said, "and should be viewed by the faculty as an indication of where students' interests lie. It should be used as a model of what the accredited University should be," he added.

Advisers' cry: many students, too little time

by Ron Talcott
Nebraskan Staff Writer

An experiment in student academic advising is being continued this semester to allow faculty advisers more time to act in their regular capacities, according to Dr. Robert L. Hough, associate dean of Arts and Sciences.

Hough explained that during last semester's pre-registration, student assistants in Harper Hall advised about 150 students on how to complete their registration forms.

"The faculty adviser's signature was still required, but the student went into his office with his schedule completed, and would be more likely to ask larger questions, such as those concerning professional opportunities in his field," Hough said.

HE ASSESSED the experiment as a success and said it would be continued this semester in the Women's Residence Halls. But outside of this innovation, the University's academic advising program has had "no major change on the faculty level in recent years," according to Hough. He went on to discuss how the system functions.

"The faculty adviser has two jobs," Hough said. "First, he is a signer of forms. Secondly, he gives advice

— advice on such matters as changing majors, selecting minors and professional opportunities.

"When we select advisers, we always confer with the chairmen of the departments and ask them how many majors they have. On this basis, we decide how many advisers the department should have, then we talk about who would be good advisers," Hough continued.

"We get some feedback on teaching ability, warmth and personality, and we try to select professors who are generally interested in students," Hough concluded.

HOUGH SAID THAT each adviser should have about 20-25 advisees, but the ratio, in practice, varies considerably.

"I don't know exactly how many people I'll see during pre-registration," Dr. Paul Landolt, zoology professor and coordinator of the pre-med advisory program, said. "I have about 35 regulars, but since I'm the coordinator, other pre-med advisers send students into me if they can't answer their questions."

"With my other work and my job as coordinator, 35 students is a bit too many for me," Landolt commented. "I know some pre-med advisers who see as many as 50 students."

"I'll only see about six students," Dr. Charles Kingsbury, a pre-med adviser, said. "I don't really know why so few." Asked if he gets to know his advisees, Kingsbury said, "By the time they're seniors, I do, but not when they're freshmen or sophomores, because you see them so infrequently."

"**I DOUBT IF I** will recognize half of them that come into my office," Landolt said. "You can't really get to know them (advisees) because, unless they come in for other reasons, I won't see them until the next registration period."

"One of the problems with the system is that, while I see only 10 students, I see them only for about

20 minutes once a semester," Stephen Hilliard, an English department adviser, said. "Much of my job is the mechanical business of signing forms. If I knew the students better, I could perform more usefully as an adviser," Hilliard added.

What should be done to improve the system?

"We have a numbers problem, but I don't believe the main problem is with the system," Hough said. "Occasionally, a student will tell us that his adviser 'doesn't seem to be interested in me' or that he feels 'he wants me out of his office,' but here the problem is the personnel, not the system."

"One thing that would help — and this is impossible — is to have more advisers," Landolt said. "This way we could work with smaller groups."

"**WHAT WE ARE** doing is placing more responsibility on the student," he continued. "We tell them to read their catalogues and try to solve some of their own problems before coming to see us."

Hilliard also stressed that increased student responsibility in choosing their courses is needed, saying that many students know little of what they want to do, and citing group requirements as a particular area of ignorance, but he also sympathized with a common student problem:

"Students are given these large catalogues with grand-sounding courses all taught by staff and they don't know which courses to take outside their own major," Hilliard said. "There are not enough survey courses available, courses offered specifically for non-majors."

Landolt said that when a student is able to complete his registration form by himself, there is probably no real need for him to go through the business of making an appointment with his adviser, just to have his forms signed (although this step is still required).

But he would not favor eventually eliminating the faculty advising system.

"We still should be there to answer questions," he said.

Foundation attempts improvement of man through better relations

by Connie Winkler
Nebraskan Staff Writer

Twenty years of people. For twenty years Nebraska Human Resources Research Foundation (NHRRF) has been improving human relations.

NHRRF is a research foundation that contends that man's greatest resource is man and that the best way to develop this resource is through good human relations.

"We study the dimensions of human nature and not its limitations," said Dr. William E. Hall, director, at the 20th anniversary meeting last weekend. The most significant way to develop human resources is through the relations a human being has with another human, he continued.

HALL FEELS that once mankind learns to relate to others, the whole world will be changed. Technological knowledge is increasing at tremendous speeds, but our knowledge about getting along with other people has increased very little. NHRRF is working to increase this knowledge about human relations.

To develop good behavior one starts studying the kind of behavior he wants to produce, Hall said. There are many reasons why people fail, but only a few things that determine why they succeed. There is always some good in everyone; sometimes it is hard to find, but it is there, Hall continued. Good behavior also comes from

recognizing good behavior, and providing a model of good behavior, Hall said.

Building a relationship does something to people that nothing else does, and one builds a relationship by investing in people, Hall said. If you are going to invest in people we must have an awareness of people. People have to be something more than things that are knocked down when we pass them on the sidewalk, Hall said.

IF WE ARE going to invest in people we must have empathy and see the world as the other person sees it, Hall explained. "Until you see the world like the other person, you can never build a relationship."

The Foundation also believes that people must plan things they can be successful in. If we tackle something too tough, we lose all our capital, Hall said. Some of the most in consequential things in the world are the most important, he added.

NHRRF grew out of a circle of graduate students who gathered around Hall after he came to the University in 1946, according to Dr. Donald O. Clifton, one of the early students and now associate director.

One course offered students the opportunity to counsel with freshmen about academic, social, creative and leadership goals. In this situation research was begun to discover people who could build a positive relationship.

HALL AND students went on to apply the positive approach to real life situations. Their first project recognized good behavior in a kindergarten in the Lincoln Public Schools. The project was successful and the parents were responsive when their children liked school better, studied more and had fewer problems.

James Stuart, J. Lee Rankin and Gerald Brownfield became interested in the projects and agreed to sponsor and finance the project. At the 20th anniversary Stuart was recognized for his contributions with the Stuart Award. In the future the Stuart Award will be presented to a University student who exemplifies outstanding leadership. With the exception of the

HEP program, the Foundation is still privately financed.

The second project focused on a group of 15 junior high and 15 college students, which later evolved into Teenage Project.

From 1950-57 the project was headquartered in Temporary K building. In 1957 NHRRF moved to the administration building. The expanded present facilities in Love Library were provided by the Woods Foundation in 1966.

THERE ARE NOW 11 projects involving 300 people.

Teenage Project is a group of 16 high school and 16 college students attempting to discover and practice the NHRRF philosophy by forming good counselor-counselee relationships.

They aim to develop the best possible relationship between the college counselor and high school counselee, according to Connie Clifton, chairman. In addition to weekly meetings each counselor and counselee get together once a week and take an interest in things that are important to each other.

The counselor tries to present examples of positive behavior. The project also attempts to develop the best possible relationship between all the members of Teenage Project, to improve friendly relationships between high school students and to illustrate the contribution a teenager can make to his community.

Pre School project applies the Foundation's goals and principals to the development of the potentiality of three, four and five-year-olds, according to Marty Mayfield. Mayfield is carrying on studies to identify why children in this project performed significantly higher on achievement tests for school readiness than matched groups of children who attended other nursery schools or had no pre-school experience.

MRS. WILLIAM E. Hall is director of the Foundation's Early Learning School, assisted by two-university education majors. Child's Project deals with children

who already have a great deal of opportunity and possibility. The purpose is to take the challenge of further developing their potential. The project aims to understand the nature of children and develop that nature to the most productive level, according to students Kay Kugler and Mary Tidball.

Continued on page 3



Hay look me over . . . all decked out in new spring fashions, inside today's Nebraskan, pages 4 and 5.

Text of Constitution is printed today

The complete text of the proposed ASUN Constitution appears on page six of today's Nebraskan. Students will vote in a referendum Friday to accept or reject the proposal.

The new constitution is the result of the Constitutional Convention which completed its work last Saturday. One of the major changes involves reappointment of student senators to the ASUN Senate.