



Photo by Nick Partsch

Teachers and educators view some of the educational materials exhibited during the Instructional Development Festival. The festival was held July 7-8 at the Nebraska Union.

Letter to the Editor

Dear Editor,

In these United States today we find ourselves in need of money. We require it to bribe newly established countries from turning communist. We require it to meet the wage demands of technicians and laborers, who have been elevated in stature and importance above professionals. Finally, we require money for our illustrious war effort. Napping children is expensive.

This seemingly iconoclastic introduction brings us to my primary topic, education (or the lack of it). Traditionally, when money is in short supply education suffers the brunt of the cutback. This is a paradoxicality I will never comprehend. Accepting this as fact we may surmise that this venerated institution is not the "Lone Ranger" in its financial floundering. However, what arouses my ire is the method of solution adopted by this administration.

Foremost, it is hypocritical. Secondly, it is illogical but politically it is expedient. In essence the Chancellor has traded a percentage of our graduate program for the purpose of appeasing Governor Exon. This was done with a great deal of backbiting secrecy and on the same intellectual level as children trading bubble gum cards. Permit me to outline their tactics:

1) The professors and scientists were told an evaluation of graduate education was going to be made for the sole purpose of enhancing its quality. This impressed them because improvement is the constant aim of the scientist. You will find that scientists are very trusting souls. They are different from administrators. Scientists, in their zeal for progress, will often remove their labcoats, so as not to dull

an administrator's knife as he plunges it into their back.

You may argue that many scientists have become administrators. What of that? Even the high priest of the Graduate College is a well known chemist. But the change from scientist to administrator is usually a complete and irreversible reaction. It is in every sense of the word a mutation. The organism is subjected to a higher degree of stress. This is not due to performance of function but rather to the totally inadequate definition of what the organism's function is. In fact, great energies are expended with the resultant conclusion that the organism no longer has a function. We also see the irritability of the mutant greatly increased. It inefficiently evolves heat energy due to friction. This friction is encountered when it comes into contact with anything other than its own ideas.

In addition to the above we note a loss of gender. The organism has lost the capacity for reproduction. This is probably what prompts most people to make the analogy between administrator and jackass. An administrator will then stubbornly insist upon maintaining the stagnation he has created as the status quo. After a brief time he further deteriorates into a monomaniac. His sole function then becomes the defense and maintenance of his position as an administrator.

At this point Dear Reader, let me emphasize that this is not a misanthropic treatise on genetics; but rather an elucidation of the folly that so often guides our administration. Therefore, let me digress from this digression and return to the topic at hand.

2) The second step to undermine the graduate program was to divide and

confuse the professors. Due to budgetary cuts the administration suggested a different criterion. The various programs would be evaluated on the basis of cost in an effort to improve them. This would imply that programs costing the most would be modified to be more efficient or discontinued. Not so! In addition, who would make this evaluation but committees composed of professors. Very fair! So the professors, finally beginning to smell blood (theirs, of course) diligently attempted to be fair and impartial. This was like trying to evaluate the sharpness of the blade when your head is in the guillotine.

The real purpose of the above is more apparent later but was twofold. First of all to keep the professors milling like cattle so they couldn't surmount a meaningful defense. Secondly, it partially shifted the responsibility for any assassination of programs back onto the professors. This was a clever move and serves only to illustrate the expertise of the politicians. They are the only species on this earth that when asked to shake their head yes or no will take the prone position while moving their head at a 45° angle.

3) We finally come to the method chosen to determine which programs would be cut. It was not on the basis of quality or actual cost. In fact, very little weight was given to the recommendations of the evaluation committees. It appears that the final decision was totally political. Cut the programs with the least number of students and we will have fewer voices of opposition against us. And so they did! And to those administrators and politicians I would like to say just one thing, but I can't. My advisor does not let me say that word. So instead, I say "pish posh." Which does not serve as a barometer of my true

'We Bombed in New Haven' Is 'A Roaring Success'

By James Roberts
NU Department of English

Judging from this reviewer's response and the general audience response to the production of Joseph Heller's "We Bombed in New Haven," the University of Nebraska repertory theater has another roaring success on its hands. This anti-war play, which opened at Howell Theatre Friday night, is another example of the superior quality which we have come to expect of the U.N. drama department. William Morgan's outstanding directing, along with the excellent acting, pacing and timing, all contributed to a unified production which should not be missed.

For those who have followed summer repertory productions, this play will remind one of such past productions as "The Hostage" and last summer's "Oh, What a Lovely War." If there is a flaw in the production, it is in the use of the slides which seem superfluous. Whereas slides were highly effective in "Oh, What a Lovely War," the slides

in this production seem to be needless spectacle even though they did not interfere with the overall effect.

Joseph Heller, the author of this play and of the popular novel, "Catch 22," is a well known anti-war exponent and this play presents war as being obsolete in the modern world. The entire philosophy of killing is also shown as absurd and obsolete. The structure of the play is similar to that of his novel in that the entire first part of the play is highly humorous even though some of the humor is rather grotesque. Then there is a significant turning point in the play where the humor is suddenly horrifying and we are left with a realization of the horrors of war.

Since the overall quality of the acting was so outstanding, it is difficult to single out individual performances. However, James Bartz as Corp. Gailey was consistently believable and contributed much to the total success of the production. Robert Raymer as Young Fisher gave a cameo performance. The roles of The Hunter and The Golfer, played by Steve Bradford and Frank Kopyc, were humorously interpreted as modern Rosencranzes and Guildensterns and contributed to the universality of the play. And without the enthusiastic Ruth, played by Laura Ursden, and without the professional touch given by Clive Rosengren as Starkey, the play would have floundered.

When we have such excellent productions as "We Bombed in New Haven," it is always surprising that the theatre department can come up with such quality performances when it is forced to work with such limited facilities. For example, this

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