QUAKE from Page 1

Mrs. Jaecks said she wasn't very worried about the group because she didn't hear about the earthquake until 10 p.m. and her husband called shortly after that. She said her husband told her Burrow had to hold up a candle so he could see to dial the

Mrs. Jaecks, who has been in an earthquake before, said it's a "very eerie feeling when the earth starts

it's really disorienting when it starts moving. The Nebraska group will arrive

Burrow said people grow up think-ing that "good old mother earth"

will always be there to stand on, and

moving underneath your feet.'

home Sunday night after the confer-

"We'll be glad to worry only about tornadoes," he said. "I'd much rather deal with them than earthquakes.

PARROT from Page 1

utes that they hated cigarette smok-

Then Parrot, asked the crowd to imagine she was holding up a pack of cigarettes and asked for slang words to describe them.

Responses ranged from grits to cancer sticks.

laughter followed, but no one could offer a slang word.

Unfortunately, Parrot said, society permits conversations about cigarettes but not sex. Thus, most people are not "clear" and "consistent" about what they want and think about

sex, she said.
"We don't wear a sign on our When Parrot asked the audience to neck' saying what is allowed and imagine she was holding a penis, what isn't, she said.

Teacher training addressed

From Staff Reports

Scholars from across the country will address the topic: "Are Our School Teachers Adequately Trained in Measurement and Assessment Skills?" during the UNL Buros Insti-tute of Mental Measurements' annual meeting Nov. 2 and 3 at the Wick Alumni Center.

The Buros Institute, a division of the Department of Educational Psychology at UNL's Teachers College, publishes the Mental Measurements Yearbook, a standard evaluation guidebook of psychological and edu-

The keynote address, focusing on the consequences of inadequate measurement of knowledge in schools, will be given by H.D. Hoover of the University of Iowa at 7:15 p.m., Nov. 2. Other speakers include: Arlen Gullikson, University

of South Dakota; Steven Wise, UNL; Leslie Lukin, University of Missouri-Columbia; Richard Stiggins, Northwest Regional Educational Laboratory; and Donna Campbell, Arizona Education Association.

PATROL from Page 1

the ASUN Parking Task Force to ensure the safety of students and

Property.

Vitek said he hopes two or three police officers or some paid student security officers can be hired to patrol the lots.

Although many of UNL's lots are lighted, Vitek said, some stu-dents don't feel safe walking through them after dark

Additional security officers in the lots would help eliminate vandalism and assaults in the lots, he

Vitek said he has no estimates on the cost to hire additional security, but said he will work with UNL police and Goebel if ASUN

advances the bill.
"Basically what this is doing is just trying to get the ball rolling be-tween the task force, the vice chan-cellor and UNL police," Vitek

Lt. Ken Cauble of the UNL police said he thinks it is a "workable" idea, but the additional security officers would have to be

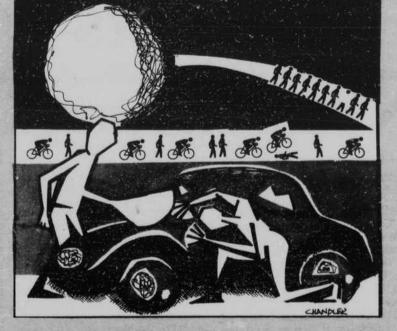
Volunteer patrols of the lots in past years have not worked, he

"Unless you're getting paid for it," Cauble said, "you're not going to show up every time."

Cauble said the additional secu-

rity could come from police officers or students who work as building patrol officers.

If student building patrol offi-cers are selected to patrol the lots, Cauble said, he would be willing to



provide about four days of park-

ing-lot patrol training to them.

Building patrol officers already are given on-the-job training in security matters, fire prevention, radio use and other matters, he

Cauble said he is willing to work with the parking task force to determine which lots need security, how they can best be covered and if one patrol can handle one or two lots.

But, Cauble said, another monetary source is needed for the project. The police department does not have any funds for the patrols in its budget, he said.

Goebel said he hasn't been contacted formally about hiring additional security for the parking lots, but he is open to suggestions on how to make the campus more

Although Goebel said he agrees more officers would make the parking lots safer, finding additional money to hire more officers is difficult.

"That's the principal issue and it always is in the expansion of services," he said.

Goebel said he thinks the UNL police provide the maximum amount of security possible from their existing budget.

VALENTINA from Page 1

tries to suppress her laughter as stu-dents joke back. She says one reason she and her

students have so much fun in class is because of her young attitude.

She says it doesn't matter how old she is because age is a state of mind. "What is age? If you consider sitting in a rocking chair old, then I

am young.' Her vitality is evident in the class-

It's not uncommon for Ziverts to break out into song in the middle of a lecture or share an old Russian proverb when she gets the urge.

Her mode of teaching often is unpredictable. If, while explaining the definition of a word, she is reminded of her homeland, she will switch at a moment's notice to a lesson on Russian culture.

She says she doesn't mean to

"How can you learn the language and not care about Russia, Russian culture and history?" she says.

While some students say they sometimes have a hard time following her train of thought, Gibbon says
Ziverts' "perceptions of reality offer
a good dimension to one's understanding of the culture."

"Successful language teaching

change the subject, ". . . it just depends on an individual teacher comes." depends on an individual teacher employing their own approach," he

Christine Taube, a senior Russian major and Ziverts' granddaughter, says she has no idea why her grandmother's approach works so well with students.

"Beats me," Taube says half-se-riously. "Maybe they wish their own grandmother or mother was like that."

Ziverts says she treats her students employing their own approach," he the way she does not because they are in her class, but because she cares about them.

> 'I correct their English, I correct their manners. I make them greet me when they come to class. Maybe I am too much of a mother or a grandmother. Maybe sometimes I am too abrupt -- but they take it because they know I love them.

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