

Distributive Education Program looks for students

By Lori Merryman

Approximately 33 percent of the people employed in the U.S. work in wholesale or retail services.

It was the mid-1960s before schools realized that business distributes goods and services to the public, said Steve Egglund, chairman of the Distributive Education Division in the Center for Business and Vocational Teacher Education.

Educators began to take a more extensive look at these fields and stopped sending students into retail and marketing without the proper training, he added.

Distributive education programs, gaining interest in about 1963, prepare the student to teach marketing in the high school, community college or the adult business community, Egglund said.

A distributive education teacher-coordinator teaches business communications, advertising, merchandising and general marketing. This program also coor-

dinates on-the-job training experiences for the student in marketing occupations.

People with a distributive education degree also have the marketing and management skills necessary to move into business positions.

"THERE SEEMS to be an oversupply of teachers," Egglund said, "but in distributive education, this is reversed." He said there is a strong need for more students in the Distributive Education Program to provide educators for the 60 high school and community college programs in Nebraska.

There are two primary reasons for the shortage, he said.

Today people realize the importance of vocational education. Consequently, there is an increase in vocational education resulting in a need for more instructors, Egglund said.

Secondly, the dual advantage of a distributive education major contributes to

a loss in teachers eventually.

"We produce enough teachers to fulfill the demands, but there are so many turnovers because of the unattractive salary of teachers," he said.

Egglund explained that once the distributive education majors begin teaching, they often get offers to work in the business profession because of their training.

"CURRENTLY, THERE ARE many students in the business college who would like to teach, but have heard there is no need for teachers," Egglund said.

"People interested in adding a teaching alternative to their business degree can do so through the Distributive Education Program," he added. This is the same for people in teachers college who would like to add a business alternative to their education.

In general, students may become

qualified to teach in a distributive education program by taking courses in the Distributive Education Division of the Center for Vocational Teacher Education, and also other departments of Teachers College and in the College of Business Administration.

Egglund said there are two ways in which one can be certified as a teacher of distributive education.

The student can either major in Teachers College or in CBA.

Students in CBA may obtain their teacher certification by taking 31 to 32 hours in the Teachers College. Those enrolled in Teachers College are required to take 45 hours of course work in CBA in addition to general and professional education requirements.

For more information, students should inquire at the Distributive Education Department in the Teachers College.

Team policing puts officers at your door

By Kris Hansen

The next time a policeman knocks on your door, don't panic—he might just be coming to visit.

Getting in touch with the community is the goal of Lincoln's unusual method of team policing, according to Assistant Police Chief John Miller.

Team policing involves dividing the city into areas, each with its own captain and team of officers, Miller said. The officers ideally spend half their time answering calls and the other half working with people in their area, he said.

"The thrust of team policing is not just to answer calls from the public, but to actually get involved so we can identify their problems and the things they perceive the police should be doing—and spend time solving these problems," Miller said.

Miller said officers contact neighborhood groups to explain their availability, to offer programs and to discover people's concerns.

"The policeman that's able to go out into the community, identify problems and do something about it is more likely to have people talk with him about

police-related problems," Miller said.

TEAM CAPT. Allen Curtis said his team has discovered a wide variety of problems in neighborhoods and said people have been open with them.

"There's a myriad of things we've done with them," he said. The team has solved many problems groups have identified and has suggested programs to avert trouble, he said.

Team Capt. Ed Ragatz said some groups may be apathetic or have negative reactions to the policeman stereotype. The solution is to mingle with people as often as possible and do a little sleuthing to find out their problems, he said. Ragatz added that most people in his area have welcomed the officers.

Jack Fields, president of the Meadowland Improvement Association, said the police have been helpful with problems in the area. The police have sponsored safety programs and handled parking and vandalism problems, he said.

Joyce Holmgren of the Eden Park Association said the police have been in touch with the group several times.

"They've made a real effort to know people," she said. "It's inspired a lot of confidence and we're enthusiastic about team policing. Uniforms don't make us nervous anymore."

MILLER SAID the city was carefully sectioned into five areas to preserve existing neighborhood patterns. Each area became a small police department with its own equipment and central base, he added.

Changing to five different forces created some duplication of equipment and effort first, Miller said. The city was buying five sets of equipment when only one or two would do for the city, he said.

"It took us some time to find out which things needed to be centrally located and which to supply to each area," he said.

Miller said the new system corrected some problems traditional police set-ups usually have. Most departments

operate with the chief in command, deploying all officers and managing the whole city. An officer's time is spent answering calls and handling problems after they occur, Miller said.

Under team policing, which former Chief George Hansen instituted just over a year ago, authority is pushed down to the captain's level, Miller said. The captain deploys the men, learns to anticipate trouble and relies on the central office only for major problems, he added.

THE CENTRAL OFFICE now serves as a support system, keeping records and deploying special teams for complex cases, Miller said.

Another advantage over the traditional system is the officer's ability to handle all calls, Miller said. Under the old system, an officer would handle only one type of problem, such as burglary. Now, officers are trained to handle all situations, Miller said.

Ragatz said this approach, called the "generalist officer system," is a vast improvement over the old system.

"This way, there's always a man in the area that can handle every type of call," Ragatz said. "He can still call in the support system if the problem is too big for him."

Miller said officers learn to manage their time, work together and become involved with people more than ever before.

He added, however, that the men can take the team spirit and community attention too far at times.

"THE MAIN PROBLEM initially was that these teams became so involved in their own areas and their own self that they forgot about the total commitment," Miller said. The department had to stress to the officers that they were part of a whole.

Miller added that the teams began trying to handle all problems internally. This is good on smaller cases, he said, but the officers had to be reminded to call in special teams when the problems became too complex.

Continued on Page 7

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