



Teachers college:

Administration avoids change

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There is a general feeling that change is needed in the Teachers College, but the administration is afraid to make any change, according to Teachers College Advisory Board member Pat Tisdale.

"Most people in the college feel that real changes are necessary," she said. "But, everyone has good rationalizations why they should be put off."

"There is great potential in the Teachers College," Miss Tisdale continued. "But, this potential is not being used. It's really tragic."

Miss Tisdale said that the student advisory board has not been effective in achieving student input into the college. She blamed the apparent apathy on the fact that many of the older board members had become discouraged after having their ideas rejected in the past.

The Board worked hard in past years to change the college's physical education requirement, she said. However, its suggestions were not even listened to seriously, Miss Tisdale added.

Because of the lack of action on advisory board proposals, a group of concerned Teachers College students formed in January to research ideas and discuss what could be done to improve the college.

The day after the first meeting of the group Miss Tisdale said she was called into the office of Associate Teachers College Dean Norman F. Thorpe, she said. Thorpe wanted to know everything about the group.

"There was a lot of suspicion in the college administration when we formed our group," group member Pat Hickey said. "I don't really understand why."

After two months of study, the group reported its findings to the college advisory board. However, the meeting was poorly attended and by the time the presentation was over there were only three board members remaining.

The group report proposed a greater advisory board influence on faculty selection. It also called for inclusion of courses emphasizing cultural

differences in the college program.

In addition the report called for inclusion of experience with children in placement records, expansion of independent studies programs, granting credit for work in the community and giving students the option to student teach for full rather than half days.

"These are not radical proposals," Miss Tisdale said. "They are only the first steps toward better teacher education."

She said that Thorpe told the students not to worry about the proposals because things were already being done in the areas they were concerned with.

"I feel the group proposals were effectively put down by the administration," she said. "Two months of study went down the drain."

Miss Hickey, described the

college as "very paternalistic toward students." She said she was disappointed with administration and advisory board reaction to the proposals.

"Student input into the college seems to be something just to be tolerated," she said. "It doesn't seem the college is actually listening to students."

"One of the real needs in the college is to make students realize they can have an effect," she said.

She added that the group plans to make new advisory members aware of what has been done this year. If people who are willing to work are elected to the Board, it may be able to have more influence in the coming year, she said.

Linda Jeffrey, a member of the board for three years said, "It has been a very frustrating time while I was on the board.

It has taken us a long time to find out how we can work effectively."

The board has the potential to do much more, she said. It probably will be able to in the future, since we have learned how to work better."

Miss Tisdale agreed with Miss Jeffrey.

Students on the Board have learned that to do anything important they will have to work closely with the college dean. This is one of the complaints the current board has against Dean Walter K. Beggs, who does not meet with the Board.

Group member Peggy Booth said there is a need for student members on the college curriculum committees as equals with faculty members.

"I see no reason why students should not be represented on these committees," she said.

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First VP candidates speak

ASUN first vice presidential hopefuls all claim to have the leadership potential and student rapport necessary to make the office more effective.

Barry Pilger

Barry Pilger, junior, promises to encourage a live-learn environment in University liv-

ing units if elected to the vice presidential post.

"I believe that programs such as faculty live-ins should be formalized and systemized so that people will not be afraid to take advantage of faculty live-in experiences," Pilger said.

Relationships between

faculty members and students could be made less formal by having more teach-ins, rap sessions and informal classes within the living units, he said.

He said that he will promote a "low cost or preferably no cost legal aid service for students" if elected. "This would be comparable to a students' civil liberties union," Pilger explained.

A student book store, food store, gas station and low-cost copying service should be incorporated by Student Senate in future years, Pilger said.

"All of these innovations could mean a step toward an independent ASUN budget, one that is not dependent on student fees," Pilger remarked.

Pilger pointed to his experience as IDA vice president this year, his membership on the Housing Policy Committee and his involvement in dorm government as "qualifications which I believe could benefit ASUN."

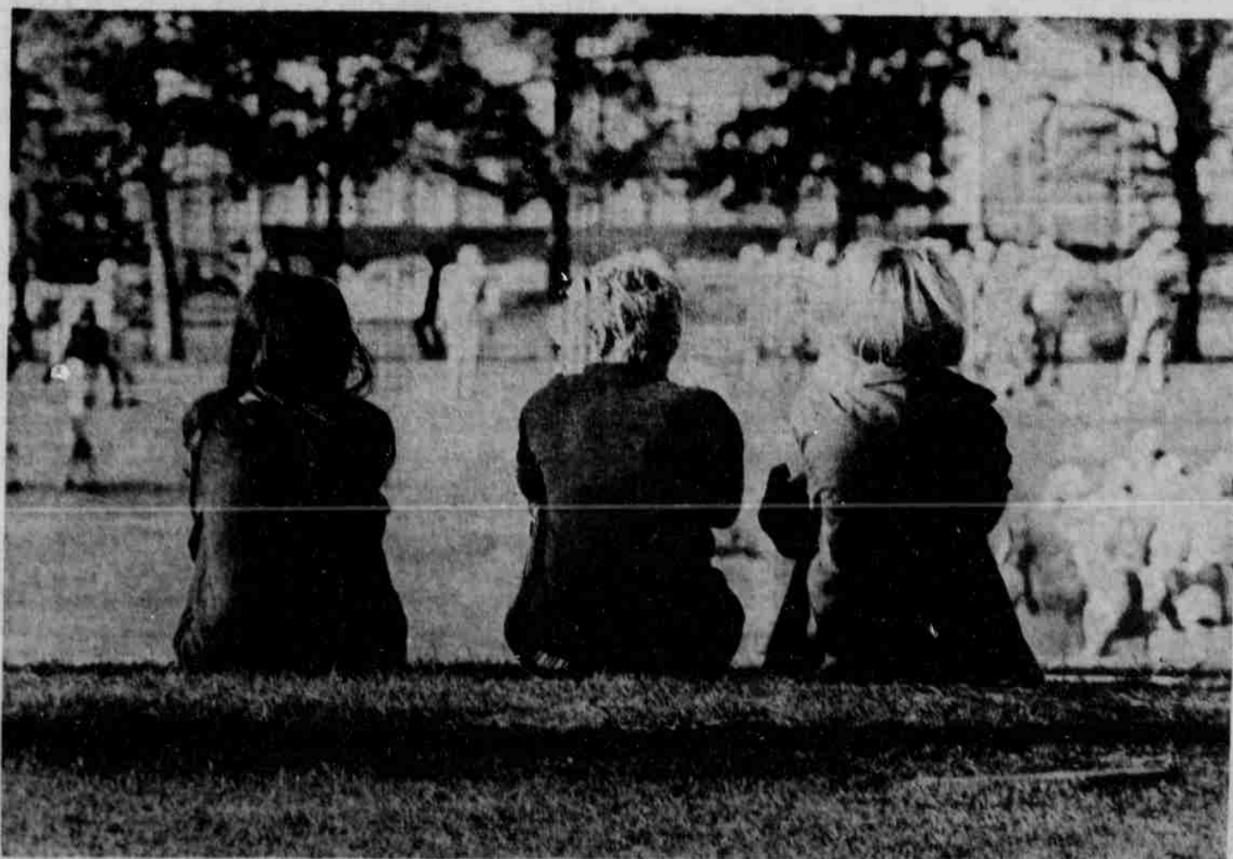
"My involvement in activities has given me good experience in front of groups which is important since the first vice president conducts Senate meetings.

Bob Pfeiffer

Bob Pfeiffer, also a junior, said ASUN executives can best instigate change "by talking to people — influential people such as those in the faculty and administration."

"One thing that disgusts me is how people can stand back and throw rocks and criticize people without intelligently talking to them," Pfeiffer said.

Intelligent conversation
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