

Cricket catching on across U.S., at UNL campus

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Mohammad said members of the club have been playing cricket all their lives, because it is a popular sport in their home countries.

"It's a national pastime to watch the games," Mohammad said.

Cricket is a ball and bat game similar to baseball.

In cricket, 11 athletes play on each team. They take turns being the fielding or the batting team.

The bowler is like a pitcher in baseball. He pitches, or delivers, the ball and a batsman must hit it. Each bowler delivers six balls to each batsman, the set of six called an over.

Two batsmen are ready to bat at opposite wickets, or stakes. The UNL Cricket Club substitutes a trash can and backpack for wickets.

One batsman bats at a time. When the ball is hit, the batsmen signal each other and run to the opposite wicket. This is counted as a run. They run as many times as is signalled.

Most professional games are played with a limited number of overs.

The cricket ball is very hard, weighing a half pound. Mohammad

was hit with the ball during one of the Iowa State matches and had to get stitches.

The UNL club use a tennis ball when they play Saturdays. They cover it with duct tape to weigh it down.

The UNL club usually plays after the library closes so they don't bother anyone, said Naushad Syed, a sophomore architecture major.

But sometimes that doesn't work. "Sometimes people call a cop," Mohammad said.

The callers are afraid club members will break a window in the administration building.

"But that hasn't happened in the six years that we've played here," he said.

The club has played the Iowa State cricket team in Ames, Iowa, and here in Lincoln.

"Two years ago, they played here and we played behind Sandoz," Mohammed said. Iowa won both times.

He said the club plans to play other teams from Omaha, Kansas State and other Midwest colleges. Most of the colleges have cricket clubs, he said.

Although the game is gaining

popularity, it is not as well-known in the United States as abroad, Mohammad said.

Cricket started in the late 1700s. "It was mainly played by English aristocrats," Saji Kumar, an applied math graduate, said.

Eight former British colonies compete for the World Cup, although 15 countries have playing teams. Australia holds the World Cup at the present time.

Other teams that play internationally are the West Indies, Sri Lanka, Pakistan, New Zealand, India, Great Britain, Zimbabwe, Canada and the United States.

The U.S. team hasn't qualified to compete for the World Cup.

"In order to qualify," Kumar said, "someone has to gain cricket status and then win some matches."

Cricket is not as popular in the United States "because Americans

don't like slow games," Kumar said.

Mohammad said cricket is as fast-paced as baseball, but the games just take longer to complete. In traditional cricket, the game can last for five days at eight hours a day.

Last weekend's game wasn't completed fast enough, either.

"It ended in a draw because of the rain," Mohammad said.

University lawn sprinklers came on.

Class aids special education staff

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teachers are trained to serve as career counselors.

Since the project began in July 1987, Vasa and his staff have produced resource materials that help students in transition.

"We sent out questionnaires to various post-secondary schools in Nebraska and with that made a compilation of information about different schools," Vasa said.

The result of the compilation is the Directory of Nebraska Post Secondary Educational Opportunities. The directory is a listing of Nebraska beauty schools, business and trade schools, community colleges, nursing and health-related schools, and colleges and universities that offer programs for learning-impaired students.

A second upcoming publication,

the Directory of Services for Students in Transition, will provide information to special education personnel on various resources available to assist handicapped students.

Vasa said the project staff just completed about 350 entries for an annotated bibliographies publication.

Professional teachers and parents can use the bibliographies to find reading materials about secondary students in transition, Judy Riordan, instructional development specialist, said.

A fourth publication, which is still in production, is the Teachers Guide for Involving Parents in the Transition Process.

The guide will assist secondary special education teachers to develop an effective transition model to help them address problems that result after high school, Moseman said.

"It (the guide) provides several

different ways that plans for transition can be arranged, such as who's involved," she said.

Since the partnership program started, a two-credit class, called "Supporting Parents Partnership in Secondary Education and Transition," has been created.

The course will instruct teachers on an advanced level about working with parents of mildly/moderately handicapped students. Project Coordinator Lori Moseman said.

Lori Moseman, project coordinator, said students will receive practical experience both in and out of class.

In the end, Riordan said, "we want to have resources that parents and teachers can use."

"I hope the materials we have developed and used will still be available and may remain part of the existing course work."



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