

Bills to keep RHA members off ASUN fail

By George K. Stephan
Staff Reporter

Two bills that would prohibit members of the Residence Hall Association from holding elected positions in ASUN were both defeated Sunday after lengthy discussion by members on both sides of the issue.

Heavy debate by RHA members over the bills did much to prolong the three-hour meeting until both bills failed by a vote of 10-12.

RHA President Matthew

Hammons, speaking in support of the measures, said he was concerned whether students who were elected to both bodies of government could properly serve both offices.

Hammons said the bills were seeking a "secure future" for RHA by providing in the constitution that elected members would be able to focus completely on the residence hall government.

Hammons cited problems in the past of members failing to perform all their duties because of time constraints. Hammon said being member of both organizations created a conflict of interest.

However, other members said stu-

dents involved in both organizations were likely the most qualified.

Brenda Starr, president of Burr/Fedde, said that many times that "your busiest people are your best people," adding that those who would take on two offices would know the limits on their time.

ASUN President Andrew Sigerson spoke at the meeting, saying that government had no right to put restrictions on individual student's involvement in campus activities.

Sigerson said those in student government knew the time commitments involved, and having the same students working in both governments helped communication.

Houseparents

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Rinehart said houseparents "keep things running smoothly," especially because they are involved with the house longer than many of the students who only live there for 4 years.

May said she had seen a lot of changes in her 19 years at UNL. She became a housemother on campus during the "beatnik or hippie era" when there was a great rebellion against authority.

"It was difficult. The alumni wanted things very formal and the girls wanted everything to change," May said. "But

“It was difficult. The alumni wanted things very formal and the girls wanted everything to change.”

—May housemother

little by little the alums relented.”

May said these days there was a more relaxed and friendly atmosphere. Also, she said there was a trend back

to the traditional, some of the girls are more receptive to "old-fashioned" ideas.

Like parenting, May said, being a houseparent has its hard times. But she said the girls in the house were the best thing about her job.

"They are vibrant, intelligent and fun," May said. "It makes life worth getting up in the mornings."

Rinehart, a member of Sigma Nu fraternity, said 38 of the house directors at UNL were housemothers. Triangle and Pi Kappa Phi fraternities have housefathers and Beta Sigma Psi fraternity has a house "couple."

Asbestos

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Burnett Hall. One was removed in early January before the new method was approved. It took three days and cost the university \$911.

The second spot was removed at the end of January, after Hoback's idea was approved, at a cost of \$192. The new method took less than a day and workers did not have to remove any furniture from the room.

Hoback said replacement of the roof at the Dental College, which contains spots of asbestos fireproofing, could cost the university more than \$100,000 using the standard method. It also would require the entire facility to be shut down during the process. But the bag method would cost about \$35,000.

Hoback predicted a comparable savings would occur each time the ceiling glove bag was used for asbestos removal.

"The cost (of removal) in the past would require facilities maintenance

to hold off and watch questionable areas until it was absolutely necessary," he said.

Now the university can afford to attend to deteriorating spots in ceilings across campus before they become crucial, he said.

Hoback also said he expected the method would be used in public institutions statewide. The consequent savings would benefit all state institutions.

Hoback said he was glad to have made a contribution to the university that may provide great savings.

"We're in the business to educate. If educators can't inhabit their offices of other spaces, it costs money."

Rich McDermott, director of facilities management, praised Hoback's contribution to the university community and the state.

"Sometimes there's an attitude that because we're spending tax dollars, we're not concerned about saving a buck," McDermott said. "The State of Nebraska is getting a real bargain with employees like Rich Hoback."

Teaching

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videotaped and viewed later by the student and the professor.

Watching the video gives the students another perspective, Anders said. Because the students can't be everywhere at once while they are teaching, the videos allowed them to see things they may have missed.

"Testing comes in what the student put together in the classroom," she said. "Using the videos is a way to see the students put the theories that they learn into practice."

Part of the practicum involves learning about theory, Anders said.

Once a week, students come together to learn theory and present lessons on theory to their peers. Students also meet every other week to share experiences at a seminar.

She said students kept journals of their classroom experiences. These journals essentially serve as the text of the seminar.

A lot of what was discussed at the seminars came from their journals, she said.

Pohlman said she liked the idea of keeping journals.

"I look back at journals from my first practicum and I can say, 'Wow, I've really grown a lot.'"

Pohlman said she also had learned a lot from the program.

"This will help me as a teacher," she said.

Anders said this program was good because it allowed the arrows of theory and teaching to point in more than one direction.

Students used to learn theory in a campus classroom and then were expected to put that theory into practice once they got a job. The arrow went in only one direction, from campus to the elementary classroom, Anders said.

“This is new. Nebraska is one of the only schools in the country to be doing this.”

—Pohlman senior elementary education major

In the new program, the arrow points more than one way, she said. Students learn theory, practice it in a classroom and then bring their experiences back to the campus classroom for more discussion.

Anders said the pilot program was started in 1986 and would be fully in place next spring. Up to this point, students had not been required to participate in the program to get an elementary education endorsement, but they were encouraged to do so.

Pohlman could have gotten her endorsement without being involved in ETEP, but she decided to be in it.

"My adviser said it would be really exciting," she said, "and from what I heard I thought it would be something I would like to be a part of."

Pohlman said the program has been beneficial.

"I love it," she said. "It's a chance for me to learn and teach at the same time."

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