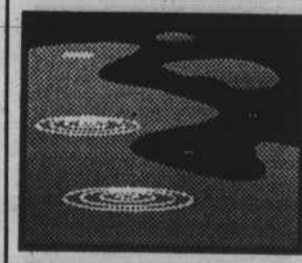


Daily Nebraskan

March 5, 1992

University of Nebraska-Lincoln

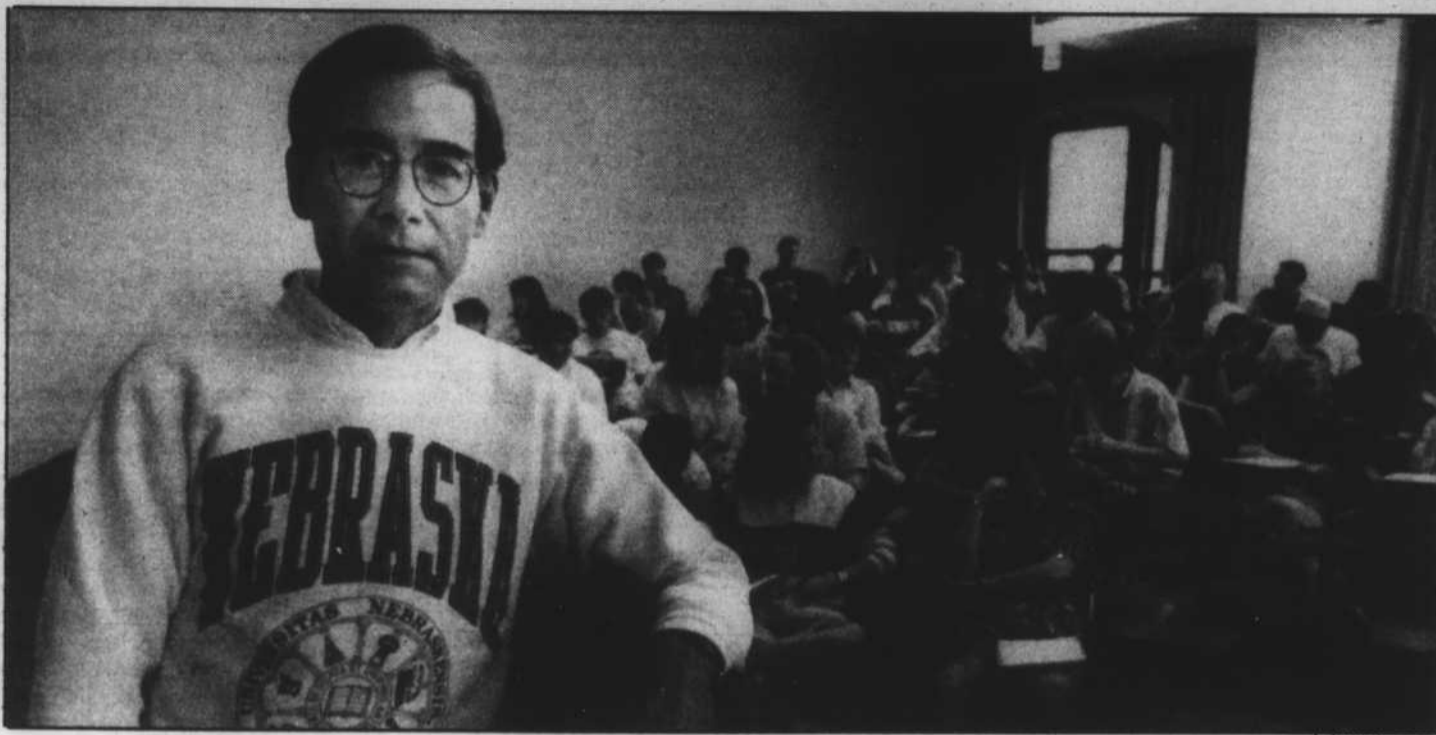
Vol. 91 No. 116



TODAY'S WEATHER

60/50

Today, 80 percent chance of rain, northeast winds 10 to 15 mph. Tonight, 70 percent chance of rain. Friday, 50 percent chance of rain with a high of 50 to 55.



Jeff Haller/DN

James Moore, an assistant professor of history, says he feels close to his students, and he takes a casual approach to teaching.

Dream weaver

Professor's pledge to live life seeps into teachings

By Jill O'Brien
Staff Reporter

Every weekday morning, while still lying in bed, James Moore asks himself what he wants to do.

Moore, an assistant professor of history who lives in Omaha, said his answer was always the same.

"I want to drive to Lincoln and teach my kids."

For Moore, known as "Doc" by his students, teaching is an obsession and a love. The gleam in his brown eyes and genuine smile reflect that passion.



A 1967 graduate of the University of Nebraska-Lincoln, Moore works with five of the professors who once instructed him. He admitted that he had a hard time — and still does — addressing those colleagues on a first-name basis.

"It's truly a fascinating experience to come back to your old school," Moore said.

Before accepting his non-tenured appointment at UNL, Moore said, he spent about 20 years teaching at Hofstra University, in Hempstead, N.Y.; Polytechnic Institute in Brooklyn, N.Y.; and Southampton College, in Southampton, N.Y.

He returned to Nebraska when his mother became ill, and last year started teaching part time at UNL. This year, he teaches full time.

Moore has been to the West Coast, and he has taught bridge and golf on cruise ships. He has lived in Great Britain and France and, recently, he visited Russia.

Now, Moore spends most of his time teaching and advising students.

Except for his desk loaded with paper-

work, an ashtray, telephone and coffee maker, his office is bleak. Boxes of unpacked files and books stare longingly at the empty metal shelves. His bare green walls cry out to display the myriad teaching awards he has received.

After Moore lit a Benson and Hedges cigarette, he leaned back in his chair and talked about teaching.

"The first rule of thumb on being a good teacher is to know the audience," he said.

Moore became the faculty adviser to the UNL chapter of Delta Tau Delta fraternity, he said, to learn more about his audience, his "Deltas," and his students.

When he teaches students, Moore said, he sits in front of his class and thinks aloud.

"The kids like to watch me go through a thought process," he said. "I don't like to lecture and lecture."

"I've always been very, very close to the kids," he said.

Moore's students know that if they have a problem, they can come to him, he said.

Recently, two students dropped by his office for help on planning a trip to New York.

Moore warned them to "stick to groups . . . stay in mid-town Manhattan at night. Don't take the subway — walk."

He relates to students and speaks their language — the language of a friend.

"One of the things I try to do is to get my students to dream a bit," he said.

Moore said students should not feel they must go through the life trap often prescribed by parents and students.

"You really can dream," he tells his students. "And yes, it's going to be scary, and yes, you're going to think up a million reasons why you shouldn't do this, but if it's your dream, do it."

More than once, his students have heard him quote, "There are no problems, only opportunities."

He attributes his enthusiasm and positive outlook partially to his grandfather, "a man who always believed in the possible and refused to be negative," Moore said.

His own philosophy — "Life should be lived" — enabled Moore to witness history firsthand, particularly during the 1960s, he said.

He recounts frightening stories about his involvement in the Civil Rights movement, when he participated in marches and voter registration projects in the South.

But Moore was involved in more than civil rights.

In 1967, Moore said he realized from a historian's viewpoint that the Vietnam War was wrong, so he joined Students for a Democratic Society.

In 1968, he was at the Democratic Convention in Miami Beach, Fla., when the riots started.

"The fabled '60s really ended in '69," he said.

"My kids always ask me about Woodstock," he said, "and I was there."

Woodstock was actually a funeral, he said — a farewell to the '60s and to the dreams that had accompanied that decade.

Efforts to end the war had failed, he said.

The vision of civil rights as a non-violent appeal to the better nature of white people also had failed, he said.

"I still get misty thinking about Martin Luther King," he said quietly, closing the '60s chapter of his life.

Controversy not only reason for resignation, NU coach says

By Thomas Clouse
Senior Editor

Ray Huppert, who spent the last 16 years as the Nebraska women's swimming coach, announced his resignation Wednesday following a year of controversy.

Earlier in the swimming season, Huppert was accused of sexually harassing some of the team members, Nebraska Athletic Director Bob Devaney said in a KETV interview Nov. 6, 1991.

Devaney was unavailable for comment Wednesday.

Michelle Butcher, a junior swimmer from Alpine, Calif., said the controversy had an adverse effect on the team.

"The team split up and there was a lot of personal feelings between team members," Butcher said. "It was a hard year to get through and it showed in the Big Eight meet."

The Huskers, who were the defending conference champions, were beaten by Kansas 741-586.

Butcher said the controversy made it hard to focus on the season.

She said an investigation last fall proved five allegations of sexual harassment were true, but Huppert remained as coach.

"People looked at (the investigation) as a charge against the team," she said. "It wasn't

See HUPPERT on 3

Osborne says fair coverage is important

By Sean Green
Senior Reporter

Nebraska football coach Tom Osborne told a group of UNL journalism students and professors Wednesday that he appreciated reporters who were accurate, courteous and wrote balanced stories.

In a speech containing several anecdotes and personal experiences, Osborne also spoke about good and bad reporting, his dealings with the media and coverage of UNL student Andrew Scott Baldwin's alleged assault of a Lincoln woman and a police officer Jan. 18.

He said there was a difference between a reporter accurately quoting sources and a reporter making sure sources are credible.

Osborne also said he was opposed to reporters using anonymous sources, especially in controversial stories where an individual's reputation was at stake.

See OSBORNE on 2

Panel calls for reforms in education

By Jeremy Fitzpatrick
Senior Reporter

Structural changes must be made in colleges and universities to improve the retention of minority students, a panel of higher-education officials said Wednesday.

The panel was presented by Cox, Matthews and Associates, Inc., publishers of "Black Issues in Higher Education," as a live telecast. The University of Nebraska-Lincoln's Affirmative Action/Equal Opportunity Office sponsored the teleconference in the Nebraska Union.

Uri Treisman, a mathematics professor at the University of Texas and

Educators say minority retention should be priority for colleges

director of the Dana Center for Mathematics and Science Education at the University of California-Berkeley, said colleges and universities must change their methods of retaining minority students.

"In higher education now, I think we need radically new reform programs . . ." he said.

Donna Shalala, chancellor of the University of Wisconsin, said it was critical for an entire university to get involved in recruiting and retaining

minority students.

"It's (necessary) that the entire institution has to change its attitude," she said.

Shalala said universities needed to adjust to the needs of students, rather than telling them they should adjust to the institution.

Treisman agreed that universities needed to make retention programs part of the whole institution rather than just one office.

"Instead of having tutors out there

in some building, have them in the classroom . . ." he said.

Treisman said the way to disempower minority students was to isolate them from other students. To prevent this isolationism, he said, universities should create programs aimed at creating a new environment for the whole university.

Donald Phelps, chancellor of the Los Angeles Community College District, said colleges needed to find permanent solutions to the problem of minority recruitment and retention.

"It's important that we quit trying

See REFORM on 2

WEDNESDAY

UNL's Playboy models autograph photos. Page 3



Lincoln High 68510. Page 5

Nebraska rolls over Kansas State. Page 13

Wire	INDEX	
Opinion		2
Sports		4
A & E		7
Classifieds		9
		11