

State not responsible for sports money woes

In a year when the Legislature is leaving no penny unturned in its search for ways to put the University of Nebraska on a subsistence level budget, the Athletic Department has discovered a hole in its pocket and would like nothing better than to have the state play monetary seamstress.

It seems that the usually rosy complexion of Athletic Department finances is being blotched by a case of the inflation/expansion blues, perhaps to the tune of an \$86,982 loss this year, \$81,000 next year and a whopping \$317,000 the year after. Oh for the days when a \$30,000 profit seemed the harbinger of things to come.

The problem is that a new sports complex and an expanding women's intercollegiate athletics program have upset the precious balance which saw football earnings (\$813,914.56 in 1973-74) offset a host of losers ranging from tennis (-\$7,038.94 in 1973-74) to track (-\$141,675.93 in 1973-74). The projected losses for this and the following two years do not even include the estimated operating expense of the new complex.

Unfortunately, in this case the Athletic Department seems to prefer sacrificing its fiscal pride

in return for just enough money to get them out of a tight spot. The request itself is not unusual. Kearney State, UNO, Wayne State, Chadron State and Peru State all have athletic programs financed through the Legislature.

The idea of the all-mighty Athletic Department kowtowing to a group of state senators who think "down-and-out" refers to Terry Carpenter is somehow perversely appealing. But the prospect of a few senators, perhaps already wondering what to do with next year's free football passes, getting the department what it wants is sobering.

In this case the timing, something Athletic Department coaches are usually well aware of, is all wrong. With the senators already casting a wary eye on professor's salaries and the Areas of Excellence program, a request from the Athletic Department may be all it takes to drive them to an act of budgetary rape.

There must be a way for the Athletic Department to solve its financial woes without cutting into line ahead of some worthy programs and forcing a showdown of legislative priorities.

The most logical, but perhaps not the most

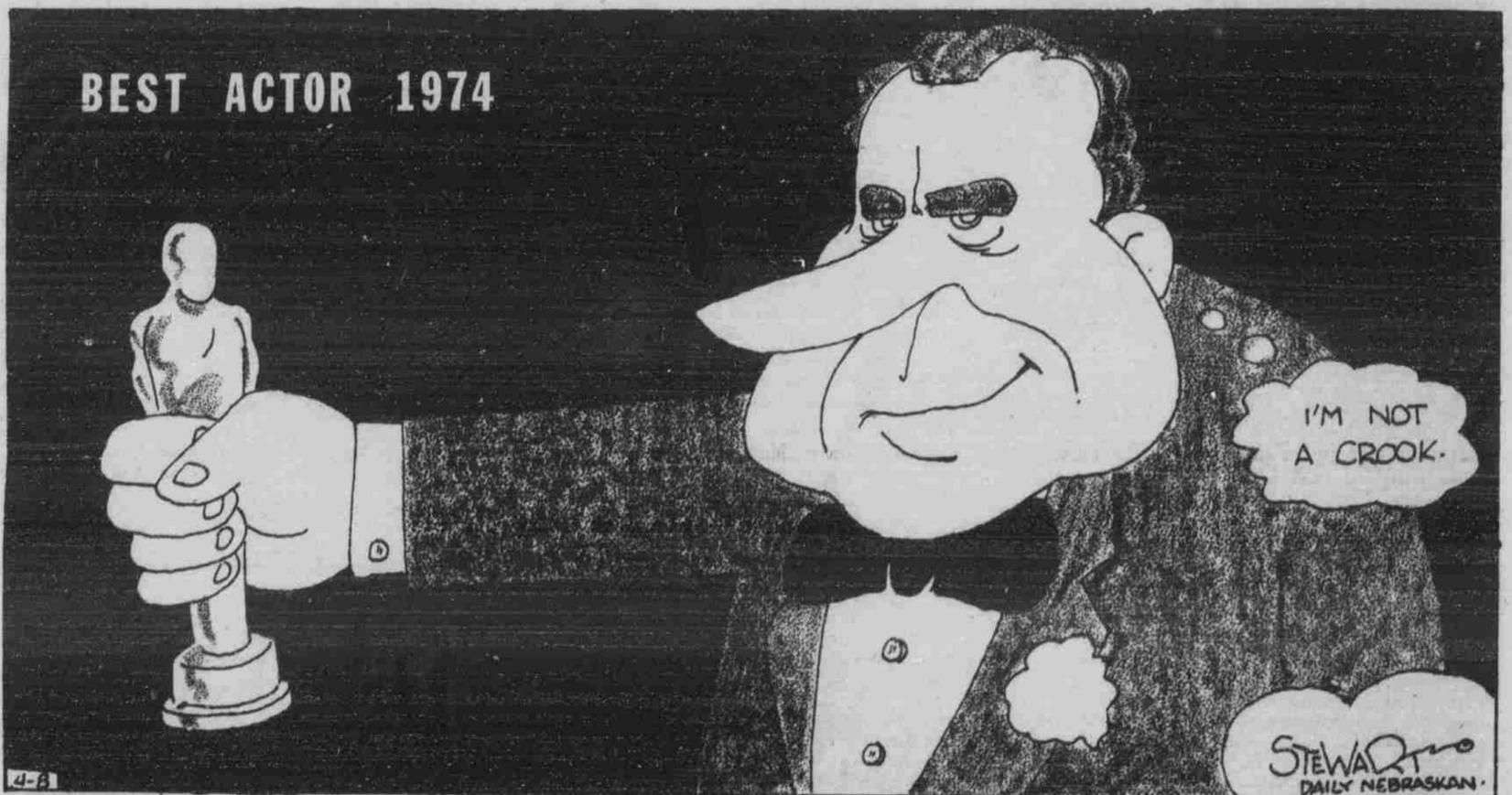
popular, way is to raise the price of home football tickets, the major source of Athletic Department income. While there might be some grumbling about such a move, Nebraskans have to have something to do on Saturday afternoons, and continued sellouts are at least as certain as spring in April used to be.

Some of the expense of scholarships might be saved if UNL were to follow other schools in charging out-of-state athletes resident tuition instead of the present out-of-state rates. If the money is going to be spent anyway, it could just as well be used to offset expenses.

And last but not least, the Athletic Department could hardly be criticized for asking some well-moneyed alumni to dig a little deeper the next couple years when it comes to making their annual contribution to what years of listening to the marching band has convinced them is Dear Ol' Nebraska U.

A trip to the Legislature is justified only if the Athletic Department finds itself cutting women's and minor sports instead of corners.

Wes Albers



1960's shifted attitudes

The 1960s may now be most remembered for the political activism and social turmoil that enlivened the decade, but it is probable that in the long run neither was the most important nor the most basic phenomenon that affected American life. The primary significance of the 60's, it seems, is not to be found in the outbursts which have now quieted, but in almost imperceptible shifts of attitude which may not be apparent for many years to come.

Perhaps more than anything else the importance of the 60s is that somewhere in those years lies the beginning of a fundamental challenge in the dominant patterns of American thought.

The label given to these dominant patterns—rational empiricism, objective consciousness, straight thinking—is unimportant, for whatever the label the intention has been clear.

The dominant educational approach taken by American society is the cultivation of the intellect. We are taught from the very first that only the senses can tell us anything valuable about the world. Reliable and useful knowledge is defined as that which is scientifically sound—it is a verifiable description of reality that exists independently of intuition or non-rational modes of thought.

Accordingly, the usefulness and value of the mind is seen to be limited within the confines of rational thought. The educational system is directed toward cultivation of only rational modes of thought. The irrational, intuitive, and wildly creative states of consciousness are either discouraged or confined within narrowly prescribed boundaries. The educational processes of society often seem to aim at putting the mind in a rational straightjacket.

Several authors have used children as examples of states of consciousness free from the fetters of exclusively rational modes of thought. Paul Goodman observed that, "The childish feelings are important not as a past that must be undone, but as some of the most beautiful powers of adult life that must be recovered: spontaneity, imagination, directness of awareness..." And yet, for the most part, these "beautiful powers" are discouraged by our schools.

A fundamental challenge to this dominant view was raised during the 60's and seems to be strengthening today.

Some books appearing in the late 60's, such as *The Making of a Counter Culture* and *The Greening of America*, perceived this challenge and pointed to the drug culture, increased interest in

Eastern religion and visionary literature as manifestations of the radical criticism.

But such books also seemed to look for a fairly rapid undermining of the prejudice of rational thinking. This rapid reorientation of thought is clearly not taking place. It will obviously take many years to change an orientation that has become so firmly entrenched in our outlook.

However, the challenge is not dead, either, as some would say. Important work is now being done in psychology and parapsychology which are providing evidence of the existence of necessarily complementary rational and intuitive modes of consciousness.

Richard Ornstein believes that the rational and intuitive modes of consciousness must be essentially complementary in order for an individual to be psychologically healthy.

It must be stressed that what is being sought is a balance—between the rational and the intuitive, the analytic and the creative, the empirical and the mystic.

Andrew Weil, in his book *The Natural Mind*, discusses what is needed to restore balance to these conceptions. He calls for a

rick johnson rhymes and reasons

change in our approach to education from systematic repression of the capacities "closely related to our curiosity, our creativity, our intuition, our highest aspirations" to one of conscious development of these facilities.

The value of intuitive leaps to scientific and artistic creativity has long been known. Some evidence now points to the value of the unconscious and non-rational to mental health. Thus the 60's may have been important as the decade in which our curiosity, creativity, intuition and highest aspirations began to redress the long-standing rational prejudice within our society.

From this viewpoint, it may not have been what was happening in the streets during the 60's that will ultimately have been significant, but what was happening within some minds.