

# NU gals 'cool' for Bruins

By Lee Barfknecht

When Nebraska women's basketball Coach Lorrie Gallagher steps into the locker room before Saturday night's game with UCLA, it's doubtful she'll have to make a Knute Rockne-style pep talk.

"If anything, I'm going to have to try and cool them off rather than pep them up," Gallagher said, as her 18-8 team prepares to meet the defending AIAW national champion Bruins, 11-5 on the year.

Technically, the game means nothing as far as the Lady Huskers post-season play-off opportunities go.

But from a psychological standpoint, Gallagher said, the matchup might mean more than other regular season games.

"I have quite a few girls from California and they'd like nothing better than to beat a California team, especially UCLA," Gallagher said.

Nebraska may need all the psychology it can get because the Huskers don't match up physically with the 15th-ranked Bruins, Gallagher said.

"They're very well-balanced with good height and good speed," Gallagher said. "Coach (Billie) Moore carries only 10 players on her traveling squad and those 10 could play for most anyone in the country."

### All-American candidate

Perhaps the best of those 10 is sophomore all-America candidate Denise Curry. The 6-1 USA national women's team member is averaging 21 points and 11 rebounds a game.

Curry might be better than Lynette Woodard of Kansas, but in a different way, Gallagher said.

"Curry is a fine player in an unspectacular way," Gallagher said. "While Lynette will dribble behind her back around three people for a layup, Denise plays steady and

just does her job all the time."

Sophomore Husker center Carol Garey played against Curry in high school, and said the Bruin star was considered the top prep girl player in California in 1977.

Alongside Curry is 5-8 playmaker Anita Ortega, averaging 15 points a game and leading her club in assists and steals.

Inside, where the Huskers' tallest is the 6-1 Garey, the Bruins plant 6-5 freshman Melanie Horn and her 6-3 backup Cyd Crampton.

### Aggressive defense

To counter the Bruin's size-speed combination, Gallagher said she plans to play more zone defense, in an aggressive style, and be a bit more deliberate on offense.

Another key, according to Gallagher, will be for the Huskers to stay out of foul trouble.

"One game I had scouted, UCLA made 33 of 38 free throws," she said, "so we just can't afford to foul them."

Leading the Huskers in scoring is 5-9 junior Diane DelVigna, averaging 19 points a game. Garey, who's scoring at a 13.6 clip, echoed Gallagher's thoughts about the mental preparation for the game.

"We go into all games wanting to win, but we're really psyched for this one," Garey said.

Gallagher said she was very pleased with the Lady Huskers' progress at this point of the season.

Gallagher said the team has broken more than 60 percent of the school records for basketball and feels that a top 20 berth may not be far away.

"When I came here, I wanted a winning season and to build a good nucleus for next year," Gallagher said. "We're much better than I expected earlier in the year and with a good recruiting year, we should make a run at the top 20 next season."

## sports shorts

### UNL Sports Schedule

**Friday**—UNL wrestling vs. University of Nebraska-Omaha at 7:30 in Bob Devaney Sports Center Arena.

UNL men's swimming triangular with Chicago State and Oklahoma State at 7 p.m. in sports center pool.

**Saturday**—UNL Women's Husker invitational track meet at 10 a.m. and 2 p.m. at the sports center track.

UNL men's track dual against Kansas at 1:30 p.m. in sports center track.

UNL women's swimming dual with Missouri at 2 p.m. in the sports center pool.

UNL men's swimming dual with Missouri at 2 p.m. in the sports center pool.

UNL women's basketball against UCLA at 5:15 p.m. in sports center arena.

UNL men's basketball against Colorado at 7:35 p.m. in the sports center arena.

# History taught backward

By Alice Hrnicek

What is the relevance teaching about Moslem sects of the ninth and tenth centuries if one doesn't realize their importance in the troubled society of Iran today?

This is one question which may come up as an argument in favor of a revolutionary method of teaching history developed by a Georgetown University professor three years ago.

One way to narrow the generation gap is to teach history backward, according to Ernest W. Lefever, director of Georgetown University's Ethics and Public Policy Center, as reported in the *Omaha World Herald*.

Lefever believes that current events should be related to similar events of the past in order to develop a greater understanding by young people of the influences on the opinions of their elders.

### Not full agreement

Not all officials in UNL's history department agree with this viewpoint.

Nels Forde, history professor, firmly contends it is "valid to start backward and go forward."

However, he said recent goals of the Lincoln Public Schools were to require students to demonstrate a certain level of competence not only in past events but in recent happenings.

"The competence they are working for won't be achieved by studying events of the last 20 years," he said. "What they will discover are the factors that took place that effect them. But to find out why they

react to those factors the way they do, you would have to study the human behavior of earlier events."

He added that the reason people study history is to "find out what makes human beings tick."

### They've tried

In the late 1960s, several instructors at UNL tried to teach western civilization and modern Europe courses using methods similar to Lefever's suggestion, said Edward Homze, chairman of the history department.

"I tried it once in Centennial College and found it to be no more effective than other ways," he said. "It's a way of making things seem relevant, but one of the problems is that textbooks aren't written that way."

One of the advantages is that the importance of earlier times can be realized right away, Homze said.

History professor John Yost said, "It might cultivate a greater interest in one's heritage and develop a perspective for past and current events."

### Exploration

Although Yost has not tried the approach and acknowledges that the majority of faculty members teach chronologically, he said, "we should always be exploring new ways of pursuing historical knowledge."

Parks Coble, instructor of modern China courses, said he already places a large emphasis on current events. But because knowledge about the present happenings in China and Japan is more prevalent among his students, he said he prefers to give them a background in past history.

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