



# 'Virtually Building a New University...

**"I**F YOU CAN'T stand the heat, you'd better get out of the kitchen," says University of Nebraska at Omaha President Kirk Naylor as he anticipates a hectic future with obvious enjoyment.

Naylor predicts Omahans hardly will recognize the venerable institution that once was Omaha's Municipal University, as the changes wrought by conversion to state university status become manifest in a few short years.

Some changes already are apparent. Summer session enrollment leaped 23 per cent this season, an indication that previous enrollment predictions may have to be revised upward.

**Administrators at the West Dodge institution attribute the quick jump in enrollment to lower tuition and new state university status for credit hours earned.**

"Students are aware of the changes and have taken much more interest in the future of the school," Naylor says. His development officials, in charge of making calculated guesses as to the extent of future enrollment, say now they may have to take previous "maximum" estimates of enrollment quite seriously, instead of considering them outside possibilities.

If that does indeed turn out to be the case, UNO may crack the 20,000-student barrier by 1977, less than a decade from now. Already, the school expects to be pushing 12,000 by 1970 and passing 16,500 by 1975.

Such figures necessarily imply that UNO's already strained physical plant will be utterly swamped in the near future, and that the size of the faculty must be doubled in less than 10 years to carry the load.

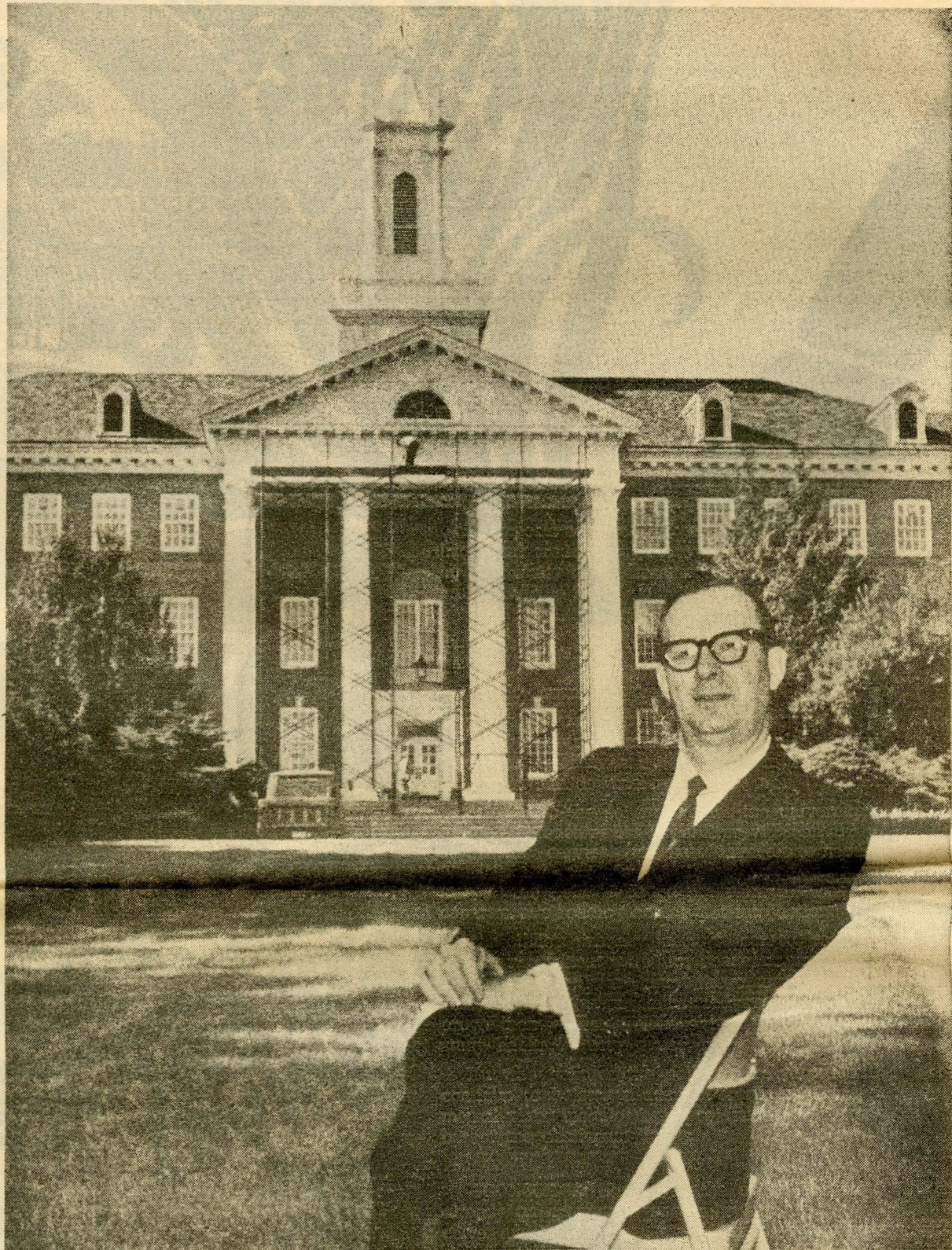
With such a rapid pace of growth, seldom equalled by any institution anywhere, will come acute growing pains. The school will be tackling so many new frontiers at once that only the bravest of administrators might be expected to tolerate their anticipated working conditions, much less revel in them.

But Kirk Naylor and his crew of veteran administrators at UNO look forward to the next decade with unbounded enthusiasm, arising in large part from the realization that they will be the foster parents in the birth of a totally new university.

Rare experience though the creation of a new institution from the ashes of the old may be, Naylor and associates aren't satisfied with that. They want to build a completely new KIND of university as well.

The essence of their dissatisfaction with the old pattern of municipal universities and their decision to seek something different is to be found in the crisis of the times.

President Naylor and his team of educators



DR. NAYLOR . . . men on scaffolding are changing the name of the institution he heads.

## ... Is a Challenge and Opportunity'

find it somehow incongruous that America's major urban universities, among many of the most famous institutions of the land, should be surrounded by seething urban unrest—what has come to be known as the "Crisis of the Cities" in network television jargon.

UNO's administrative team and faculty mem-

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bers feel the day is long past—if there ever was such a day—when universities can insulate themselves from the struggle raging all around them.

**To remain aloof from the pressing problems of racial tension, urban blight, underemployment and poverty, is to negate the very conception of what a university is all about, Dr. Naylor feels.**

Instead, the urban public-supported university of today should focus its efforts and attempt to marshal its resources to contribute meaningfully to resolution of the urban crisis, Dr. Naylor says.

"We're virtually building a new university," Naylor is fond of repeating. "It is a great challenge and a great opportunity. We are changing the image of the university to that of a great urban institution. We hope to have the same relationship to the city that land grant universities have had historically to the agricultural areas."

UNO is not alone in the effort. Other institutions throughout the country are beginning to find themselves in similar situations and are groping for answers along the same lines.

UNO hopes to take the lead locally through concentration on its Urban Studies Center, a relatively new campus institution set up for the explicit purpose of cutting across disciplinary lines to get at the root of urban problems, propose new

solutions and involve the university in the community in the process of change.

"If we're imaginative enough and creative enough, we can become one of the greatest urban institutions of the country," Dr. Naylor hopes.

But significantly, Naylor and his staff do not plan to measure the success of their "urban institution" in terms of the number of papers published or the total of doctorates in mob psychology. Rather, the men charting UNO's future hope to have a substantial, measurable and obvious impact on the course of events in the community—the greater Omaha area.

"Omaha and Lincoln will continue to grow as the rest of this part of the country declines in population," Dr. George Rachford, director of development, predicted. "As they grow, their problems will become more acute. This is where the work of the university is cut out for it."

Dr. Naylor is aware that America's institutions of higher learning have little in the way of accomplishment in urban affairs to point to. But in a way, the lack of past performance encourages rather than discourages him, for it leaves the way open for UNO to chart new directions.

Inevitably, charting new directions, much less

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# 'Once in Awhile, Stand Up to Say

## This Is Right'

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having an "impact" in the community, is going to make some people mad.

Naylor and his staff have no illusions about the depth of public wrath. "We've talked it over at great length, we have agreed that it must be done, and we have agreed to stand behind each other," Naylor says of his administrators and faculty.

"We may have to break with precedent and tradition in many areas. For instance, we may find it necessary to move to take up the slack in vocational education in Omaha, if no one else will do it. It is against all tradition for a major university to get involved in non-degree industrial skills training. It violates the ivory tower concept. But if it is necessary, we should do it.

"Perhaps one thing we will do within a short time is move toward adding two-year training to our present program of courses. That is, offer what amounts to a junior college degree as an adjunct to our regular courses of instruction. It seems most persons will need two years of training beyond high school at a minimum within a few years, and Omaha has no junior college."

**L**F UNO does not itself move to fill the gap in vocational and technical education in the Omaha area, it may take the lead in pressing for creation of a new technical-vocation institute for the metro area, Naylor indicated.

"The time has passed when we can simply issue a report on something so pressing. What is necessary now is to make definite decisions about what has to be done, and push for the changes. In other words, the university has to cease always proclaiming neutrality, and, once in awhile, stand up to say 'this is right, and it should be done.'"

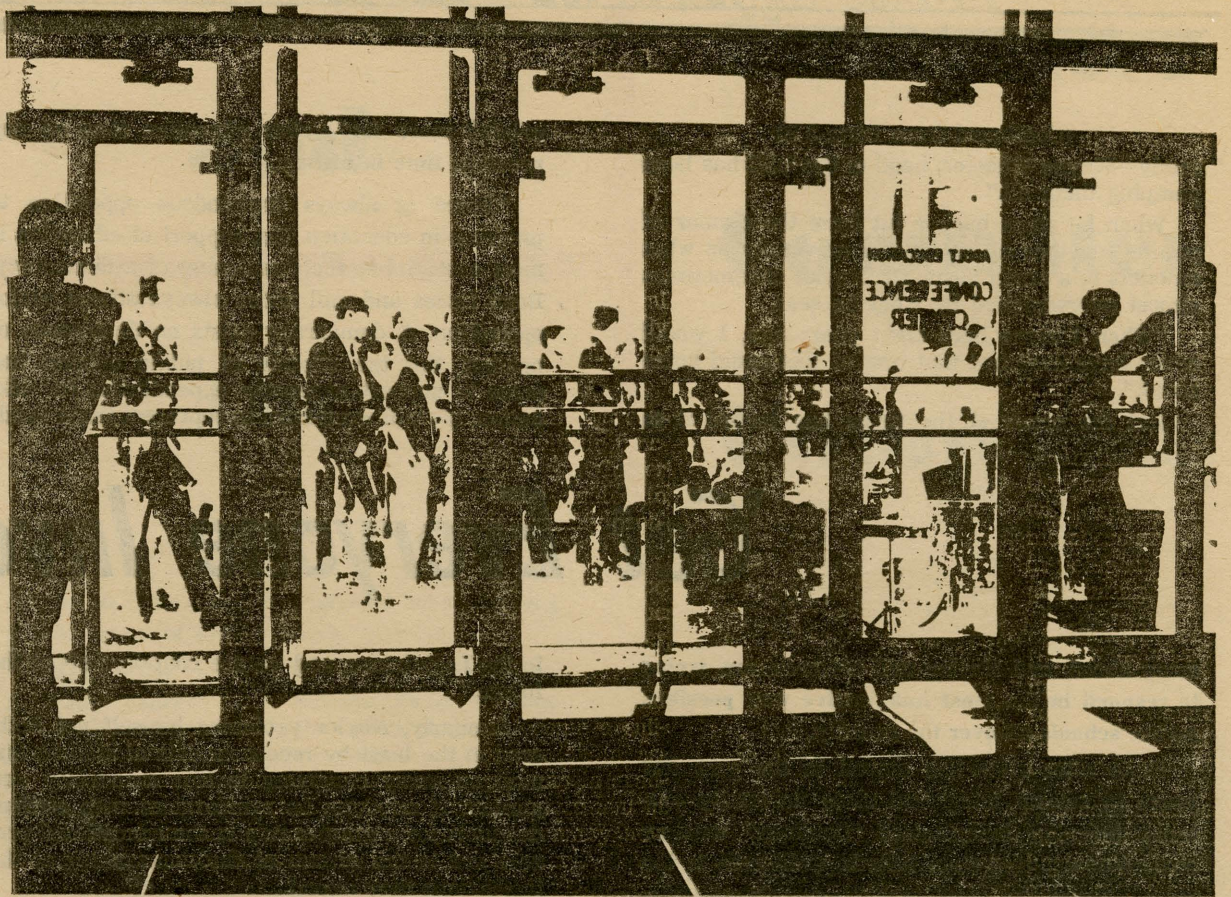
Economists and sociologists on UNO's faculty already have pointed out the damage done to Omaha's rate of economic growth and the difficulty of the city's underemployment problem without some sort of facility for higher skill-level training in technical fields.

If Omaha wants to attract space-age industry, it will have to train its labor pool accordingly, say UNO's new leaders, thinking that the school may have to move to take up the slack in technological training in the metro area, particularly in electronics and similar highly skilled fields.

It has even been suggested that UNO develop a petroleum geology program, seemingly an unusual field for a school in Nebraska. But Omaha, as headquarters of Northern Natural Gas, has a demand for specialists in the field, and with a supply of skilled workers could become even more important in that multi-million dollar industry.

Dr. Naylor also recognizes, as do educators throughout the country, that something must be done to extend university-level education to the poor of the inner city. Again, getting the job done may require some radical departures from the past.

UNO already prides itself on the number of



members of minority groups enrolled. But that number is far from enough to really get the job done. Drastic measures may be necessary to reach large numbers of people.

"We're going to have to change our admission standards," Dr. Naylor feels. "We will have to find ways to bring undereducated children of poverty into the school and develop educational programs to suit their needs.

"We may have to work with the public schools to develop remedial programs at the high school senior level. We will have to develop our own remedial courses to bring them up to university level after they get here. But it is our responsibility to find a way to educate the children of the ghetto."

Dr. Naylor feels "no child of the city should be turned down" in his quest for higher education.

**W**E can also affect the quality of lower level education through our department of education at the university," Dr. Naylor feels. "Our College of Education must develop special, specific programs and education."

Dr. Naylor feels UNO's experience with the Teacher Corps, though small in numbers, has been very fruitful in showing the way toward improving problem area education at the grade school level. The Teacher Corps aims specifically at preparing teachers to do an effective job in the most difficult circumstances.

This year UNO graduated five members of minority groups with masters degrees in education. It is hoped that figure can be increased substantially in the near future, as more and more of the school's energies are directed toward solution of pressing urban problems.

Though the UNO of the future will center its

institutional focus on the problems of the city, it cannot lose sight of its primary role as a teaching university, Dr. Naylor warns. "Our primary role is to teach. Research and community involvement are second in priority."

In order to fulfill all these functions adequately, Dr. Naylor feels the school must hire substantially more faculty members—soon. "The only way we will be able to free more faculty members to research city problems and spend more time working in and with the community is to have more faculty members to share the teaching load," Naylor predicts.

And involvement of the faculty in the community will not be taken lightly. "We are specifically and emphatically encouraging members to get involved," Dr. Naylor relates.

"When we are interviewing a prospective new faculty member these days, that's one of the first questions we ask him—Does he want to get involved in community problems and is he willing to take the time to help the university in its goal of addressing itself to urban problems?"

If the "new" university on West Dodge succeeds in hiring several hundred new faculty members in the next few years, all of them committed to participation in community affairs, this development in itself could have a substantial, even revolutionary impact on Omaha in a very short time.

Also to be considered is the quality of the students these new faculty members may attract. Naylor hopes students interested in working with faculty members concerned with urban problems also will make their way to UNO, and hopes in general to see a substantial uplifting of the quality of the student body in a short time, due to the new state university status and the excitement of being in on the building of a new kind of university.

**I**NEVITABLY, a faculty and student body committed to change in the community is going to develop more than a little heat. It is, by definition, impossible to agitate for change without making someone, often a lot of someones, quite angry.

"Sure, we'll draw a lot of fire," Naylor says. "But it's necessary. We just can't sit by the sidelines anymore. The faculty cannot be afraid to speak out for fear the president won't back them up.

"All of my professional life, I've been told that an institution without research is dead. I'd say that in these times, the urban university without involvement in the community is dead."

Besides researching the city's problems and agitating for improvements on the basis of the research, Dr. Naylor hopes UNO will be able to contract with state, federal, and local agencies to develop better systems and programs in welfare, education, health services, or whatever.

"This has to be a total commitment of the entire university, not just the Urban Studies Center," Naylor emphasizes. "The center will work with all colleges and departments in the process of urban involvement. A great many people are involved al-

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## About This Section

The birth of a "new" university in Omaha through merger of the University of Omaha and the University of Nebraska has provided editors of the SUN with a distinctive opportunity to explore one of the most critical elements of the future we hope to build in Omaha—higher education in an urban environment.

It quickly became apparent that the new University of Nebraska at Omaha (UNO) will become an urban university in the truest sense of involvement. The SUN's editors, believing the task difficult—but necessary—set out in this section to focus on the future, not to report the past.

We hope you will travel these uncharted avenues with us and that new vistas appear to you as they do to our editors, reporters and to the UNO administrators.

The section was conceived in discussions between Publisher Stanford Lipsey, Managing

Editor Charles Hein and News Editor Robert Guthrie.

Writing was handled by Warren T. Francke, former SUN staffer now on the journalism faculty at UNO, and Mark Acuff, freelance writer and also a former staff member. Photography and special art was in the province of Chief Photographer Dwayne Brown. Overall direction, including design, layout and coordination of materials, was executed by Guthrie.

The cover is by Nellie Sudavicius, a University of Omaha graduate, who expressed the idea that "as life depends upon vital elements to survive, the life string of an urban community must be linked to the university."

We believe it is true that the past is prologue and that the future is not an open book to be read at will. But it is always worth inquiring into and so we believe Nellie Sudavicius has supplied a fitting cover by showing "the future as a combination of education, of the city and of man."



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ready—Wayne Wheeler, head of the USC has been pumping them all.”

When he steps back a bit from the clamor of putting together a new kind of university on what amounts to a crash basis, Dr. Naylor is sometimes almost overwhelmed by what he sees.

“When I came here eight years ago, I would never have dreamed that any of this could come about.”

But the crush of the times has forced it to

priated more for higher education than at any previous time in history.

“There is always tremendous opposition to progress in education. But support of education is most essential to the functioning of a democracy. Bond issues and mill levies always attract major opposition. A democracy exists on divergence of opinion. But the climate of public opinion has come to support necessary expenditures for education. We will work hard to represent these needs

Dr. Naylor feels profoundly that a “university must have internal democracy to fulfill its proper function.” That is, a university is not, and cannot be, simply an economic unit designed to sell a service for a fee. By definition, it is a community united in search of truth through the learning process. Since no one has a monopoly on truth, systems for dissent must be built in.

“I will not tolerate civil disobedience on campus,” Dr. Naylor asserts. “But I will uphold and

## 'Get Everyone Involved...

come about, and Naylor and his crew are trying to respond in the most imaginative way possible. As are schools all over the country.

State after state has moved in the past few years to set up integrated state university systems, bringing independent “fiefdoms” under control of unifying state boards. California is the model, Texas the most recent example of statewide integration of all schools receiving state funds under “superboards” of one sort or another.

Administrators at UNO and throughout the state have little doubt that Nebraska is moving in the same direction. The mechanism is already set up through a state commission designated by Gov. Norbert Tiemann to study plans to improve higher education in the state.

It is expected that the commission on higher education will lead ultimately to a permanent board supervising a state system bringing all public supported colleges and universities under one financial “roof.”

Dr. Naylor has few fears for the financial future of Nebraska higher education, though recognizing the state has not been what one might call a leader in spending for education.

“Our rapport with the legislature has been excellent,” Naylor reports. “The Legislature seems to have caught the spirit. They see us serving what they recognize as the needs of the Omaha metro area, and they want us to be as good as possible. The last session of the Legislature appro-

to the Legislature, and we are confident about the future.”

Similarly, Naylor professes himself not bothered in the least by recent reports of student turmoil on many campuses in this country and abroad. If anything he sympathizes with student demands for a greater role in the educational process and in the system of decision making at the institutions they attend.

Significantly, Naylor and his administrative associates feel they have been spared many of the student-faculty-administrative problems inherent in the structures of older institutions. Since UNO

defend all sorts of protest and dissent expressed in peaceful form.”

Naylor reports that the new faculty senate already is playing a major role in the decision-making process. Recommendations from the senate come to his desk with regularity. He also sees the student senate playing an increasingly greater role in the process as well. Eventually, he hopes, the two senates might be combined into one “university senate” with major voice in what goes on.

In fact, Naylor says, he feels the day may well come when student and faculty bodies should be represented on the school's Board of Regents. Al-

## ...In the Excitement'

has not been saddled with the now-obsolete decision-making processes handed down by cumbersome tradition at so many state universities, the school can approach the problem with virtually a clean slate.

For instance, the school has set up a faculty senate and student senate for the first time this year. The fond hope of the administrators is that they will be able to head off and prepare for student-faculty-administration relation problems before they become acute, by designing proper systems into the structure of their “new” school.

ready, the faculty senate has designated a representative to sit in on all Regents meetings and speak the faculty's collective mind. In the near future, a student representative may be added, with voice—though without vote—in all Regents meetings.

Naylor also believes in complete freedom of the student press, and expresses interest in new systems of supervision of the campus newspaper to further insulate it from interference. Besides, he notes, astute university administrators soon learn that much more can be done with student newspapers through careful diplomacy than through bans and censures.

“The best way to avoid faculty and student unrest and trouble is to get everyone involved in the educational process—in the excitement of building a great university,” Naylor feels.

“My tenure as President rises or falls on my ability to communicate with the faculty and student groups.”

The best way to involve the faculty and students in the process is through formal organizational channels, Naylor stresses. Faculty members now elect 21 of their number (by college) to the senate, meeting with five appointed by the President, three of the five having academic rank.

“The university must simulate the real world as much as possible,” Naylor stresses. “We are in the business of preparing people for a decision-making role in the world about them. To learn how to do that, they must take part in a similar process in the university. They must have responsibility while here in order to learn how to use it wisely.”

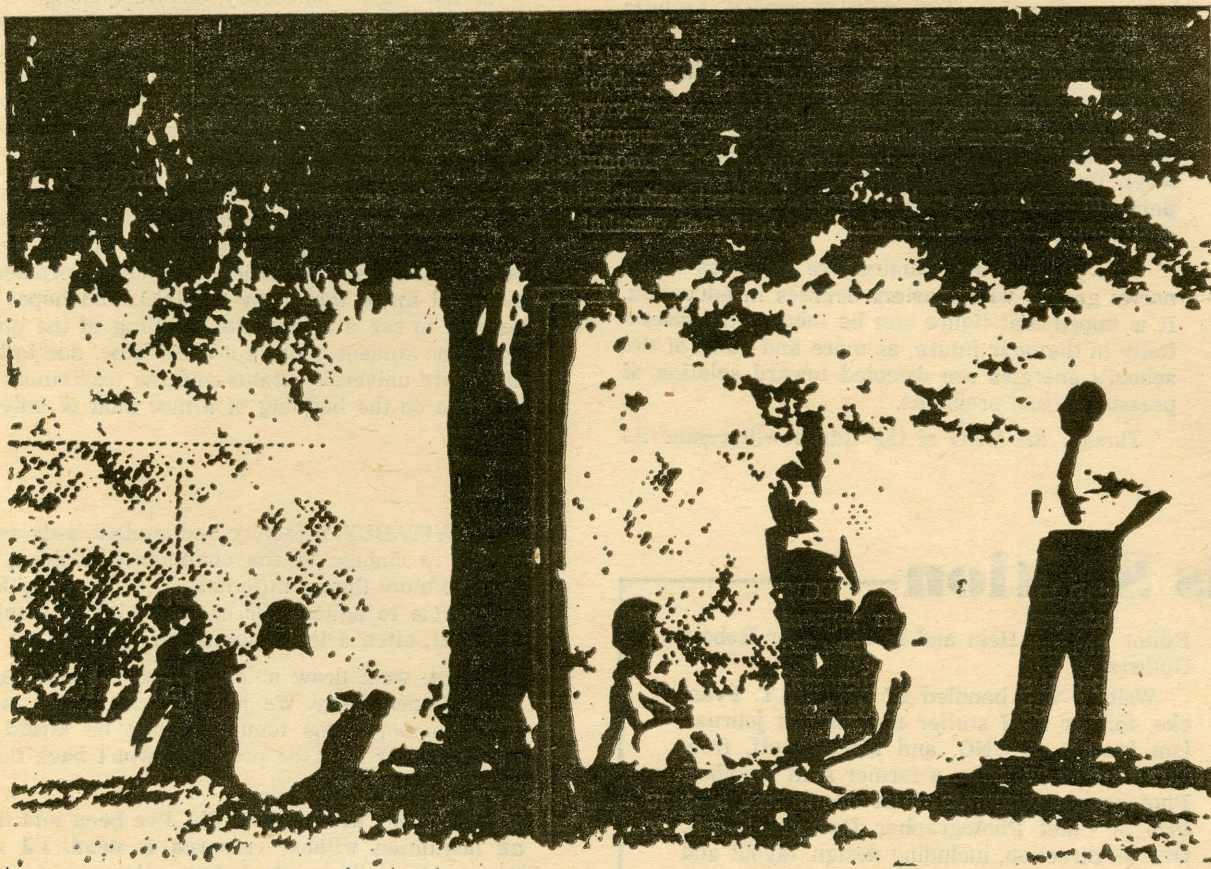
Naylor finds the process of creating his new school “exciting and thrilling because there is competency in abundance here.”

Naylor feels the role of the administrator in stimulating quality is to act as a catalyst, and “managing to understand and protect the interests of 1,000 employees.”

One of the most promising prospects in the immediate future is the new relationship available with the University of Nebraska College of Medicine across town. Some facilities already are being shared, and the two hope to cooperate on such projects as operation of a major health center in the city's ghetto area.

Naylor said he was tickled pink when the faculty, of its own accord, picked as the slogan for the first year as a state university the “Improvement of Instruction.”

Ultimately, that is the key to what it is all about, Naylor feels. “When we have learned to instruct in the best possible way, we'll be close to doing our jobs.”



## 'A University Must Have Internal Democracy'



# The Cop

and

the

Computer

Computer

Computer

**T**HE "OLD SCHOOL" COP knew how to get ahead and it wasn't by going to school.

He breathed cigar smoke, not chalk dust or the faint, fresh musk of new books. He polished apples, but not for teacher.

"The only way to get ahead was through politics," said Gaylon Kuchel, head of the department of law enforcement and correction.

But the "new school" policeman can follow a different path. He can make promotion points in the classroom.

A city ruling earlier this month should send about 200 Omaha policemen to the University of Nebraska at Omaha for higher education. Police Chief Richard Andersen announced the plan for converting college credit into promotion points.

Only 30 members of the Omaha force took part in the O.U. law enforcement program last spring.

Not that the new point system was needed to make education a way to get ahead in police work. "Our people definitely come out on top in promotion exams," Kuchel noted.

And Omaha policemen didn't have to look around for evidence; they had to look up—right to the top.

Chief Andersen was graduated from the O.U. program. Now he teaches such courses as police patrol and administration.

Inspector Al Pattavina, another O.U. product, handles classes in report writing, criminal and traffic investigation, and police-community relations. Judge John Burke and Arthur O'Leary, chief deputy Douglas County attorney, also lend their professional knowledge to the classroom.

"One of the toughest problems in this whole field is faculty," Kuchel explained. "You're not likely to find the proper people outside of the metropolitan areas.

"Here, all types of cases come up regularly

offered to "take everyone you send out at starting pay in excess of \$700 a month."

Competition, of course, doesn't prove Omaha's need for "college cops." But installation of computers this summer more than hints at the changing climate at police headquarters.

And even the fiercest "get tough" philosophers recognize advantages of crime prevention over after-the-fact head-beating.

"Here's where the primary importance of education really lies," Kuchel said. "Much of police work is really—I don't like to use the word—a kind of social work.

"Most of the policeman's work is with people with problems. By handling situations properly they can prevent an awful lot of the problems creating the urban crisis."

Race relations improve when policemen study ethnic groups and psychology, for example.

Kuchel consistently hears students admitting "enlightenment" in matters where they were once misguided by myths.

These students, their professor believes, may make the difference between peace and riot some summer day. And that's why Kuchel looks forward to great growth in the fall.

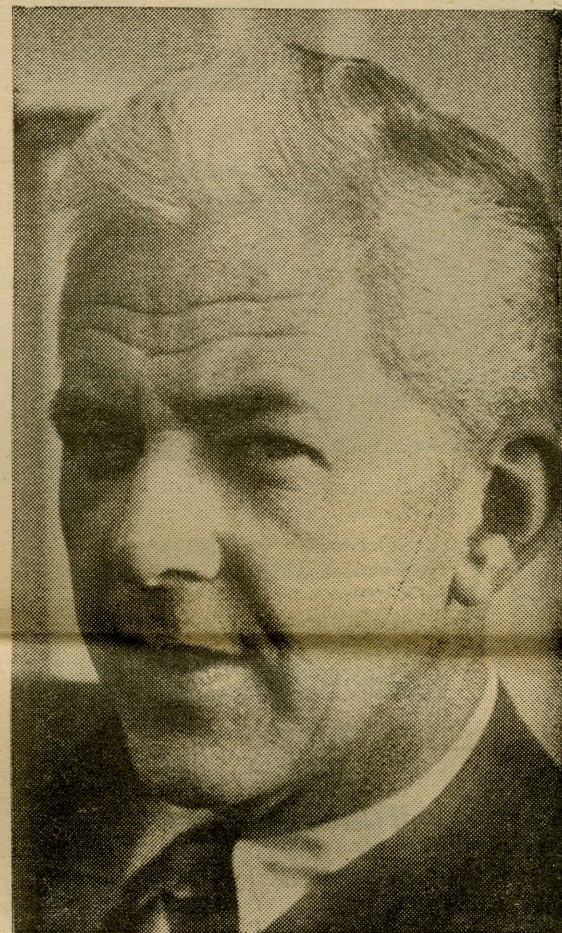
"Without the merger," he suggested, "we would have been hamstrung."

The O.U. law enforcement and correction program began in 1963 as one of a handful across the nation. In 1966, there were 26 programs and there are still only 40 four-year degree programs, with few in the Midwest.

"They have no intention of starting their own program in Lincoln," Kuchel said.

But he believes that the UNO department will be strengthened by developing some ties with the Nebraska Law School in Lincoln. And he expects to expand the department's services more widely through the state, "perhaps through the university extension division."

Graduate education, allowing work toward de-



KUCHEL . . . "enlightenment" admitted.

## . . . His Job Is to Prevent Problems That Cause the Urban Crisis

and police officers receive extensive professional experience."

Education in law enforcement and correction, a department in the College of Continuing Studies, will "turn more and more away from 'nuts and bolts' courses," which will be left to the police agencies. "Our emphasis will be on a broadly educated law enforcement generalist," the department head said.

Rapid technological changes in police work demand well-rounded flexible men who can adjust to new ways, Kuchel emphasized.

And demand is already, literally, the right word in some cases. Many California cities, for example, demand a minimum of two years college.

"Within a few years," Kuchel predicted, "all major metropolitan areas will require completion of two years in college before promotion."

One California community wrote to O.U. and

gresses in either law enforcement or correction, should be considered in the future, Kuchel contends. Only 15 such graduate programs now exist.

"We must continue building our library from scratch," he added, "due to tremendous changes every few years."

And UNO, with federal and local cooperation, could develop a crime laboratory.

"There is no crime lab within 500 miles of here," Kuchel said. "If we can establish one, hire a qualified man to operate it and teach, we can serve a wide area in Nebraska, Iowa and South Dakota plus using it for teaching purposes."

Lab services would aid in investigation and solution of crimes, of course.

So Kuchel expects Congressional action to make funds available for the laboratory. This field of education will probably benefit, in a sense, from the nation's misfortune.

"The biggest problem the American people see before them today is the problem of crime," the UNO professor reminded.

Computers and college degrees may characterize modern law enforcement, but some of the old ways seem to hang on.

Law enforcement and correction is the only academic department at the university listing a physical requirement for students. It's there because most jobs set similar requirements.

But current trends indicate that size rules may be removed as more specialized jobs open.



# Biggest College to Play Strong Role With Stronger Base for Action

**T**HE University of Nebraska at Omaha includes six colleges.

But about two-thirds of all teaching will continue to be done by the faculty of the College of Arts and Sciences. And liberal arts colleges stand steeped in tradition.

What role will a traditional college play in a changing urban university?

A strong role, according to Dean Robert D. Harper. And a varied role, according to diverse plans projected by chairmen of the college's 17 departments.

Generally, Dean Harper believes, "The merger will give more depth, breadth and strength to the college. We'll be on a stronger base."

He expects new trends to arise without destroying sound traditions. "There will be a tendency for the faculty to become more involved in urban problems," the Dean said.

"But pragmatic problem-solving is not in conflict with the liberal arts tradition; it's a new direction."

Faculty members from the big college have dominated Urban Studies Center activities.

They seed the community's cultural skies by teaching, exhibiting and performing in the music, art and drama departments.

And, while the college carries the university's most basic teaching load, it still provides an array of specific services to meet immediate needs. When President Naylor put UNO to work this summer on the College Bound program, the English department's reading clinic went into action.

The clinic's primary job is to correct reading deficiencies which could hurt academic progress.

Directed by John Query, the clinic first tests students, then designs individual programs to improve their skills. "We also help develop good study habits," Query added.

But the bulk of the college's resources will continue to bolster academic programs. Departmental plans include these projections by a number of the chairmen:

**ECONOMICS:** Studies in the urban economy, already under way in two major areas, will receive added emphasis. The first area involves study of all aspects of metropolitan Omaha with participation by graduate students seeking the new M.A. and M.S. degrees in economics.

"We know a great deal about the economy of the nation," Dr. E. J. Steele said, "but very little of how the economy 'under our very noses' operates.

"It is our goal to have someone capable of economic analysis in every major business and governmental unit in this area."

The second area involves educating young people, through metropolitan schools, to an understanding of the economy. "We are woefully ignorant as a public and this ignorance serves only to handicap us in our development as a great urban complex," according to Dr. Steele.

"Everyone must be made to understand that their welfare comes from production, and that the latter is taking many new and intriguing forms in metropolitan development."

**POLITICAL SCIENCE:** The new university alignment will allow the department, as it moves into graduate work, to concentrate on public administration, and state and local government.

Perhaps as early as next year, a B.S. in public administration may be offered. "One of the crying needs today is trained young people who can fill the personnel needs of our local and state governments as well as the needs of our national government," Dr. David Scott noted.

The future success of city and state governments "depends upon having available a pool of talent to help fill the void that presently exists."

An M.A. program, planned within several years, "will be geared to satisfy the demands of those already in governmental service for further

training and to prepare young men and women for upper management positions in government."

**GEOGRAPHY:** The department's contributions to urban studies research will continue and geographers will play the leading role in studies defining the "Omaha Area of Influence."

They'll conduct specific studies, draw maps and build up tabular material on the core area of influence. "Our cartography people will continue to add a lot to the city with base maps and other work," a department spokesman said.

More graduate theses in geography are also expected to add to the sum of community knowledge. The department curriculum allows emphasis in economic geography with several courses focusing on urban life.

**HISTORY:** A large, active history faculty will add an Urban Historian by 1969. New course offerings this fall will include Russian history and ethnic groups in America.

History, the only department which insists on a thesis for its M.A., expects larger numbers of graduate students producing theses relating to area history. About 20 theses dealing with Omaha history have resulted in the past decade.

The department will continue invigorating Omaha intellectual life by bringing hundreds of historians into the city.

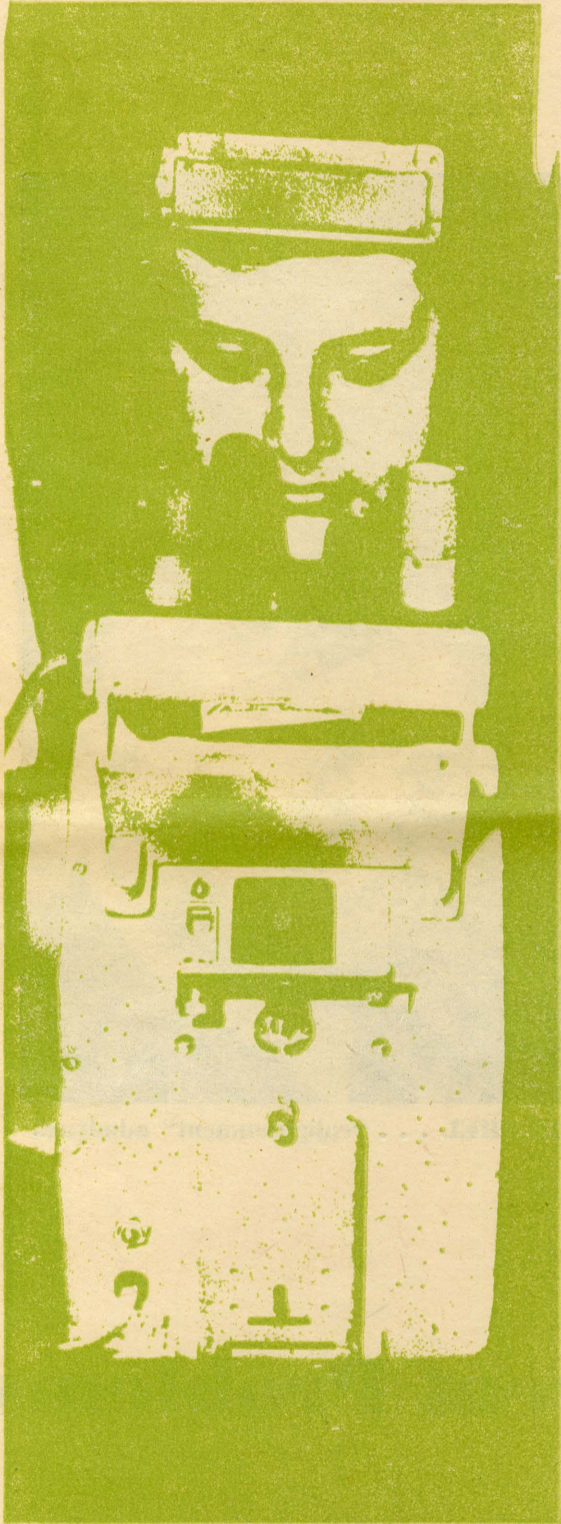
The Missouri Valley Conference of Collegiate Teachers of History, about 400 strong, will meet here in March, 1969, for the 12th straight year. More than 1,400 historians and western history buffs will gather here in October, 1969, for the 9th annual Conference on Western History.

The state system "will provide us with ever-growing opportunities for community service," Dr. A. Stanley Trickett said, and we welcome these opportunities."

**SPEECH AND DRAMA:** Developing the attitudes and skills of effective oral communication is the department's basic concern, but this effort and community involvement will take a variety of new forms.

For example, "When resources become available," Dr. Jack Brillhart said, "we want to study

(Continued on Page 7-B)



Reading clinic's primary job is correct reading deficiencies which could hurt academic progress.



HARPER... "we'll be stronger."



# From 'Nothing' to Everything . . . Grad

**O**F all the departments, schools and colleges of the University of Nebraska at Omaha, none anticipates the percentage growth rate of the institution's Graduate School.

Dean Carter, chief of the Graduate School's burgeoning troops, says present trends indicate the school will be the fastest growing section of the university in the near future—at least on a percentage basis.

The reason is simple: As a municipal university, the school had only limited graduate facilities and programs. Though perhaps a surprising number of graduate degrees have been offered at the West Dodge campus in past years, the fact has been that most serious graduate work, particularly at the doctoral level, has required residency at Lincoln at the state university.

Now that UNO is a part of the state university system, residency at Omaha will qualify for master's and doctor's programs. Additionally, the Omaha campus will be able to share in many graduate programs offered at Lincoln.

Officials of both schools are still in the process of discussing the details of arranging a combined program designed to produce maximum graduate work for the money and facilities available at both schools.

But there is no doubt, Dean Carter reiterates, that the major expansion will come about in Omaha. In fact, many students seeking graduate degrees at Lincoln are from Omaha, the state's largest concentration of people.

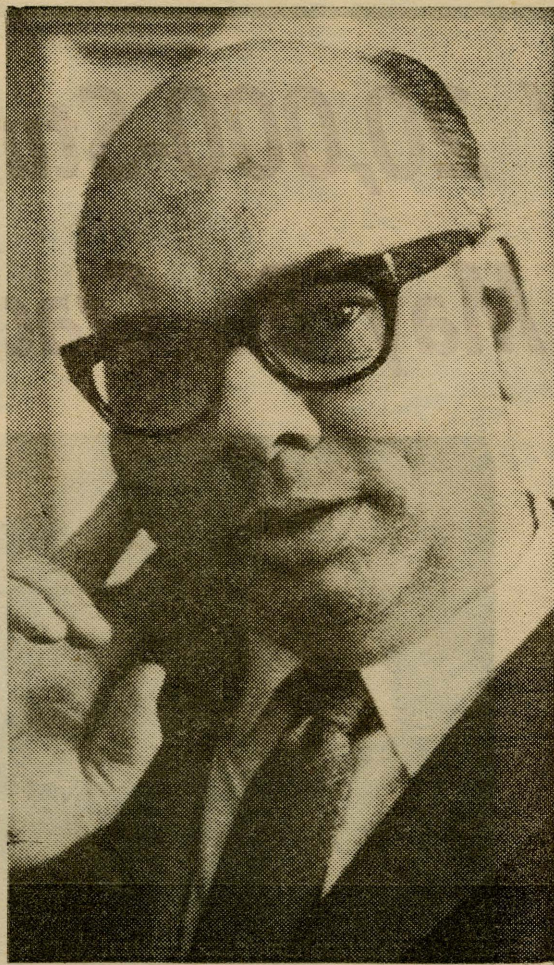
First on the list of priorities of graduate personnel of both branches of the university will be streamlining and combining facilities and working out faculty assignment plans to develop the most efficient system.

The goal of the planning is, ultimately, to make it possible for the citizenry of Nebraska to pursue graduate work and research in the most sophisticated fashion, with the least duplication and wastage.

Thus it can be expected that the most popular graduate programs, such as the M.A. in education, will be offered at both campuses. Generally, facilities for more unusual programs will be concentrated in one place or the other, or move from campus to campus in rotation.

Since students will be able to migrate from campus to campus without leaving the University of Nebraska or experiencing any difficulty in transferring credits, the system evolved should be able to accommodate a maximum number of students with a maximum number of programs requiring minimum outlays for equipment and related facilities.

Dean Carter also notes that this means many more faculty members at UNO will be involved in



CARTER . . . money for research.

graduate work, both as teachers and students.

In keeping with the emphasis placed by the entire UNO administration of resolution of urban problems as the aim of the "new" university, UNO's graduate school will encourage work at the graduate level in related fields, and hopes to foster research in urban problems.

A major factor in the Graduate School's future, Dean Carter noted, will be the University of Nebraska College of Medicine, also located in Omaha and now a "sister" of UNO in the state university system.

Many combined programs may be worked out between the two institutions in related health, administrative, and technological fields, Dean Carter points out.

"In conjunction with the merger, we hope to see a substantial increase in the amount of money available for research," Dean Carter said.

Not very much research has been undertaken at UNO in the past. It hasn't been that sort of institution. But with new status as a state university,

## College To Grow

it hopes to attract considerably more state, federal and local money for research projects, especially those related to the urban environment and its problems.

"But I want to emphasize that we are not seeking research projects at the expense of our function as a teaching institution," Dean Carter stressed. "We want the research to be related to the teaching load and to relevant community problems."

Within the near future, it is hoped UNO can be undertaking as much research work as does the main university campus at Lincoln, Dean Carter said.

Along with greater funds for research and more graduate level teaching should come a substantial increase in the number of graduate assistantships available, hence a huge jump in graduate enrollment. Every college and department of the university has put in requests for many new graduate assistants in the next few years.

Looking forward to the projected growth in enrollment, Dean Carter and his staff already are moving to attempt to get the mechanism for involvement of graduate students in the university's decision-making process set up before the deluge.

Acutely aware of dissatisfaction expressed by grad students on many campuses about working conditions as assistants and about the curricula they are forced to pursue in order to get a "license" to teach, UNO graduate school administrators hope to see a functioning grad student association by this fall.

Dean Carter also said he expects to see grad student representation on the academic standards and curriculum committee, the advisory council, and the senate research committee, as well as other areas directly affecting the lives and welfare of grad students. Eventually it is hoped that grad students will play a much larger role in the overall student community as well, lending more direction and leadership to the undergraduates, as they do at other campuses.

Graduate students are represented in the campus student government structure this year for the first time.

"I'm very hopeful that grad students will be able to play a very constructive role in building a better learning environment on the campus," Dean Carter emphasizes.

## City Is Logical Culture Center of State—New Resources to Help

(Continued from Page 6-B)

the semantic climates of the poor and of the black community."

He envisions an on-going research program for behavioral study of oral communication in the metropolis.

A new M.A. program in speech and drama starts in the fall. Another M.A. in broadcasting is planned in several years.

The department's wide-ranging activities include bringing the first national workshop for college debate coaches and debaters to Omaha this summer.

And its cultural contributions could expand quickly with a campus-operated fine arts FM radio station due on the air next year and new theater facilities being urged.

**MUSIC:** The University of Nebraska at Omaha is "on the threshold of a period of tremendous opportunities," Dr. James B. Peterson believes.

"Omaha is the logical cultural center of our state. With the resources of the city and the University, we can develop the finest performing arts center in the Midwest."

Citing his present faculty as "an outstanding nucleus," Dr. Peterson predicted one of the nation's great music departments "in a remarkably short time" if "given the facilities with which to work."

**ART:** The art department expects an upswing in exhibits and public lectures with the anticipated

development of a new fine arts complex on the UNO campus.

"New and expanded programs," Dr. J.V. Blackwell said, "should include an M.A. in art history and studio, and a master of fine arts in studio." An M.A. in art education and a terminal degree in commercial art are also being considered.

"Our greater emphasis in art history and appreciation should have a marked influence on the community."

**OTHER DEPARTMENTS** in the College of Arts and Sciences gave comparable indications of

growth and new directions.

The natural science departments generally expect gains from cooperation with the N.U. Medical Center, as well as the advantages of a proposed new building.

The foreign language department, headed by Dr. W. L. Most, looks forward to eventually adopting new self-instructional equipment, and adding new degree programs, for example.

Several departments await either the return of department chairman on leave or the arrival of new chairmen before consolidating future plans.

## Two-Thirds of Faculty in Arts, Sciences

The College of Arts and Sciences ranks as the University's largest with an equivalent of 200 faculty members or nearly two-thirds of the university total.

And its departments are as varied as the college is large. The 17 departments and their chairmen for 1968-69 include:

Art, Dr. J. V. Blackwell.  
Biology, Dr. Karl Busch.  
Chemistry, Dr. D. N. Marquardt.  
Economics, Dr. E. J. Steele.  
English, Dr. Ralph Wardle.  
Foreign Languages, Dr. Woodrow Most.

Geography, Dr. Gordon Schilz.  
History, Dr. A. Stanley Trickett.  
Journalism, Dr. Hugh Cowdin.  
Mathematics, Dr. Paul Haeder.  
Music, Dr. James Peterson.  
Philosophy and Religion, Dr. Clifford Anderberg.  
Physics, John G. McMillan.  
Political Science, Dr. David Scott.  
Psychology, Dr. John M. Newton.  
Sociology, Dr. George Helling.  
Speech and Drama, Dr. John Brillhart.



# 'Conservatively,' 20,000-Student Mark May Be Cracked Within 10 Years

**T**HE new University of Nebraska at Omaha may crack the 20,000 student barrier within 10 years, if current trends hold up, UNO development officials assert.

Enrollment projections are often little more than educated guesses, notes Dr. George Rachford, UNO development director. But they are necessary for planning and budgeting, and must be made.

"If anything, past experience indicates that enrollment projections usually turn out to be conservative," Rachford notes, looking back on two decades of unprecedented growth in American higher education.

Just to be on the safe side, Rachford's projections run from "minimums" to "maximums" with the most likely figures somewhere in between.

This process projects UNO's likely enrollment for 1977 as 17,500 with a "max" of 20,000.

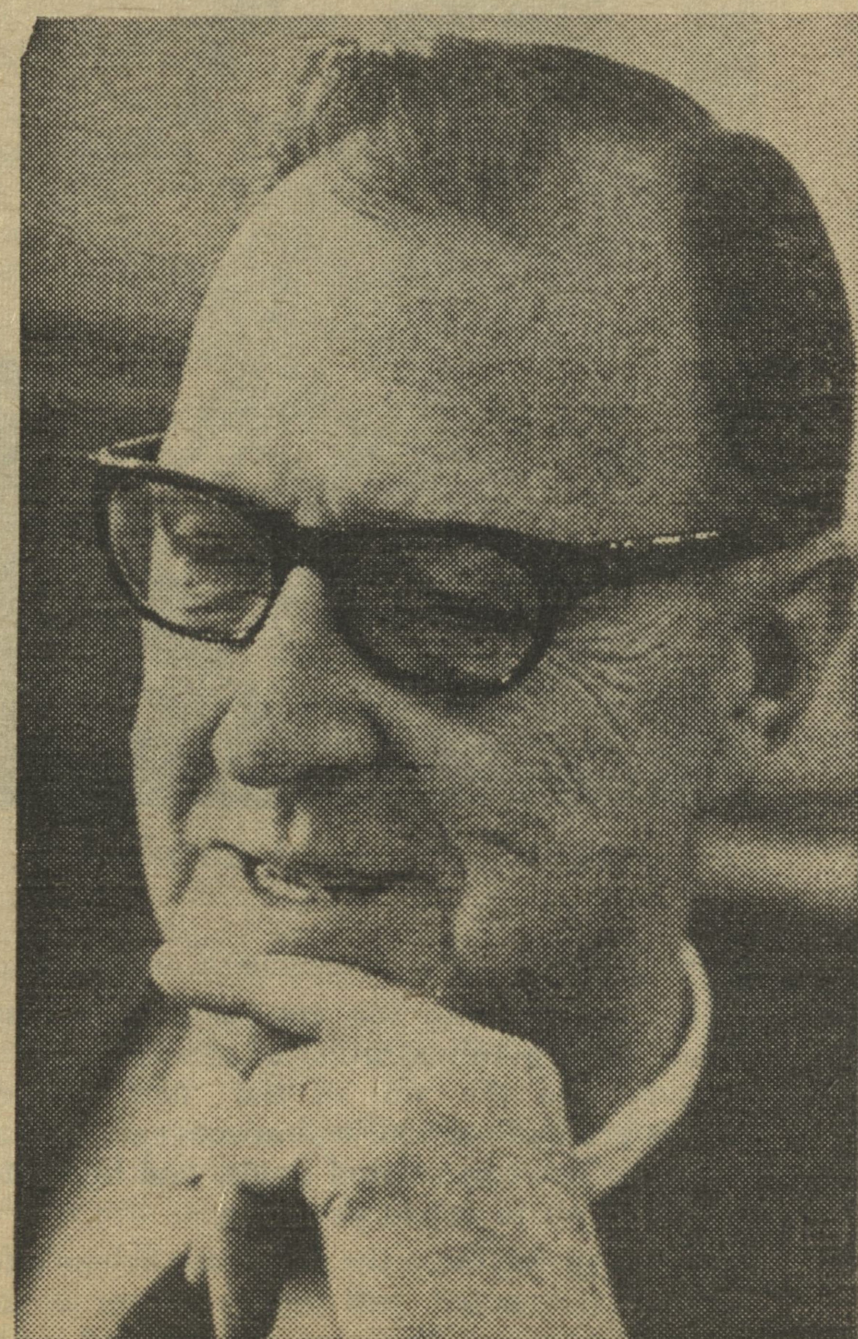
The same projection charts show expected enrollment figures for 1970 as 11,500; and 1975 as 16,500 starting from 1967's 8,850 base. It should be kept in mind that, as is the habit of all university administrators, O.U.'s people count everybody with noticeable life signs within grasp of the campus—part-time and night students as well as full-time enrollment.

The key indicator to date as to how these projections may hold up is to be found in summer school enrollment for the current session—the school's first as a state university. (Though the school does not formally become part of the state university until July 1, full university academic status has been accorded to summer session enrollees in advance.)

The total this summer is up a whopping 23 per cent over the previous equivalent season, Dr. Rachford reports. The increase amounts to doubling the normal rate of growth.

Another indicator lies in the drop-off of the rate of dropouts in the second semester. Dr. Rachford reports interest in the new status of the university seems to be keeping many students on the campus who otherwise would transfer to other schools or drop out altogether.

Taken together, these factors would seem to indicate that UNO officials had best look toward



RACHFORD . . . "start from scratch."

their maximum figures as the most likely estimates for future growth.

And if the university does hit 20,000 students in less than a decade, virtually tripling present enrollment, it will have grown faster than any major university in recent history. The problems to be encountered in the process will be legion—almost unimaginable.

That any one in his right mind would be willing to assume responsibility for planning and predicting the course of this future would seem incredible. But Rachford looks forward to the uncertain future with considerable enthusiasm.

Both undergraduate and graduate enrollment has jumped about 20 per cent as of this point,

while the "Bootstrap" program for military personnel is up a startling 45 per cent, indicating a new interest in the school by military students since advent of state university status.

Where will the university put all these new students? Present classroom facilities already are strained, due to the unwillingness of Omaha taxpayers to finance more facilities in the past.

On the drawing boards are a number of new buildings for the school, some partially funded by the last session of the Legislature, some awaiting fond expectations of additional funding. There is no doubt they must be built, and there is no doubt that when they are built, the direction will be up.

Dr. Rachford sought to dispel fears the school plans to invade Elmwood Park in the near future. "The green space surrounding us is the greatest asset we have here. The park provides such invaluable recreational and esthetic values to the campus that replacing it with asphalt is the last thing we would ever think of."

When the new upward bound buildings are constructed, Rachford hopes they can be outstanding architecture. "It doesn't cost any more to erect a great building than it does to erect a mediocre pile of bricks," he commented.

Rachford continued, "Since we must build up, we're going to have a rather close-knit campus. But that represents the urban community we live in and address our university to. We have to be just as concerned about development of internal space in our structures—the interiors must be made interesting as well as practical."

Much of the architectural improvement Rachford hopes to see on the UNO campus will be, in a way, part of the educational process for students at the school. "People must be exposed to good esthetics in order to learn about them."

Will UNO ever build residential dormitories and develop a residential student body? Is a residential student body in fact necessary?

No administrator at UNO is willing to say so definitely, but the general feeling is that someday, dormitories or something like them will sprout at or near UNO.

One of the essential reasons for development of a residential system lies in resolution of the ancient argument over whether such facilities are necessary to create the proper "learning environment" essential to liberal education.

Many graduates of state universities have con-

cluded that they learned more—sometimes far more—outside the classroom than inside. That is, their participation in student affairs, from dormitory councils to student politics to protesting the dorm food, taught them as much or more about life as they picked up from lectures.

While it is true that much extracurricular programming can be organized without residential dormitories, it seems historically true that the student residents on-campus provide the nucleus for most student activity that turns out to be meaningful.

Traditionally, one of the primary gripes students have about education at the old Omaha University has been that the place was rather dull—nothing ever happened. While students elsewhere were demonstrating and generally raising

concern about the course of education at their institutions and getting deeply involved in the great questions of the day, students at O.U., it seemed, came and went, going about their business with little more notice of the institution than they might accord a potato chip factory.

UNO officials recognize that such arguments hold some water, and they report substantial exploration of the subject of residential facilities in the interests of improving the environment offered at the school.

But at the same time, they hope that when and if that day does come, they can be spared some of the pains that go along with it. For instance, no dean at UNO has ever had to enforce a curfew in a girls dormitory, or discipline a student for sneaking a bottle of beer through the basement window. They hope—with considerable fervor—that they never will have to.

"In a way we are quite lucky, since we can start from scratch on such questions and are not saddled with traditional but obsolete systems like



so many state universities," Rachford noted.

Dr. Rachford is not worried about the apparent increasing tide of student involvement and insistence on a role in how universities are run. "I'd be much more worried if they weren't involved."

But when and if residential facilities are erected to serve UNO's student body, Rachford hopes they will be of the independent, student controlled variety, without requiring the school to become involved in questions of hours, disciplines, and the like, among other distasteful and painful possibilities.

All of the school's students now fend for themselves in the housing field, though the institution does provide help with lists of housings.

But things may change radically now that

univize here, as they have done at Berkeley, he notes they now have representation in the student senate, a new development and the first time grad students have participated in university-wide decisions.

There is no doubt graduate programs will be among the fastest growing at the "new" UNO, since acquisition of state university status has given the school access to faculty and equipment galore at the main campus of the university in Lincoln. Graduate degrees granted at Omaha will carry equal weight with any granted at Lincoln in the future, and some shifting about of graduate programs between the two schools would seem inevitable.

Also expected is a significant increase in the daytime enrollment at what has been essentially a night and part-time school. Many more full-time students carrying heavy class loads can be expected.

There seems little doubt that the school now may anticipate attracting some of the more brilliant students as well—the ones who traditionally have left Omaha to go to school.

By extension of this line of thought, the "new" school hopes to contribute something to reversal of Nebraska's ancient problem—the Brain Drain.

By building a stimulating environment, the school can create a more pleasant intellectual atmosphere in which to live and work, says Rachford. Additionally, the school hopes to develop the sort of trained labor force which will attract industry of the brain-power sort, which will in turn reinforce the intellectual community in the area and contribute further to a growth cycle in the local economy.

As does his boss, Dr. Kirk Naylor, Rachford feels the main focal point of UNO's future course must be the urban problems of the community in which it finds itself a major institution.

"We must address ourselves to the really relevant problems of our times," he urges. "We can't just create new programs. Our resources are limited. But the community can get behind us, respond in ways which will produce mutual effort to build a better city. That is our main hope in the immediate future."

"resident" tuition at UNO applies to anyone from the state of Nebraska, not just from the city of Omaha. Rachford anticipates an influx of students from outstate Nebraska seeking to educate themselves at UNO while working in the metro-Omaha area. The time may come when the school will be forced to help these students with housing on campus, Rachford noted.

The "working student" has always been the hallmark of UNO's reason for existence as a municipal university at any rate. The school has served generations as educator of the sons and daughters of the working class, who could not afford to go to Lincoln or to a private institution. It must continue to serve that function in the future while expanding to meet a broader cross section of educational needs, Rachford feels.

Rachford, who worked for eight years in administration of graduate programs, notes that he expects graduate students to become much more vocal about their studying and working conditions in the future.

Though he does not expect grad students to

## Build a Better City, Too

# Multi-Million Science Building Symbol of Growth

**T**O FRIENDS of the University of Nebraska at Omaha the merger means one more step in fulfilling the dream of a great educational institution.

And if you translate that dream into test tubes, microscopes and laboratories, it becomes an exciting reality.

For the new science building will be a bright spot—a sort of symbol of new growth for the university—in the weeks and months immediately following the merger ceremony.

Bids for the new building go out this week, and ground should be broken about the first of August.

The five-story building will be located directly east of the Engineering Building and will house the biology and chemistry departments.

The building will probably be ready for use in the mid-year of 1969-70, according to Dr. George Rachford, vice-president for campus development.

The building is expected to cost about \$3 million, including equipment.

Approximately one-third of the money for the building came from Federal sources and the remaining two-thirds from University of Omaha funds.

"I think this is just the first of a number of buildings needed to house increased enrollment," said Dr. Rachford. "We are fortunate to get it. It is likely we will build additional buildings for years to come."

And this optimism and enthusiasm also invades the two departments that will call this new building home.

"We will have up to four times the space we have now, including many more labs. We will be able to give more courses, engage in research, advance our department in possibly half a dozen years as much as we did in the last 10 or 12."

Speaking was Dr. Karl H. D. Buch, professor and head of the biology department.

Currently, the biology department is housed in four labs, eight offices and one storeroom and has

stashed supplies "in labs, closets and wherever we could find room."

Rooms will be equipped for special classes—vertebrate zoology, plant pathology, molecular biology, to name a few—that the department just couldn't offer before.

"The new building will relieve a critical crowding in supplies, laboratories, office space, in all phases of the biology department," said Dr. Busch.

And his sentiments are echoed by a man who has watched many of his students go beyond their undergraduate degrees earned at O. U. to earn masters degrees and doctorates.

Dr. Paul J. Stageman, acting head of the chemistry department, noted that more O. U. chemistry majors have received doctorates than any other department at the university.

"And we are going to have even more," he said, optimistically.

The department may well boast of its record. For two labs for lower level students and two

small labs for "very small, advanced classes" now comprise the total research facilities.

"There will be four freshman labs, six labs for advanced students, and areas for undergraduate and faculty research," said Dr. Stageman.

"We will have a place to store and keep expensive instruments, and there will be an optical lab in the new building," he said.

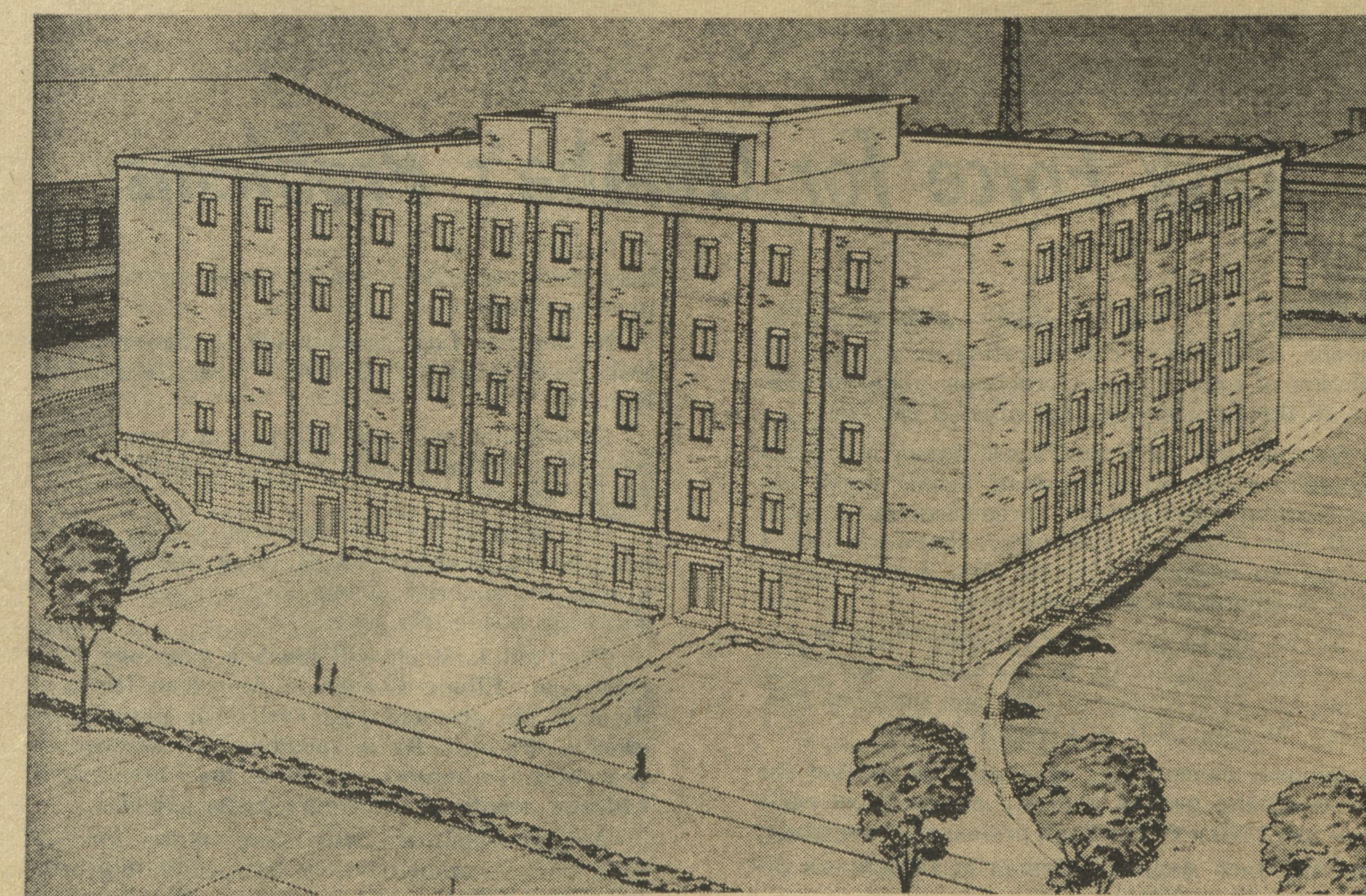
Dr. Stageman looks forward to "a very great cooperation with the University of Nebraska Medical Center."

"There has been a lot of cooperation between the two campuses already," he said.

Will the new building, with its expanded facilities, mean that the University of Nebraska at Omaha will be eligible for further grants?

"Yes," said Dr. Busch. "We could get some more grants—we had no research facilities before."

Dr. Stageman agrees. "We hope we will reach a point where we can ask for specific research grants."





# Urban Studies Center

## Focuses On Woes

**T**HINK Omaha's a good place to live? Prove it. Does the city have an adequate supply of "brains"? Find out.

If the UNO Urban Studies Center pursues two recent suggestions, researchers might compile statistical proof of "the good life" in Omaha; they might produce an inventory of the city's "brain supply."

And, chances are, the answers to these and other questions will come through cooperation between scholars from wide-ranging fields of study.

Growing recognition that "no one field has all the answers" helps bring geographers and sociologists, economists and engineers, political scientists and others together.

Dr. Wayne Wheeler, director of urban studies, explained the center's role:

**"We're trying to locate problems for study and research, and then focus attention on them. Every discipline has its contribution to make."**

He emphasizes voluntary cooperation as one key to the center's success. "Our strength comes from the colleges and their departments," Dr. Wheeler explained.

"But we can't build on top of faculty and departments that are already overworked."

Since O.U. faculty work-loads are heavily dominated by teaching, "a lot of urban research has been on an overtime basis. We've tried to help free faculty time," the center director said.

Urban studies could provide improved support, Dr. Wheeler indicated, with a stronger financial base.

Research currently depends predominantly on financing from the Omaha Economic Development Council and other sources outside the university.

"Outside grants are only the dressing," Dr.

Wheeler said. "You can't go from one crash project to another."

He hopes any tendency toward "projectitis" can be replaced by greater continuity. "If urban studies is to be a goal of the university, and if it's a legitimate goal, then we have as much claim on the resources of the university as others."

Eight reports have been published under Center auspices. A half-dozen more are in progress and other projects have been proposed.

Two geography professors, Dr. Harold Retallick and Charles Gildersleeve, teamed up for several contributions to a "data bank" of information on the metropolitan area. They conducted a license plate survey of two major shopping points, for example.

Dr. George Barger, a sociologist, has been examining "community cohesion" in Omaha, and he'll study recreation needs of senior citizens for the City Parks, Recreation and Public Property Department.

But past and current efforts only hint at the potential in urban studies. The center's research advisory committee met recently and made these suggestions for future inquiry:

**—The Good Life in Omaha:** Not enough firm evidence of "the goodness or the quality of life—the amenities" is available. An extensive inventory and in-depth analysis of social and cultural resources "would aid the search for new and more sophisticated industry."

**—The Brain Supply:** A study of the "output" of area colleges and universities would determine the kind of training and talent available in the metropolitan area.

**—Living Cost Index:** No adequate cost-of-living index for the Omaha area presently exists. If one is developed from historical data, it could indicate relative stability of prices here.

**—New Hiring Goals:** Some industries now hire "less efficient personnel in order to achieve goals other than those related to financial profit." A bibliographic study of such practices "would be useful and could well serve as the basis for some pioneering practical research here in Omaha."

**—Use of Experts:** Some preliminary programs should be developed to begin making greater use of experts from business and industry in the institutions of higher education.

Suggestions for study of vocational training needs, the "brain drain" and other problems were made at the meeting.

These general proposals can follow varied paths toward becoming projects supported by the Center. In many cases, the financial support of the Economic Development Council is a prerequisite.

But the scholarly cooperation could fit this pattern:

**An economist, for example, conceives a rough research idea. If it wins support, his department might release him from three hours of a 12-hour**

semester teaching load. Or the Urban Studies Center could "buy" the man's time from the department.

In any case, the center would provide some mechanical services and materials. It might provide a problem committee to consider approaches to the research project.

This kind of inter-disciplinary action causes no conflict, according to Dr. Wheeler.

"The only problems likely to occur are those that stem from trying to develop a common language or conceptual framework. But every discipline has its contribution to make," he added, placing a premium on teamwork.

"If one department were weak, the others would lose their perspective."

The center's work with the academic departments flows two ways and goes beyond the cooperation on specific projects. Committees on the



**WHEELER . . . continuity, not "projectitis."**

census and on the environment, for example, maintain a continuing effort to gather information.

In fact, the census committee is already gearing up "to make the fullest and most rapid use of data from the 1970 census."

The center's on-going activities include linking the university's talent pool with the city's diverse pool of practitioners and laymen who share insight into urban problems.

Since Omaha should be the locus of urban studies for the University of Nebraska system, Lincoln resources may also share in activities here.

"Our first task will be to find out what talent and interests and capabilities are available in Lincoln," Dr. Wheeler said, "and then invite them along."

The urban studies director, a sociologist, has a habit of emphasizing the voluntary nature of cooperation in the center.

But he makes no bones about his personal belief that it's an effort where every able-minded man would want to step forward. Noting that this country developed "instant cities" a relatively few years ago and that the "dramatic events" in urban life started after World War II, Dr. Wheeler summed up the significance of urban studies:

"A university must be attuned to its social, physical and economic environment.

"And to the extent that it is attuned to the environment, the university will be permeated by urban studies efforts, and the university will bring the weight of its expertise to the community."

## Task Force for Omaha's Problems

**O**MAHA'S NEW University of Nebraska at Omaha, dedicated to concentrating its energies on solution of today's urban problems, plans to seek out all the similarly inclined allies it can find.

One of the first and most important steps toward a cooperative attack on urban blight was the coming together of representatives of both UNO and Creighton University, the city's Jesuit college, to organize a "Joint Task Force" to attack problems of the Omaha area.

To be called the Inter-University Task Force, the team is headed up by the institutions' presidents, Dr. Kirk Naylor of UNO and the Very Rev. Henry W. Linn, S.J., of Creighton.

Interim co-chairmen in charge of getting the effort off the ground and into action at an early date are UNO's Philip Vogt, professor of sociology, and Dr. Jack Angus, chairman of Creighton's department of sociology.

The team will aim at action in the community on the basis of decisions reached after researching urban problems. The action orientation arises from the conclusion that enough meetings have

been held and enough reports issued to wallpaper most of Omaha.

Naylor and Linn, announcing formation of the task force, emphasized "there must be accomplishment."

Father Linn said past efforts of the two schools have been uncoordinated, and as a result to some extent wasteful.

One facet of the new approach will be to concentrate on development of more adequate programs in minority group history, culture and sociology at the two schools.

Dr. Paul L. Beck will teach a year-long UNO course in "Ethnic Groups in American History," divided into pre and post Civil War periods, beginning this fall. He is spending the summer researching the subject, mostly at the University of Chicago, leader in the Negro history field.

Action orientation will come in the form of task force recommendations on specific city problems, and agitation for specific changes based on decisions as to what is best for greater Omaha.

Vogt and Angus both will be relieved of some of their teaching duties to devote more time to the task force.



# Education Team on Offensive... Not Defensive

**T**HE Kennedy who captained a recent Cornhusker football team played rugged defense.

His father, Dean Paul Kennedy, and the faculty of the College of Education appear to prefer offense at the University of Nebraska at Omaha.

They're attacking the future with varied plans and special attention to the problems of urban education.

Under the leadership of Dean Kennedy, who sports a sock-it-to-'em Jimmy Cagney style, there's anything but a "Hold that Line" climate about College of Education goals.

"We want to make our programs as relevant as possible to what is happening in the world today," the dean said. He called for greater flexibility in the college and cited many new directions that give meaning to his call. For example:

—Plans for a graduate major in urban education, "with emphasis on the inner city and how to teach kids with cultural backgrounds differing from the teacher's."

—An active urban education committee "focusing attention on the role to be played by the college as . . . an integral part of a university in an urban setting."

—A program now being discussed with Creighton University designed to bring out-state teachers and students into Omaha for short terms.

—New ties with non-school educational agencies, ranging from the Women's Job Corps to private businesses.

—Middle school programs to train teachers for departmentalized education in grades 5-9.

—Early childhood programs to prepare students for work in pre-school education.

—New requirements for student teachers aimed at creating more direct contact with youngsters in urban education laboratories.

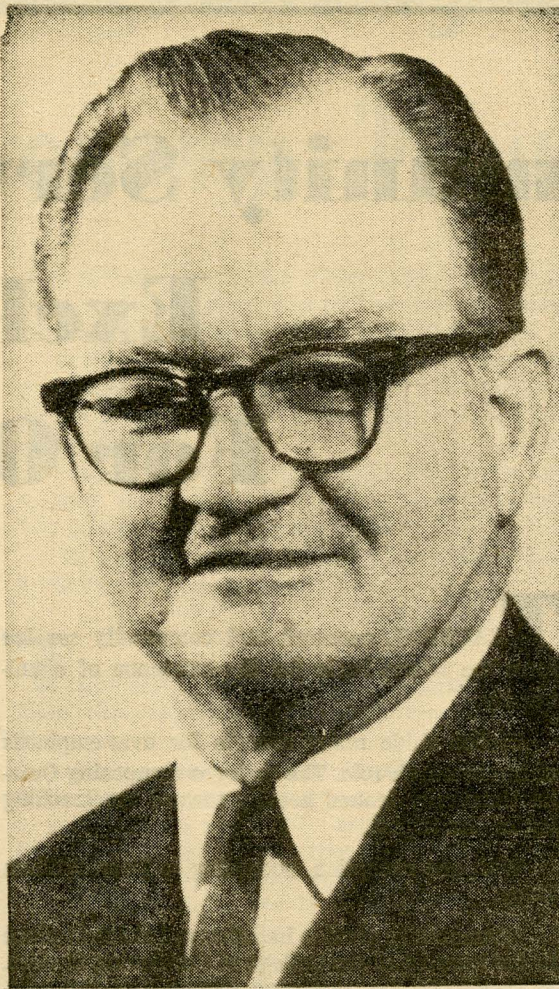
—Proposals for cooperation with the N.U. Medical School in such areas as mental retardation and general health education.

And that's only part of the complicated planning picture in the College of Education. "If we can get our program geared up," Dean Kennedy said, "we hope to turn out more people to teach vocational education."

While Omaha public schools will have charge of area vocational education, UNO will provide teacher preparation at the post-secondary level.

Doctoral and post-doctoral programs can also be justified here. "And we also need to work more with the junior colleges and the state colleges," the Dean added.

Kennedy, whose college includes 11 departments offering bachelor's degrees and several



KENNEDY . . . "people to teach."

with master's degrees, sees growing urban needs in areas like recreation education.

"As the urban community continues to become more crowded," he observed, "there has to be more regimentation. You can't just send all the kids to Miller Park like you could in the old days."

"With limited facilities, you need better administration to properly distribute use."

Still further efforts by the college may take the form of short courses for parents—"experiences in how to help their kids be successful in school."

But Dean Kennedy and his colleagues, despite obvious dedication to the goal of being "relevant as possible," don't pose as avant-garde innovators.

Early childhood education was advocated at the University of Nebraska 30 years ago, the dean

noted. The federal-supported "Head Start" program put the idea in action.

"The romantic idea of a child being with the mother is less important now that a high percentage of mothers work and the kids are farmed out anyway."

District 66 has already developed a pre-school plan, and the college expects other early childhood programs to increase the demand for teacher preparation.

The master's degree in urban education can also claim close kinship to a federal program, the Teacher Corps. But the differences do more to point up the role of an urban university.

The National Teacher Corps trains only 50 teachers through its UNO "base." About 500 graduate students can take part in UNO course offerings.

General trends in education prompt other new activities projected by the college. What the dean views as a movement toward compulsory free 14-year education, for example, encourages stronger ties with other state schools.

"We're going to have more and more kids in community colleges," Kennedy explained.

An urban trend toward earlier departmentalization of education involves UNO in preparing teachers for the 5-9 middle schools.

And the larger social picture that finds the population shifting more rapidly from rural to urban centers prods the college in its cooperative effort to bring out-staters here for a taste of the life they may eventually live.

"You take a youngster going to school in Alliance and then on to Chadron State," Dr. Kennedy said. "His experiences are limited."

"He may not expect to ever live in the city, but, realistically, he has to face the fact that this is where the action is."

"If we can bring these kids in for eight weeks, they'll be better prepared to come into an urban community later, when their husbands get jobs here and so on."

Other new directions may send UNO students out, not out-state but to the N.U. Medical School campus, for example. "We're hoping to work out opportunities for our students to work with mentally retarded children."

Students of educational administration and supervision, on the other hand, may receive "sensitivity training" from Omaha businesses.

Summing up, Dean Kennedy feels his college "can do more as a state institution." "We can look on ourselves as serving the whole state while still giving greater attention to the particular problems of urban education."

## Teacher Corps: Everything But Money

**A**LL SYSTEMS are go for a great leap forward in special education in the Omaha area, if only somebody would provide the fuel.

The "fuel" for development of special teacher training to overcome problems of minority group and poverty area children is plain old money. In large quantities.

So says Prof. Floyd Waterman, head of the University of Nebraska at Omaha Teacher Corps group. Nineteen teachers have been graduated from the UNO Teacher Corps program to date, 15 with master's degrees backed up by special studies and concentrated practice in teaching the "problem" child.

But the program has been plagued by funding difficulties since its inception two years ago. Entirely federally financed, the program has been the victim of the vagaries of congressional indecision and recent budget cuts.

From Waterman's point of view, nothing is quite so important as educating the current generation of slum dwellers, rural poor and Indians to enable them to lift themselves out of poverty and ignorance.

"We've learned that there is a definite need for special preparation of teachers for problem area education. The two years of experience have taught us many lessons about what sort of training and preparation is needed. We are still learning."

Waterman has no objection to federal funds, but feels the people of Nebraska have a certain responsibility in the area, which should be reflected in the state Legislature through substantial funding of necessary teacher training programs.

"We hope we will be able to offer a specialization field in the College of Education in problem education. But again the problem is money. De-

veloping new programs always requires financial outlay."

Waterman would hire several more staffers in the field tomorrow if he could. "But we come right up against the same old brick wall—lack of funds."

Teacher Corps experience has definitely shown that substantial improvements can be made in the education of minority group and poor children through new approaches and new teaching methods, Waterman reports.

From the financial angle, the argument usually most telling is that only one generation will require the special techniques. Once lifted from poverty and ignorance, they will educate their own children to "standard" levels. Then the need for funds for "special" education will disappear.

One of the most important results indicated by the Teacher Corps experiment, Waterman said, has been tangible improvement in teacher attitudes.

Research has led to the conclusion some underprivileged students in slum schools are subject to a vicious cycle where teachers who consider them inherently stupid make little effort to teach them, whereupon they do in fact remain "stupid."

But Teacher Corps experience and other research has shown properly motivated and trained teachers can develop empathy with such children, often discovering a vibrant hidden native intelligence. But the task requires infinite patience and a great deal of hard work, not to mention dedication.

Waterman hopes to be able to focus future training in the expanded university on specific learning difficulties, applying the fruits of the latest and current research into such problems.

Waterman feels the university has a great responsibility to address itself specifically to urban problems at all levels: "We must bring to bear

all that we know — before, not after the crises come to a head."

The Teacher Corps chief also thinks the university should be able to move out into the public schools to offer "on-site" training help to teachers in hard-core depressed areas.

"We must be able to get additional staff members concerned with urban problems. If the Legislature is really serious about urban education, it must appropriate the funds necessary to do the job."

Waterman recently trekked to Northern Arizona University at Flagstaff to help set up a Teacher Corps program designed to work with Navajo Indians and their unique education problems. He returned to Omaha more convinced than ever that UNO should also waste no time in doing something about the quality of Indian education in the Omaha area.

There is no longer any dispute that Indians respond better to educational systems designed to meet their specific needs. Arizona State University now has a department of Indian education, and other institutions in states with large Indian populations are following suit.

"The board of education at Macy, Neb., has asked us to increase Teacher Corps involvement on their reservation. We feel Indian education in this area is just as critical as the inner city problem. But we come back to the same problem: We have no funds whatever to attempt such a thing."

Nevertheless, Waterman is confident concrete results will be available from the Teacher Corps program in Omaha, limited in scope as it is, "in about five years."

He reports most of his graduates are remaining in the Omaha area to make careers of specialization in problem area education, and a few years should begin to make the results of their work evident.



# 'Community Service Is Almost Exclusive Reason For Our Existence'



## 'Boots' Are Large Grad Class

**T**EACHING, research and community service form the triune basis for the existence of a university.

Critics chide many schools for over-emphasis of the research role. The colleges composing Omaha University leaned heavily toward the teaching leg of the tripod.

With one exception, according to Dean William Utley.

"Community service has always held first place in the interest of the College of Continuing Studies. It is almost the exclusive reason for our existence."

And he expects the college to reach even further into the community in serving the University of Nebraska at Omaha's goal of becoming a great urban university.

Dean Utley forecasts the fastest CCS growth in the non-credit programs. "Our academic program will grow, too," he added, "but the greatest explosion will occur in the non-credit area."

Wide-ranging non-credit programs served more than 25,000 participants this school year. The number could double or triple in a few years, according to some estimates.

Why? Because, Dean Utley explained, "many people who already have degrees, but are not after graduate degrees, will be trying to keep up with the exploding knowledge in their own fields and others.

"They will want information, not college credits."

The CCS community services division, host to clergymen and policemen, secretaries and executives, volunteer workers and almost any group under the sun, "can take pride in past programs," the Dean said.

"But we've merely picked up the apples that have fallen off the tree up to now."

The merger was an important first step, he said. "We had to go state to be able to do the things we need to do.

**"W**E'RE already at the point where we need a residential conference center."

The current conference center occupies a corner of the Eppley Library. It includes an auditorium, lounge, meeting rooms and offices.

But no housing or specialized facilities. "Now we can only bring people here in a very limited way," Utley noted.

With a residential center, "We can bring more people to Omaha, and bring more intellectual vigor to the city."

If the dean's dreams are realized, the West Dodge campus would have its first housing of any kind. No student dormitories now exist.

It is conceivable, however, that some student residents would be admitted to the conference center housing in order to maintain higher occupancy rates during its developmental stage.

Added manpower should also improve the "outreach" of the CCS non-credit programs.

Dean Utley wants a community contact specialist "who can equate the competence of the University with the needs of the community." He hopes to restore the position; it existed briefly three years ago.

Without a man to confer regularly with business and other urban groups, the community services division has been merely "responsive,"

according to its director, Thomas E. (Tuck) Moore.

The division was "characterized by reaction to crises, requests and stated concerns."

It hopes to provide "continuous leadership" in finding "pockets of concern and development." The first step, Moore said, will be a survey of the "market place."

And the goals are identification of and solutions to urban problems.

While the dean predicts more dramatic growth for these non-credit programs, only the already "high saturation" of the college's credit program prevents its keeping pace.

This program includes the typical adult "night" student. Any new student over 21 can enroll in CCS; 2,500 such students were enrolled this spring.

But that's only counting the civilians.

The College of Continuing Studies provides an academic home for the bootstrappers, those military officers who complete the final year of their degree and graduate here. "Boots" and civilian enrollees give CCS the largest graduating classes of any Omaha college.

Bootstrapper enrollment is expected to return to the 1964-65 peak of 1,200 students if the Viet Nam War declines.

New student elements may be reached if ghetto-out-reach ideas advance beyond talking stages. "Store-front operations" have been discussed.

But, while CCS puts the accent on "urban" in the concept of an urban university, Dean Utley expects the future to keep raising one difficult question:

"How far does the responsibility of higher education reach?"



UTLEY ... "explosion to occur."



# Without Solid Engineering Education, Omaha Economy 'Would Be Damaged'

**O**UTSIDE EXPERTS will survey engineering education at the University of Nebraska campuses this summer and chart the future for Omaha and Lincoln.

The College of Engineering in Omaha could fade into a two-year program; it could grow, adding new undergraduate and graduate degrees.

Anything could happen; the future's in doubt.

But there's no doubt what should happen. Not in the mind of Col. Anson Day Marston.

With the kind of engineering education he envisions, metropolitan Omaha "should continue to grow and to expand industrially. Without such a program, its economic health would be damaged."

Strong words. High stakes. Or just loose talk?

Not likely the latter. Dean Marston, the son of an Iowa State dean of engineering, owns a reputation for walking softly and carrying a big surveyor's rod.

Oratory didn't win the Legion of Merit, the Bronze Star, the French Legion of Honor and the Croix de Guerre, the Korean Ulchi Distinguished Service Medal and the Order of the British Empire.

And speechmaking serves little purpose in his present post as chairman of the City Planning Board, where tangles of zoning, sidewalks and sewers must be unsnarled at every sitting.

**P**ERHAPS it's the planning job that makes the College of Engineering plans press urgently for Dean Marston. He can't retreat to the ivory tower view of urban problems.

He sees a special urban need for environmental engineers, men who know streets and highways, sanitation, waste disposal, pollution control and other aspects of city systems.

"Engineers have always been very important in urban growth," the dean noted. Now, in a more complicated planning situation:

"We're going to have to . . . we're trying to develop an engineer who considers the people problem . . . a man who will, when he runs an expressway through a city, consider the people and bend the highway around the community."

In the past, engineers solved problems. Environmental engineers still will solve problems, but they'll identify them and prevent them, too.

If such an "urban systems" program develops at UNO, it would be contained in the civil engineering department, headed by J. Q. Hossack.

Dean Marston and Hossack also urge creation of an applied research center to solve problems for local industry and government. They would seek private and federal funds.

## 'No Field for Abstract Theory'

Some schools inculcate a strong orientation toward pure research, Dean Anson Marston observed.

"The country needs that sort of thing, but we don't need it in Omaha." He thinks Omaha needs, among others, "true urban planners" with training in many fields:

Environmental engineering, sociology, economics, business management and political science, "to name only a few."

"This is no field for abstract theory without practical experience," he added. "Students should spend time in welfare agencies, in civic offices struggling with traffic and pollution problems, and in close contact with local political leaders and industrial executives. They should work in local fund drives.

"In short, they should receive a multi-discipline education of more than four years, and this education should include intimate contact with real urban life."

Problem-solving at the center might range from "How to get the paint to stick" on new materials to coping with Omaha's sewer situation.

"We're facing a major problem with the combined sanitary and storm sewers in older parts of the city. These sewers are falling apart," Dean Marston said.

"Steps must be taken to separate storm and sanitary as the new sewers go in. In some places, they put one pipe inside the other.

"In any case, there's room for research on how it can best be done here."

**T**HE College of Engineering, according to the dean, can also enlarge its contribution to Omaha by:

—Cooperating with the University Medical Center in areas like bio-engineering.

—Aiding the joint UNO-Creighton urban effort by supplying the engineering-know how in planning new industry in and near ghetto areas.

—Expanding the Technical Institute to provide more vocational training.

—Generally working to overcome the shortage of engineers and providing more continuing education for graduate engineers.

The engineer shortage would become more severe here without the undergraduate programs and industrial recruiting would suffer without continuing engineering education in Omaha, Dean Marston explained.

Why can't Lincoln take up the slack?

Because about half of the UNO engineering students hold jobs and attend classes part-time, mostly in the evening. And most of them are subsidized in part by their employers.

"Very few could or would transfer to Lincoln if our programs were cancelled," the dean claimed.

Full-time students might find the Lincoln route equally forbidding. Studies show that students generally have substantial reasons, often financial ones, for choosing to attend school near home.

Currently, these students work toward degrees in civil, general and industrial engineering, as well as industrial technology. Two-year associate programs offer certificates in construction, drafting and design, electronics and industrial engineering technology.

A side benefit of commuter education at O.U. shows up emphatically in engineering—well over half the graduates stay in the community instead of going down the brain drain.

**B**UT Marston makes an even stronger case from Omaha's importance in continuing education. "Engineers are beginning to realize the necessity of continuing education," he explained. "Some engineers 10 years out of college are semi-obsolete.

"The 'knowledge explosion' puts us in the same position as doctors; nobody wants to be operated on by a doctor who doesn't keep up with his profession."

More than one-third of the engineers with bachelor's degrees now go on for master's degrees.

So the firms who hire young engineers have a real recruiting problem if their community can't offer continuing education. Men with bachelor's degrees, as well as technicians with engineer potential, aren't apt to take regular classes more than a few miles from job and home, the dean suggested.

And most Nebraska engineering jobs and homes are here in Omaha.

In fact, only the field of agricultural engineering counts more out-state professionals than Omahans.

Engineering's status in Omaha surpasses most cities in its size range, thanks to several large firms.

Omaha claims two of the 30 largest engineering consultant firms in the Leo A. Daly Company and Henningson, Durham and Richardson; Peter Kiewit and Sons ranks with the world's largest construction outfits, and the Army Corps of Engineers maintains headquarters here.

These organizations and many others, according to Marston, provided the pressure for O.U.'s development of a four-year engineering program in 1960.

And they'd have good reason to protest vigorously if current programs disappear.

But the whole city's the loser, Dean Marston believes, if urban engineering fails to develop in Omaha.



MARSTON . . . "knowledge explosion."

'Trying to Develop  
an Engineer Who  
Considers the  
People Problem'



# Execs Can Return to Grad College

**J**OHN W. LUCAS, dean of UNO's College of Business Administration, expects his section of the university to undergo tremendous expansion in the immediate future, but expects his staff to be able to cope with it.

In the long run, though, the college's contribution to the economic growth of the Omaha area will depend on the hiring of additional faculty members and adding facilities to expand programs in fields such as marketing, management, finance, accounting and statistics.

Lucas hopes to see the day when more of his faculty will have time to do necessary research in their specialized fields, and he would like to see lighter class loads and lower pupil/teacher ratios to stimulate more effective teaching performance.

Acquisition of more and better mechanical/electronic equipment is fundamental to progress in business education as well, Lucas points out, since quantitative analysis and computer techniques are bound to become larger concerns in the study programs of business administration students.

Graduate programs also promise to occupy a growing share of the college's attention in future years, including full-time graduate students pursuing regular day-time course loads, involving more of the faculty in work at the graduate level.

Expanded graduate programs also would allow

the college to serve the Omaha business community in a much more effective fashion, allowing executives to return to the university for advanced graduate level course work and research projects.

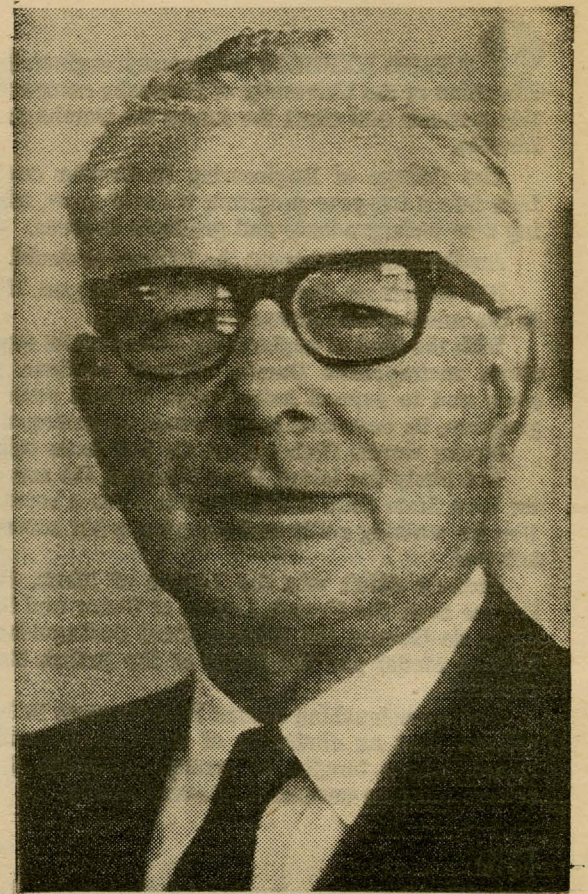
The school now offers a master's in business administration on a part-time student basis, which has met the needs of the institution to date. But soon a program leading to a master of science degree with specialization in such fields as accounting will be under way.

Lucas also reports that the College of Business Administration is discussing with the University of Nebraska Medical School a possible cooperate program in the future leading toward a degree in hospital/health administration.

The College of Business Administration faculty will become involved in Bureau of Business Research activities in the future, emphasizing local research projects carried out in cooperation with the U. of N. Bureau of Business Research.

By 1975, Lucas expects to see the college's faculty grow to number at least 50 persons, with double the present enrollment and a much heavier service load expected of the college by other colleges and departments of the university.

A new building slated for the college in the near future will be constructed perhaps just barely in time to keep pace with anticipated enrollment increases.



LUCAS . . . growing faculty.

## There's a Social Life for the Alumni

**W**HAT WILL the merger mean to the University of Omaha Alumni Association, a separate non-profit corporation?

Basically it will remain the same. Even the name will remain unchanged for the present.

During the summer months, the Alumni Association's board of directors will be taking the necessary legal steps to amend the articles of incorporation so graduates of the University of Nebraska at Omaha will automatically become members as have graduates of the University of Omaha.

Warren O. Wittekind, executive secretary of the University of Omaha Alumni Association, and George Bastian, executive director of the Univer-

sity of Nebraska Alumni Association, pointed out one immediate result of the merger.

They have joined forces to offer a cruise of the South Pacific for their alumni and friends.

Each school will send a representative to carry on a series of non-credit lectures, a continuing education program aboard ship.

The University of Omaha's representative will be Dr. Milo Bail, president emeritus of the school. He'll be talking about "Vital Issues in Contemporary Thought."

Joining the tour in Australia for the University of Nebraska will be head football coach Bob Devaney. Since he will coach the East-West Shrine game in San Francisco on New Year's Day, and the cruise leaves the night before, he can't join the cruise until it reaches Australia.

The two Association directors also have discussed the possibility of holding joint meetings in sections of the country where both have large concentrations of alumni.

Since 1953, the University of Omaha Alumni Association has been carrying on an annual fund drive mainly to support some scholarships, student loans and alumni programs, including a bi-monthly newspaper. This drive will continue in order that more scholarships and loans will be available and also to offer increased services to the alumni.

Besides the many casual get-together between University of Nebraska and UNO staffers and families on the upcoming weekend, a number of more formal events are scheduled in the change-over.

### SATURDAY:

6:30 p.m.—Regents Appreciation Dinner, sponsored by the university senate; faculty, staff and spouses invited; Student Center Ballroom.

### SUNDAY:

5 to 7 p.m.—Lawn party for city-wide friends of the university; Chancellor and Mrs. Clifford Hardin as guests of honor; lawn in front of the Administration Building.

### MONDAY:

10 a.m.—Ceremony of transfer of conveyances and unveiling of new lettering on Administration Building; government and education dignitaries to be present; in front of Administration Building.

Noon—Public Affairs Luncheon arranged by Chamber of Commerce; Chancellor Hardin and Gov. Norbert Tiemann to be featured speakers; public invited; tickets available at Chamber of Commerce for \$3.50 each; Peony Park.



WITTEKIND . . . South Pacific cruise.

## UNO Team Still 'Indians'

**U**NIVERSITY of Nebraska at Omaha won't be the only new name on sports schedules at UNO in the future. The Rocky Mountain Athletic Conference, of which UNO will become a member, has designated official school names for the competing teams.

Harry B. Kniseley, RMAC commissioner, said that the school names will remove the "town team" labels used in the old Central Intercollegiate Conference.

Official names in the conference's Plains Di-

vision are UNO, "Indians"; Colorado State College, "Bears"; Southern Colorado State College, "Indians"; Kansas State College, "Gorillas"; Kansas State Teachers College, "Hornets," and Fort Hays State College, "Tigers."

Mountain Division teams are Adams State College, "Indians"; College of Southern Utah, "Thunderbirds"; Colorado School of Mines, "Orediggers"; Western State College, "Mountaineers"; Fort Lewis College, "Raiders"; New Mexico Highlands University, "Cowboys"; Regis College, "Rangers"; Westminster College, "Parsons," and Western New Mexico University, "Mustangs."



# Under the Big Umbrella



SPACE FOR 1,500 . . . Chancellor Hardin in front of residence hall construction on Lincoln campus.

## Combined Enrollment Will Mean...

**C**HANCELLOR Clifford Hardin, now chief administrator of a system soon to become one of the Midwest's largest universities, thinks the University of Nebraska at Omaha can serve a dual role in the future—developing into an integrated arm of the state university system as well as evolving to serve the unique interests of the Omaha metropolitan area.

Within a few years, combined enrollment of the two campuses should pass the 30,000 mark, placing the university in the same "big league" with giant institutions like the University of Minnesota.

And it is definitely possible that other state supported schools in Nebraska will come under the U of N "umbrella" in the years to come.

Dr. Kirk Naylor, on the Omaha campus, and Chancellor Hardin refuse to speculate on the chances for evolution of a state-wide system like California's, encompassing a multi-campus state university, a proliferating state college network

ence in the field are quick to note that a college president must be at least three-fourths expert lobbyist if he hopes to realize the aspirations of the one-fourth academician left over.

**But the most encouraging note in the State of Nebraska for the future of higher education, Hardin asserts, has been a marked upsurge in public interest in and support for higher education.**

"Citizen interest is at its highest point ever," Hardin said. "This is the best omen for the future."

Reporting to the Legislature next session will be the new commission on higher education organized at the urging of Gov. Norbert Tiemann, a believer in integration of the state higher education network.

It is expected that the commission's first recommendation will deal with organization of a permanent coordinating agency for all institutions of higher learning in Nebraska, both public and private. Evolution of a new and different system will probably begin with this embryonic agency.

tee representing both campuses. A single doctoral level faculty is being organized for the two-campus university.

A Ph. D. candidate will be able to fulfill residency requirements at either or both campuses, Hardin said. Some programs may be conducted at one campus or the other or on both campuses, depending on location and availability of facilities and personnel.

The administrators of both campuses expect to see increased flow of students back and forth between the two campuses in search of the right program or courses, since it will be relatively simple for any student to transfer, and all credits earned at either campus are University of Nebraska credits.

Hardin also expects to see considerable growth in the undergraduate enrollment at Omaha: "Studies show that Omaha has very low rate of high school graduates going on to college. With the new status of the university and the lower

## ... Big League For N.U. - UNO

under one administrative agency, and a system of junior college "feeder" schools.

Educational administrators and education-oriented legislators throughout Nebraska are convinced some such system will evolve in the near future, though it is too early to predict just what form it will take.

Several bills promoting integrated state higher education systems were introduced in the last session of the Legislature, Chancellor Hardin notes, but none was passed.

"I just can't say what the Legislature will do," Hardin said. "At the moment we are not worrying about that. We are completely occupied with the details of merging the University of Omaha with the University."

Hardin stresses that a good educational administrator is "always worried about the Legislature" and what it might decide to appropriate for higher education in Nebraska. Those with experi-

Hardin agrees with Naylor that UNO can "become one of the great contributors to the study of urban affairs" in the country. He has pledged support of the Lincoln campus for UNO's efforts to establish a reputation in urban scholarship, research, and problem solving.

**Among the most salient and immediately visible results of the merger will be cooperation between UNO and the College of Medicine, since both are located in Omaha, Hardin said.**

"We have already arranged to combine the nursing programs of both schools, resulting in an improved all-around program. Medical technology instruction also will be combined, and joint projects in health will be undertaken."

Graduate programs also will feel the influence of the merger strongly in the first year, Hardin reported. Doctoral programs of the two schools are being totally integrated.

Future Ph.D.'s will be granted by the combined university system, directed by a faculty commit-

tuition, we expect a healthy increase in the number who decide to attend college."

Hardin also noted that summer enrollments this year are above expectations at both campuses. With statistics running significantly above predicted levels, it may turn out that all predictions of future growth rates for the two campuses have been low.

The Chancellor will have ultimate responsibility to the Board of Regents (an elected body) for both campuses of the university, though he is in effect the president of the Lincoln campus as well.

Dr. Naylor continues as president of the Omaha campus, responsible to Hardin, the regents and the Legislature, but effectively much on his own to guide the direction of the "new" institution.

Hardin says he has complete faith in the ability of Naylor and his staff to cope with the predictably hectic future of the University of Nebraska at Omaha.