

NU State Museum 100 Years Old

One of the state's most popular attractions, The University of Nebraska State Museum, was 100 years old last week.

Established June 14, 1971 by the Board of Regents which provided a \$1,000 appropriation and known as the University "Cabinet" or "Museum", it occupied one room in the University Hall until 1888.

Establishment of the Museum at that time was remarkable since the first classes at N.U. were not held until September 7 of 1871.

One of the earliest natural science museums west of the Mississippi, its formation showed that scientific specimens and exhibits were important to teaching of natural science.

Professor Samuel Aughey was the first professor of natural science and "Curator of the Cabinet". The first specimens were some 1,000 minerals purchased at the cost of \$200 plus freight.

Prof. Aughey, who was interested in paleontology, published research reports on the invertebrate and vertebrate fossils found in abundance in the loess deposits of Nebraska and Iowa. His theory that a primitive race of man caused the extinction of the "mammoth tribes" was 50 or more years ahead of its time.

The first botanical collection or herbarium was also established by Professor Aughey and his students, who in 1875 published a "Catalogue of the Flora of Nebraska" listing 2,100 species of plants. He also made various entomological investigations concerning the Rocky Mountain locust, the chinch bug and other insects.

In 1885 Professor Lewis E. Hicks was appointed Museum Director and in 1886 Professor Charles E. Bessey began an extensive plant collection and exchange program for the Herbarium. About the same time the entomology collections became associated with the Nebraska Experiment Station and under the direction of Mr. Conway McMillan and Professor Lawrence Bruner grew to include 3,000 named

species by 1890.

In 1888 the Museum moved to the second and third floors of Nebraska Hall and in 1891, Dr. Erwin H. Barbour became acting director of the Museum and a change in emphasis resulted. Because of rapidly growing collections and limitations of space, the Herbarium became associated with the Botany Department which Dr. Bessey headed and the entomology collections were associated with the Department of Entomology and Ornithology.

Dr. Barbour, who was director from 1893 to 1941, turned the direction of the Museum's collections toward the earth sciences, with some attention to anthropology.

Under his guidance the display portion of the Museum gained importance. The collecting of vertebrate and invertebrate fossils, as well as geological specimens, was emphasized although anthropological, botanical, paleobotanical and zoological materials were also collected and exhibited.

A member of the Board of Regents, Charles H. Morrill, became very interested in Dr. Barbour's work and in the Museum. He personally donated funds amounting to more than \$100,000 over a 50 year period to help finance Museum field work.

In 1908, the collections were moved into a new four-story museum building, which also housed the Department of Geology and the State Geological Survey. In 1924 Dr. Barbour reported that three or four times as much material was stored in attics, cellars and steam tunnels around campus than could be held in the museum building.

In 1927 the Museum again moved, this time into a new building especially designed as a museum. The building was named for the Museum's long-time benefactor, Charles H. Morrill.

The Museum's exhibits were displayed in the corridor and gallery areas of the lower two floors but Morrill Hall lacked space for the proper storage of the research collections, a situation that was eased by the

construction of Andrews Hall next door.

With the new museum building completed, the collections and displays began to grow rapidly. This was due in part to the support of friends of the Museum such as Mr. Morrill, Hector Maiben and Childs Frick. These men provided large sums of money which was supplemented by WPA, CCC and NYA programs used to hire efficient field and laboratory help and to collect and prepare fossils, display cases and other equipment.

The exhibit program developed at a particularly rapid rate. More than 50 skeletons of fossil mammals were mounted and the now internationally famous collection of 14 modern and fossil mounted proboscideans were formed into "Elephant Hall".

In 1939 the name of the Nebraska State Museum was officially changed to the University of Nebraska State Museum and a new era that would bring the museum to its current highly respected status was about to begin.

The modern development of the University of Nebraska State Museum has been directed by Dr. C. Bertrand Schultz who administers an exhibit program that draws more than 200,000 visitors annually and a scientific collection rated as among the top 20 in the nation.

Dr. Schultz, who had been associated with Dr. Barbour since 1927, became director in 1941. That same year the Board of Regents decided that all of the University's departmental research and natural science exhibit collections should be centralized in the Museum and a Museum Advisory Committee was appointed to develop policies for the operation of the museum.

Although the Board of Regents had asked for a consolidation of the various departmental collections, World War II and its aftermath prevented rapid development of an all-University Museum.

It was not until the late 1940s and early 1950s that the Museum's collections became a

significant part of the systematic biological research program of the University. The collections were stored in seven buildings on the City and East Campuses and at the Mead Field Laboratory.

They have all been moved now to newly completed quarters in Nebraska Hall. The new systematic collections area of the museum includes 65,000 square feet of air-conditioned and well lighted space.

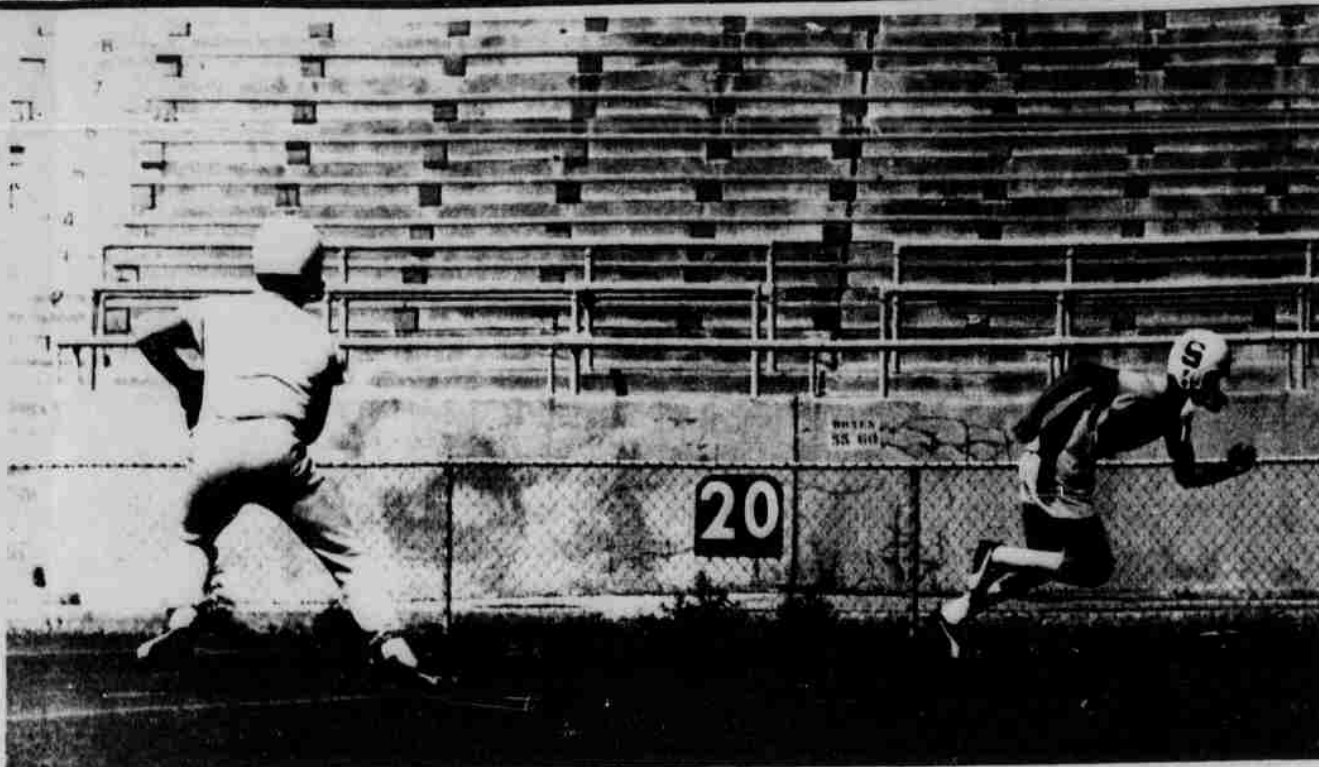
The Museum's exhibits have also been greatly expanded during the past 30 years. These displays have been chiefly financed by private funds through the University of Nebraska Foundation. The Cooper Foundation provided funds to prepare 14 natural habitat groups for the Hall of Wildlife.

Mr. Ralph Mueller gave money in 1958 for a planetarium building and for the equipping of two health galleries in 1952. He also provided a sizeable endowment to insure the continuation of these two important parts of the museum. Mr. and Mrs. Walter Behlen have supported the acquisition of several new fossil exhibits and lifelike recreations.

"The Museum is very fortunate to have many, many loyal supporters who have for years donated and continue to donate collections, financial support and even their time," said Dr. Schultz.

Professor E.F. Schramm, who was on the Museum and Department of Geology staff for 40 years, provided the largest single gift the Museum has received and Mr. and Mrs. Herbert E. Reller have given the Museum a tract of woodland and prairie near Lincoln as a natural history research area.

The leadership of outstanding directors and the support of the Board of Regents, the State and many generous friends have brought the University of Nebraska State Museum to its peak of excellence just in time for the celebration of its Centennial.



Future Cornhuskers? Two of the 93 high school boys participating in the University of Nebraska Football school practice a difficult maneuver. The school, which began June 13 and ended June 19, was coached by Monte Kiffin and NU football players. It was designed to help the boys improve individual and team techniques and fundamentals.

Power Plays An Important Role In NU Student Government

By Pam Hogenson
NU Journalism Student

Children are to be seen and not heard. That philosophy may have worked fifty years ago, but today more than ever, students are not only being seen, but heard as well, through their voice on campus-student government.

Ten years ago student government mainly sponsored charity dances and served as a continuation of the university power structure. O.J. Nelson, a member of Associated Students of the University of Nebraska, ASUN, said student governments were "paternal, self-serving and Greek dominated." Nelson added that student government then was "not creative, but good for that time."

Then times began changing. A new movement swept the country and reform became the key word. The need for student government underwent drastic change. Faculty, students and administrators re-examined their goals.

In recent elections at NU, the University Coalition was the majority party. Its

platform stated: "The University of Nebraska is, and can be many things. To realize its true potential, its growth must be directed and shaped by the community within it. If the University is to fulfill its role as an educational institution, it must structure itself to be more responsive to our changing society."

In order to respond to student needs and to the 1970's, student government needed power. Steve Fowler, ASUN president, said that student government "has varying degrees of power." The broadest, most complete area of power lies in the initiation of projects, Fowler said. The Student Co-op Record Store and Free University are among projects sponsored by ASUN. Records at the Student Record Store are sold at a discount price. Free University allows a student to study an area of interest with other students.

Student government has also taken strides in the area of Faculty Senate Committees, and students have recently gained voting membership on several of these committees,

Fowler explained. One example is the Council on Student Life. This committee is composed of eight students and seven faculty members. The committee works in areas such as discipline, discrimination and living unit policy, and its decisions are subject to Board of Regents approval.

Influence is the third area of power, according to Fowler. "The amount of influence," said Fowler, "depends on the people in power." Fowler said that influence is difficult to measure. ASUN is never sure, he added, of the effect its opinions have on administrative policy or student action.

Student participation is low on some projects, Fowler said.

He attributed this mainly to apathy.

"It's easy to blame students," said Fowler, "but I think you'll find apathy in a large group of people. If a project is worthwhile, there's a much better chance of involvement."

One can only guess how far student involvement may extend in the future, said Nelson.

"Student government in the future will probably be less flamboyant," he added. "We met the ultimate in flamboyance in the student strike of 1970. I think we're going to start seeing less ASUN showmanship. It's time for less rhetoric and more production."

Daniels: Abortions Should Not Be Under a Legal Umbrella

By Jay Chipman
NU Journalism Student

A pregnant teenager. She has a choice of either having the child or having an abortion. What should she do? Where can she go? The decision she makes will have an effect on the rest of her life.

"The Morality of Abortions" was discussed by Mrs. Twig Daniels and close to 50 interested persons in Harper Hall last Wednesday. Mrs. Daniels is the executive director of the YWCA in Lincoln and counselor for Clergy Consultation Services on Problem Pregnancies.

"Many people think of abortions as murder or killing, but most of the women who seek abortions are in a position of personal crisis. They don't think of the fetus as being in a

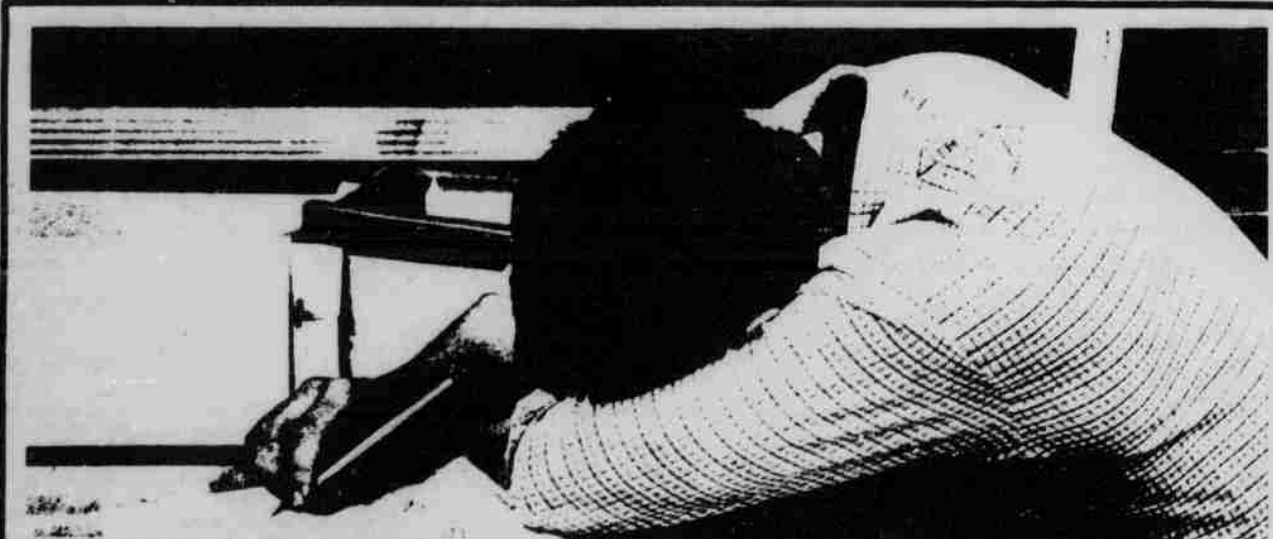
position of life or death," said Mrs. Daniels. She also said that an abortion is a grim experience although it is legal in some states.

Mrs. Daniels felt that abortions should be medical matters—not legal or religious matters. "Abortions should not be under a legal umbrella—it's a personal thing," she stressed.

Mrs. Daniels said that she was dismayed at the number of "quack" abortionists who are still practicing. She added that she was also upset with recent attempts to present the matter of legalizing abortions to the Nebraska Legislature. The topic was never introduced.

"There was an attitude that no one in the state of Nebraska would want an abortion, but as an abortion counselor I know this isn't true," said Mrs. Daniels.

She also commented that most of the people who are strongly against abortions are those who say every child should have love. "You hardly ever see these people going out and adopting the unwanted, orphaned, or foreign child," said Mrs. Daniels.



RATE YOURSELF

STUDENT'S READING INFORMATION PROFILES

- A. MY ACADEMIC STRENGTHS ARE: (Circle appropriate answers)
(Comprehension) (Rapid Reading) (Study Skills) (Memory) (Test Taking) (Research Skills)
Other:
- B. I NEED TO UPGRADE MY ACADEMIC ABILITIES IN THESE AREAS (Circle)
(Better Comprehension) (Faster Reading Rate) (Study Skills) (Retention of Information)
(Test Taking Procedures) (Skills In Research) (Previewing For Basic Content) (Questioning)
(Organization of Information) (Note Taking) (Writing) (Math) (Evaluation of Thoroughness)
- C. DURING THE PAST YEAR I HAVE READ (other than class assignments)
(more than 10 books) (5-10 books) (less than 5 books)
- D. PARTICULARS: (yes or no)
(I read the newspapers daily) (I like to read material of my choice) (I like to study) (I read an article or chapter several times to remember it) (I think about other things when I read) (I lose my place or read without understanding) (I am easily distracted) (I hear and say each word I read) (I freeze up on tests) (My eyes get tired and burn) (Interest varies greatly)

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