

# RANDOM MEMORIES OF PEOPLE AND EXPERIENCES AT OU/UNO

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### **RANDOM MEMORIES OF PEOPLE AND EXPERIENCES AT OU/UNO**

By  
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run-off elections. They submitted a report but it was never made public. I was not on the committee, and have searched unsuccessfully for a copy of its report. I even solicited help from Chancellor Del Weber and he could find no trace of it in university records.

The "reform" agenda started with a demand for openness in the faculty salary schedule and included suggested reforms of the then current system. A committee was appointed headed by Carl Camp of the Political Science Department. As I remember, members were Bill Petrowski (History Department), Frank Forbes (Business College), and myself. It became widely known as "The Camp Committee." We obtained access to salary files and tried to make some sense out of what had been a very private operation. One thing that stood out was that the College of Business Administration faculty were by far the best remunerated. I recall that the highest paid professor was Marsh Bull, a professor of marketing. In the lower echelons were departments like English. We met frequently and worked hard. Carl wrote an excellent report that was widely circulated. It should be in the UNO archives. Many faculty members were not happy about inequalities and perceived inequities.

In some sense, the Camp Report should not have been a big surprise. Dean John Lucas of the business college was a very shrewd administrator. He worked diligently to maximize salaries in his college and shouldn't be blamed for the fact that other deans had not the wit to use the same methods. But it did raise a stir, and led to more openness and a salary schedule that gave other colleges a chance to catch up. It also led to the formation of a faculty senate designed to increase the voice of the faculty in policy determination. Originally it was a "university senate" with both faculty and administrators represented. This had some advantages in that it brought the two groups face-to-face, but the faculty tended to be suspicious of the structure and it soon was changed to a true faculty senate.

I see President Traywick as a somewhat tragic character. He truly believed in the university's destiny of growth and prosperity. For an example of this, see the discussion of Dr. William Walden in the section "Random Memories of People." A major problem was that as a new president he did not have the backing of Omaha's "movers and shakers" and neither did he have Dr. Bail's skill in balancing a difficult budget. The upshot of all this is that he was fired in the first semester of his second year. He had a big faculty Christmas reception, à la Dr. Bail, and with tears in his eyes and a breaking voice announced to the faculty that he had been dismissed by the Regents. Shortly thereafter, it was announced that Dr. Kirk Naylor would be the interim president. A well-attended faculty meeting followed. Stan Trickett took it upon himself to be the faculty spokesman and minced no words in castigating Dr. Naylor. Stan accused Kirk of plotting with the OU Regents to have Traywick removed so that Naylor could take over. It was a very dramatic scene, but Naylor handled himself well. Traywick was not treated kindly by the Regents. See additional information in the section "Random Memories of People." He disappeared from the scene, never to be heard from again. He left for a professorial position, teaching economics, at a small but prestigious eastern college (William and Mary).

A note of irony. Kirk Naylor was eventually named UNO's first CEO. There was another big and dramatic faculty meeting. Stan Trickett made a public apology to Naylor and pledged his support. And just a few years later, Naylor himself was fired by the University of Nebraska Board of Regents for not being a "team player!" He continued on at the university as a professor of educational administration.

## **THE PSYCHOLOGY DEPARTMENT IMMEDIATELY AFTER THE "MERGER" WITH THE STATE UNIVERSITY**

Bill Jaynes left for Oklahoma State in 1966-67 and in 1967 I became chairman. In my commentary about Dean Robert Harper, I provide a bit more information about this. At first it was business as usual. When we became part of the state system, though, we had a huge (25%) increase in enrollment the first year. We needed more faculty and with state funds we had the money for new hires. As an aside, we continued off-campus luncheon meetings even after the department was larger. We all chipped in to pay for our secretary's lunch so that she could join us and take minutes. Fran Hurst and I were at first the only full-time faculty and Fran involved himself little in departmental issues. That left it pretty much exclusively to me to decide what sort of positions to fill. Initially we had a few new people, most notably Richard Wikoff, Clemm (Chips) Kessler, and James Johnston. All departments were in the same boat so the number of positions available was at least partially dependent on which could fill them most quickly. I put experimental (because I needed someone to teach the courses I no longer had time for), industrial, and

school psychology as my top priorities. Since children were the focus of school psychology, and since I had long had an interest in child/developmental psychology, I added it to the list also.

Allwine Hall was completed in 1968 as a home for Chemistry and Biology Departments. Up to that time these had been located in the Administration Building (now Arts and Sciences Hall). Biology shared most of the third floor with the Art Department, which quickly moved into the vacated space. Chemistry occupied all of the fourth floor, and I saw this as an opportunity for better space for psychology laboratories. I invested about 40 or 50 dollars of department funds in equipment for architectural drawing and taught myself enough about the techniques to make some respectable floor plans. It also helped that I had friends in Physical Plant who provided me with building plans to use as models and helped out with issues of practicality. Anyhow, I wrote an elaborate proposal for a complete remodel of a fourth floor devoted to psychology instead of chemistry. Luckily, we already had faculty office space (chemistry offices were all on the fourth floor) so that gave us more space than chemistry had. I submitted the proposal to Dean Harper and it was accepted *in toto*. Since the fourth floor was laid out mostly as chemistry labs, it had to be renovated to make it usable. State funds became available and my floor plans made the process easier. This made a major change in the department, and helped with recruiting, as well. I was able to squeeze in an undergraduate laboratory for operant conditioning, and then to persuade the department to require a sophomore-level lab in Skinnerian behavior techniques for all psychology majors! Students had their "own" rats and were graded on their success in using the techniques. Most of them loved it—though a few hated to handle rats!

My biggest problem was recruiting faculty. I had to convince new Ph.D.s that a little known institution was getting ready to go places and that they could get in on "the ground floor." I took every opportunity to familiarize myself with current work in our areas of interest and to learn as much as I could about successful recruiting techniques. For many years I had been a member of the Midwestern Psychological Association. I was their "Institutional Representative" at OU/UNO and even served briefly on their membership committee. I also attended their meetings regularly and now put to work their job placement services. Although I had been less involved in the American Psychological Association I became a regular attendee at their meetings and used their placement services as well. Since I figured that most people we might be recruiting would know little about Omaha, I began the practice of sending each possible recruit a two-week (by mail) subscription to the daily Omaha World-Herald. This didn't cost much and some people told me that they were impressed when they saw from housing advertisements that living expenses were quite moderate.

I think that I was successful in my efforts. Within a couple of years, I recruited Ken Deffenbacher, Norm Hamm, Joe LaVoie, Shelton Hendricks, Jim Thomas, and Ray Millimet among others. There were some, too, with whom I was less successful. In particular, I brought Gordon Becker to the department. He was an old friend from Electric Boat and had done interesting work in statistical decision theory. He was very bright and had published some interesting papers—i.e., he seemed to hold great promise. In particular, he was older and I thought he would add some balance to the fairly young recent graduates that we had been hiring. I knew him well and understood that he was something of a "prickly" personality, but thought that he could be helped to fit in. I was wrong. He became a thorn in my side, and in that of succeeding chairmen. Even worse, his research ideas never materialized and he never met his promise as a scholar. There were a couple of others who also didn't work out, either, but they (fortunately) didn't stay around long. Just before he left UNO, Bill Jaynes had recruited a promising physiological psychologist (Dave Schacter—not the one by that name at Harvard) who had done some unusual work with monkey brains. Unfortunately he was extraordinarily egotistical and didn't get along well with others. I considered it a major accomplishment when I was able to persuade him that UNO wasn't for him and that he might do better elsewhere.

## PROBLEMS IN JOINING THE STATE SYSTEM

In the beginning, I wasn't sure that I wanted to be part of the University of Nebraska. I spent a good part of 1966-67 searching for another academic position. With encouragement from Bill Walden, I applied to New Mexico State for chairmanship of their psychology department, but didn't make it to the "short list." Probably it was my lack of administrative experience. I was offered a chairman's position at NY State College at Geneseo (near Rochester, NY) but didn't think it held enough promise and turned it down. At that point, I decided to stay in Omaha and work hard to make UNO succeed. A number of other faculty members held the same view as I did. But nearly all those that I knew decided to stay in Omaha. At the time that the legislature was considering the Omaha University bill, there

were a number of political rallies and demonstrations. One that I now find amusing was when my ten-year-old daughter showed up with a group after school to picket President Naylor's house on Farnam Street. Somehow I heard about it and asked my wife to get her and bring her home. She protested strongly that "they promised us that the TV people would be here and I'll be on the news!"

It is hard to do justice to a description of the confusion and chaos of the first few years of UNO's entry into the state university system. First of all, there was no system. The university was what is now known as UNL, plus a semi-autonomous medical campus in Omaha which came under the administrative supervision of the president in Lincoln. The medical campus was run by the Dean of the College of Medicine—at that time Cecil Wittson. In the bill making OU part of the state university, the legislature provided little or no guidance as to how the university should be organized or administrated—this was left for the regents to work out. This, of course, was appropriate since the Board of Regents was an independently elected group charged in the state constitution with setting university policies.

Anyone involved in university governance could predict what happened. The regents asked the university administrators to come up with recommendations and, in turn, the administration established committees of faculty and administrators to suggest what should be done. As a deeply concerned department chairman, I could not avoid becoming involved in these committees, nor would I have wanted to. For a full year I traveled back and forth to Lincoln once or twice a week to address the problems of system development. Those on the committee traveled together to Lincoln. We got to know each other very well and always worked cooperatively. One mildly amusing incident stands out in my memory. One *ex officio* committee member was the President of the UNO Faculty Senate. Our group had been together for several months when a new president was elected—Barbara Brillhart, who was the only woman on the committee. On arrival in Lincoln we piled out of the car. Knowing that we had a long meeting ahead of us, we routinely headed for a restroom. Barbara was new to the process and just followed along. She was a bit embarrassed to find herself in the men's room! She had a good sense of humor and I think it helped her rapport with the committee when we learned that she could handle such a situation well.

What evolved was the structure that we have today—three semi-autonomous campuses (today four, since Kearney was added later) supervised by a central administration in Lincoln. But initially it was different. The original structure was a controlling center in Lincoln with a subsidiary medical campus in Omaha. Lacking anything else we started out the same way—UNO being seen as yet another subsidiary campus, like the medical campus.

The university president, Clifford Hardin, was a very bright man with a vision. He saw the system as an amalgamation of equal campuses. Departments in Lincoln and Omaha would join together and work to ensure that their strengths were developed to the benefit of the university as a whole, regardless of physical location. This would have been hard to sell politically, but a man of Hardin's prestige and popularity might have done it. Unfortunately at that critical time he was called to Washington to become Secretary of Agriculture. Moreover, he left on a two-year leave-of-absence, so his place for those critical years was taken by a person from UNL (Merk Hobson) on temporary appointment, who had few of Hardin's strengths. Hardin never did return to the university. What happened? Committees took over that had political axes to grind and that generally promoted their own agendas. The only thing that saved the day was the Board of Regents which came up with a reasonable structure—though it wasn't Cliff Hardin's. There was to be a structure of three autonomous campuses—UNL, UNO, and UNMC. UNL was different from the others in that it had the Agriculture Campus which had its own special perquisites. Each campus was to have a CEO called a chancellor who would be responsible for its administration and report to the president who would head a central administration in Lincoln. UNL had degree programs leading to the Ph.D. so with its age and size became the *de facto* "flagship" campus. This seemed a workable solution, and with some modifications it has succeeded fairly well over the years. It has one major drawback in that Lincoln is physically closer to the seat of power than Omaha and may be better able to get the ear of both the president and the state government (also in Lincoln). I doesn't hurt UNL, either, that Nebraska is obsessed with UNL football and regents, state senators, and other policy makers get invited to preferred seating at games (e.g., skyboxes) where UNL people have their ears.

For a year or two there was no "central administration." or separate building for same. The UNL president continued to be the chief executive, housed in the UNL Administration Building, though the UNO president and the UNMC Dean of the College of Medicine operated pretty much as they always had. Finally, the Regents decided on the three campus plan described above and mandated a central executive to tie them together. This structure was a President (central administration) and three Vice Presidents: one for academic administration, one for fiscal administration,

and one for student affairs. The structure was duplicated on each campus. Former campus CEOs were renamed chancellors, and there were vice chancellors for academics, finance, and students. The only exception was a special vice chancellor for the agriculture campus in Lincoln, who had some super powers in view of the relationship between agriculture and the state's economy. Campus chancellors also held the title of vice president, and thus were equivalent in rank to the three vice presidents in the central administration. Meanwhile, a new building was constructed for the central administration (now Varner Hall), a president and vice presidents were hired along with a cohort of staff deemed necessary to operate effectively. Most amusing was the relationship between the UNL Chancellor and the President when it came to representing the university at UNL football games. They finally got it worked out, but to this day there are some ambiguities since the general public often does not understand the intricacies of the university administration!

The first university president was Durward (Woody) Varner—though I think Merk Hobson from UNL might have held the title briefly on an interim basis. He was a Dean of Engineering at UNL and certainly acted the part of president and assumed all the perquisites, whether he had the title or not. This included driving around in a big Cadillac, courtesy of the NU Foundation. There was a frequently used bad joke that whenever a tough decision had to be made, we had “Hobson's Choice!” Woody plunged right in and tried to establish some goals and a modicum of order. He appointed a “blue ribbon” committee of presumably disinterested persons to study what UNO's mission and role should be within the university. Their report was widely distributed and I had a copy but donated it to the UNO archives. I makes interesting reading even today. I think that Woody (he was quite informal and most people called him Woody in casual conversations) tried to be fair and separate himself from campus politics. However, the Lincoln lobby was clearly the most powerful. In a couple of informal conversations that I had with some Nebraska state senators at the time, they indicated that Woody had told them that if push came to shove, he would always back UNL. Woody died about ten years ago after a long struggle with Parkinson's disease.

**GRADUATE PROGRAMS.** One of the early problems was graduate education. UNL had a long history and had particular problems with their Teachers College which had more lenient rules for granting graduate degrees. UNO on the other hand, had its own graduate college before the merger. Truthfully, it too had very lax standards. One only needed a doctoral degree to be a member of the graduate faculty, and even this didn't mean much since it was routinely waived. UNL, on the other hand, required a modicum of research accomplishment for graduate faculty membership. So, what did graduate faculty membership mean? In essence at UNL it meant that the member had the right to supervise Ph.D. dissertations. Since UNO had no Ph.D. programs, membership meant the right to supervise M.A. theses, and to teach graduate level courses. UNL had a second level of membership which they called “associate member.” These had the right to teach graduate courses and to supervise M.A. theses, but not Ph. D. dissertations. But Teachers College (TC) had what they called the “Advanced Professional Division” which permitted faculty with only associate status to supervise candidates for the Ed.D. degree. This was considered by many to be an end run because TC didn't have enough faculty who could qualify for full graduate college membership. The argument was that, as the name Advanced Professional Division implied, candidates for the Ed.D. were being prepared for professional jobs in school systems, not university academic or research positions. Whatever was correct, they were generally looked down upon by other colleges and their Ed.D. tended to be held in rather low regard. In fairness, TC's dean at the time recognized the problem and stated unequivocally that he would not recommend any of his faculty for tenure unless they qualified for full graduate faculty membership.

UNO had long had its own graduate faculty and those who were members felt that they should be full members in any amalgamation of programs resulting from merger of the two institutions. What to do? I was a member of the merger committee, and greatly concerned with this problem. The merger committee appointed an informal sub-committee of two to consider the problem and make a recommendation. The two appointed were myself and Alan Bates, chairman of the UNL sociology department. We met a few times and discussed the issues. I finally hit on an idea and wrote it up—and Alan agreed.

I used the membership categories of the American Psychological Association as a rough model. They had two categories: member and fellow. Essentially, members needed to have the Ph.D.; fellows needed some recognition by peers of their research accomplishments. This was essentially equivalent to the associate member/member categories at UNL. What Alan and I proposed was that there be a common Graduate College for all university campuses. All UNL associate members would be given the title of “member,” but with no change in their teaching or thesis supervision authorities. All UNO graduate faculty members at UNO would retain the title of “member” and would have the same authority for students as the new “member” category at UNL. All current UNL

“members” would become “fellows” and teaching of doctoral level classes and supervision of dissertations would be the perquisites of Graduate Faculty Fellows only. There would be a common set of criteria for membership categories on all campuses and as new faculty progressed in their careers, they could be recommended for appropriate membership categories. This seemed to be the *status quo ante* and it was, save for one feature. All persons with the title “member” would be allowed to vote on graduate faculty policies and on Graduate Council membership—a right that they would not have had as associate members at UNL. This seemed a small compromise and had no opposition—possibly because many felt that the vote didn’t mean much anyhow. Further, UNO faculty could become fellows if they met the criteria, which would permit them to do such things as supervise doctoral dissertations at UNL. Doors were being opened!

In brief, the Regents approved this proposal and established a common Graduate College. To this day, all research oriented doctoral degrees are awarded by the University of Nebraska—not UNL or UNMC or UNO or UNK. There was a Graduate Council mandated for the new combined Graduate College. Up to that time the UNL Graduate Council—being the one responsible for doctoral degrees—had been the *de facto* governing body. I had been given a seat on this body as UNO’s representative, and I was now elected to the new all-university body. The Regents also specified a Dean of the Graduate College for the new amalgamated faculty, and I served on the search committee. This person was to be part of the central administration. The chairman of the UNL Chemistry Department (arguably the most distinguished graduate department at UNL) was finally named to the position. He had worked closely with faculty at UNMC and was respected there and at UNO by those who knew him. He turned out to be a good choice and established many of the guidelines that still exist. The position has now been assigned to the Vice President for Academic Affairs as one of his responsibilities. The last incumbent that I remember was Dr. Henry Holtzclaw, also of the UNL Chemistry Department. We traveled to a few meetings together and were on very friendly terms. The individual campuses retained their graduate deans who were needed for local administration of programs. Their titles now became “Dean for Graduate Studies” rather than “Dean of the Graduate College.” At UNO the title and duties have now been assigned to the Senior Vice Chancellor for Academic and Student Affairs.”

As soon as the rules were clear, I went to work on developing a doctoral program in psychology. First we had to show that we had a qualified faculty. Everyone was encouraged to apply for status as a graduate faculty fellow. We had excellent success and soon had more people with this designation than any other UNO department. Then I did my homework on nationwide demand for doctoral level psychologists. This was about 1970, long before internet searches were available, so it took a bit of effort. Fortunately, I had the Iowa State documentation from a few years before, so I had a good head start and plenty of suggestions for follow-up research. My proposal should be in the UNO archives. I had decided that our best strategy would be to emphasize disciplinary areas that were not available at UNL. Industrial/Organizational Psychology was a natural. There was substantial demand, we had a strong faculty, the Omaha area had many firms that could supply internships, and there were no other similar programs in the state. A second specialty area would be child psychology where we had good faculty strength. However, this would have duplicated part of a UNL program. We already had some relationships with psychologists at UNMC in Omaha, several of whom had strengths in the psychobiology of child development. So I worked to strengthen these ties (we began having regular meetings together) and succeeded in getting their cooperation and support for a program in “developmental psychobiology.” This sounded enough different from child psychology that we could argue that it wasn’t duplicative of UNL programs. Besides, the clout of our UNMC colleagues counted for a lot. A third area of strength in the department was quite different. We had long had a very good program in school psychology, dating back to our cooperation with the Omaha Public School System when we ran the Child Study Service for them. This did, however, duplicate a doctoral program at UNL—but one in the Teachers College educational psychology program rather than in the Psychology Department. At the time, this was not an especially strong program at UNL. So, our approach was to seek their cooperation in offering a joint program where we could combine or strengths. We ended up with an agreement to try this out for a few years and then re-evaluate it.

Our proposal was sent forward to the Graduate College in 1971 or 1972. By that time, the concept of a single graduate college for Ph.D. work had been adopted and there was a graduate dean in place in the central administration. As mentioned earlier, he was a fair and reasonable person, with considerable prestige at UNL. His approach was to get together all the psychology faculty (UNL’s two departments, UNO, and UNMC) to discuss the issues. This culminated in his forming what he called the “University of Nebraska Graduate Faculty of Psychology” which could then propose to him (and eventually the Regents) how we wanted to organize doctoral programs. There was one fact that ended up playing a major role in our organization. UNO was not accredited at the doctoral level by our national accrediting agency—the Higher Learning Commission of the North Central

Association of Colleges and Schools. UNL, of course, did have this accreditation. It was determined that we could “piggy-back” on this accreditation by establishing cooperative programs. This we did. It was not until many years later that UNO obtained this accreditation on its own, but the relationship with UNL has continued unchanged. There are many reasons for this—mostly political.

In summary, we were able to initiate the programs we proposed, including the school psychology program. In school psychology, though, I perceived that we were something of a threat to the program in Teachers College. They began strengthening their faculty (as they should have) and doing less and less with us. Finally, when it came time for evaluation, they claimed that they didn’t need us and that, indeed, we were dragging them down in their attempts to earn accreditation from various professional associations. So, we no longer offered the doctorate in school psychology. Meanwhile, though, I unearthed the possibility of another approach. UNO’s Education College was already authorized to offer an Educational Specialist degree (Ed.S.) which involved substantial course work beyond the master’s degree (essentially everything required by the Ph.D. except completion of a dissertation). We were already teaching most of the courses that would be required. So, I got together with their college dean and worked out a plan whereby we could offer that degree, too. They seemed glad to have us aboard, if for no other reason than that we had an extremely strong faculty which made them look good to their professional accrediting agency (NCATE). The Ed.S. is sufficient for our students to be certified by the state as school psychologists and our program is accredited by the National Association of School Psychologists, so it works out fairly well. This is currently the way things stand today—though the psychology faculty would have an easier time procedurally if their doctoral programs stood on their own completely. Currently students generally do all their work at UNO, but have to jump through procedural hoops in registering through UNL, etc.

**THE RESEARCH COMMITTEE.** When UNO’s graduate program was recognized as part of the University of Nebraska we became eligible for various university programs. Actually, we followed the same model as was applied to the College of Medicine. One of these was the ability to apply for research funds from the university research committee. Much of the funding came from overhead funds that accrued from various grants and contracts. The medical college generated many of these funds so there was no question as to their eligibility. Since UNO was treated like the medical college we also became eligible—though our contribution to the funds was nil. I think that we did obtain some small amounts initially, but the picture changed with the Regents’ decision to set up semi-autonomous campuses. At that point, each unit set up their own independent research committees. Actually, UNO’s research committee antedated this decision. Early on some funds had been appropriated to support faculty research and Dr. Naylor appointed a small *ad hoc* committee to study the issue and make recommendations. Included were myself, Vic Blackwell, Bill Walden, and Bob O’Reilly (from the College of Education). This committee finally grew into the UNO Committee on Research. One interesting (and uncomfortable) part of the assignment was that Dr. Naylor had put into the pot of research monies a fund that Dr. Bail had originally set aside to support a special project for Dr. Ed Clark of the Dramatic Arts Department. Ed would make an annual trip to New York for about a week and attend every important production on Broadway—sometimes going to two per day. Then he would return to Omaha and make himself available as a speaker to anyone who asked him—mostly women’s organizations, service clubs, etc. He was an excellent and entertaining speaker and was much in demand—i.e., he earned the cost of his trip. I heard his talks several times and can attest that they were well done. This was good publicity for OU/UNO, but now he was competing with researchers for funds. There were many such on the faculty who saw his trip as a “junket.” We continued to support him, but with somewhat reduced funds and eventually he stopped asking. When the committee organization was more structured everything became more formal; procedural rules were established, etc. But at least the committee had something to build on.

**ENGINEERING PROGRAMS.** In my opinion, one of the most poorly handled programs resulting from the “merger” was the College of Engineering. I don’t know the full story, but I was close to many of the UNO engineering faculty so I was somewhat familiar with their problems. As I saw it, most of the difficulties arose from an uncooperative “dog in the manger” attitude on the part of UNL engineering faculty and administration. I suspect that there were two major aspects to this. First, the big engineering firms in Nebraska tended to be centered in Omaha rather than Lincoln. Second, the quality of the engineering programs at UNL was not generally strong—at best they were spotty. UNO had a college of engineering, but it was new and had only two real baccalaureate programs—civil engineering and industrial engineering.. The UNL programs in these areas were not especially strong and it seemed to me that the logical plan would be to keep engineering colleges on both campuses, but to move civil and industrial completely to Omaha and let UNL have exclusive rights to electrical, mechanical, chemical, etc. Computer engineering would have been another question, but it didn’t really exist as such in the late 1960’s. Anyhow, such a

solution was not to be, mainly because the dean and his associates seemed venal and self-serving. Instead, the engineering college at UNO was abolished, the industrial engineering program was done away with, and the faculty and programs were all made a part of the UNL engineering college. There were some two-year programs in Omaha that also disappeared. Mostly they were gobbled up by Metro Tech (now Metropolitan Community College) which claimed jurisdiction over non-baccalaureate programs. In short, it was a messy and unsatisfactory solution. It got resolved in part some years later with the founding of the Peter Kiewit Institute. That is a story beyond the scope of these memoirs and one that I knew much less about—though I do have some opinions. I do make a comment or two in my discussion of Vice Chancellor Ernie Peck.

**FACULTY RELATIONSHIPS AMONG THE CAMPUSES.** For the most part interpersonal relationships among faculty on the three campuses were cordial. For example, UNL faculty regularly scheduled lunches with members of the state unicameral legislature, and they often invited UNO faculty to join in. There had been connections between UNO and Medical College faculty even in OU days. For example, in the late 1960's I got a call from Dr. Denham Harman who was doing seminal research on the effects of free radicals and antioxidants in the diet of laboratory rats. He was looking for someone with a background in applied statistics and was referred to me. We had a good discussion and I put him in contact with one of our graduate students who helped with his analysis. There were also close connections between UNO and UNMC faculties in fields such as biology and biochemistry.

When the UNO Psychology Department proposed doctoral work, relationships between psychology faculties became much closer. As mentioned elsewhere, UNO made a deliberate effort not to pose a threat to UNL programs by not proposing anything duplicative of UNL specialties (except in school psychology which was detailed above). In particular, we made it clear that UNO had no interest in the field of clinical psychology which was a mainstay of the UNL program. We were invited to department meetings at UNL and made it a point to send representatives there regularly. UNMC faculty was already connected with UNL in clinical psychology since most were affiliated with the Nebraska Psychiatric Institute (NPI) which was a source of internships for many clinical psychology students from UNL. We had a particularly close relationship with UNMC faculty in the field of developmental psychobiology and we began holding regular meetings and research seminars with them. We even cooperated in the area of faculty recruiting and they proved very helpful. Unfortunately, owing largely to funding problems I think, NPI was eliminated after a few years and most of the psychologists on their staff went elsewhere.

When he became university president, Dr. Ronald Roskens made a concerted attempt to bring faculties together. He took a three-pronged approach to the issue. First, he began having breakfast meetings for corresponding UNO and UNL departments. These were held in a motel restaurant about midway between Omaha and Lincoln. There was always a focus for the meetings, but the emphasis was heavily on getting acquainted with colleagues. Second, he held regular meetings—about once a semester if I remember correctly—of academic deans and central administration staff. These were held over lunch, often in an informal setting such as Schramm Park—again about midway between the two cities. The luncheons were catered by one of the campus food service groups and the food was always superb. There was an agenda and usually a speaker; but again, there was a strong emphasis on meeting colleagues. Finally, there was an annual social occasion for deans and other administrators. My recollection is that they were “black tie” dinner-dances, often at a country club. There was some sort of gift for attendees—I remember that at one time it was a ham. President Roskens always did things with a flair. Most of us enjoyed these occasions immensely, but there were always a few who felt put upon. I recall sitting at one formal event with the dean of the UNL School of Journalism who deliberately expressed his displeasure by wearing a light tan summer-weight suit.

## **EXPERIENCES AS DEAN OF ARTS AND SCIENCES**

Initially I applied for the position of Dean of Arts and Sciences because of encouragement from Paul Beck and Bob Harper, both of whom I held in high regard. I applied for the position twice. The first time was in 1970 upon Bob Harper's returning to the full-time faculty. I recall that there were three of us from the UNO faculty who were applicants. One was J. Victor (Vic) Blackwell, chairman of the Art Department—then in the College of Arts and Sciences. The second was a good friend of mine, John (Jack) Brillhart—Chairman of the Speech Department. And then there was me. Vic Blackwell was the one chosen and I don't argue with that decision, especially since he had the greatest administrative experience. I had worked with Vic Blackwell quite a bit in the mid-sixties, so we knew each other well and were friends. There was never any antagonism among the three of us, nor any hard feelings