

Stress

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ing, you better get your priorities straight.

"We're just young men, we're just playing a game."

Jamar Johnson, a sophomore basketball player, said he felt pressure because of the scrutiny athletes were subjected to.

"I think basically all of the athletes here at the university — they kind of live within a glass house," he said. "That's a stress in itself, having to worry about what other people think

of you."

But those pressures are manageable, he said.

"It comes with being an athlete — you have to deal with it."

"Don't blow it out of proportion, but you have to deal with it," Johnson said.

Tom Haase, a senior quarterback, said he also felt stress from his involvement in athletics. However, he said he thought the advantages outweighed the disadvantages.

"I don't think it's too bad," he said. "The biggest thing is just to get adjusted and get into a routine."

Haase compared adjusting to the pressure of athletics to adjusting to a new job.

"If you start out at a new job, you have to get used to that as well," he said. "Somewhere down the line the pressure becomes routine."

Gary Gollner, a psychiatric social worker for the University Health Center, said he had counseled student-athletes since he started his job 10 years ago.

"Student-athletes seem to really reflect the problems of the student body in general," he said. "If you didn't know the student's background,

you couldn't tell by the questions they ask."

The time student-athletes must spend preparing for and playing sports puts additional pressure on them, he said, but that pressure is not unlike the stress felt by students who must work to pay for school.

"Compare incoming freshmen to an incoming freshman-athlete and it's hard to see the difference," he said. "One (student) may be studying, one may be working and one may be in practice."

And psychologically, a student-athlete's problems are not different

from those of other students, he said. Rick McNeese, a psychologist who counsels student-athletes for the athletic department, agreed.

"I guess I see them (student-athletes) dealing with the same kinds of stressful events that any other college student would," he said.

McNeese said the athletes he had worked with usually were able to handle the pressure of being expected to achieve.

"Every once in a while, you find an individual athlete who finds it more difficult to deal with the public eye, but that's the exception."

Instruction

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tative is more a matter of improving teaching methods.

"My personal desire is that we'll see a real benefit for students in the short term," he said. "It's not just for the professional development of the faculty."

Wright said the additional resources, however they were administered, would expand faculty opportunity in the area of instructional improvement.

"It's a marvelous opportunity," Wright said. "Just the presence of the funds will raise morale, interest and energy among faculty."

The administration has not decided how much money will be put into the program, Griesen said, but funding could be about \$50,000.

Legislature

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Learning about cultural diversity in college — as he did — is too late, he said.

Andrew Sigerson, a junior economics major at UNL, said that university students had to deal with people of different cultures whom they have never encountered before.

"It's unfortunate because it creates a barrier between people," Sigerson said.

Ernest Smith, a sophomore chemical engineering major at UNL, said the bill would help alleviate these barriers by exposing children to diversity at an early age. Smith is president of the African People's Union at UNL.

"On the collegiate level, we may deal with a student four, maybe five years at the undergraduate level," Smith said. The bill would give children in kindergarten through 12th grade access to multiculturalism.

Chambers said a local school would be given much leeway in implementing cultural diversity programs. Schools either may integrate multiculturalism into current curriculum, or teach it in separate lessons.

"Since black people, Asians, Native Americans and Jews have been systematically excluded, it may be necessary to single them out," he said.

Chambers also said schools needed teachers from different backgrounds to teach about cultural diversity.

Kubik agreed that having teachers from different backgrounds was important.

"I don't think, really, anybody, unless you are that specific race, are qualified to teach about that race," Kubik said.

No one spoke in opposition to the bill.

POLICE REPORT

Beginning midnight Monday

1:11 a.m. — Vehicle damaged, Love Memorial Hall parking lot, \$200.

1:45 a.m. — Stolen license plate recovered, 40th and Holdrege streets.

8:36 a.m. — Bug zapper stolen, Selleck Residence Hall dock, \$200.

8:36 a.m. — Window broken, Selleck Residence Hall, \$50.

3:35 p.m. — Walkman stolen, Piper Residence Hall, \$100.

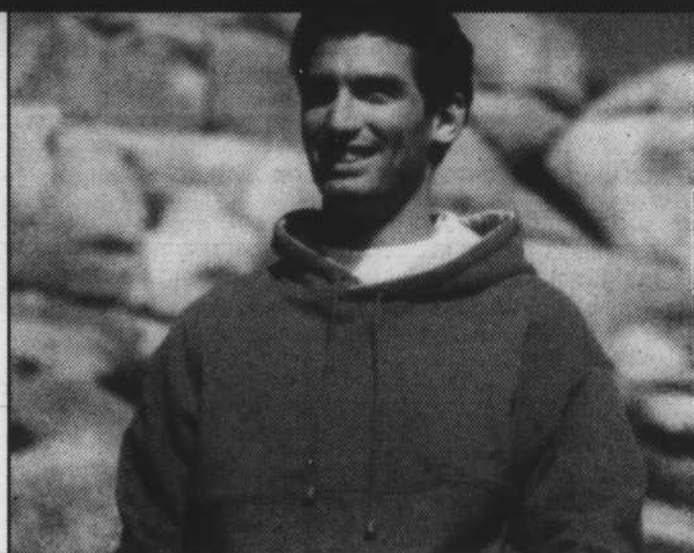
4:34 p.m. — Money stolen, Sherman Welptman Courtroom, \$305.

4:43 p.m. — Handbag stolen, Burger King Nebraska Union, \$35.

10:28 p.m. — Bike stolen, Schramm Residence Hall, \$305.

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