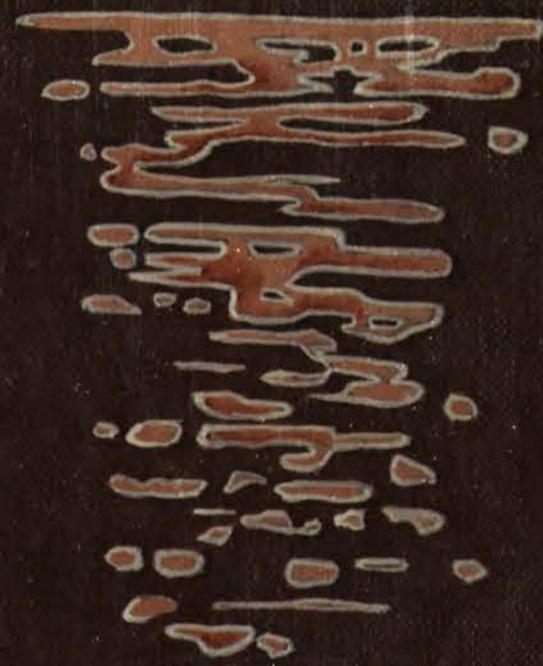
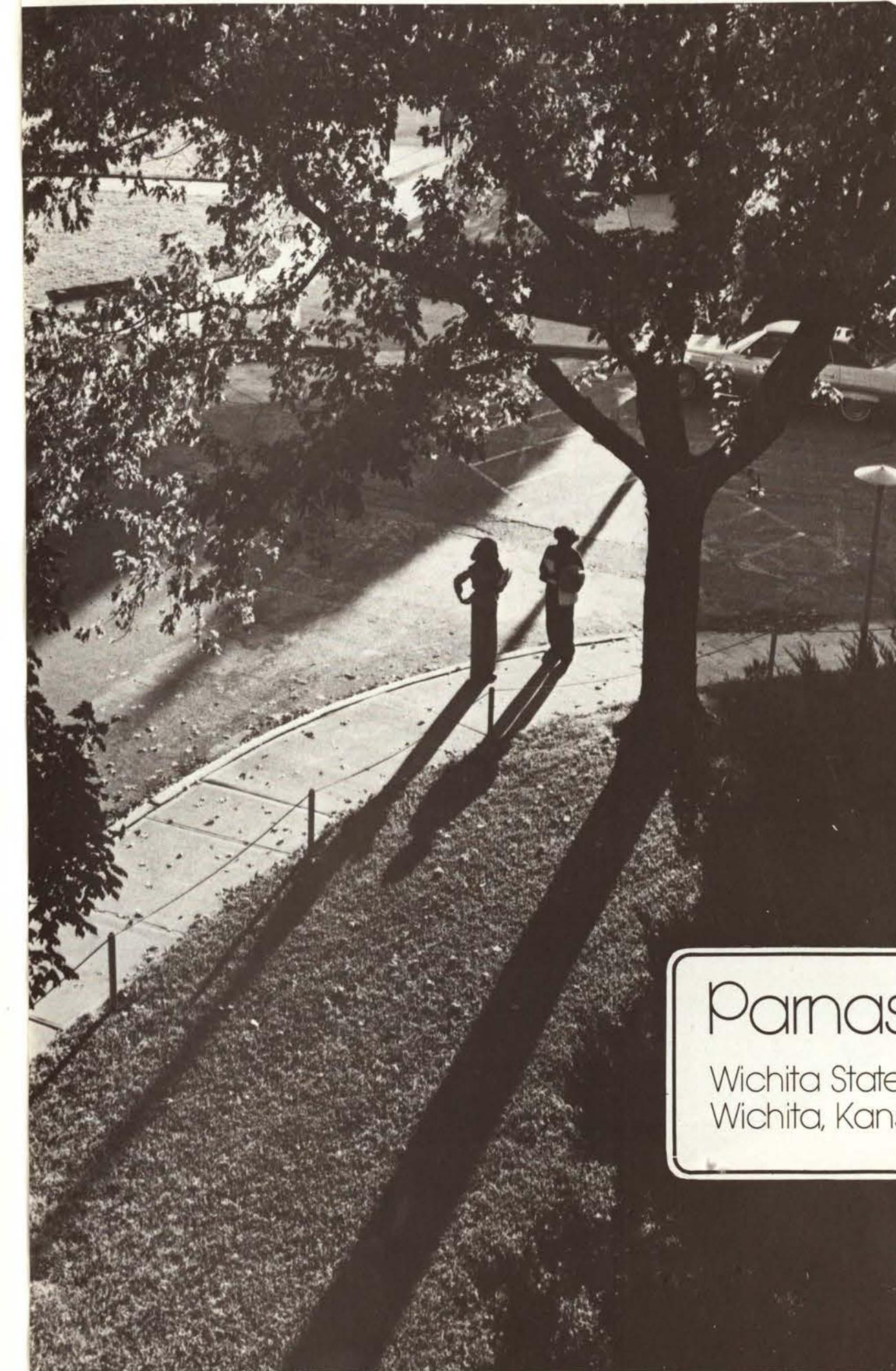




Parnassus76



**447871**



Parnassus76  
Wichita State University  
Wichita, Kansas



447871

## Table of Contents

- 4 It is Inevitable
- 20 WSU Past, Present, and Future
- 28 A Conversation with Ahlberg
- 34 Student Government Association
- 38 Press On People
- 46 Candids I
- 56 Academics
- 146 The Communicators
- 158 Candids II
- 168 Features
- 252 Campus Guests
- 262 University Theatre
- 272 Sports
- 308 Graduates
- 338 Organizations
- 366 Credits

i have played  
in autumn  
colors,  
browns, yellows  
of always,

wintery breath  
next, when Kansas  
suns are seldom,

classes go on.  
without chance,  
warm comes, sun  
is without exception,  
usually, earth issues  
forth her song of  
birds and crickets  
and new life, as  
planned.

summer's  
boon is free of  
classes for most;  
life pirouettes full  
circle as autumn  
decides tomorrow.

in life,  
accidents are  
the chances  
of thought,

life is  
as is,  
will be.

life  
knows that i  
am no accident,  
i know life is  
no accident,  
we are one,

are the statement  
of God,

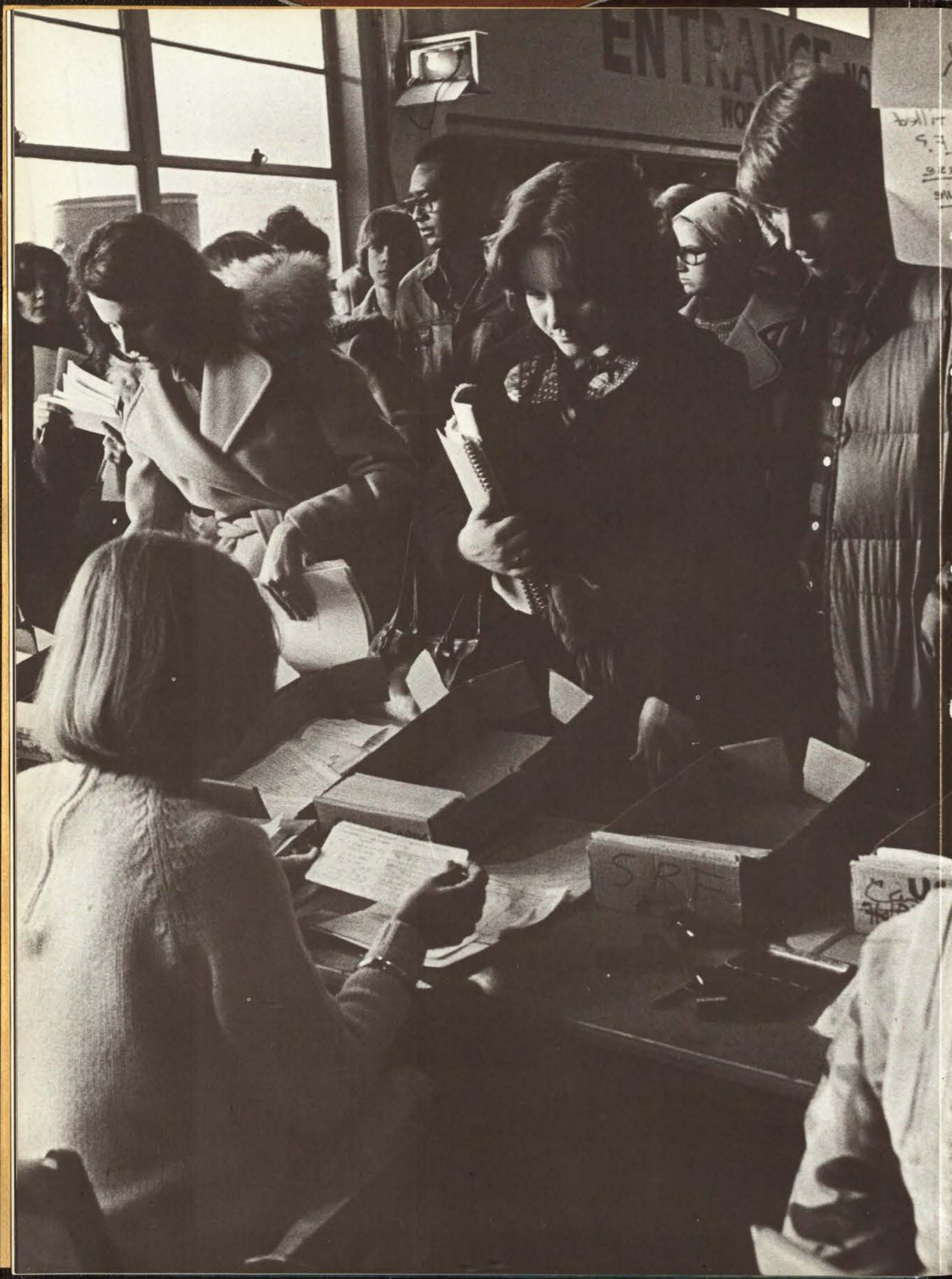
an inevitable  
conclude to  
begin;

four years ago,  
i came in  
search of...  
and maybe  
myself;

possessing both,  
i proceed-

it is inevitable.

252 82 7145  
is the number  
printed on the computer card,  
which computes me,  
my presence here;  
if it were lost,  
would i become a missing  
person?



### A-maze-ing

i felt like a rat  
scurring, error prone, through  
a maze.

at 9:00  
i scurry up to Henry Levitt,  
an' even though i had gone  
this way more times than one  
can forget, i am a novice  
an' alone.

Queues of faces, perplexed as  
me, stand an' droop or pretend  
not to stand and droop. i join the  
the queue, as they are rats  
like me, in a maze.

after 9:00, which seems like  
9:00 after eternity, i find  
myself on the gym floor, changing  
tables at a scurry, noticing a  
last semester face, taking note  
of me. the face smiles, as if to  
reassure me or themselves, even  
in times like these.

in time, i manage to labor  
through card pulling, advisors  
an' other miscellaneous which  
may, may not have been eased  
had i pre-registered.

we, small masses of me,  
exit toward final check,  
fee paying, a headache waits  
to go—BOOM!

muddled voices  
crescendo from the floor,

squeaks that i have heard before,  
my head throbs.

i scurry up stairs,  
in front of an' behind other  
scurriers.

in sotto voice, i talk to my  
self; those that hear, think me  
crazy: The summer gone, no  
job. Mama an' dad ain't got no  
money . . . Oh wat the hell, I'll take  
it a day at a time . . .

Be it illusion or real, an ancient  
brown face, with hard time eyes  
an' wise, demure grace appears  
before me. She is so close i touch  
her strength. She says: "Git an  
educashun young'n an' nobody kin  
take it away from ya."

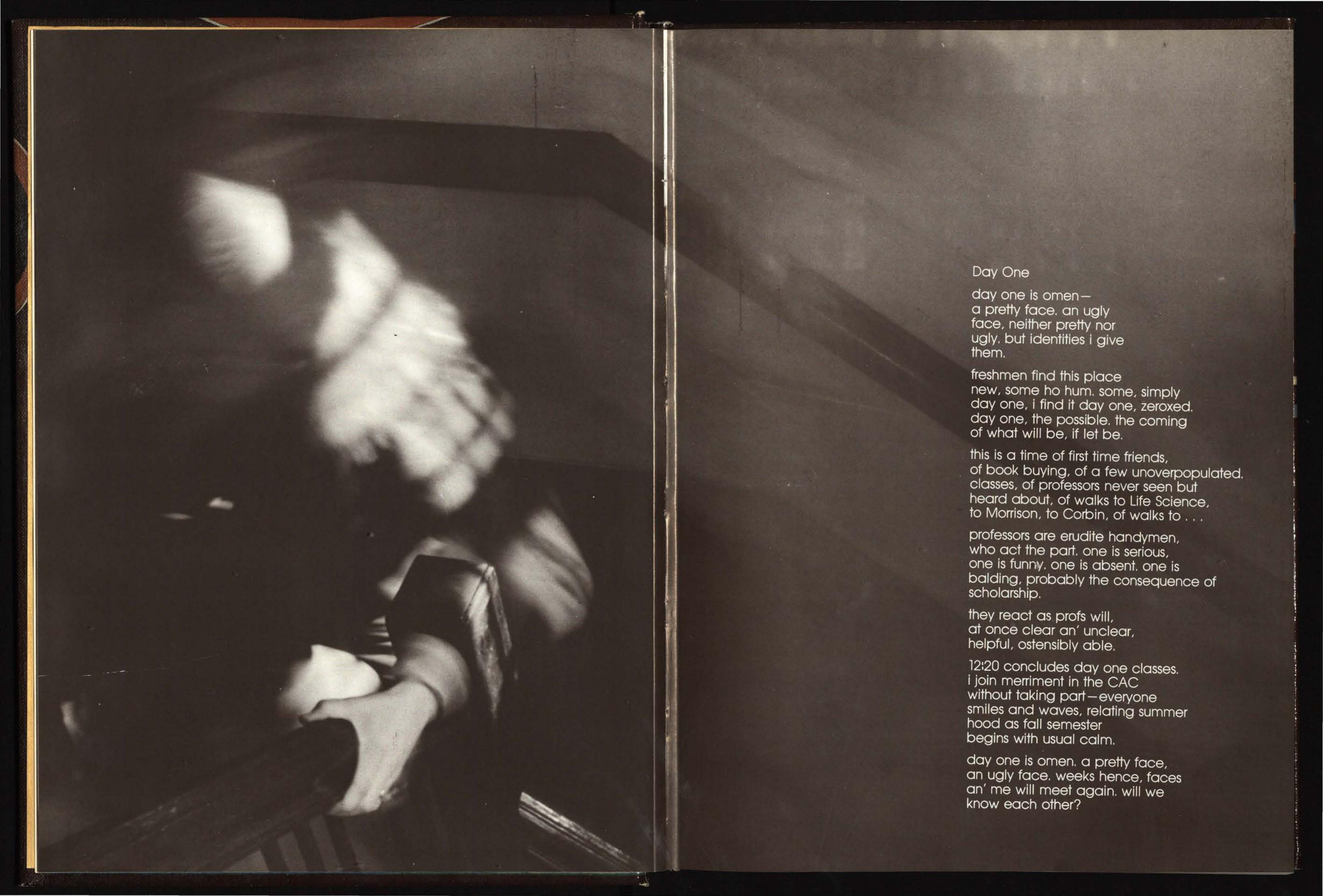
She is gone.

it is 11:30 a.m.  
mechanical hands take my check,  
give the necessities. i am done  
with registration.

Outside, the air is humid.  
i sweat relief,  
pleased that i made it through  
the maze.

I didy-bop out the door,  
CAC bound thinking, "Git an  
educashun youn'n an' nobody  
kin take it away from ya"

"Yes mam"



### Day One

day one is omen—  
a pretty face, an ugly  
face, neither pretty nor  
ugly, but identities i give  
them.

freshmen find this place  
new, some ho hum, some, simply  
day one, i find it day one, zeroxed.  
day one, the possible, the coming  
of what will be, if let be.

this is a time of first time friends,  
of book buying, of a few unoverpopulated  
classes, of professors never seen but  
heard about, of walks to Life Science,  
to Morrison, to Corbin, of walks to . . .

professors are erudite handymen,  
who act the part, one is serious,  
one is funny, one is absent, one is  
balding, probably the consequence of  
scholarship.

they react as profs will,  
at once clear an' unclear,  
helpful, ostensibly able.

12:20 concludes day one classes.  
i join merriment in the CAC  
without taking part—everyone  
smiles and waves, relating summer  
hood as fall semester  
begins with usual calm.

day one is omen, a pretty face,  
an ugly face, weeks hence, faces  
an' me will meet again, will we  
know each other?



— as they circled the lot

"Damn!"

"Be cool, we'll find a place."  
They circled the parking lot.

"Can't find one here either."

"Let's try the one near the CAC."  
They are early for class.

"No luck this one's filled too."

"Yeah"

They return to the other parking lot.

"Still filled"

"Try somewhere else."  
They round the campus. KMUW broadcasts university scene. A radio voice explains:

"Parking is tough at Wichita State.  
By now, everyone has discovered that.  
The problem is an annual one and next to registration it is probably the greatest source of aggravation to students . . ."

"Just what we need, more lip service."  
They come full circle again—still no parking place.

"Let's try some place off campus."

"OK." They do.

"We gonna be late for class!"

"Yeah, I Know!"

No amount of huffin'n puffin'  
will get them there on time.

Midterm Cram

self exiled  
in room, peopled  
by me, over  
crowded even  
when I'm here  
in absentee.

home is here, a  
room smelling  
incense sweet, soft  
presence of quiet,  
disturbed to scholarship  
at midterm,  
I cram.

home is here, smelling  
of coffee, midnight snack  
of crackers an' cheese, an'  
collegians in round table  
pursuit of what mama said  
is "Booklearnin'."

card games, unfinished  
conversations in abeyance,  
the midnight movie-all must  
wait until.

midterm cram,  
routine, midsemester  
wake as usual;

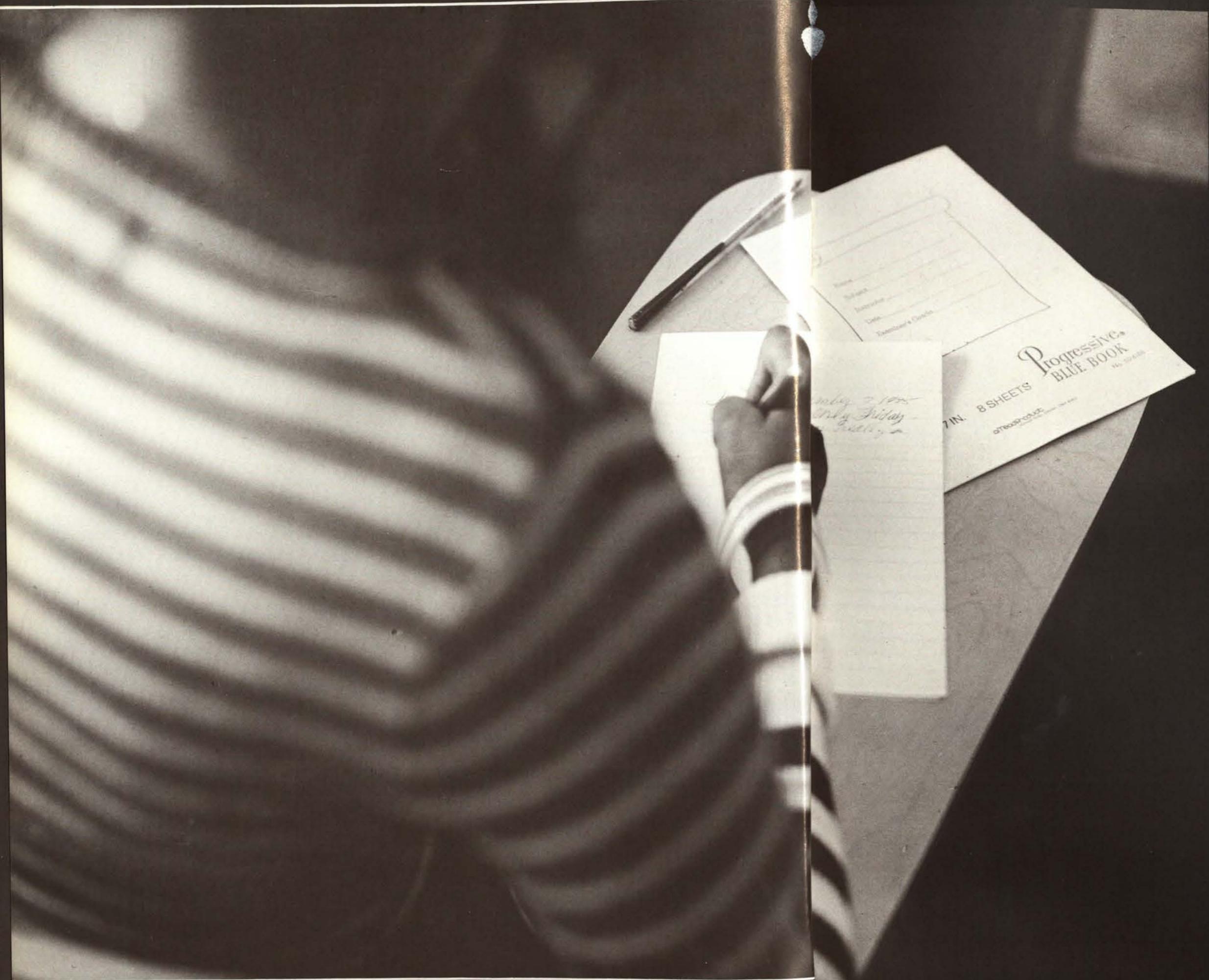
those with less  
stamina than others  
greeted yellow surprise  
creeping through venetian  
blinds, aided by NO Doz  
an' the Maxwell House.

i rise from the table,  
numbed, crammed full of  
facts, figures,

acquisitions the night  
before,  
"After the exam we gon jam"

"Right on" said me.





### Final Blues

instructions given,  
he passed out a blue tablet  
for writing in; the test.

glancing around,  
i see everyone glancing  
around, i think at me,

"You will have two hours", stoic  
faced, the pale voice sat down,  
"You may begin."

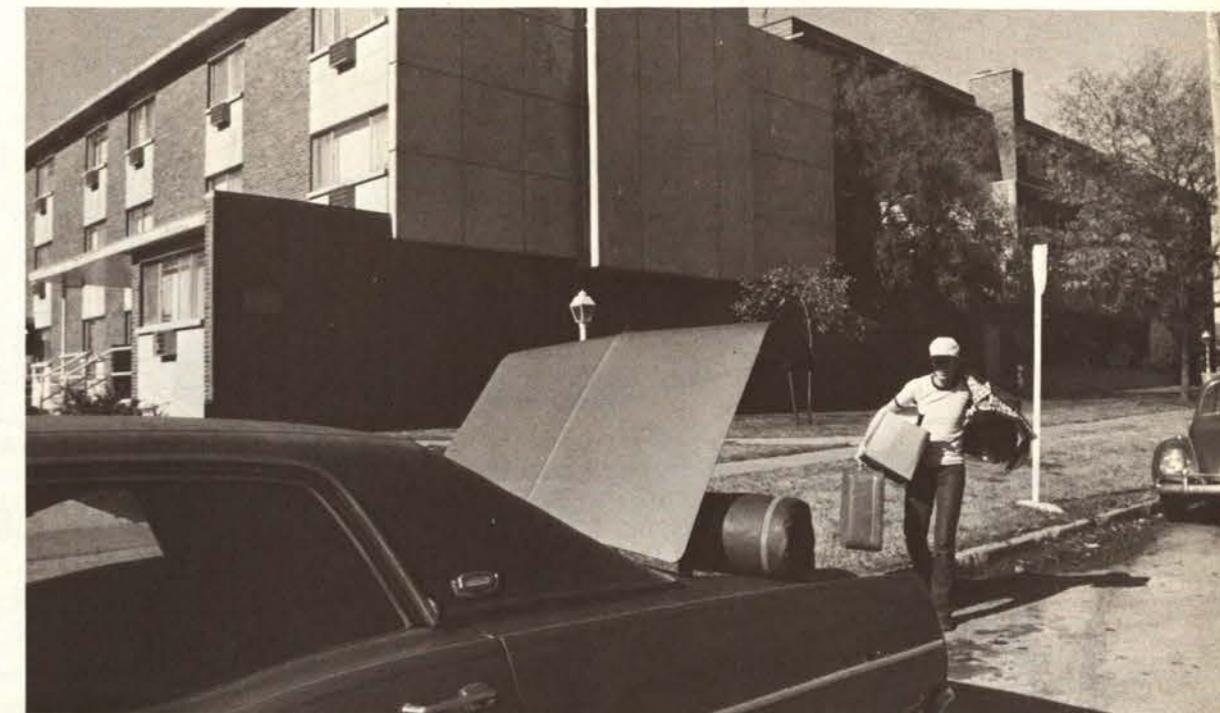
i begin with typical panic, working  
hastily, by page four i am calm  
though the outcome of now,  
is uncertain . . .

later, which in actual  
is soon, the same pale voice  
yet stoic, commands,  
"Put your pencils down and pass all  
materials to the front."

i obey,

"How'd you do?"  
" someone asks.

"I dunno", I hear me say.  
Still blue, I walk away.  
Blue too, others follow.



#### Prescription

its only vacation,  
even so, I regret  
not having goodbyes  
for those who helped  
me make it through the year.

rest is a welcome thought.  
tomorrow, I'll be miles away  
from Fairmount Towers,  
family deep in joy, I miss  
them. Mama will have another  
mouth to feed.

summer  
is a promise of housepartyin',  
beach visits,  
time to myself  
an' the summer gig.

I can smell  
the salty freshness  
of beachdays.

I can see her,  
someone I haven't met, Us  
summertimin' together.

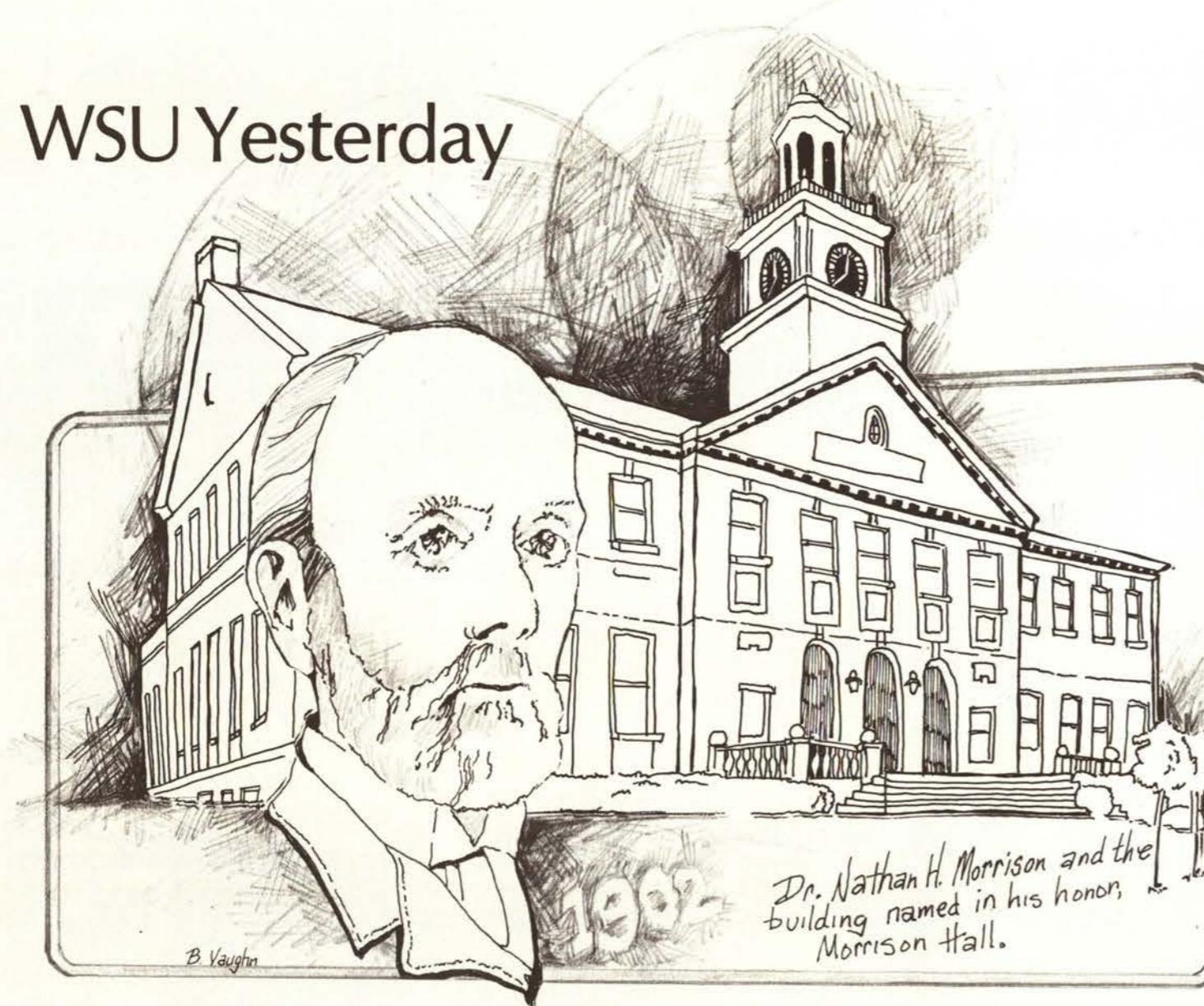
time to myself,  
yet to be whiled away,  
is an aberration.

impatient  
with months to come,  
vacation. I go to the  
phonograph, placing  
a record saved for this  
occasion.

an' like welcome thoughts,  
it is a welcome song.

Sly sings:  
"Those summer days,  
those summer summer days . . .  
Hot fun in the sum-mertime,  
my, my my my- . . ."

# WSU Yesterday



The vision of a college on the "fair mount" overlooking the beautiful Arkansas River Valley and its city of Wichita is today a sturdy, ever-expanding reality. But in 1886, to Rev. J.H. Parker, pastor of the Plymouth Congregational Church, it was just a dream. His proposal to found a ladies' college on the outskirts of Wichita was approved and promised support by the Congregational Church; but the depression that swept through Kansas in 1888 called a halt to the construction of the first building which was nearly completed, and to Rev. Parker's dream.

In 1892, however, the institution was revived and chartered as Fairmount Institute, an academy supported by the Congregational Church which prepared students for other universities. By 1894, the Institute's Board of Trustees decided there was less opportunity for their academy, as Wichita had two other successful ones, than for a college, as practically none existed for a 100-mile

radius. To succeed in this second attempt, though, the school would need a stalwart leader.

Dr. Nathan J. Morrison deliberated at length over the position offered him. He had already strengthened two struggling colleges into successful institutions and knew the problems that befell the President of a small, church-supported institution. Dr. Morrison accepted the challenge, nonetheless, and in 1896 Fairmount College enrolled its first twelve students to be instructed by a faculty of five.

The first class of nine members graduated June 4, 1898. Total enrollment that year was 179 students.

Contributions from the eastern United States aided in the College's growth from 1900-1910. In 1904, for example, Mrs. Charlotte Fiske, a member of a wealthy Bostonian family, contributed \$2,500 to build a men's dormitory. The facility named for her, although she never saw it or the campus, is the oldest building still

remaining on campus, Fiske Hall.

By the year 1925, renewed financial difficulties forced Fairmount College to pursue alternatives for survival. Mergers were considered with the College of Emporia, Friends University, Washburn University (another Congregational college), and a Dodge City college. A better solution was suggested: offer Fairmount College as a gift to the City and make it a municipal university.

The plan received strong support from nearly all of the civic clubs and-most importantly-from the Wichita Chamber of Commerce and from the local press. Yet, the first election on the issue failed to get enough votes in favor of accepting the College. A possible reason was suggested as being the poor turn out of voters. When a petition succeeded in obtaining a special election for the issue in April, 1926, the city that time voted to accept the college.

The University of Wichita served well as a municipal university for many years.

In 1929, disaster temporarily struck. Fairmount Hall, the original campus structure, was destroyed by fire. The insurance money was used to construct a new Administration building today recognized as Jardine Hall.

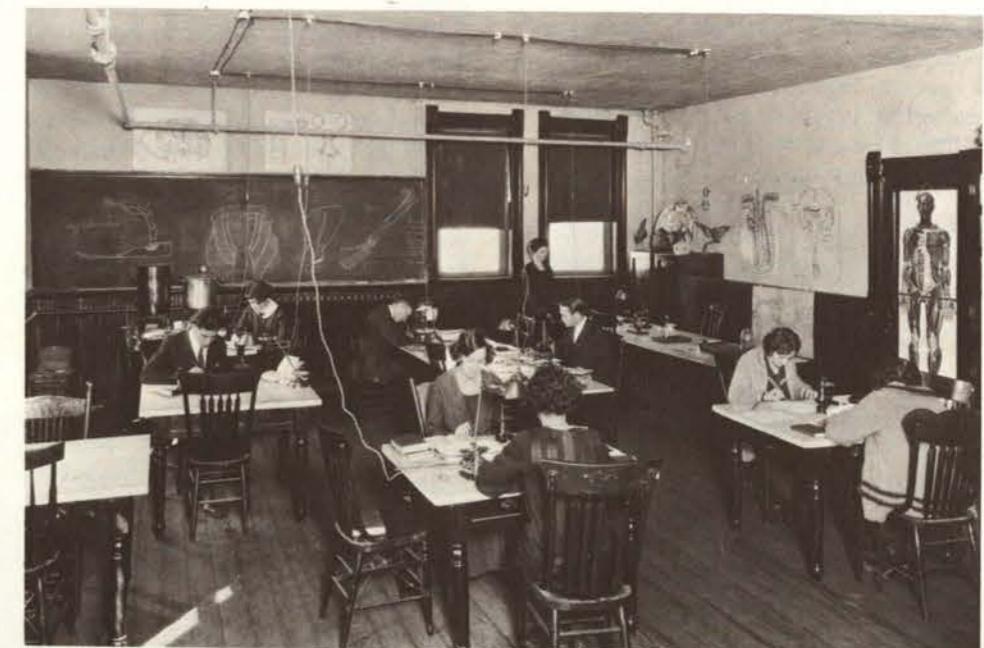
As a municipal university, the cost of tuition was somewhat higher than that of the state-supported colleges in the north and northeastern parts of the state of Kansas. It was evident by the 1950's that a number of students throughout the south-central and south-western parts of the state were being denied the opportunity for inexpensive higher education offered by the northern state-supported universities.

Under the leadership of Dr. Harry F. Corbin, then President of the University, a plan was developed to procure evidence and to prepare a case that would convince legislators throughout the state on the rationale of bringing the University of Wichita into the state system. The task was extremely difficult and its organizers faced considerable opposition and controversy. Yet, in March of 1963, the state legislature of Kansas designated that the University of Wichita would become Wichita State University, effective July 1, 1964.

The students of southern Kansas quickly took advantage of the lower cost of tuition available through state support. In the ten years following its acceptance into the state system, Wichita State University's enrollment nearly doubled to

a total of more than 15,000 students.

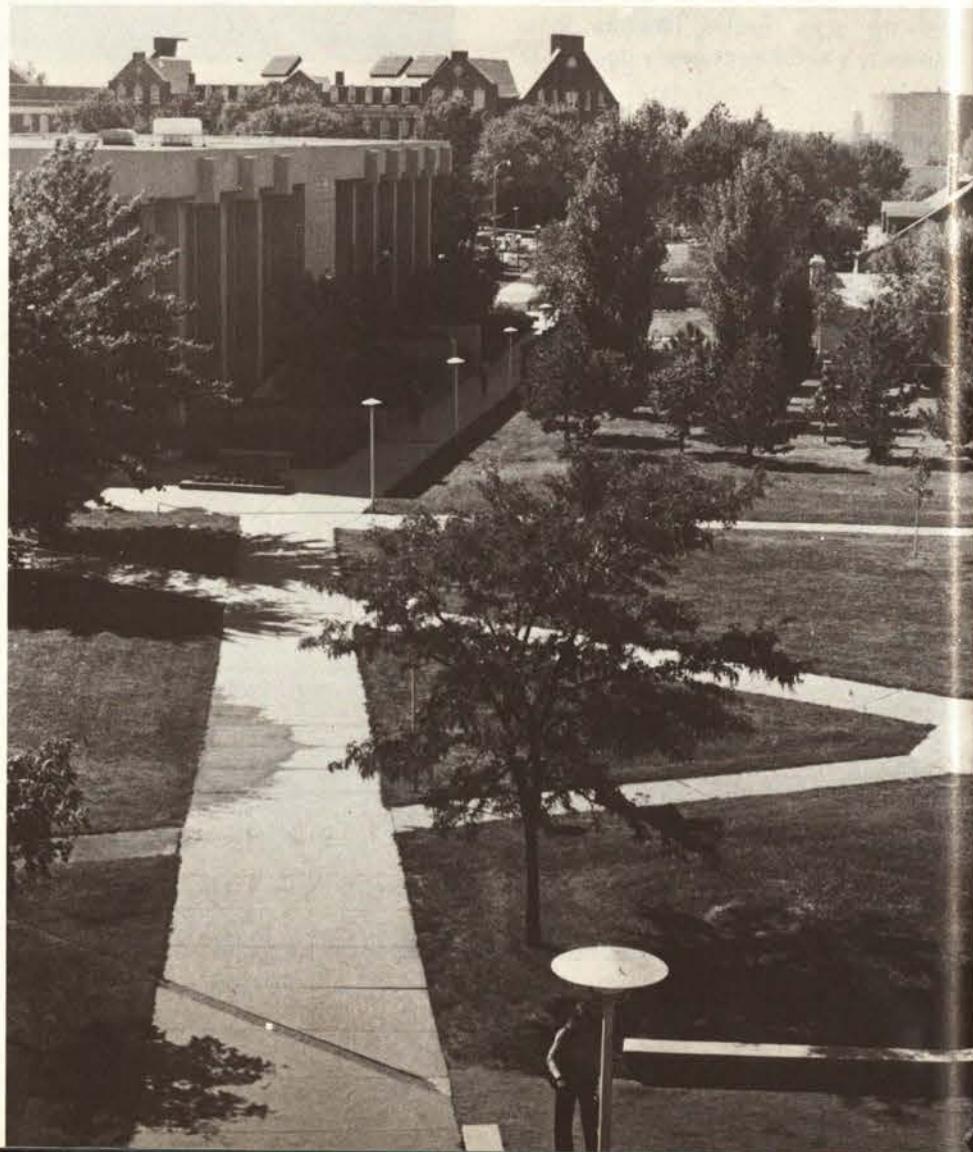
The dream of Wichita Ladies' College may have never materialized, but the urban university that now sits on its site has fulfilled many a student's dream.



# WSU Today

Wichita State University is currently experiencing many exciting events and developments. From the constant construction of beautiful, and essential, buildings, to the visits of some of the most talented, creative artists, to the sale of beer on campus. An awareness of the progress of the University is unavoidable. Wichita State University truly is the "U on the move" and is accomplishing many of the goals which were originally mere dreams.

The recently completed McKnight Art Center containing the Ulrich Museum of Art is visited by some of the finest art displays which draw unbelievable crowds of art appreciators. These displays range from Richard Anuszkiewicz' large paintings to James Rivers' Civil War drawings, from Cork Marcheschi's kinetic art to Eugene Atget's French photographs and Milton Glaser's contemporary designs. Many of these works are accompanied by their creators who speak and demonstrate to groups and classes. At the same time, dramatists and musicians such as the Hungarian string specialist, Kato Havas, share their art with classes at various times throughout the year.



Wichita State University students share their talents as well, as demonstrated in the 60-member Symphony Orchestra's visit to Vienna this past summer to perform as orchestra in residence for an international master course for conductors. The session featured 70 conductors from 19 countries. The orchestra was very well received and acclaimed by critics in its public performance.

This rising emphasis on the Fine Arts reflects Wichita State University's

transition from a small municipal university to an ever-broadening state university satisfying the needs of a variety of students. Included in this transition is the number of well-rounded speakers sponsored by the Forum Board and Eisenhower Lecture Series. Such outstanding speakers as Dr. Dixy Lee Ray, former chairman of the Atomic Energy Commission; Kate Millett, sculptor, writer of the controversial book "Sexual Politics," and leader in the women's liberation movement; and Abba Eban, former Israeli Minister of Foreign Affairs, share their ideas with students.

Situated in the largest city in Kansas, Wichita State University has the opportunity to attract this vast range of personages. Wichita is an industrial-agricultural and financial center located at the crossroads of major highway, railway, and air traffic routes. Currently, 280,000 of Kansas' 2.3 million population reside in the Wichita Metropolitan Area.

In keeping with city and campus expansion, the enrollment of the

University continues to grow. Fall semester figures pass the 15,700 mark-up 700 students from last year.

94% of Wichita State University students are residents of Kansas, with the majority concentrated in the Wichita Metropolitan Area. The other 6% of students come from every state in the union and from over 30 foreign countries.

Wichita State University is organized into eight degree granting and instructional schools and colleges, plus units which provide institutional, academic, student, physical, and financial support. Over 100 areas of academic concentration are available with more than 700 faculty members from some of the finest universities present to instruct.

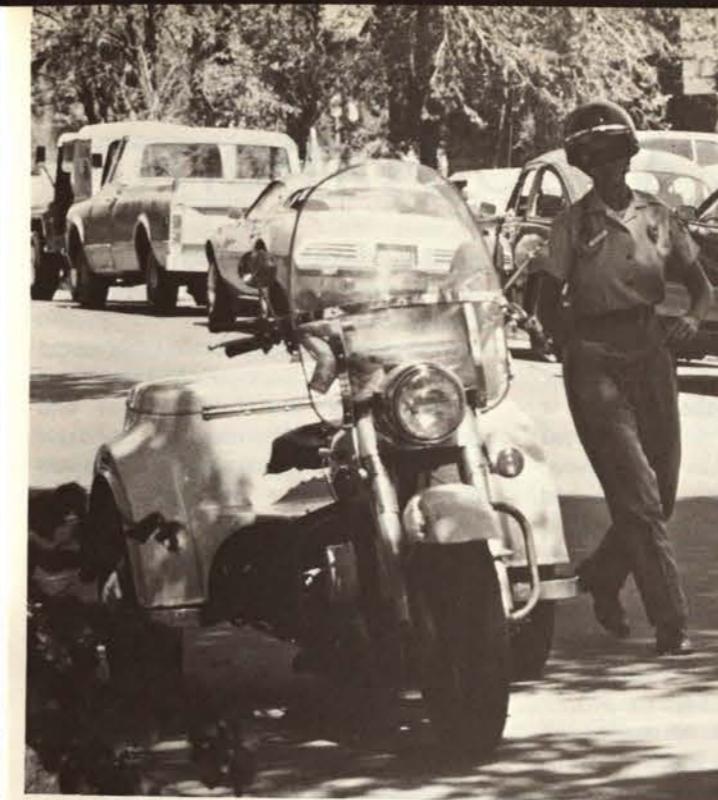
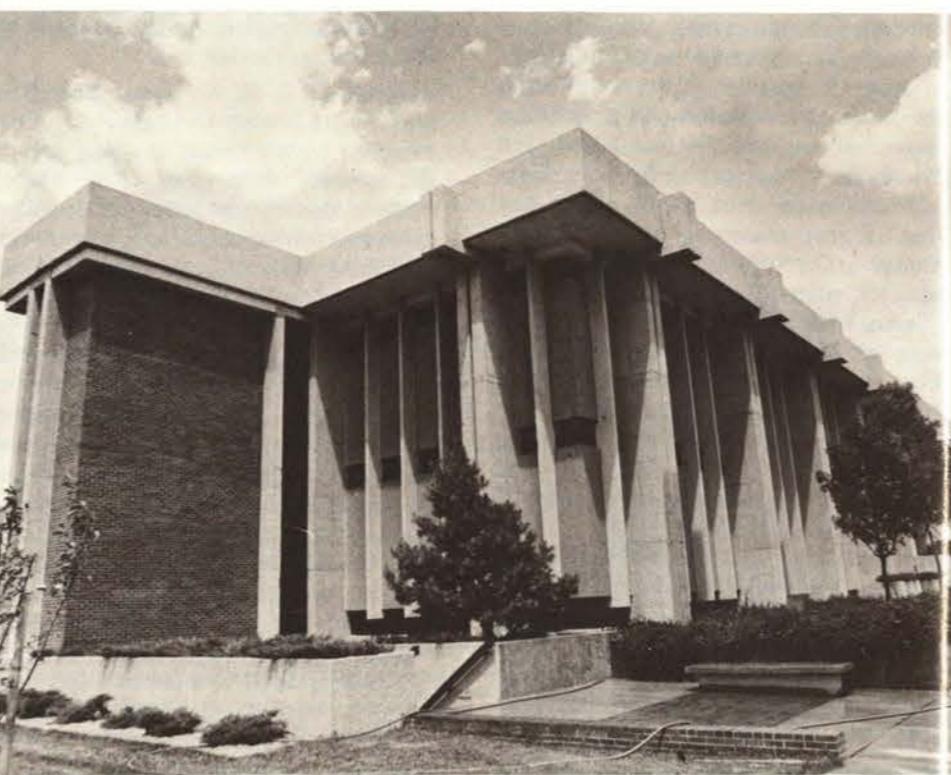
As an educational institution, Wichita State University continually strives to provide worthwhile opportunities and experiences for every individual student. A general education is offered through the recently developed general education program and through University College in which all entering freshmen enroll. Advanced and special education is

available through the various major studies in Liberal Arts and Sciences and in the degree programs of the professional schools and colleges. Through the Division of Continuing Education, adults who desire to return to school have the chance to attend special seminars, workshops, classes, and related University programs and activities. Graduate studies and research are encouraged through a variety of graduate programs authorized by the Kansas Board of Regents as well as through programs sponsored by outside organizations.

Throughout the entire educating process, as exciting and fast-moving as it may be at present, the University gives consideration to student welfare and continuing public service.



## Campus Scenes



# WSU Tomorrow

Wichita State University is rapidly expanding as it leaves behind its role as a small municipal university and accepts the responsibility belonging to a large, multi-purpose state university. It must now constantly look to the future so it may prepare to meet the anticipated needs of its students.

An Office of Planning was established in 1969 to coordinate both physical and academic planning. Although the aspects of academic planning do quietly proceed, it is the physical planning that constantly catches the student eye. It is physical planning that so often changes the student's path between classes.

The variety of projects all result from extensive data collecting and processing. A 17-member Land Use Planning and Design Committee, composed of students, faculty, university alumni, members of the Board of Trustees and key University officials, is in charge of reviewing all projects related to the physical development of the campus, considering both land use aesthetics and environmental considerations.

Wichita State University's Office of Planning, under the direction of Dr. George Ploatt has drawn up development plans through 1984 for the University. New buildings in this plan recently completed include the Life Sciences

Building, McKnight Fine Arts Center and the Marcus Center for Continuing Education.

Projects under construction this school year are the Engineering Laboratory Building and the Liberal Arts and Sciences Building. Future projects include the Health Sciences Building, which will house the College of Health Related Professions and the WSU Branch of the University of Kansas School of Medicine, a Physical Education Building to be built east of the Corbin Center by 21st Street, building for the College of Education, two office and classroom buildings to be located on the site occupied by the sorority houses; and two high-rise parking garages, one to serve the north portion of the campus and another for the south.

A few of the older buildings will be remodeled. McKinley Hall is nearly completed and Jardine Hall is soon to follow.

To a large extent the present and proposed building represents a backlog of space deficits which have occurred since the University's entry into the state system. A smaller portion of the new space reflects the need to replace obsolete buildings and to provide for growth.

Aside from building projects, an extensive rerouting of campus streets is suggested and currently underway. A

circulation concept seems the solution for Wichita State University's problem of traffic congestion. The proposed perimeter road system will alleviate city-campus vehicular conflicts with a continuous internal connection to all the parking resources. This circular road surrounding the campus will provide not only convenient vehicular movement from parking lot to parking lot, but an easy, free-from-vehicular-conflict walking distance from any point to the core of the campus.

All plans suggested are flexible. Any long-range plan such as this one through 1984 must contain enough flexibility to accommodate without undue strain, change in tradition, administrators and faculty, demands from students, and demands from the community; for it is these four very changeable parameters that make and shape the University.

All of the development plans are based on well-studied statistics. The enrollment projection for 1984 does reflect the leveling off of student enrollment anticipated for the entire nation. The decline in birth rates that began in the late 1950's is accommodated, but the enrollment plan also assumes that Wichita will continue to grow as a metropolitan area. In addition, the enrollment

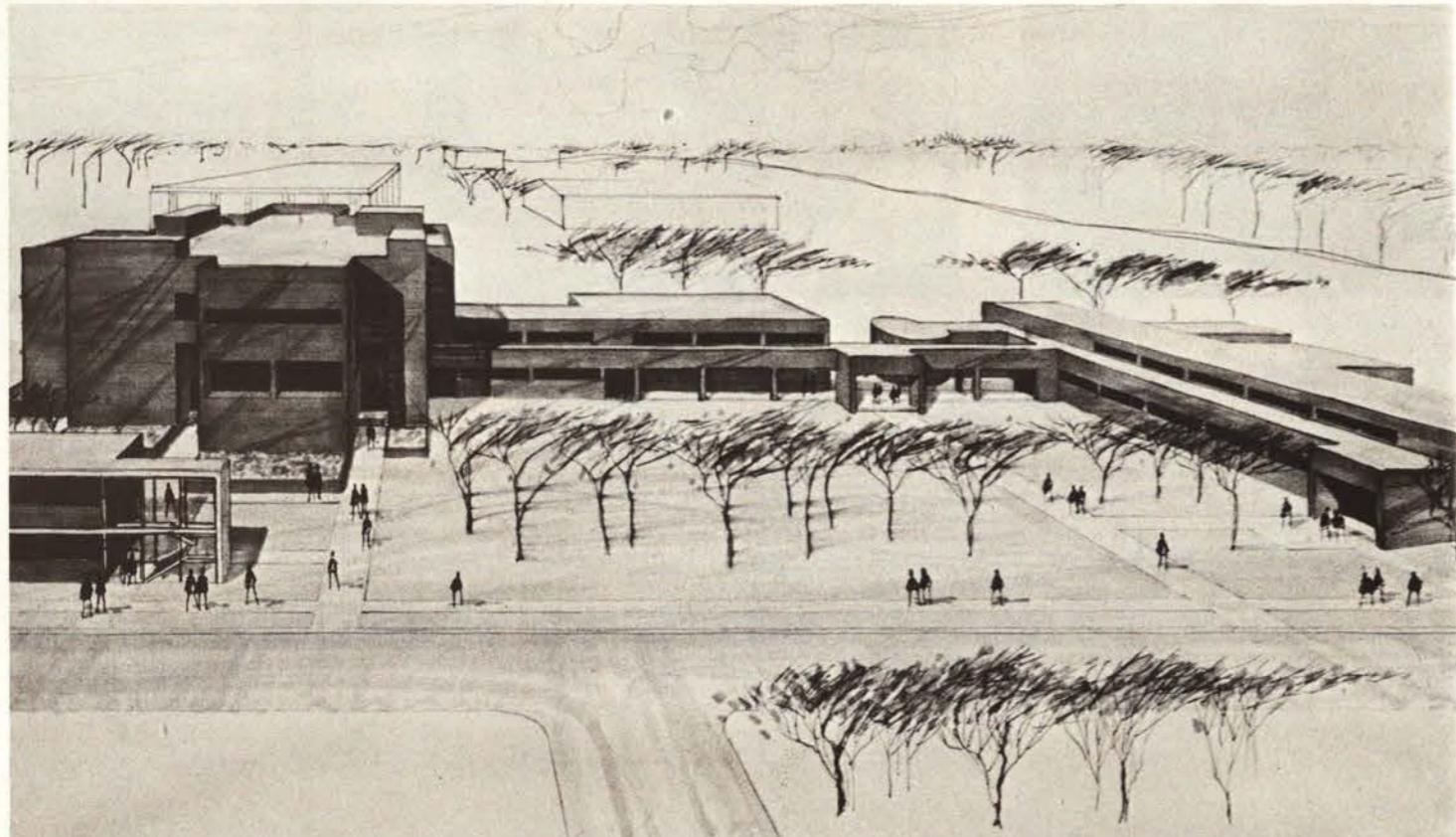
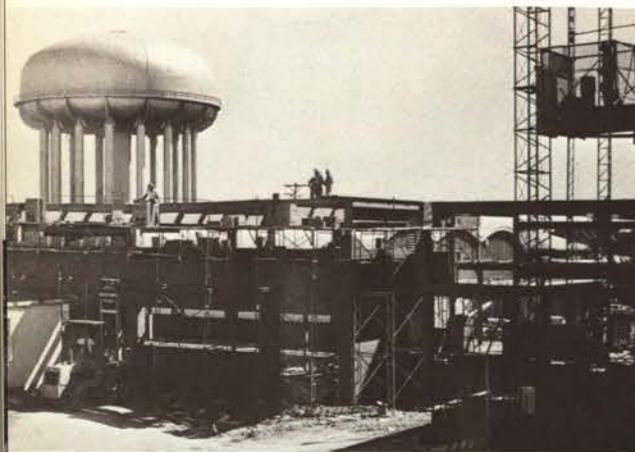
projections assume that more and more adults will return for a variety of educational experiences.

The current projection for 1984 is 16,900 headcount students with a full time equivalent of 12,000. To be prepared for the unknown, however, the University planners test the planning options against a possible 25,000 figure.

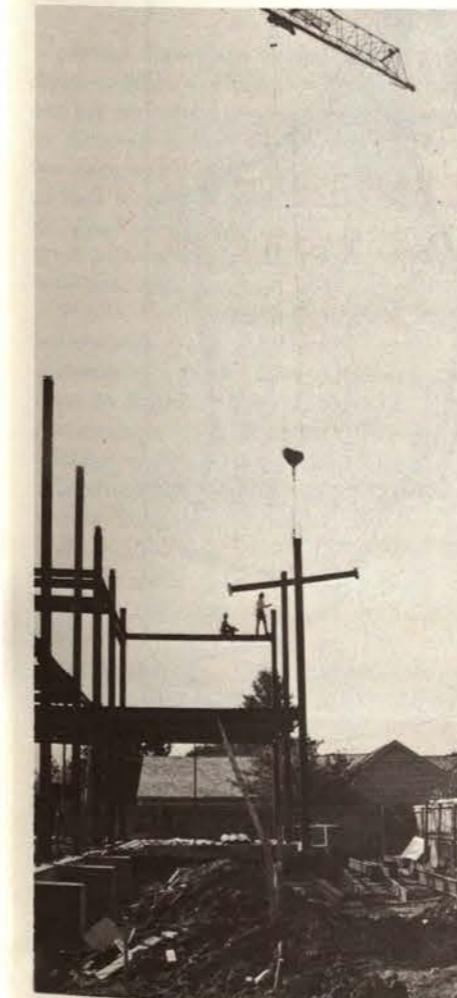
Wichita State University planners do not think of students merely as statistics, however. In all of the construction plans, constant attention is paid to not only the physical needs of students, but the aesthetic ones as well. Under the provision of "Design," the physical educational environment of the University is viewed as to how it affects the student.

The design objective is to create a campus image which has a positive effect. The challenge is to not only create enough building space, but to create a campus with a definite learning

environment. Not just a smooth working environment, but one which invites social discourse and mixing; one which encourages involvement.



proposed Engineering Complex



proposed Liberal Arts Building



## Candidly Speaking

### A Conversation with Ahlberg

Almost everyone would like to sit down with the president of our university and ask him the many questions that can be directed toward his position. Only a few people, however, have such a chance to visit with President Ahlberg and hear his view on current issues. It was with great interest and pleasure that this writer took that opportunity.

W.S.U.'s President knows and understands the University and its community. Clark David Ahlberg was born in Wichita, Kansas, May 23, 1918 and received his A.B. at the University of Wichita in 1939. He continued his study of political science at Syracuse University in the State of New York, earning his M.A. in 1942 and his Ph. D. in 1951. Dr. Ahlberg spent a number of years at Syracuse University, first in the role of student, then as professor, and later as an administrator. In 1968, he returned to Wichita to assume the role of president of Wichita State University.

Dr. Ahlberg has the personality as well as the qualifications for university president. He is an easy man to talk to and sees the best side of everything and everybody. Despite the barrage of questions, President Ahlberg retained an interest and enthusiasm for each answer. He was soft-spoken, smiling or looking concerned as the situation varied.

"I don't have a list of dreaded questions. I'm proud of the University."

PARNASSUS: As a student here yourself, did you ever think you would be President of this University?

AHLBERG: Never, no never, I never thought of being President of anything! PARNASSUS: When did you feel that that would be a role you would like to fulfill?

AHLBERG: Well, really much later than you might think. I've been one of those fortunate persons who always enjoy what I've been lucky enough to be able to do. I love Syracuse University. I was very happy there for many years. I had many, many friends and never really thought a lot about leaving. In fact, I had opportunities to leave, including opportunities to be a college president, and I turned them down. But I think as you grow older in a job, you come to the point where you have to decide "Is this where I want to spend the rest of my life?" and "Do I want any other kind of experience?" I think my wife and I talked about it and decided that maybe I ought not to be so satisfied, and perhaps take a

look at some of these opportunities. I think, fortunately for me, (never expecting it), I was asked if I had an interest in coming back to Wichita. As it turned out I did, and I fooled the committee into recommending me!

PARNASSUS: Good for us! What has been the high point of your years in this position in Wichita?

AHLBERG: My reaction is that it's been a great pleasure to be here all the time. There's always unpleasant things, but most of the time I like what I do and am so enthused about the university, the people, the students, that, if I had the money, I'd pay to do it! It's a little hard to think about highlights--the depth of it was the airplane crash.... But there are a lot of very good things that have happened and one of them is not necessarily more gratifying than the other. The feeling that we're making progress as an institution, becoming a better, more significant educational enterprise for Wichita people and the area. I'm convinced that we are and that's the main sources of satisfaction.

PARNASSUS: Do you consider yourself an educator or a politician?

AHLBERG: Well, I see myself as both. I don't think you can survive on a university campus if all you are is a politician. I think you have to have a



genuine appreciation for learning, for intellectual things, creative things. You have to have some sense, of what's good and what's bad, in a wide variety of areas. In that sense, you have to be an educator; you have to be interested in the process and change that occurs in people. That's really what education is all about. But also, if you are going to be in this kind of an enterprise, in the best sense of the word, you have to be a person who can represent the institution and interpret it to a wide variety of different kinds of groups of publics-to those who are interested in art and music, to those who are interested in athletics, to those who are interested in simply the cost of financing it and legislature, to the alumni, to students who usually think they own it.

**PARNASSUS:** Don't we?

AHLBERG: Sure! And so do a lot of other people! So in that sense, if that's what you mean by "political," you have to have that kind of interest in relating yourself and in relating your institution-those kinds of publics, because we are a public institution. We have to justify what it is we want and what it is we do and what we can secure to the public that we ask for support. In that sense it's political, because we're in a democratic system. I don't find that distasteful.

**PARNASSUS:** How is our General Studies program functioning? Is it serving to give a Liberal Arts "taste" here and there?

AHLBERG: Well that's obviously its intent and its purpose, and I'm very glad you brought it up because I think it's another evidence that institutionally, as a faculty, we've still a strong commitment to the idea of general education as an important component. Every person's experience ought to be said to have earned a college degree and we are committed to that. We're doing more than many and perhaps less than the strongest Liberal Arts institution. But I'm personally very much in favor of the idea of general education. The present program comes out of the fact that the central administration along with many or the deans have pushed systematically to keep it. When I arrived on campus seven years ago, the committee reported at the first faculty meeting I attended that they were unable to change the core curriculum and they worked on it two years and we did change it, we improved it. It's not perfect, but it's an effort on the part of the faculty to provide an exposure to the Liberal Arts.

**PARNASSUS:** In what role do you view the Student Government Association at present?

AHLBERG: Well I think we've been

blessed with a good Student Government all the years I've been here and excellent leadership. The Student Government provides an important component to the totality of University life. It can not only do a lot of things that are of a primary concern to students, what students are doing, but in the process it provides an important part of a learning experience. I think that students who participate in Students Government, students who participate in other activities on the university campus, are gaining an important component of their total educational experience. What people do in Student Government is not unlike what they do in the so-called real world. Therefore, it's a very good experience. It's a part of the learning.

**PARNASSUS:** How effective do you view it?

AHLBERG: Well, I think quite effective. How you measure that is what one's expectations are. I sometimes hear students who are critical of Student Government criticize Student Government as if they assumed Student Government should run the university. I don't think it should, so I don't put it in that continuum for critique. I think what Student Government does, it does well.

**PARNASSUS:** Governor Bennett has stated that the days of a yearly increase of funds for education are at an end. How will this effect us?

AHLBERG: Well, I'm not sure you're accurately quoting him. I've heard him speak to this. In fact, he has talked directly to the six State Presidents about it. In fact we were going to have another meeting with him sometime before

now-his annual Budget Hearing-to just talk about higher education in Kansas. I would say what he said somewhat differently, but he has indicated that in his judgement that it is going to be increasingly difficult for him to support, or for the legislature to accept, what he considers to have been the rate of financial growth. The rate of growth of financial support for higher education is going to taper off and slow down.

Nationally, that is happening. I hope that it doesn't happen to the same degree in Kansas. It still remains that the Governor is probably the single most important decision maker in the process. But, we also have access to the legislature. The Board of Regents again this year recommended a very generous increase in budget for all of the six state schools, including W.S.U. I think we're all going to work very hard to try to sell that to the Governor and to try to sell it to the legislature. But I agree with him that it is becoming more difficult....I think that higher education is not nearly as blindly accepted as "good" as it was a few years ago. That there are increasing citizen concerns about whether too many people are going on, whether it's not costing more than it's worth, whether there aren't other social needs in society that

are more deserving of support and that is some competition that is increasing. There is also the specter that everybody sees of decreasing enrollments because the Pill works! All you have to do is look at the schools. The elementary schools have already begun to experience a dramatic drop. By 1980-84, in Kansas there will be a 30% decrease in the number of higher school graduates. So if you're looking to higher school students for your future, you're probably looking at a declining enrollment. This year we grew, and I think when we get through with all the analysis it will be clear that we grew largely because of increase in adults, part-time students, lots of women, lots of people returning. That's going to be, have to be, increasingly true or we are going to be faced with a decline.

**PARNASSUS:** Will our original plans for construction continue as now forecast?

AHLBERG: Well, I hope so, because I think Wichita State University, as the objective data will show that the state now collects, could lose three or four thousand students and still have space needs. We still have many programs at the University that are poorly housed. Many faculty share offices, many faculty are in old houses. The College of Education, as you must know, is located in what-six or

seven different buildings all over the campus. We grew so rapidly, particularly in the first five years, but we were in the state system five years before the first state facility was built. So it's my argument that W.S.U. still needs some additional facilities to accommodate even a smaller enrollment than we currently have. It is going to be hard to sell that.

**PARNASSUS:** With the rising expenses, do you think that our faculty faces the possibility of increased student load to avoid hiring additional faculty members?

AHLBERG: That's one of the common things occurring in the nation. I'm hopeful that we can avoid that, but in many states there have been cuts in higher educational budgets, even stand-pat budgets really being cut. There's only two or three ways that you can accommodate yourself to

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"We've been blessed with a good Student Government...and excellent leadership."

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that. One is to let people go, the other is not to add anybody, and the third is to increase class sizes and cut the number of courses or the number of sections they teach. All those things, in my judgement, would be done if we were faced with that problem.

**PARNASSUS:** Would the faculty be pretty cooperative?

AHLBERG: I don't think anyone among the faculty is much different than people in general. No one likes to lose a job. No one likes to be suddenly asked to teach half again as many students from the same amount of income. No one likes to do something less well than they've been accustomed to doing it and as they think it should be done professionally. So my guess is that if these things happen, there is going to be adverse results-lowering of morale, discontent.

**PARNASSUS:** Has the controversy over the tenure system more or less vanished?

AHLBERG: No, I think tenure is part of the general insecurity about enrollments and growth and stability or decline. Because the tenure system is viewed by those who do not have tenure as a threat to their security. That's very true and very real. So I think as long as there is a good deal of apprehensiveness in higher education, there is going to be some genuine concern about tenure. I think, on the positive side, that the faculty at Wichita State University by and large feel that they are participating in an orderly and objective process in which they and

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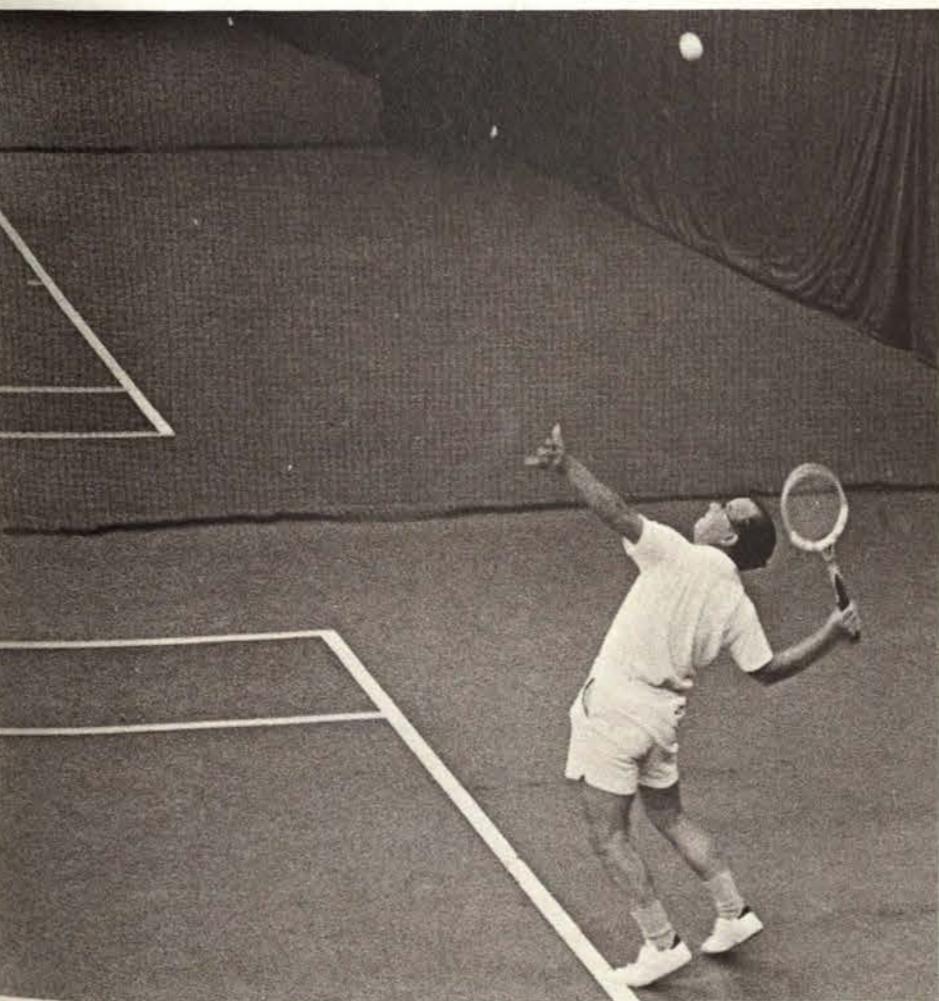
**"If I didn't have problems I wouldn't have a job."**

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members, every student in the University Senate is elected to it, students serve on practically every advisory and service committee appointed in the University. I think like every other area, sometimes the student members make important contributions and sometimes they're less than important and so are some of the faculty.

**PARNASSUS:** How do items from the Student Government reach you? or do they?

AHLBERG: Well most of the things they deal with, no, they don't require my approval. They have the authority and confidence. I have to approve the over-all budget that they recommend when we allocate the student fees. But I've been here seven and a half years and have not yet changed one item, or really seriously questioned any. It's never really been necessary. They make certain proposals for changes that I can't approve, in those cases we pass it along to the State Board



their peers are involved. They know how the decisions are made, while they are never pleasant and not always completely accepted....I think there is confidence it is being done in an honest way.

**PARNASSUS:** How do you feel about our faculty using "collective bargaining" in the future?

AHLBERG: Well I hope that we can avoid collective bargaining and I spoke to the faculty at the first of the year about some of my concerns about collective bargaining in professional fields and higher education. There are worst things that can happen to higher education than collective bargaining. There are circumstances under which I perhaps might even find myself saying that I don't blame faculty. But I hope that we can maintain a system of collegial government in which faculty are involved in a very important way in all of the very important decisions. I think that's true today in decisions about what's taught, about what programs are offered; about who is hired, who is promoted; and to a certain extent, how much they're paid is determined by faculty. The administrators have to approve them and in the end, I have to approve them all. But most of these decisions are made at the levels of department.

**PARNASSUS:** Do you see any current activity towards collective bargaining?

AHLBERG: I might be the last to know! **PARNASSUS:** How do you visualize the role of athletics here at W.S.U.?

AHLBERG: I consider intercollegiate athletics as having an important role in the University for an increasing number of students now that women's intercollegiate athletics is developing. For that I'm heartily in favor because I think its significance is related to student participation. Secondly, athletics is a social institution in the United States which, like it or not, has had a great deal to do with the public support of and interest in higher education. Universities, particularly public universities, have to find their support in a great many areas. The people who support athletics are often the people who are also supportive of other activities at Wichita State University. Some of our most generous supporters also support athletics and enjoy it. In that sense, I think that athletics is a way of publicizing the University. Citizens want us to participate in athletics. As a public institution, that is some reason why we should.

**PARNASSUS:** How much of the funds for athletics come from outside sources? Do the students really pay that much of it?

AHLBERG: Well, the overwhelming part of the male intercollegiate athletics comes

from gifts and revenues. The budget for the men's intercollegiate athletic program is roughly \$1,200,000. The Student Fee support is about 80,000 or 75,000. So the remainder, except for about 50,000 dollars of state funds, comes either from gifts or gate receipts. The physical plan—the large stadium—is built by a combination of private giving and student fees. The students are paying about \$750,000 in the cost of that stadium, which is important, but not anything like half the cost of the stadium! But students are paying at Wichita State for athletics. Women's intercollegiate athletics we now support to the tune of about \$125,000. That is nearly all student fees or state revenues, mostly revenues. The state has come across in Kansas in the last three years with state resources for women.

**PARNASSUS:** This is yearly?

AHLBERG: Oh, yes. You can't hire very many Mrs. Fifes, and a basketball coach, a track coach, and a volleyball-gymnastics coach, and a trainer, and pay their travel bills and buy their uniforms. So it's an expensive business.

**PARNASSUS:** Do you ever see a future for athletics for us?

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"There are worst things that can happen to higher education than collective bargaining."

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AHLBERG: Oh, I don't even feel that way. I think Wichita has very creditable records. At one time, we were nationally ranked in basketball. I think that there's certainly a possibility in the not-to-distant future. It's a very competitive world. But I think year after year, even though we haven't set any records in basketball in my days at Wichita State, we've had very good basketball teams and they play very high class basketball. I think that people expect more from football and they probably should, and certainly they should with a new coach that is in his second year. Particularly when they are playing Big 8 Conference teams which year in and year out have met a very large proportion of the Top 20 teams in the nation. I have a feeling that if the team next year is as much better as the team this year is over last year's that they might do a little better against some Big 8 teams. I find that people are awfully critical of young men in what they expect of them. Maybe I don't expect so much. I wish they would win. That would make my life easier!

**PARNASSUS:** You could avoid all these dumb questions about it!

AHLBERG: No, your questions are nice! You ought to read my mail! Or listen to irate phone calls I occasionally receive. They're not so nice.....

**PARNASSUS:** Well, how would you compare the expense of processing a part-time versus a full-time student?

AHLBERG: Well very often it costs as much or more to handle part-time students as full-time.

**PARNASSUS:** I think that is a valid point.

AHLBERG: Well, I think it is a point where we're somewhat disadvantaged in that so many of the state components for supporting educational programs are related to head count and credit hours. And it is certainly true that in the areas of student affairs and in the areas of counseling, guidance, the Registrar and Admissions, that many part-time students may present more time-consuming problems than full-time students. They're people, not half-people or quarter-people, they're full people and they have full problems even though they may only take one or two courses. And also, our University is open from 7:30 in the morning till 10:30 at night. People come to us who cannot come to us in the daytime. This requires us to spread our staff and I don't think this is adequately recognized.

**PARNASSUS:** What keeps you up at night worrying?

AHLBERG: I don't worry very much! Oh...occasionally I do. Everybody worries. I've got lots of problems. If I didn't have problems, I wouldn't have a job! That's one way to look at problems. Problems are also opportunities. They are a challenge. Some are frustrating and some of them seem to be so trivial you wonder why you have to spend all your time on such nonsense. But as I said in the beginning, I mostly enjoy my problems.

**PARNASSUS:** What do you do to relax yourself after a particularly stressful day?

AHLBERG: I play tennis! I read.

**PARNASSUS:** What position did you hold on our tennis team when you were here?

AHLBERG: Mostly I played second or third.

**PARNASSUS:** As our President, what questions do you dread being asked? Or have I asked them all?

AHLBERG: I don't have a list of dreaded questions. Since I'm proud of the University, I'm not ashamed of the University, and I'm very proud of the faculty and students I don't have any questions—any "skeletons in the closet"—that worry me particularly.

Occasionally I'm like everybody else, upset when students, some small group of students, were foolish at the Kansas State game....And I don't like to answer that kind of mail and I don't like to answer those kinds of telephone calls, but that's part of my job. I dread them when they come, because I don't like to apologize for people. But I don't have many of those occasions. That's not nearly as bad as say, the positive role that goes with a University orchestra that's so good that it is invited to go to Vienna.

**PARNASSUS:** What advise would you like to give to all of today's students?

AHLBERG: I'm never one for telling people what to do with their lives—I don't do a very good job of that with my own children! I think the most important thing really, for all of us as persons, is to

find something that we really want to do and to search for that until we find it. Because I don't think that there is much personal satisfaction, or that we'll be able to find the thing called "happiness" through simply looking inwardly at ourselves. That we have to find something that we can commit ourselves to, that we think of as more important than just our personal self. That's why being associated with the University gives me to my life

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"higher education is not nearly as blindly accepted as good as it was a few years ago."

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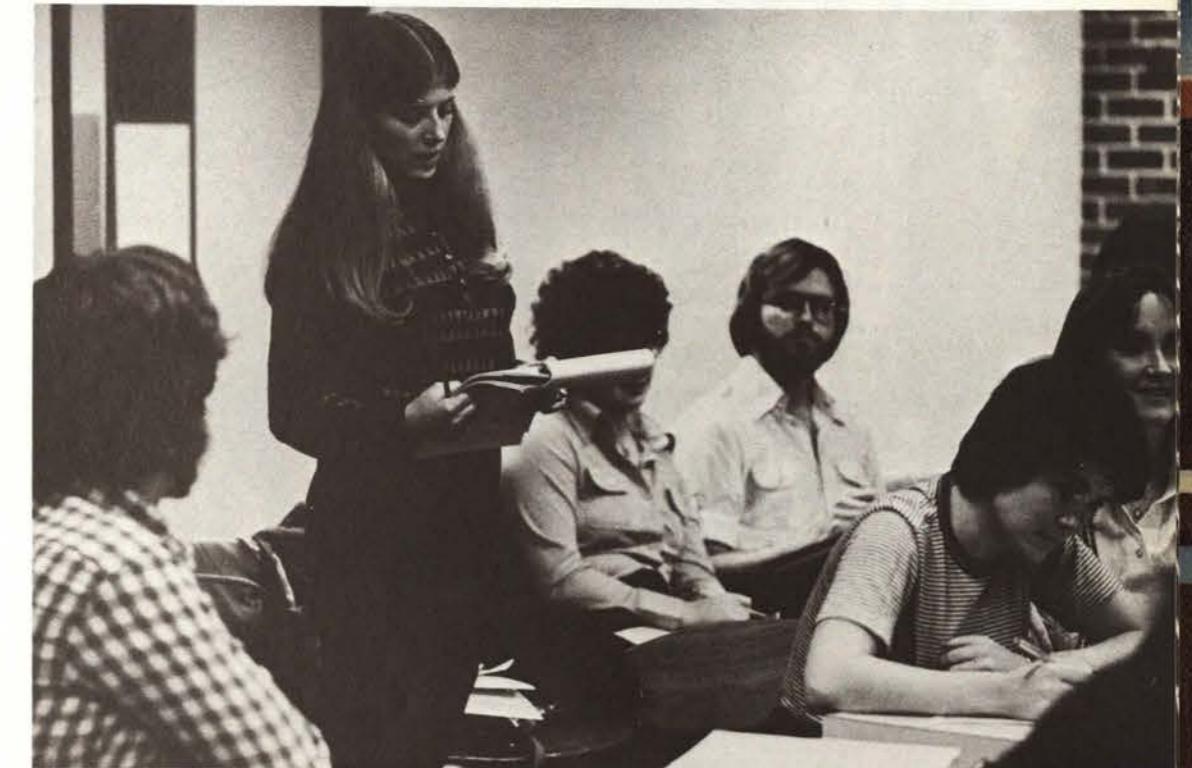
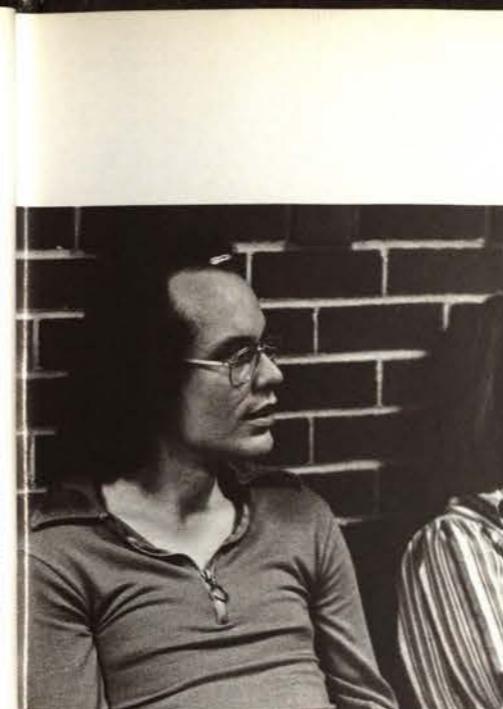
the importance of the day. And it seems to me that's what young people in the process of education, in the process of growing up, process of being young, are searching for, are things that give meaning and significance to the daily routine of life. We should search for that, and it takes a positive effort—I don't think it's just going to "happen." So many people, it seems to me, wander through life never having that kind of satisfaction. Yet you find people, and I don't think you have to be a college president to get it—or a teacher-skilled mechanics, skilled plumbers, skilled laborers and other people seem to me to have found something that for them makes the living of life worthwhile. So that's what I think you ought to do. And an educational institution ought to provide an environment that enhances the possibility of doing it.

**PARNASSUS:** Well, is there anything else you want to say to me?

AHLBERG: I've told you more than I know!



## Student Government Association



Tuesday, 6:15 p.m....Room 249 in the CAC is unoccupied except for the occasional presence of the custodian making last minute preparations for the Student Government Association (SGA) meeting soon to begin. The floor is swept and the tables, for the most part, terraced in the traditional semi-circles that are indicative of formal meetings and large organizations; all seats focused on the axis, the location where the chairperson, secretary and staff reporter of the Sunflower sit.

Slowly about 6:20 the room begins to fill up with senators talking and mumbling about the agenda of the meeting. Last minute conferences are made. Laughter can be heard as someone promotes a compromise that seems to be unworkable. The president, Debbie Haynes; vice-president, Alice Brown; treasurer, Mark Williams; and other senators enter seating themselves around the room as Dean Rhatigan can be seen sitting on the periphery of the semi-circle. The noise becomes more intense and suddenly the gavel is heard at 6:30. The noise ceases and the secretary calls roll. Banks...here, Bone...here, Brown...here...

And the roll call this year has been the initiation of controversy. Free University and SGA--Looser ties or accountability to students. Hippodrome-to censor or not

to censor. Discrimination charges result in a Minority Affairs Committee. Traffic Court--will the problems ever be resolved? The formation of a CAC Board of Review to "review all pertinent aspects of its operation;" or in the words of one student "clean the CAC up." Stiff penalties, with some harsh remarks heard from students who accidentally "borrowed" books from the library, were set for book thieves. But there was one thing for sure that most students wanted and got, beer on campus.

7:00 p.m....The president prepares herself for making appointments. "We have one opening in the College of Business and the following applicants." Applications are read, the possible newcomers drilled about their intentions concerning this position. Now they are asked to leave. The Room, which is seldom quiet, becomes silent as the president says, "I nominate..."

In an effort to provide more student input, new programs have been developed for students' interests. Through the efforts of Jan Bush, Ombudsman, a Consumer Relations Board has been started. Lobbying efforts to restore monies cut from WSU's fiscal budget were made. A Homecoming Ad Hoc Committee, Committee on Committees, rap sessions and book exchange have also been started.

8:20 p.m....R50-109736, on student input is up for discussion. Do I hear a second? Someone shouts second and discussion starts.

To date the Senate has considered 61 resolutions. Of these 46, have been ratified, eight have been tabled and six defeated.

At 8:30 a break is called and the Senators slowly wander to Hardees. The unmistakable laugh of Jan Bush is intermingled in the atmosphere of hamburgers as orders of cokes, fries and ice cream are taken. A five minute break develops into 10 minutes and the gavel signals the end of the meeting.

A normal question and answer session begins; ends; a vote is taken with objection to an unanimous white ballot by Quentin Stigers, the Senate's "affable, cigar-puffing, self-described 'resident bastard'." More resolutions, more debate, and finally announcements and remarks.

"Student Government does have a voice," Haynes said. "At times this year, it has not always been calm and cool but controversy shows that people know we exist. We were active in trying to resolve problems."

And one student senator asks, "What about our failings?"

Replying was Les Walker, former senator and Associated Students of Kansas coordinator, "One failure this year was the responsibility of the SGA to communicate effectively with all students."

"All members of the Student Senate are responsible to seek out (actively and creatively) student complaints, talents, and creeds. If I have learned one thing in my 4½ years at WSU is that the majority

of students will not make the time to express themselves--most are too busy. Therefore we must," he said.

With the end of that, the clock tells the chairperson it is 9:30. Final roll call is taken (to the surprise of some and relief of others). Banks...here, Bone...here, Brown...here.

9:45...A once occupied room again becomes empty except for the custodian who is cleaning up.



**SGA Student Senate**

Allen, Andy - University Senator  
 Applegate, Gary - Liberal Arts Rep  
 Banks, Carla - Liberal Arts Rep  
 Barnes, Lenis - Education Rep  
 Barrier, Jan - Graduate Rep  
 Bertuglia, Lynn - Proportional Rep  
 Bishop, Gary - Dorm Rep  
 Bone, Brad - Fine Arts Rep  
 Boyd, Inman - University College Rep  
 Brown, Alice - Vice President  
 Chalker, Cindy - Education Rep  
 Collins, Boris - Fine Arts Rep  
 Davids, Eric - University Senate  
 Eubanks, Ottillie - Business Rep  
 Gardner, Bill - Freshman Class President  
 Haberlein, Rob - Engineering Rep  
 Haynes, Debbie - President  
 Hess, Cynthia - University College Rep  
 Hinde, Jan - Senior Class President  
 Hughes, Barry - University Senator  
 Kannan, Jackie - University Senator  
 Knight, Jeanellen - Sophomore Class President  
 Kopecky, Paula - Liberal Arts Rep  
 Krehbiel, Susie - Holdover Senator

Kroening, Carol - Proportional Rep  
 Lewallen, Karen - Proportional Rep  
 Lewis, Chuck - Liberal Arts Rep  
 Loyd, Patty - Proportional Rep  
 and Senate Chairperson  
 Madden, Chuck - Proportional Rep  
 McGill, Therese - Junior Class President  
 Nellans, Chuck - Liberal Arts Rep  
 Niernberger, Trix - University Senator  
 Quinton, James - Proportional Rep  
 Ratliff, Sandra - University College Rep  
 Rush, Janie - College of Health  
 Related Professions Rep  
 Salser, Debby - Graduate Rep  
 Smith, Greg - College of Health  
 Related Professions Rep  
 Stallard, Julie - Engineering Rep  
 Stigers, Quentin - Holdover Senator  
 Taravella, Ed - University Senator  
 Webb, Reggie - University Senator  
 Williams, Mark - Treasurer  
 Youngquist, Pat - Business Rep  
 Zacharias, Hannes - Holdover Senator

## SGA In Retrospect

Three major statutes were passed by the 1975-1976 Student Government Association (before February 23, 1976).

The Free University Act of 1975 was approved by the Senate September 30, 1975. Its purpose is to minimize difficulties in the management and continuity of the Free University. The Act included guidelines for the Free University catalogue, classes, reports and administrative procedures.

The Consumer Relations Board sponsored the Consumer Relations Board Act of 1975 which was passed by the Senate October 28, 1975. The Consumer Relations Board was deemed responsible to resolve student consumer problems and to disperse information regarding consumer affairs in order to prevent future consumer problems.

The Hippodrome Guidelines brought a wave of controversy before and after the Senate passed the statute December 2, 1975. Provisions of the statute called for an Appellate Court to set the guidelines for censorship and gave the court the authority to penalize any violators.

Resolutions (or statement of intent, support, or feeling) were passed in greater numbers.

On the more serious side was the establishment of the Athletic Commission to investigate implications of Title IX, student representation on the ICAA Board of Directors, and the structure of the football and basketball programs.

The Senate also developed the CAC Board of Review to investigate pertinent aspects of the CAC operations.

On September 23, 1975 SGA passed a resolution sponsored by Debbie Haynes to support a policy that would allow 3.2 beer to be sold at universities and colleges, with each institution reserving the right to implement the policy in a manner best suited to its needs.

On that same evening, the Senate endorsed the University Administrations recommendation that students found to be stealing or defacing library materials be suspended for that semester.

A resolution passed October 28, 1975 established Traffic Court sessions at night.

The CAC Bookstore, Hardees, the Cellar, Library, Office of Veterans Affairs, Reading-Writing Lab, Student

Services, and the Testing Center were commended November 10, 1975 for staying open late to facilitate night students. The resolution also encouraged campus offices sporting eight-to-five hours to closely examine the needs of night students and rearrange their hours accordingly.

The SGA Minority Affairs Committee was established after a bill sponsored by Alice Brown, Debbie Haynes and Les Walker was passed November 18, 1975, to provide non-white students with input into the SGA.

Other resolutions passed included the Book Exchange, December 9, 1975 and the Guatemala Relief Campaign, February 17, 1976.

Some resolutions will be remembered more for their unique titles, than their content. If your curiosity gets the best of you, look them up in the SGA office.

R05-042975  
 Spirit-Funding-Needs-Examination-Committee

R07-050675  
 Salute to Salsman

R05-042275  
 A Resolution Concerning Highway Robbery

R12-082675  
 Resolution Concerning Retirements

R15-090975  
 Rah-Rah-Sis-Boom-Bah or  
 How Sweet It Is or  
 How I Learned To Love Football At WSU

R016-091675  
 A Notable Weekend

R17-091675  
 "On Being Just A Freshman"

R21-093075  
 The Spirit of '76

R29-100775  
 Concerning Entering a Room Gracefully or  
 No Holes Barred Resolution

R30-101475  
 Bring Your Own Bedroll (BYOB)

R36-102175  
 Vampire Costume Contest to Promote WSU Blood Drive

R44-110375  
 On Extended Speeches and D-R-A-G-G-E-D O-U-T Debates

R55-120275  
 Metric Systems in SGA Communications

R60-120975  
 The Survival of WSU

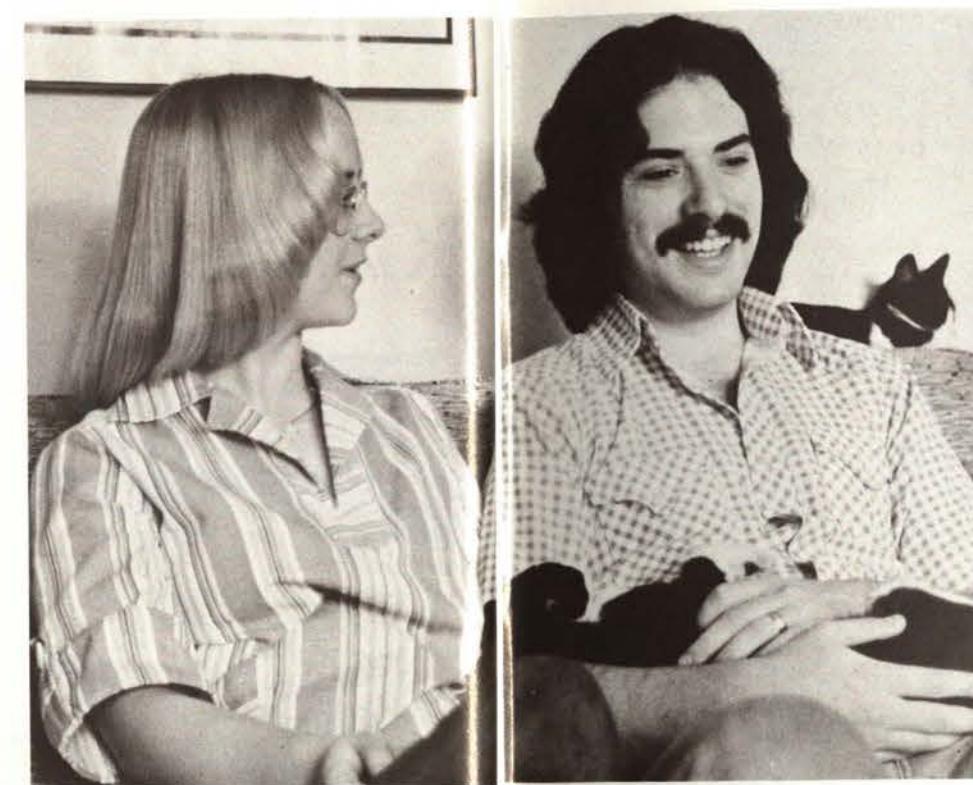
# Press on People

Wichita State University is more than a collage of systematic classes, existing as an entity within its boundaries.

Wichita State University is people--from across the nation and points on the world. We're not all here for the same reason, but we are all striving to obtain that precious piece of paper.

For most students it's not easy. Everyone is faced with an obstacle here or there--anything from financial problems to maintaining interest in a boring class.

In Press On People we've spotlighted just a few to show that despite everything the WSU student...Keeps On-Pressin' On.



## Paul Kordis

With a professional smile, Paul Kordis takes a cocktail order, ambles back into the kitchen to check on a food ticket turns, grabs a handful of popcorn and says, "Now where were we...oh yes, why do I think statistics are irrelevant."

This morning Paul, a 24-yr-old psychology major, attended classes. Tonight, with his bow-tie neatly in place, Paul is a polished waiter at the Looking Glass restaurant.

Short hours and fast money help Paul overlook his opinion, working as a waiter can be a zoo." Still, a mild wave of frustration ebbs through his mind when he thinks of his awaiting homework and remembers that he must work four more hours. When he does get off work he knows that he will probably be too mentally or physically tired to do his homework at all.

Two roles, one chosen and one adopted out of necessity, merge into one reality for Paul. "My present lifestyle tells me," Paul explains, "That if I do this now, someday I'll be doing what I want to do. How's that song go...I'm the working student and I've got no one to blame?"

Paul's "someday dream" is to have a clinic for mentally disturbed patients in the Colorado mountains. The concept behind Paul's mountain clinic includes facilities for recreation place where people can be what they want to be.

Paul realizes that a large percentage of all the people who seek psychiatric help will not come to his clinic. But he is interested in advancing preventative psychology, not pathology.

While Paul may dream of the future, he and his wife, Liza, must make present sacrifices so he can continue his education. He has been a part-time student at WSU since 1969 and says he still has five or six more years of study before he gets "that grand Ph.D behind my name."

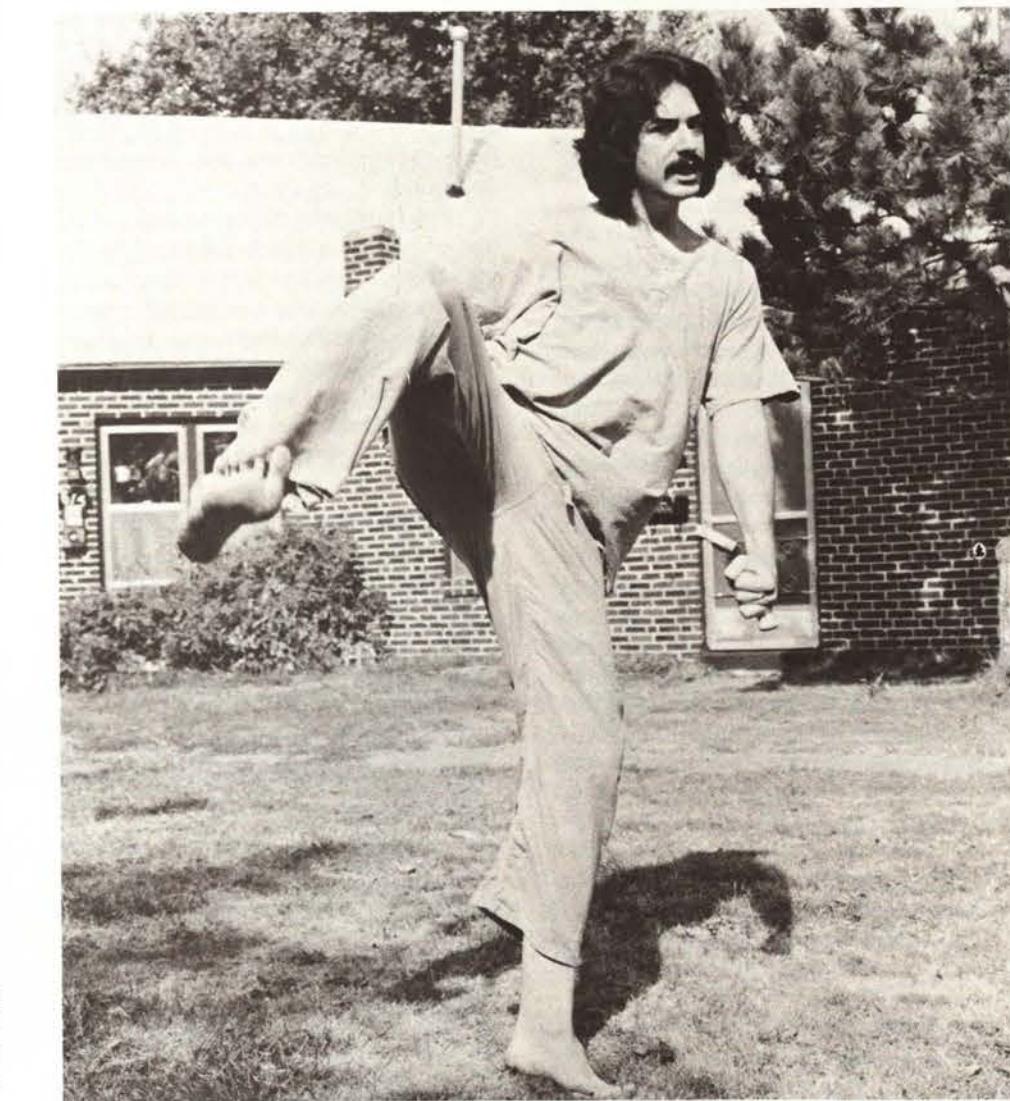
"My wife is not upset over my plans. I put her through nursing school a year ago and she plans to continue her education, too." Paul says.

"We planned all of this before we got married so it's no shock to her that I'm not a devoted breadwinner now. We watch our money, though, and are not financially well off."

"But one of the hardest things for us to work out is that Liza works nights, too. And it's hard for me to spend time with her after classes and study before I go to work."

Despite all its drawbacks, Paul says he couldn't "not go to school." Studying psychology gives him a wide range of creative thought and insight into life. He even believes that he'd feel "uncomfortable" not going to school because it's a well developed habit.

And when things get really unbearable for Paul-like worrying over getting a degree in a field that's already flooded-he always has one satisfying outlet. He practices and studies Martial Arts.



"I can transcend the structure of classroom situations, and use Martial Arts as a vehicle for expressing my creativity. It's really refreshing to empty your head and be able to do that."

Sometimes when Paul gets really bored or frustrated at work he starts doing his work-out kicks in the back room. This causes the other waiters and waitresses to give him strange looks.

"But usually," Paul explains, "I'm calm and happy. Because my job and school are things I do because they're a part of me. Besides," he says laughingly, "You'd be surprised how much psychology there is to waiting tables."

# Webster Walker

As I walk up the entrance to his office, Webster Walker is waiting for me by the door. I notice his black suit and tie immediately, and hope I'm not dressed too casually in my blue jeans.

After we're seated Mr. Walker (his straight posture told me I should call him this, instead of Webster) looks at me calmly and waits for the interview to begin.

"Well, how does it feel to be a 87-yr-old student at WSU?" I ask him, in a voice that seems a little loud for the small room with bird calendars on the wall.

"I think education is essential for everyone." He replies, still looking at me with calm, relaxed eyes.

"Oh," I say, "well, do you think our education system has changed any since the last time you went to college?"

"Yes, I think it's changed." he answers.

He continues to look at me steadily, and without knowing why, I begin to feel that my prepared questions are all wrong. Some form of silent communication is taking place. By looking at his face, I can see that Mr. Walker's ego is not involved in this interview. He's waiting to talk to me and suddenly I want to talk to him-not interview him.

"Tell me what's it's like to be 87-yr-old." I asked. "Are you healthy, happy?"

"Oh yes," he says, "I've only been sick 5 days in my life. Never used liquor or narcotics, either."

"You see, I'm a Christian. I live by the Bible, I read the Bible, and I believe every word it says."

I asked Mr. Walker if he ever got upset over our changing times-like inflation, or more crimes. He's smiling at me now, and tells me he just answered that question. He says he never worries about anything, not even money, because he turns all those things over to God.

We continue to talk for another half hour about anything that comes to our minds. During this half hour Mr. Walker express the following viewpoints:

"There's no generation gap, just a communication problem. Parents don't communicate with their children. And how are you going to know what a child thinks, unless you let him talk."

"The black people have opportunities now, that never existed 20 years ago. There's still discrimination, that's a fact. But the doors are open now."

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"I brought my first car when I was 68-ysr-old. A young man hit me five years ago and I haven't driven since. I just gave it up and walk every where now, or ride the bus."

\*\*\*\*\*

"When I was 8-ysr-old, they made me a little plow and I helped chop and pick cotton and all that stuff down in Mississippi. And I've been working every since."

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The time has gone by so fast. I've really enjoyed talking to this wise man, but I feel I should end our talk. Then I look down and see my unanswered questions.

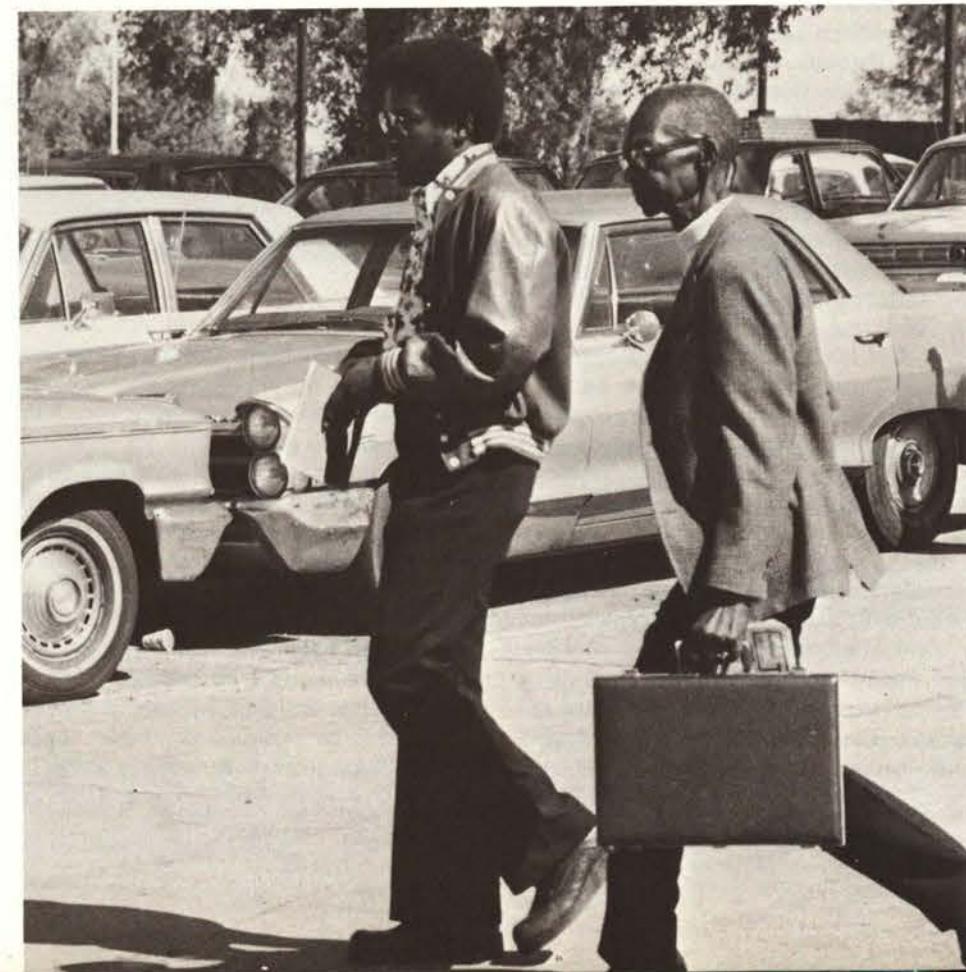
"You never did tell me why you think our education system has changed or why you think education is essential?" I say.

"The courses aren't as difficult now, as they were in 1955 when I was working on my B.A. in Education," he explains, "it used to be a Platonic system, on a one-to-one basis for each student. Now the system is bigger and more efficient but students get less out of their education."

"I believe education is essential for the sake of society. To be a good citizen we must keep pace with the times."

"What have you received from your two classes at WSU this semester, then?" I ask.

"I've learned a lot about what's going on now, enjoyed the atmosphere immensely-I'm just glad I went back."



# Kristi Camien

"You want to interview me for the yearbook because I'm blind, right?" Kristi asked.

She knew. She's always known that "sighted people are curious about a blind person's educational endeavors."

But Kristi, holding her slight build in perfect posture on the edge of her chair, explained that she is curious about her fellow students, too. She wonders how they'll react when she approaches them for help.

It's not that Kristi gets lost all the time. She's attended WSU since 1972 and knows her way around the campus. But she says she still needs assistance sometimes. Like when she needs a bulletin board notice read aloud or has to buy something in the bookstore.

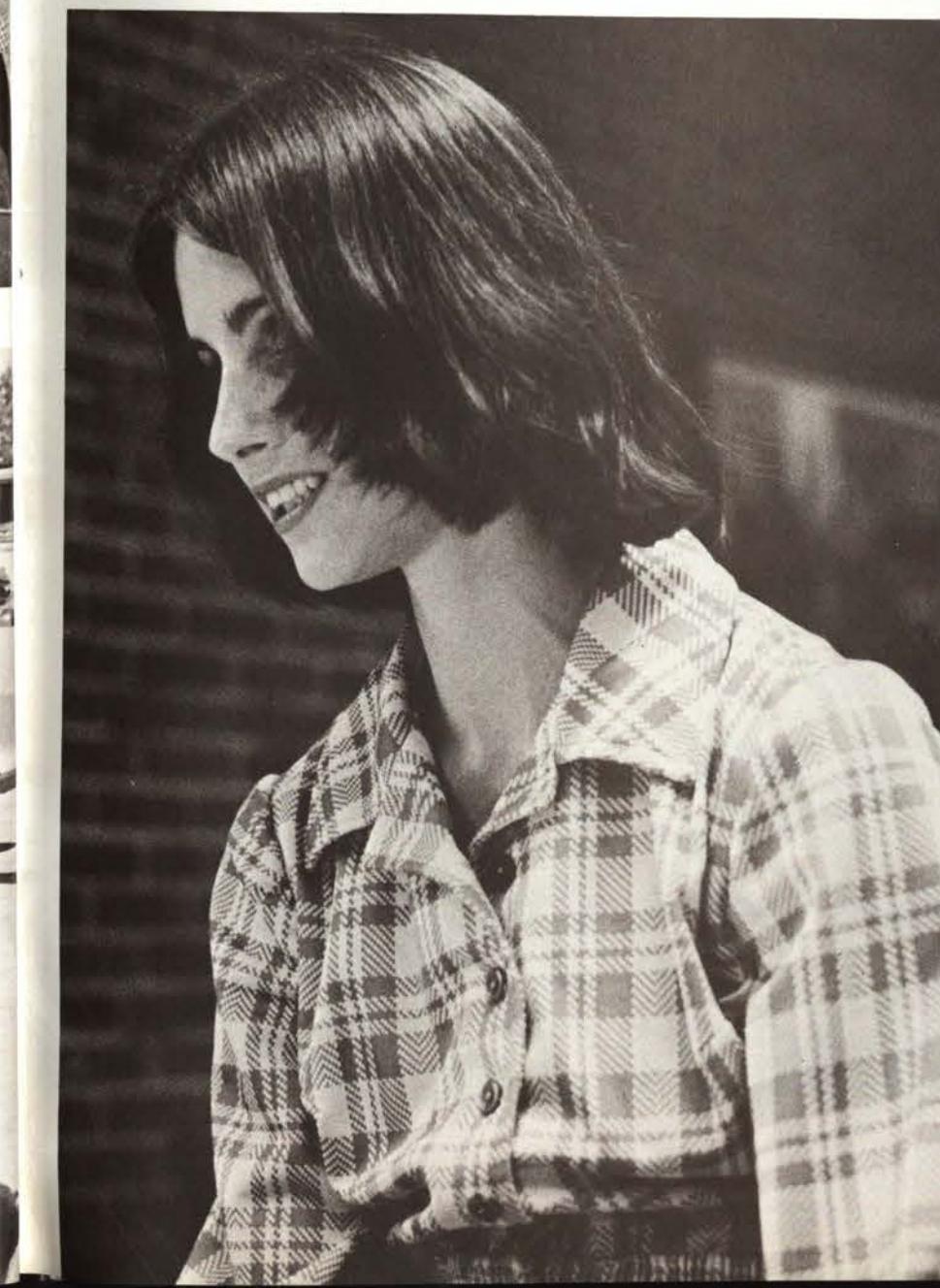
"I'm curious about their reactions because, often, a sighted person doesn't know how to refuse a blind person." Kristi said. "They don't know how to say

they are busy or just say no."

Kristi has thought about this problem for a long time. When she went to high school at the Kansas State School for the Visually Handicapped in Kansas City, they "preached independence constantly." They told Kristi's class that a blind person should always use a cane and not depend upon others for help. So for awhile Kristi used a cane. But she didn't like to use one, it got in her way too much.

When she graduated and took a college preparatory course for blind students at the Vocational Rehabilitation Center in Topeka, the same thing happened. The counselors there also stressed the importance of independence.

Again, Kristi rejected their "personal behavior code for the blind." She doesn't want to be forced into social interaction. She wants to approach people and talk to them on her own.



"I've come to believe that you're really a stronger person if you can ask for help." Kristi said in a soft voice. "Now, I just want other people to realize that we'd both have more control over the situation if they'd learn to respond honestly. I mean, if someone's class starts in five minutes I don't want their help. Because neither one of us would enjoy it."

Kristi wants to enjoy everything she does in college. She says that's why she likes to get readers for her classes instead of sending off to New York for tapes.

"I want to be directly involved in a class." Kristi explained. "I don't like an impersonal tape that explains a picture in a dull voice. And it takes the Red Cross too long to braille books for me. So I like reader service best, you know, someone from my class to read the assignments to me."

"But I also take braille notes during classes with my slate. My notes and the reading sessions, together, help me study."

After Kristi graduates this spring and receives her psychology degree, she plans to be a court reporter. She hopes to use her career to study the "free expression rights of mental patients during trials."

"I'm changing all the time." Kristi said. "And I like the freedom of it all. Mom always had a stereotype that blind persons should work in a shelter shop, making tennis rackets or something, or work at the IRS."

"But now it's good to know that I have a choice of action. That I can make my own decisions and have control over my life."

# Beverly Goodsen

Why does a 38-yr-old woman with two children, ages 8 and 10, decide to go back to college?

For Beverly Goodsen the answer is simple; she wants to share the experience with her husband.

"When my husband decided to return to WSU and get his degree, I decided to go with him," the green-eyed, attractive mother explained. We both have about four more semesters of night classes in Business Administration left before we get our degrees."

"We really enjoy the academic life," Beverly continued, "besides that, we feel like it's our night out on the town, so to speak. Going to night classes together has really developed a closeness between us—it's something we do together without the children."

Beverly also pointed out that studying is really fun with her husband as a partner in the same classes. But she is especially pleased that her children are benefiting from their parents' educational endeavors.

"They have picked up so much of our terminology unconsciously, like by listening to our dinner conversations or just being in the same room when we are studying," Beverly says. "Our study discussions have helped them with their math classes and more recently they both showed an increased interest in music after my husband and I took a music appreciation class at WSU."

Beverly believes, that beyond her

husband's and children's interests in education, her own personal satisfaction is also being achieved since she's returned to college.

"I'm pursuing a goal which can be satisfied without cheating my husband or family," Beverly said. "And even though I only work part time as a secretary now, I can see reentry into the business world on a more full time basis when the children get into high school."

"Because Business Administration makes so much sense. It's a way of life for me. It shows me how to earn a living in the competitive business world which I already enjoy."

Beverly says she didn't mind stopping her education after only two years when she got married. Financially, she and her husband could not afford to waste money renting some place to live and go to school at the same time. So they decided to purchase land and build their own

home. Then, six years later they decided to have a family.

Now after sixteen years of marriage they are back in college and couldn't be happier. There's no strain or stress involved. They both have perfect attendance and high grade point averages.

"I guess, I feel someone my age should keep progressing in their own education so they can stay tuned into the problems of today's society," Beverly said. It's our duty to stay on an even keel or level with today's youth so we can help them achieve their projects by lending our experience to their way of thinking."

When asked if her own values had been changed by returning to WSU, Beverly quickly shook her head no.

"I haven't changed my values at all," she said looking at her husband. "And I don't think I should go into what my values are because they're kinda old fashioned."



# Jim Spencer

"Accomplishments are really a necessity no matter what facet one must use."

J.S.

Trailing behind Jim Spencer is like following an edge of pure creative energy. Walking to class, carrying his sturdy built frame with polished ease, Jim has greeted fifteen people in less than five minutes.

It's not enough to say this busy WSU student is involved in many campus activities. Now Jim is a news broadcaster for KMUW. Last year, however, he served as the Educational Coordinator for WSU's Campus Activity Center. A confirmed people freak, who thrives and grows from an affinity with people, Jim was always interested in students' reactions to the speakers he engaged to lecture for the university.

"I wanted students to meet faculty people who would reveal another side," he explains, "or community people who would expand upon their ideas. But I also wanted community people to find out what the university is really like."

But why is this 25-yr-old journalism senior so concerned with what he calls "communication exposure?" Why has he

now channeled his contagious enthusiasm into working for the Upward Bound Program as a field counselor?

He says, "I work on building community communication—a communication balance."

Because I want to go into my community or yours and talk to people. I like to help black and white people come together on an intellectual basis."

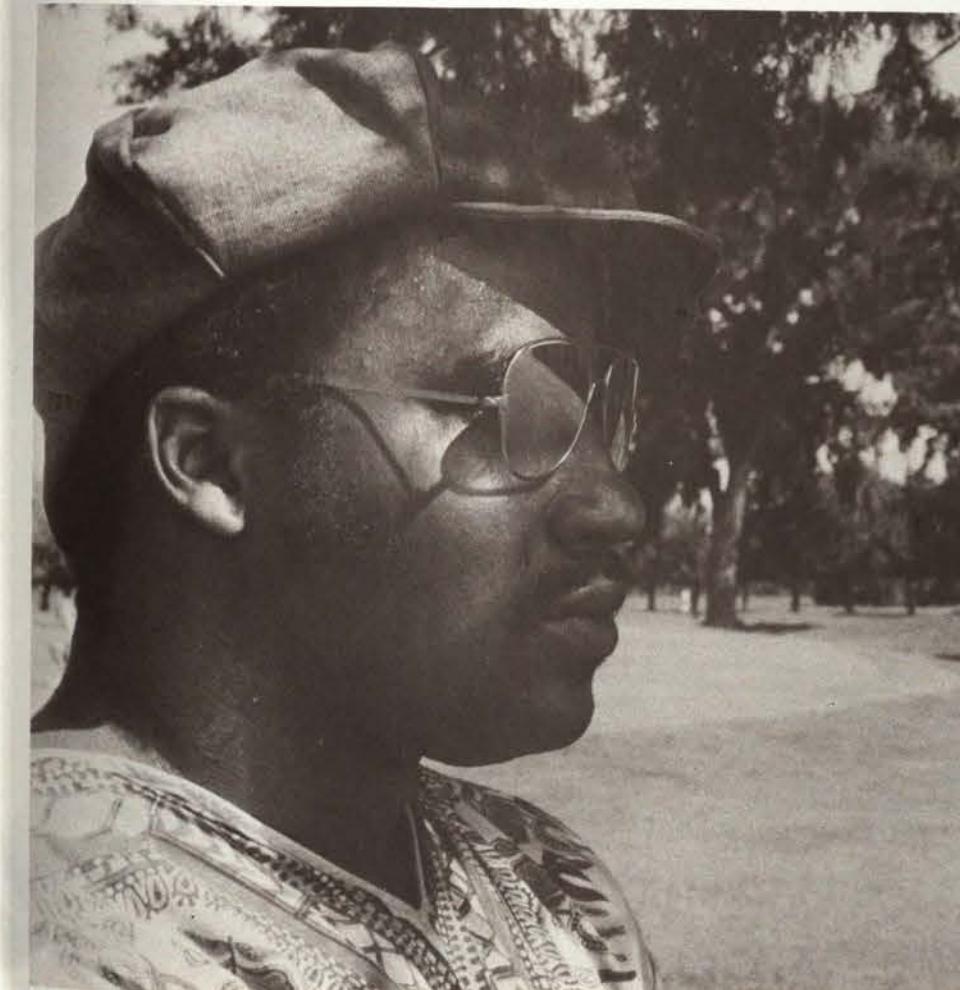
"Getting people together" is not the only reward Jim receives from his constant communication with people.

"I am a writer, a writer of poetry. It helps me become aware of what's happening around me. And at the same time, I must attribute all my poetry to being exposed to people."

So this fast-walking, fast-talking, always on the go man takes time out for a "love affair with poetry."

"My feelings about poetry are nondescript," he says quietly, "They can't be put into words. For each time I write, it is from a different inner mood."

Besides writing poetry, himself, Jim finds time to conduct three poetry workshops each month. He also teaches a poetry seminar for WSU's Free



University, gives poetry lectures, writes poetry for friends, and reads his poetry for his fellow Unitarian Church members.

Still it is not enough.

"I want to organize a talk show and have young people share thoughts on what poetry means to them. I'd even like to have a chorography of back-ground dancers while guests read their poetry."

"A self-confident organizer, Jim intends to promote this poetry attitude change by establishing a federally sponsored poetry workshop. Only then, will I be happy he says determinedly.

Jim will never stop working with people, nor will he ever stop writing.

His creative energy will always flow because he explains languidly, "I was in prison for three years."

"And when you're deprived of your freedom for a long period of time—you begin to think about your life."

"I saw so many people just laying around. It was then that I knew I had to unite my thoughts."

"Inspiration came to me to do what everyone had been telling me I did best for years—write. But I was unsure of myself."

It was at this time that Jim began writing to George Jackson. Jackson was one of the Sole Dad Brothers incarcerated in Marion County Jail, Marion, California.

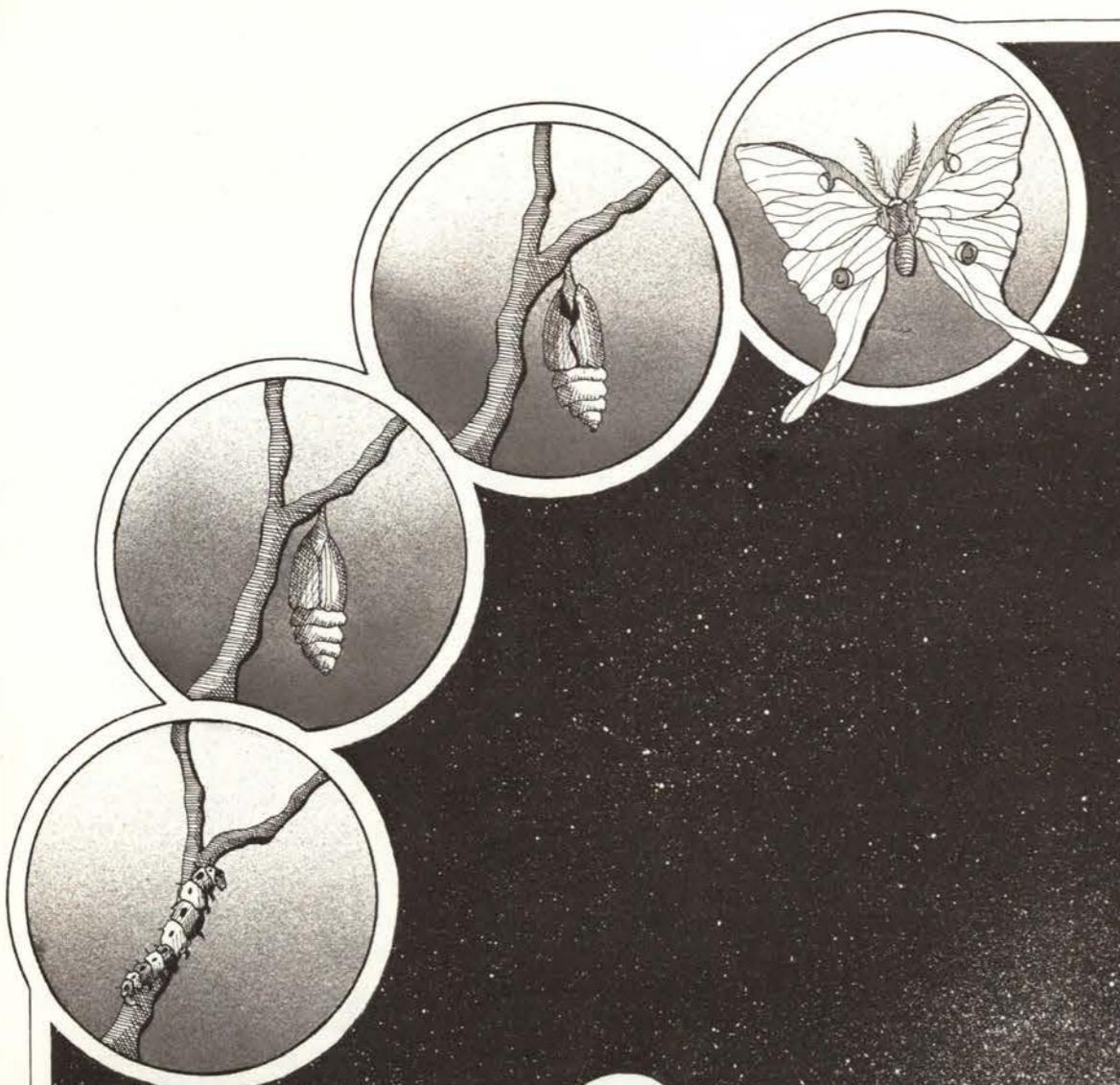
Jim asked Jackson how he (Jackson) could write for publication after being in prison. Jackson told Jim "It would take time, wisdom, and courage, but that he should write because he was talented."

Jim took Jackson's advice. In September of 1975 his first book, *The Beginning of Some End*, was published.

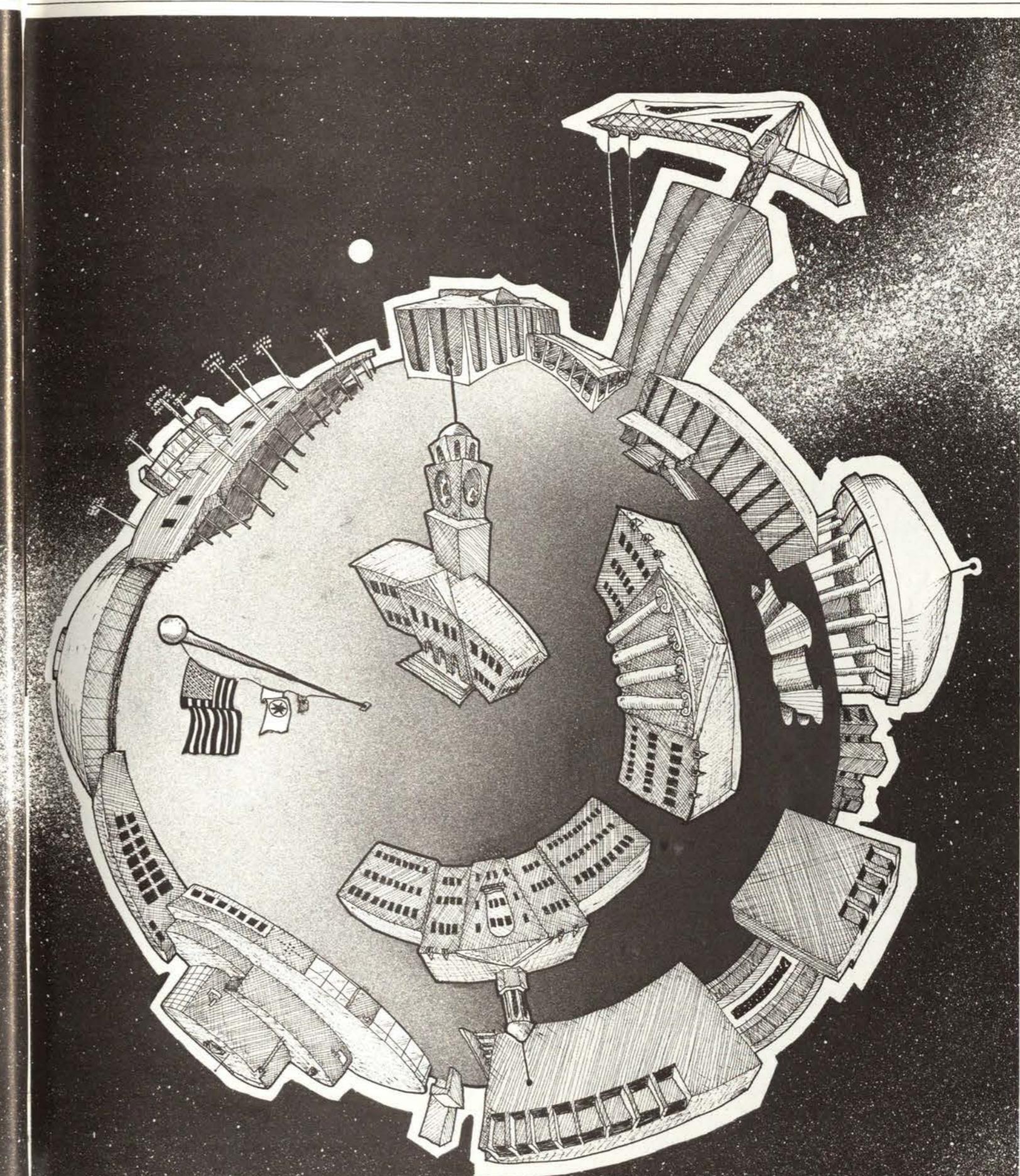
A gentle book, filled with poems which touch the essence of life's reality, Jim is very pleased with his book. But this is only the beginning. He is now working on two more books.

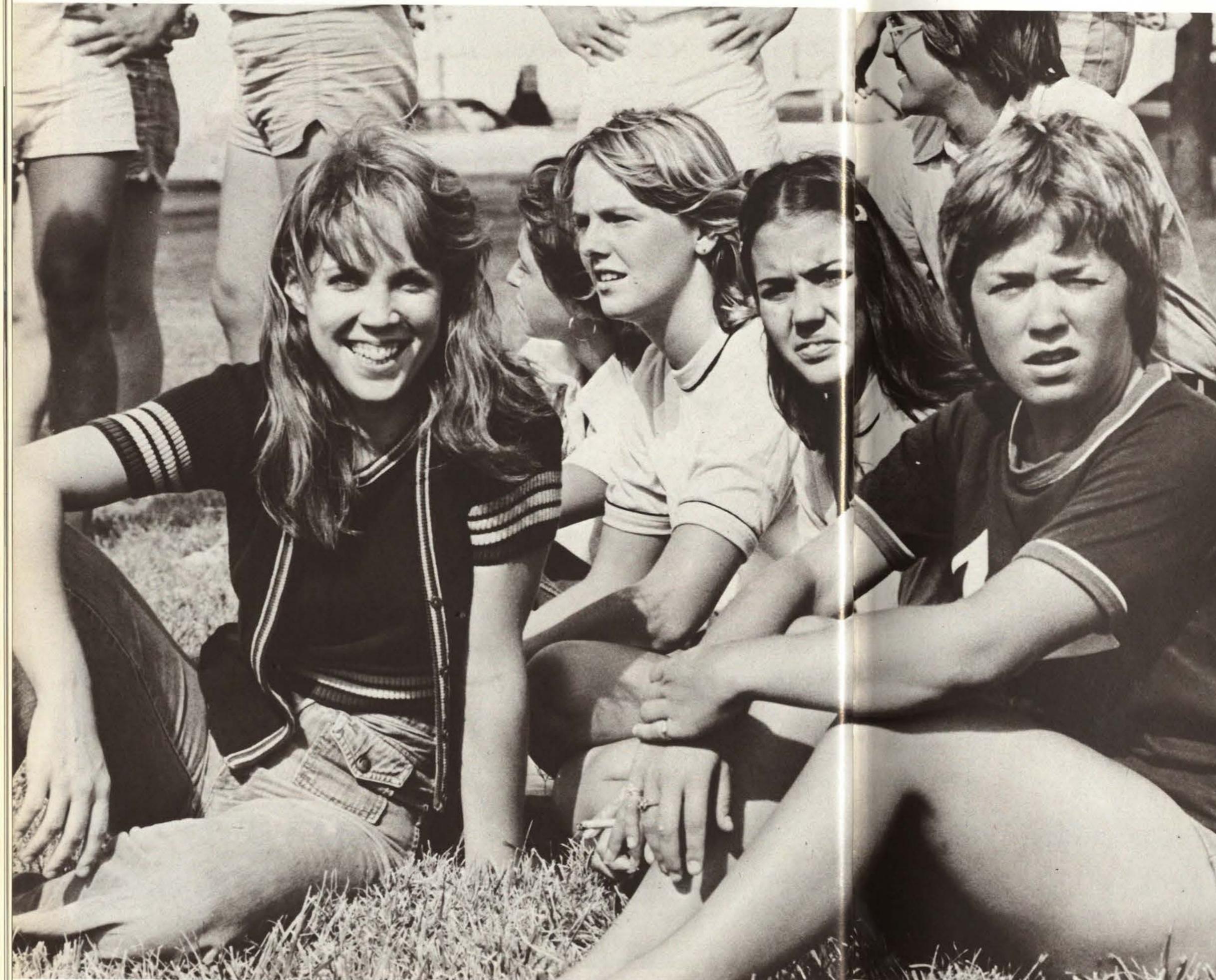
"In this way, prison life really helped me get it together," Jim says, "Because I haven't stop writing since."

"You see, I want very much to accomplish something in this world."



Doug Lea

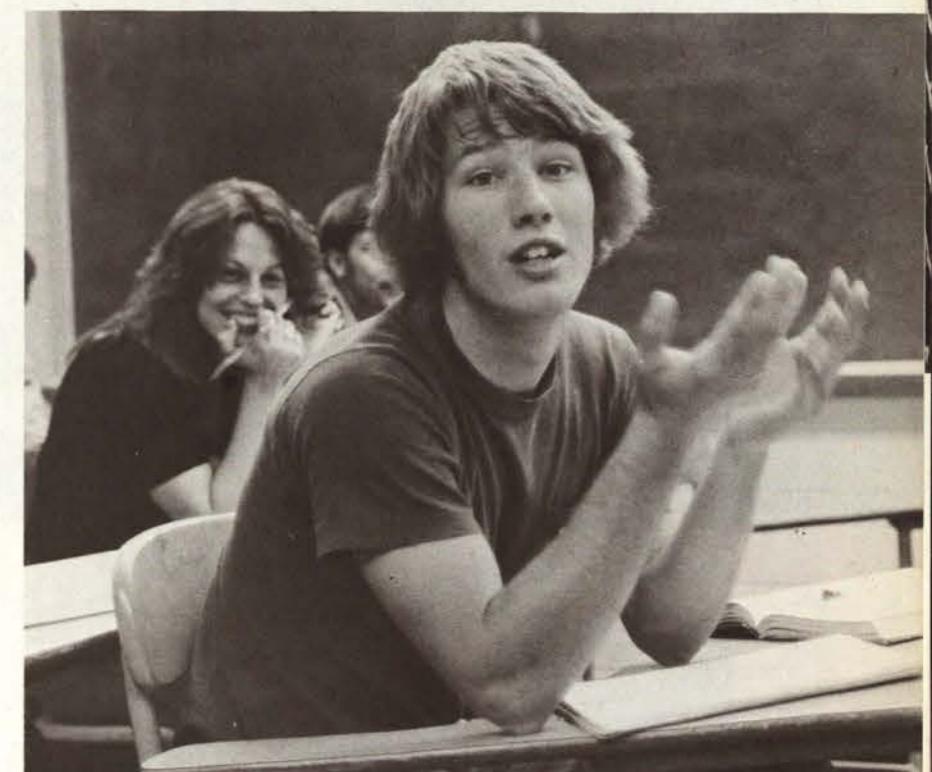




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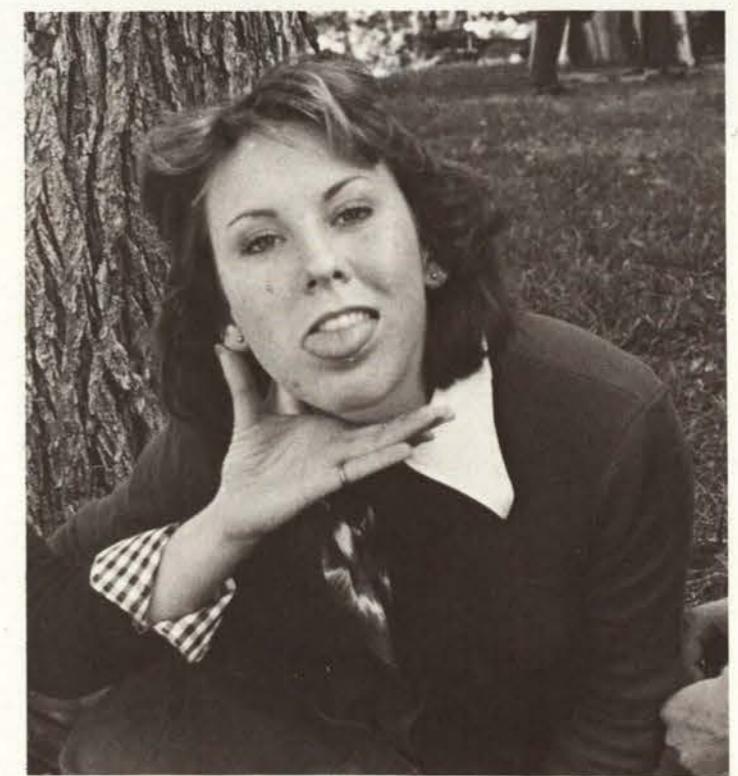
## People on Campus



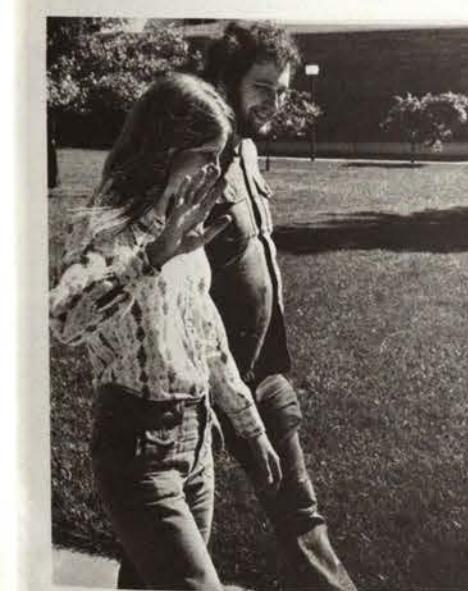
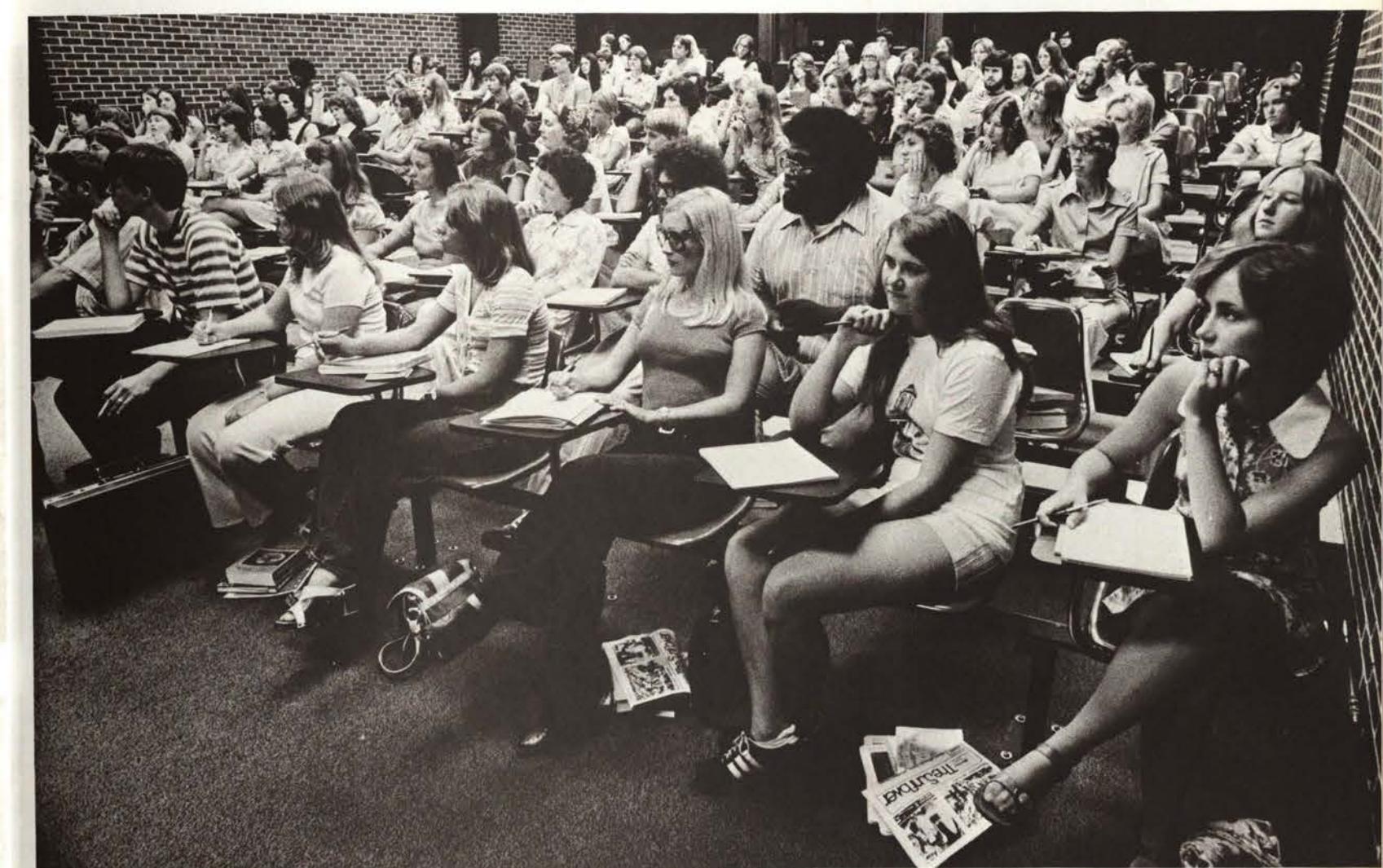
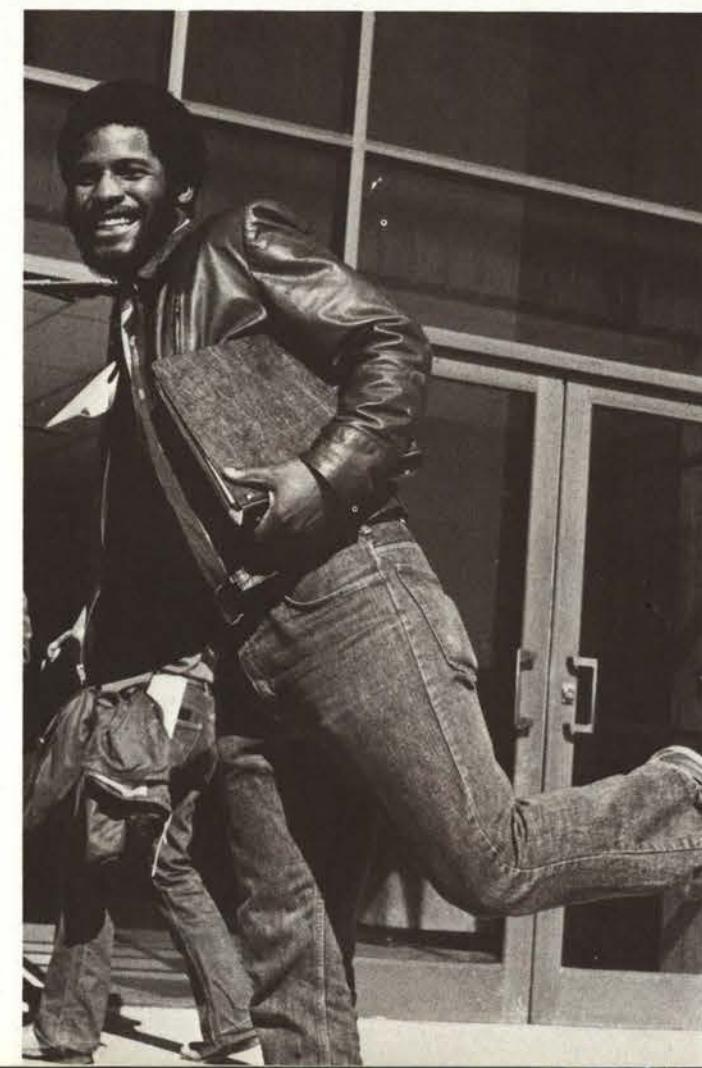
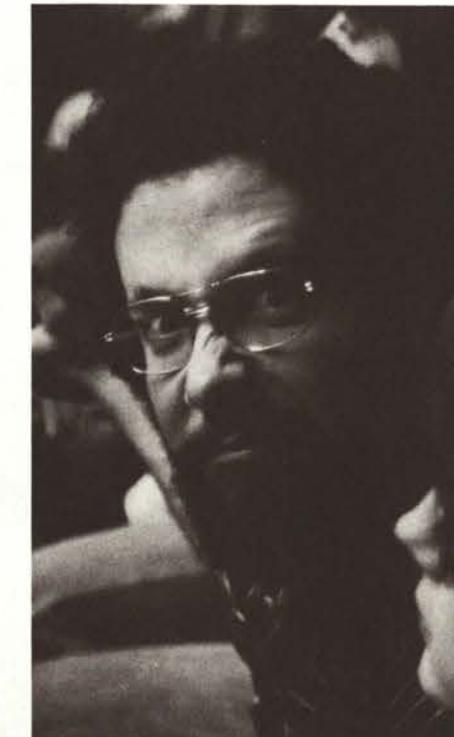
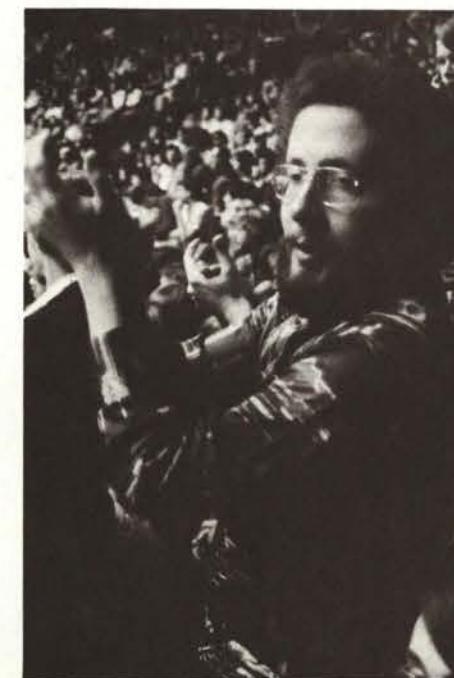
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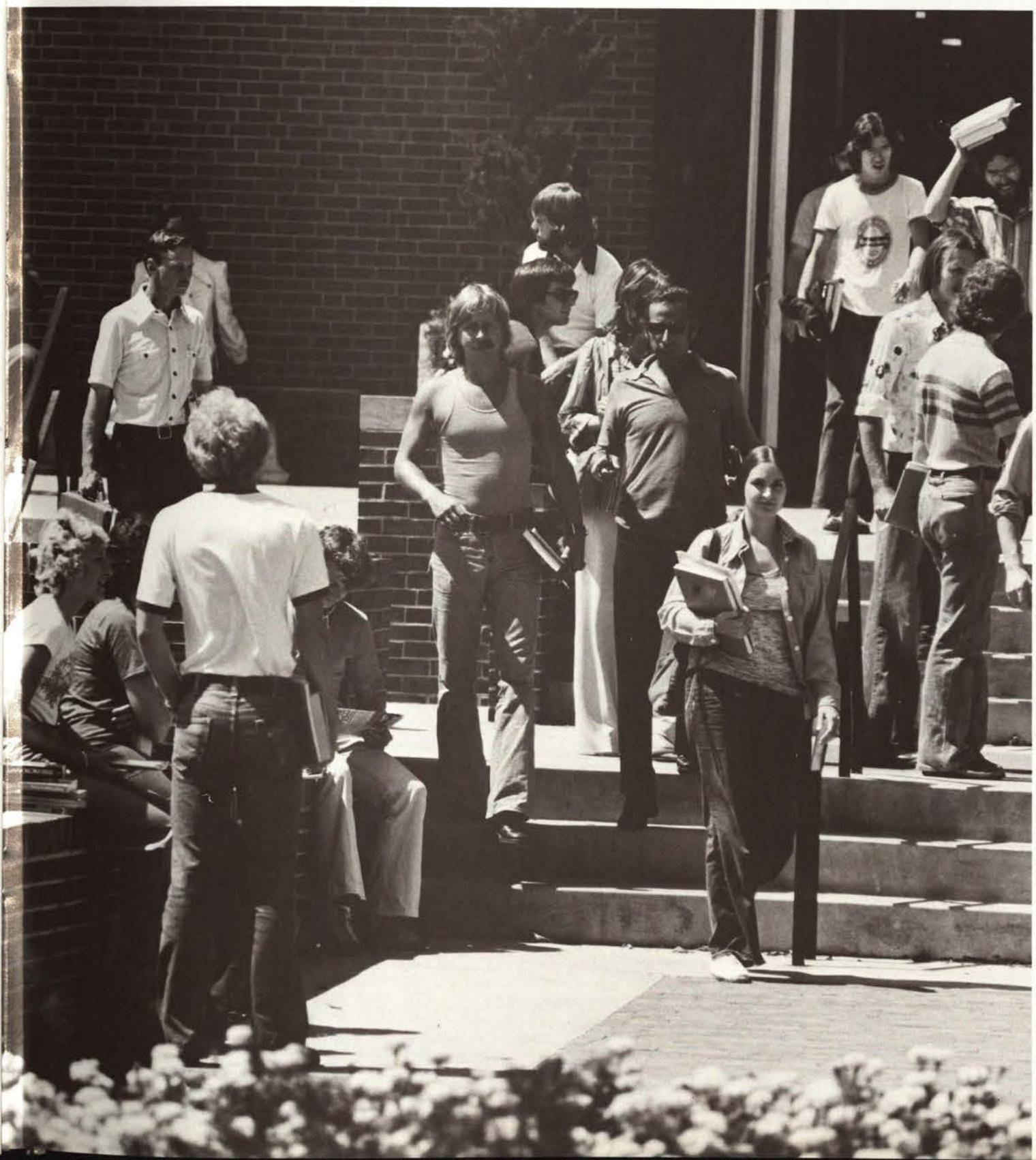
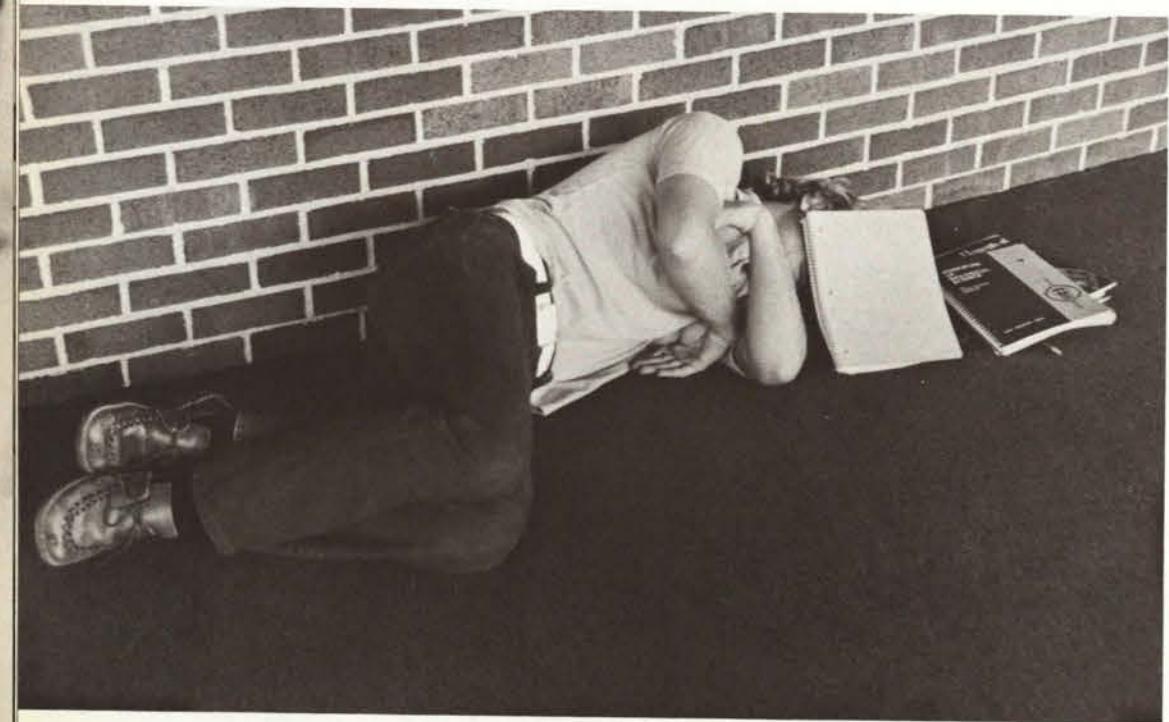
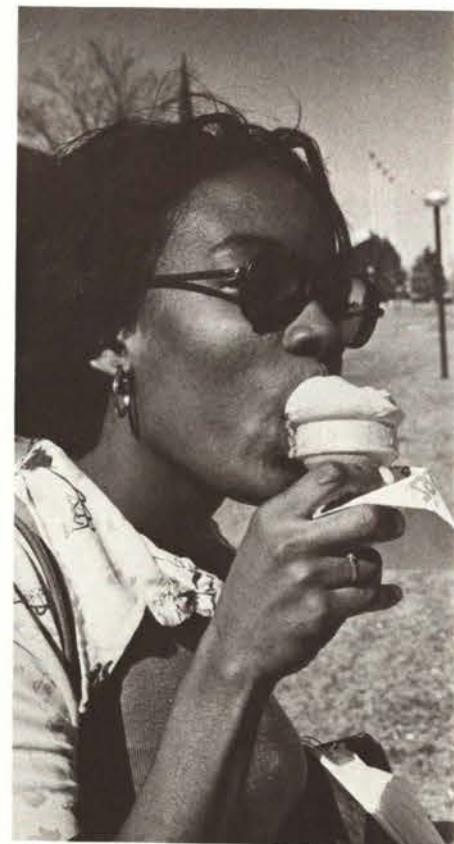


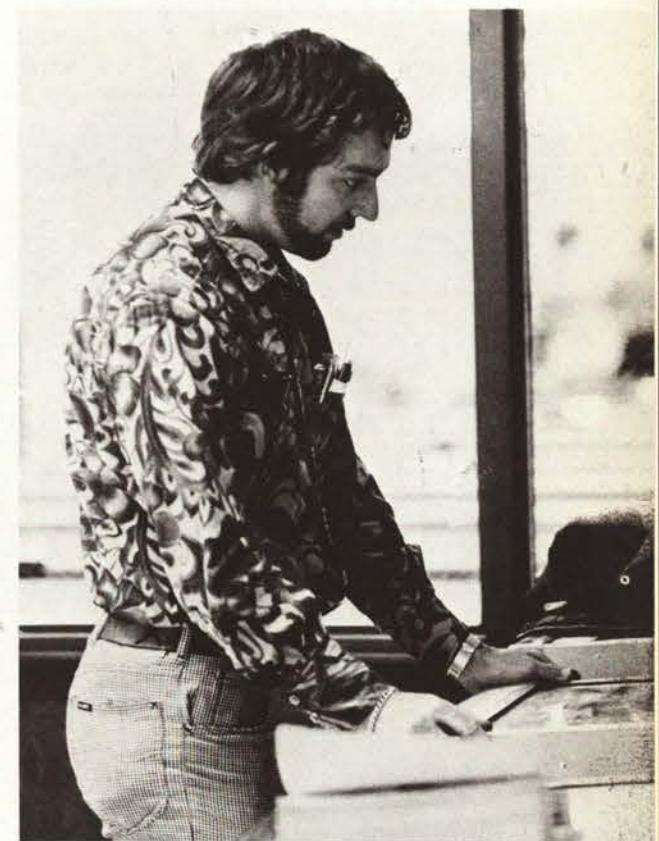
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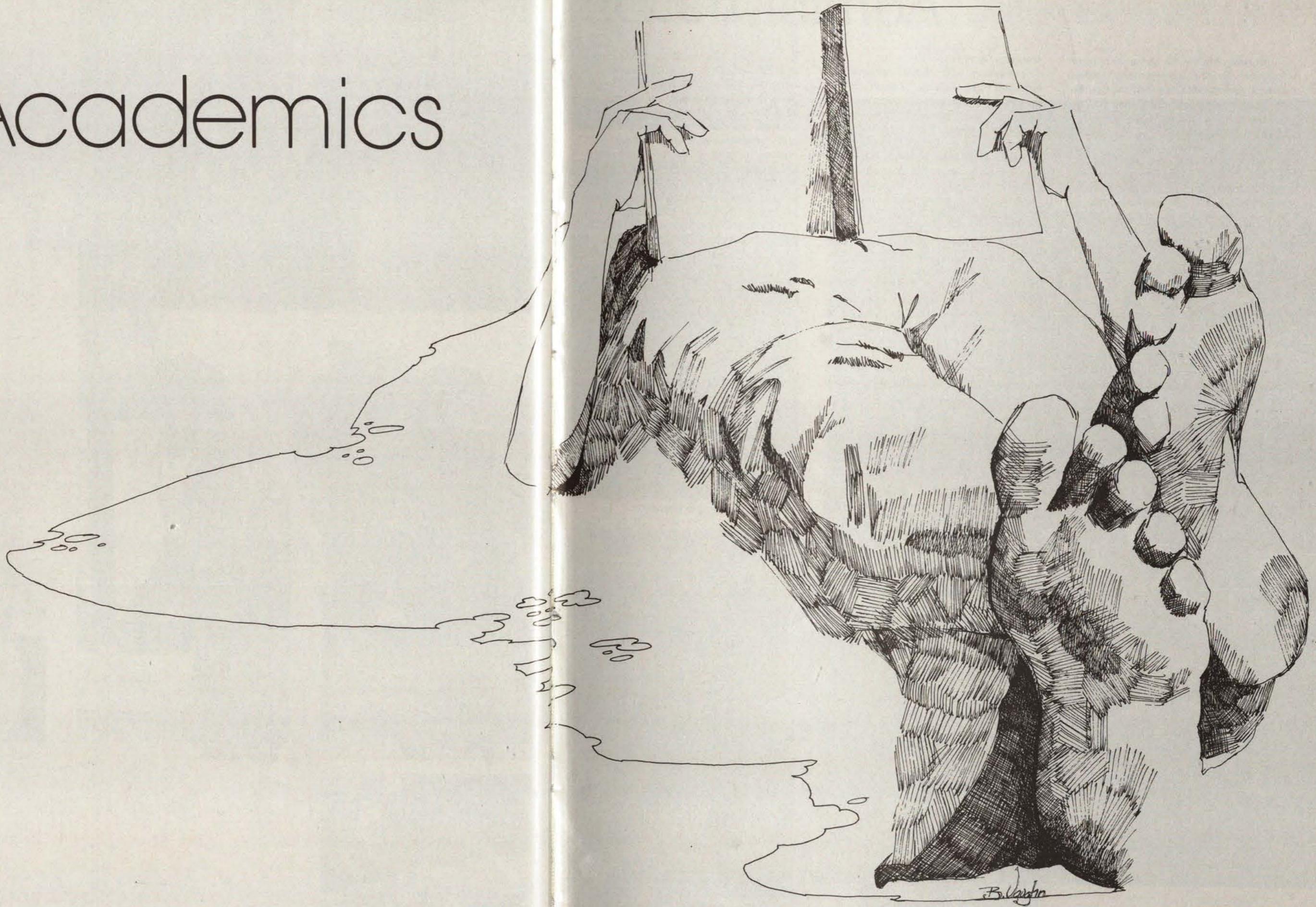
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# Academics



# College of Business Administration

"Business has always had an important function (in the community)," states Dean Lawrence McKibbin, of the College of Business Administration. The College is making use of the wide range of opportunities available in an urban environment, while students gain experience from local businesses.

Dean McKibbin believes that the goal of the College is to provide management opportunities for different organizations in the urban community. "Since we are the only major institution in a pretty wide region," he suggests, "we really need to be a full-line shop—we need to supply a variety of things which the environment demands."

"We need to not only supply Bachelors degrees and Master's degrees, but we're thinking, in the long term, of whether or not the environment demands doctoral degrees as well," he adds. The College is currently sponsoring a task force which is investigating the necessity of creating

programs for PhD's.

Interaction with other colleges has increased as Business Administration provides the management component in such areas as Engineering, International Studies and several of the Health Related Professions. The Dean feels that as business principles become integrated with other occupations, the College has actually outgrown its name—it now "denotes dealing with more than business organizations as such."

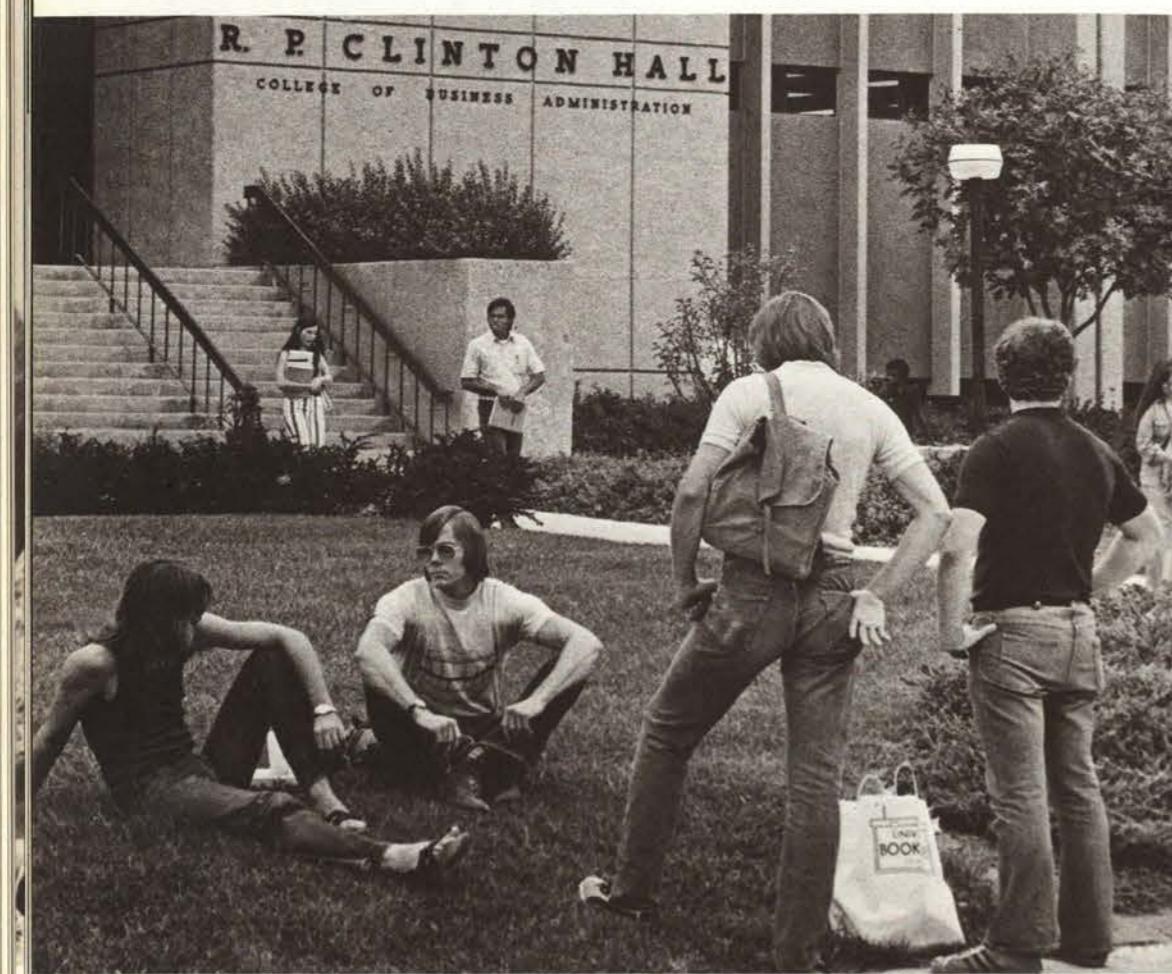
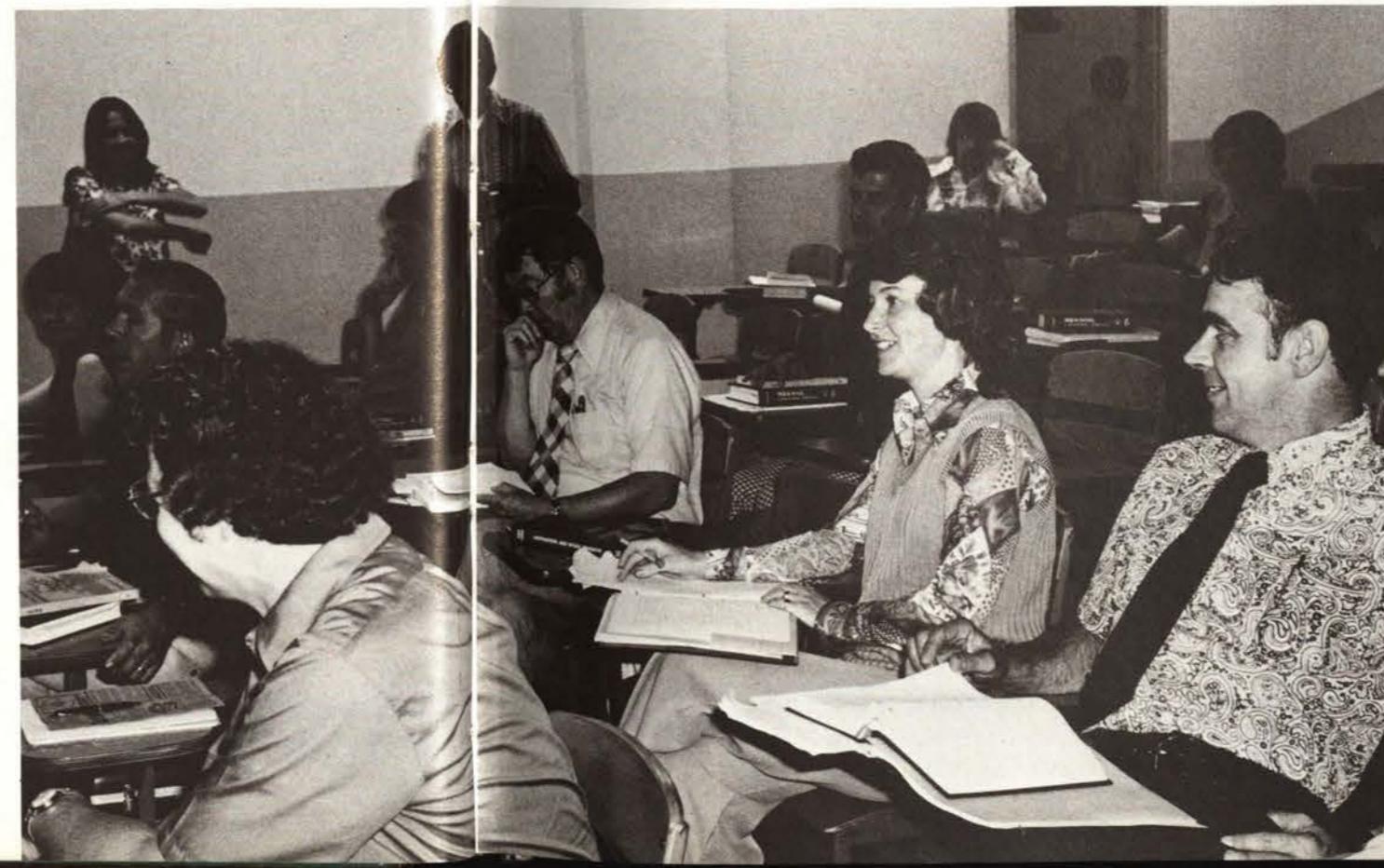
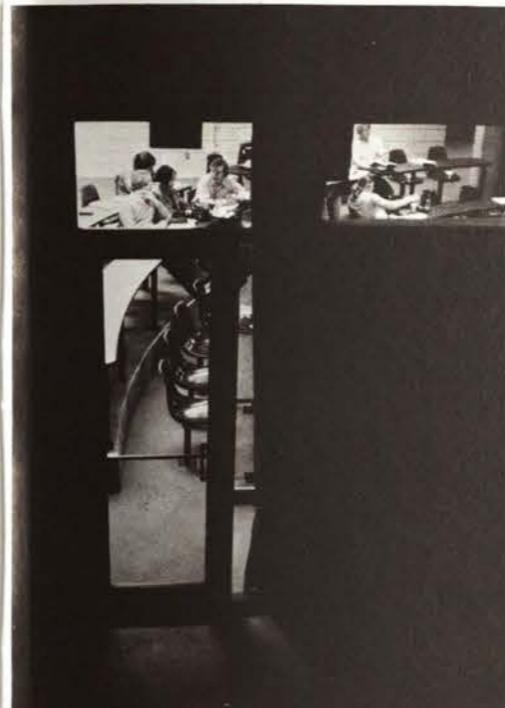
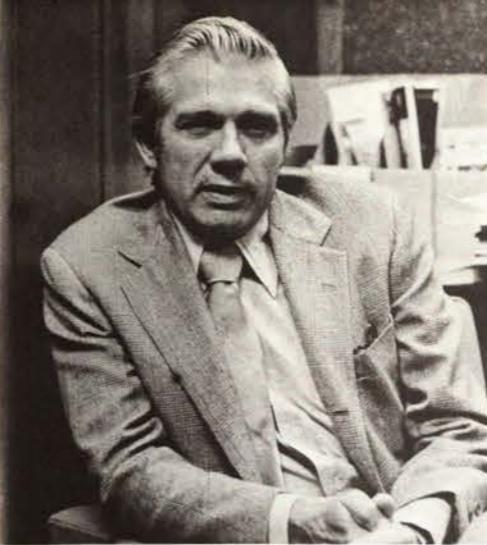
A new addition to the curriculum this year is a series of four courses in Real Estate and Land Use Economics. With an intent to attract not only current students but professionals in real estate as well, the series is somewhat of an innovation to this area. "It's something we haven't done before," says Dr. McKibbin. "There are (no programs like this) in this region."

Wichita's scope of business has expanded to a worldwide level. As of

April, 1974, Wichita became a national port of entry with the establishment of a customs office at the Municipal Airport. As a result, the College's programs have obtained an international dimension. Courses such as International Marketing and International Finance, have been created to focus on this prominent field.

Classroom principles are frequently applied in Wichita and the surrounding region. In a program of the Small Business Administration, students act as professional business consultants, advising local small businesses on methods of accounting, organization and inventory. The Trade and Export Assistance Management Program provides opportunities for researching international markets for local merchants. After studying foreign economics, customs and technical advancements, graduate students are able to predict the success of an item in retail markets across the world.

Dean McKibbin believes that W.S.U.'s urban setting is ideal for education in Business Administration. He explained, "We (W.S.U.) has a unique setting, particularly for professional management. It is large enough, dynamic enough, diverse enough, yet manageable enough to have meaningful interaction opportunities for the University."



# Administration

Administration is a field encompassing numerous occupations. Managers and consultants are in constant demand. To meet these needs, the Department of Administration educates its students for careers such as finance, marketing and management.

With an objective of "employable education", a unique philosophy exists. Instead of a traditional theoretical approach to business education, the program is centered on practical solutions to possible future problems.

An interaction with the Wichita community is provided by both an extensive internship program, and public management development programs.

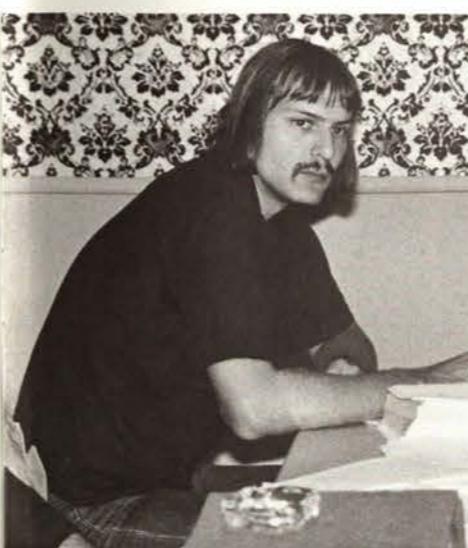


## Student Consultants

Henry Forbes, owner of the Kansas Building and Construction Co., is a struggling businessman. Faced with debts, unpaid bills and possible bankruptcy in 1974, he had resigned himself to failure and was preparing to close shop. Lost: many years' careful savings, an ideal, and perhaps his self-esteem.

Small businesses, termed the "backbone" of our country, epitomize the American ideal of financial independence; that with a sizable investment and enough ambition, any citizen can provide a living for himself and his family. Today, however, many small shop owners are confused by the many technical aspects of self-management. They are now facing the possibility of demolition under pressure from big business competition, uneasy creditors and customers reluctant to pay their bills.

Designed to protect these businesses, the Small Business Administration (S.B.A.) is a cooperative program of the Federal government within the Wichita community and Wichita State University. From 20 to 30 small businesses receive SBA aid. Each semester, graduate or upper division students of Business Administration volunteer to provide shop owners with professional consultant service. While this project provides for



class credit, it also aids businessmen in investigating and solving various problems.

One such case was that of the Kans. Bldg. and Const. Co. Mr. Forbes, an energetic, hard-working professional, was nevertheless being crushed under seemingly insolvable problems. His student consultant, James Winton, was able to help him control his finances, construct both short-term and long-term goals, and begin a small advertising campaign.

Student attitudes towards the program are not indifferent. Winton explained the program as not "just a class. You really get out there, as an employee of the man."

The student consultants concern

themselves with typical business problems...administration, management, personnel, public relations and other essentials. Technical terms are broken down from "exotic" business jargon to provide workable solutions in various situations.

"These students are giving businessmen invaluable help," asserts Director Susan Osborne. "It's a fantastic program". An example of such success is illustrated by Forbes' resume of his own progression:

"...I have illustrated my ability as a real estate broker and a general contractor... I have employed a full-time secretary to further enhance my professional status. In my opinion, I have established the confidence, loyalty and trustworthiness of...most of the community."

# Economics

Economics--a relevant, vital aspect of society. Training in this department expands beyond the confines of the campus to provide both its students and the public with knowledge in many disciplines, such as land development, agriculture, and the basics of business operations.

Economics majors have opportunities to influence the economy through the distribution of newsletters on environmental projects, by participating

in a Title I project that educates rural citizens in land-use planning.

Various research projects concern Wichita either directly or indirectly. Faculty members are currently studying the impact of the aircraft industry and its noise on the community, while "Labor and Manpower Economics" involves meetings with Wichita labor representatives. The department is also presenting a series of economic programs on KPTS.

## Student Advises N.E.A.

Careful diplomacy, firm demands and heated arguments are readily visible aspects of bargaining between labor and management. While these actual debates take the spotlight, little is known of the careful planning and research which prepares each labor representative to support and defend his suggestions.

"You're a fool if you go into a negotiating session unprepared," asserts Mike Marshall, an advisor to the Wichita Branch of the National Education Association. A graduate student working under the Directed Studies Program, he functions as another resource to the N.E.A. His specific proposals evolve from impartial observations.

Careful consideration must be taken in preparation for a collective bargaining session. Policies must be compromised to agree with various opinions of N.E.A. members. In-depth research, also, is necessary to provide negotiators with evidence to support their proposals. "It is an art...learning how to negotiate," Mike states.

Mike acquired his position upon request from the N.E.A. A student adviser was needed from Wichita State to work with bargaining teams for the entire fall semester, and to return during preparations for spring negotiations. This is the first of what may become an annual cooperative project between the University and the N.E.A.

Collective bargaining by public employees is a field which is rapidly expanding. "This is something that's flourishing," says Mike. "It's (the teachers') way of getting some input into the system."

Currently working toward a Masters' Degree in Economics, Mike will graduate in the summer of 1976. He is a full-time student, and works also as a graduate assistant to Dr. Glenn Miller of the Economics Dept. He plans to continue his education at either Ohio State or Michigan State University, with a doctoral program in Industrial and Labor Relations. Upon graduation, he hopes to work with government employees as an arbitrator or a professional negotiator.

A great deal of effort enters into preparation for negotiations, and Mike takes his work seriously. "It's something that can't be taken lightly," he insists. "It's impact is too great."



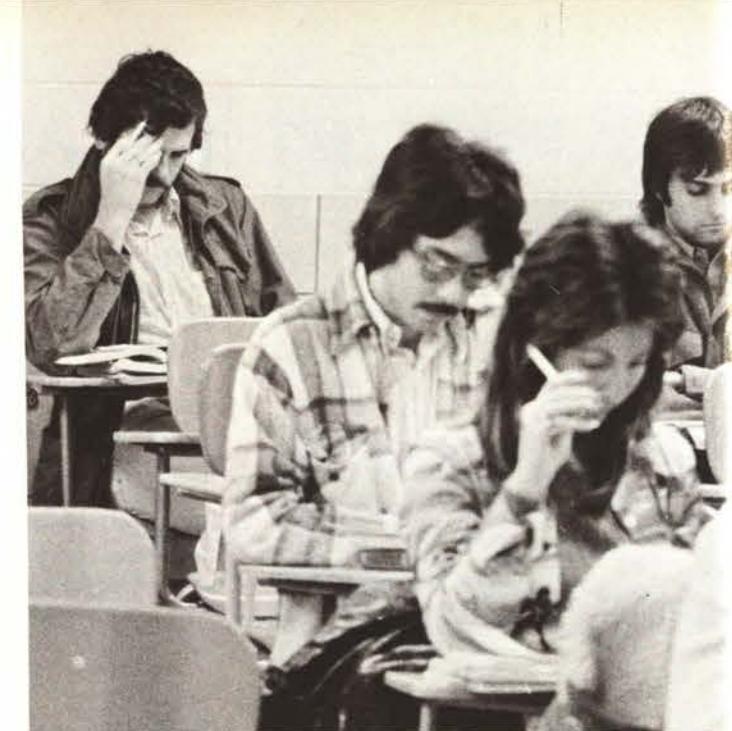
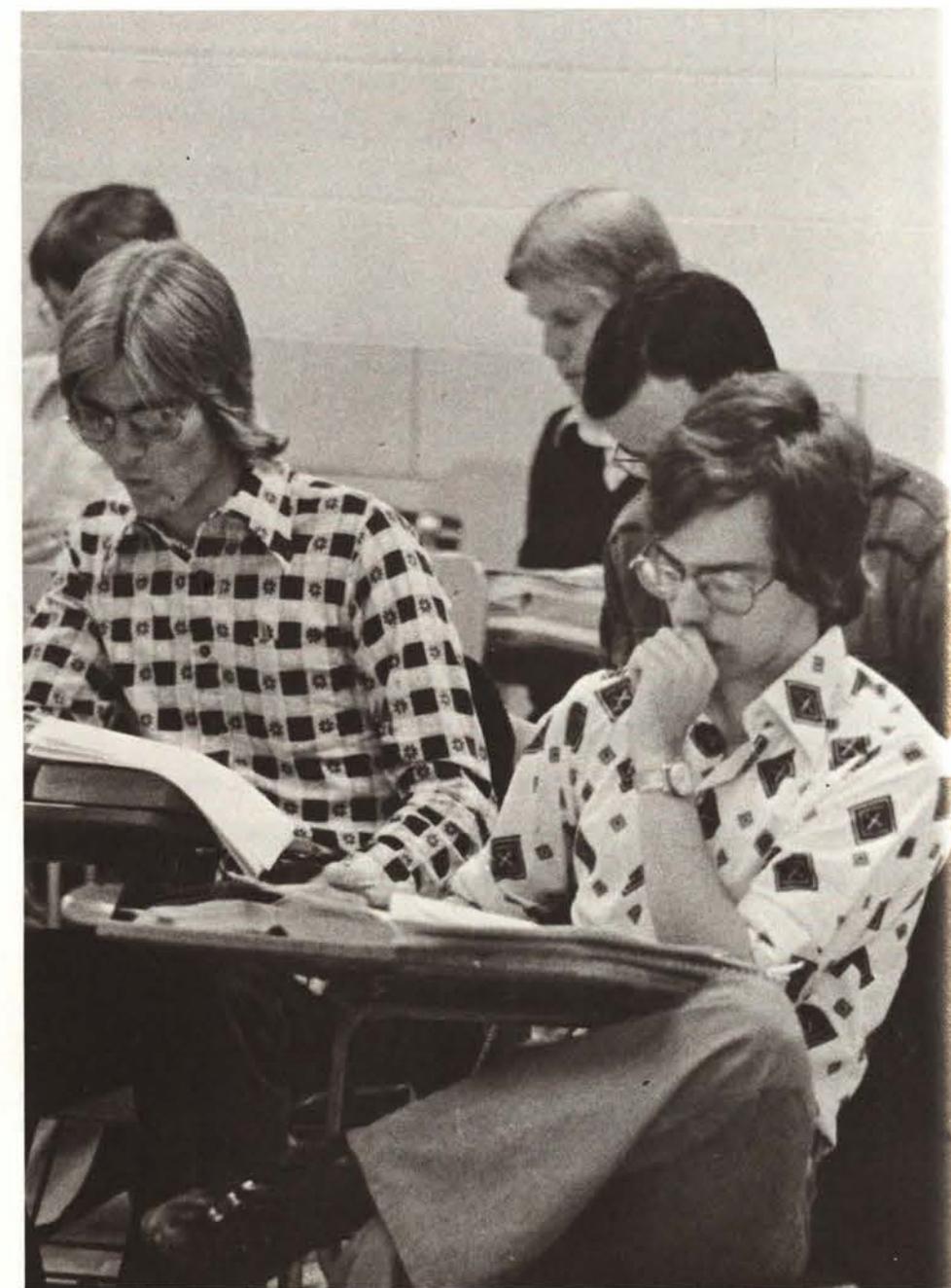
## Accounting

Accounting, often called the "language of business," involves the auditing of books and records. Designed to equip students with skills and necessary techniques in this field, Wichita State's accounting department provides both classroom instruction and on-the-job experience with local business firms.

"Employed, dedicated, career-oriented," describes the student body of this department, who are both full-time and part-time majors. Over 80% hold jobs and are supporting themselves while attending college. A large percentage of the students are married and have families.

Wichita State's accounting department is the largest in the State and is staffed by a faculty whose philosophy involves "being available for students to come in and see them," states Dept. Chairman Fred Soper.

Primarily oriented to the undergraduate, accounting courses are designed to be applicable to business situations within the community.



## Business Education

Dr. T. James Crawford believes that in Business Education, "it is the teacher's role to motivate the student." He attributes teacher enthusiasm to student achievement, adding, "believe you can make the difference and you'll get the difference. Give what you have, believe it's worth giving, and you'll get results."

Crawford is chairman of the Department of Administration Systems and Business Education at Indiana University. He is nationally known as the author of numerous articles which have been published in professional journals. He has written one book on production typewriting and is the co-author of a typewriting textbook which has sold over five million copies. He is also distinguished as being the only person in Business Education to have received two national awards for outstanding research from the national business education honorary, Delta Pi Epsilon.

Crawford was the guest lecturer of the 1975 W.S.U. Department of Business Education's Annual Seminar in Business Education. "We started having (these) seminars eight years ago," stated Dr. Margaret Jantze, Director. "This year, we had the biggest one ever—it was packed."

Crawford's afternoon lectures covered elementary business training methods

such as "Essentials for Building Basic Skills" and "Developing Problem Typing Capability." His evening presentation was entitled, "A Professional Look at Business Education."

Teachers from regions of Kansas, Oklahoma and Nebraska attended the seminar to learn new techniques of teaching Business Education to Elementary, Secondary and College Level students.

Crawford believes that successful learning is a student's responsibility as well as a teacher's. "No teaching method will work unless the students do," he stated. "Performance goals must be appropriate to the student's ability, and the teacher must specify what will be expected of the student."

Teaching methods, he feels, are even more important. "It is the teacher's role to motivate the student." He stressed the need for the professional educator. "No machine can take the place of the master teacher in the classroom. The interaction with the student makes the difference in 'words per minute'."

Crawford thinks that the interdisciplinary fields of Business Education such as General Education, Business Administration and Professional Education should be combined in one

program. "We need more in-service training for teachers in Business Administration," he says. "Teachers need to see the whole of business rather than the small parts." He adds that the present fragmented system does not adequately educate students in business fields. "Business Education prepares people for the world of work," but "too many youngsters are being educated in no way that can be absorbed into business."

Teachers in the classroom are "catalysts for greatness," according to Crawford. "Students have to see in the teacher something worth emulating. Teachers need to challenge those classrooms to be better than they are."



# College of Education

Why should an administrator choose employment at Wichita State University? A bright future, excellent opportunities and an aura of expansion are all important factors influencing Dean Leonard M. Chaffee of the College of Education. "I had a strong feeling that W.S.U. was going someplace," he said, "I was caught up with the belief that W.S.U. has a potential for growth, and I still believe it."

Expansion of the College of Education has become a reality as research and field-based studies add a new dimension to instruction. Scholarly development in the form of research and related activities, is currently encouraged for both faculty and students. Programs such as Teacher Corps, where graduate students live and teach in an urban environment, not only provide valuable learning experience for teachers' aides but also service the community.

A primary function of the College is to prepare a variety of personnel for positions in the schools. Recreation, church education and administration are all focused on elementary and secondary education. However, not all graduates follow the teaching profession. Training in vocations such as counseling, military and industrial work, are also provided. "A number of people in our programs desire to enter fields other than teaching," states the Dean.

Educational instruction is available not only for graduates and undergraduates, but for current professionals as well. Entry-level programs are designed for

college sophomores through seniors and involve not only typical classroom instruction but also opportunities in student teaching and community work. In-service education is provided for those who have obtained a degree but wish to enroll in additional courses.

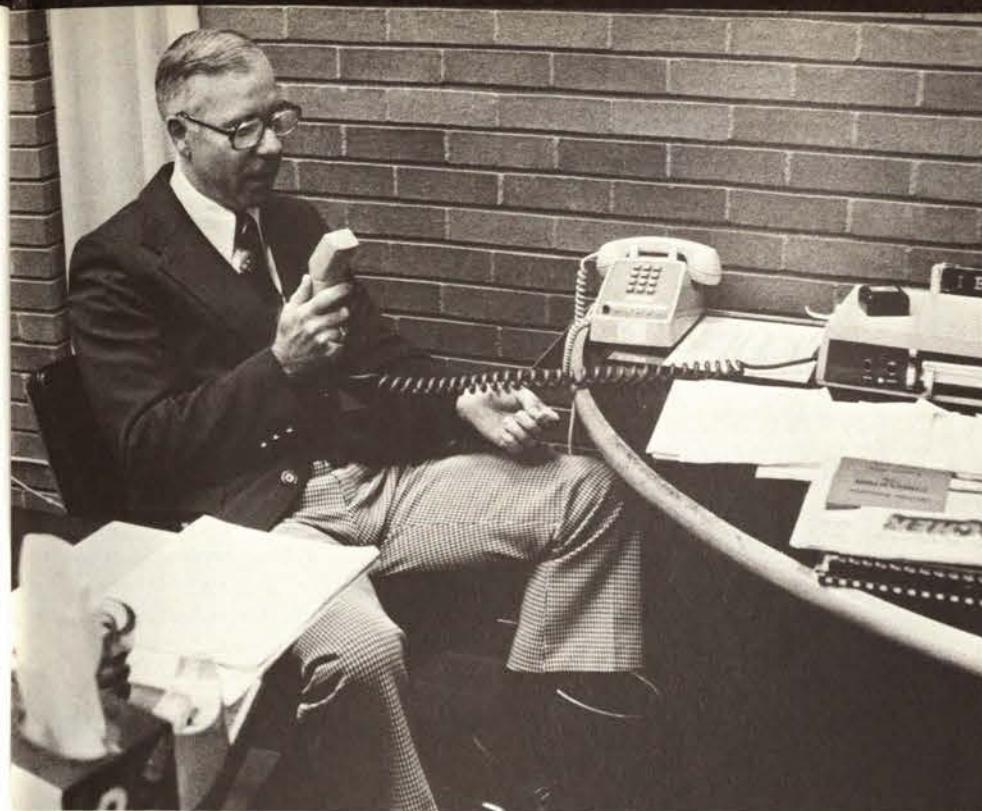
"There's a renewed need for teachers in the future," explains Dean Chaffee. Greater numbers of students are receiving graduate degrees, and the College is expanding its graduate department, while entering cooperative programs with other institutions.

"Flexibility" is one of the College's key concepts. The Dean hopes that this will provide a "better-tooled" approach to meeting future needs.

An open atmosphere is encouraged in regard to student relations. "Off the Record" sessions with the Deans, a two-day program each semester, provides an opportunity for students to speak in confidence, chat about their concerns or discuss issues with Dr. Chaffee and his associates. "The general response of those students who participated was very positive," the Dr. believes. "They feel they know us better."

Dean Chaffee's personal goals reflect his role in the educational world:

"I'm committed to working with the process of education. I believe very strongly that the solution to many of our societal problems certainly relates very closely to the educational process. I'm interested in working with people, young and old, who are in education. I think it's an important task."



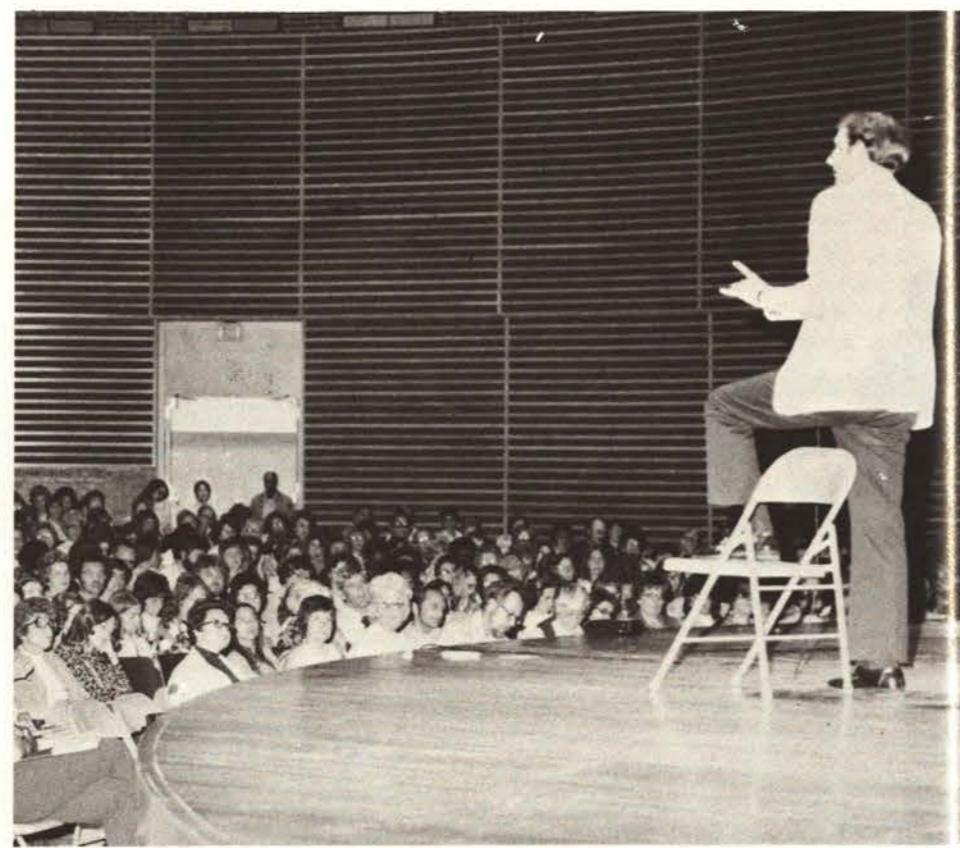
## Instructional Services

Training in all fields of education is available under the Department of Instructional Services. Undergraduates prepare for degrees in elementary and secondary education, and may specialize in fields including drama, foreign language or mathematics.

Graduate programs are available for both prospective and current teachers. They include degrees in Elementary Education, Secondary Education, and Educational Psychology, and may be combined with instruction from other departments, such as Women's Studies or a division of the Health Related

Professions.

Extensive involvement with the Wichita public school system is provided as the department furnishes both instructors and teachers' aides on the elementary and secondary levels, in projects such as Teacher Corps and the Teacher Renewal Program, graduates teach both academic subjects and forms of recreation to the urban poor. "Outreach efforts" is a faculty program which provides special training for current teachers in new areas, in topics such as mathematics or history. Under an independent studies program, students are also studying grading practices, their alternatives and their relation to the University.



## Dealing with Differences

Any classroom is populated with a variety of students--whether brilliant, moody, shy or slow to learn, each child has individual needs and requires special care.

Dealing with differences is an integral part of any classroom situation. "Dealing with Differences" has become the topic of a seminar sponsored by W.S.U.

An organization of concerned Wichita parents, the Association for Children with Learning Disabilities, combined with Wichita State's College of Education to bring the seminar to life. Dr. Ed Frierson, a nationally reknown speaker, was engaged to lecture for the 12-hour program.

Dr. Frierson advocated a three-step method for coping with "exceptional"

children--those who are handicapped, hyperactive or who have problems at home. First, a teacher must respect her pupils; second, she must recognize the needs of each individual; third, she must have the resource to act according to her evaluations.

"(The Doctor) had very many good points," explained Sr. M. Ambrose Roets, an elementary-level teacher. "They were all very true in a classroom."

Those attending were allowed to receive credit if they so chose. In exchange for one credit-hour, a student was required to write one paper on a problem child in their classroom, and to turn in a later report on seminar-suggested methods for helping

that child.

The program was a tremendous success. Originally planned for an audience of 200, it was transferred from the Life Science Bldg. on campus to Coleman Junior High School as the enrollment swelled to almost 700.

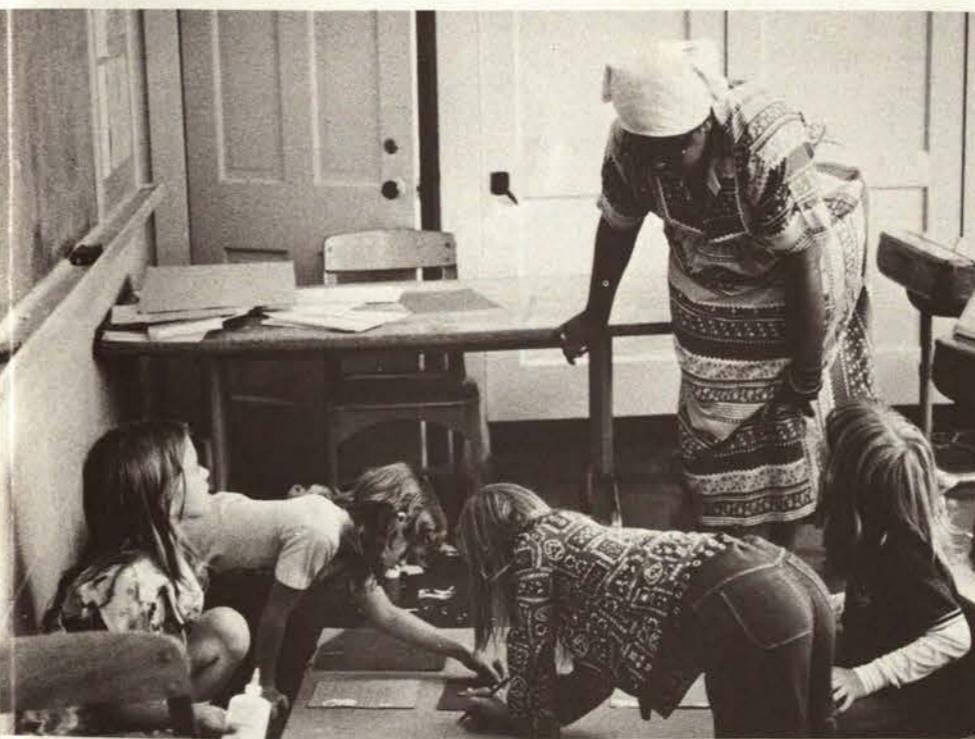
"People were just clamoring for another course," exclaimed Mrs. Eunice Nelson, Project Coordinator. To meet popular demand, a seminar with a similar theme was scheduled in January as a follow-up program.

Mrs. Nelson felt that many teachers have been searching for methods to aid exceptional children, and this conference provided them with a variety of answers. "I think it really turned 'em on."

## Personnel Services

Schools, industries, clinics, employment agencies--all involve people; all provide career openings for students of Personnel Services. The dept. is chiefly oriented toward instruction in Masters degrees of personnel and guidance, and has expanded to form a transfer doctoral program with the University of Kansas.

A close working relationship with the Wichita public school system is maintained through cooperative programs such as Title IV and Project '76. An extensive intern program includes seminars, workshops and job experience in diagnostic, guidance and day care centers.



## Student Teachers Involved

Elementary school brings to mind pictures of spelling books, Big Chief tablets and bright crayons...all combined to form happy memories and images. To many children, however, education signifies not a carefree playground but a hard uphill struggle against reading difficulties, hunger and fatigue.

For many years, the plight of the underprivileged child has been misunderstood and ignored. Special difficulties were brushed aside and educational aid was practically nonexistent. Increasing numbers of students, shunned during their elementary years, became dropouts in junior high and high school.

In two Plainview elementary schools, Rogers and McArthur, indifference and unconcern have disappeared. Teacher Corps, an influx of new ideas and ideals, provides the opportunity for very good things to take place in aid to underprivileged children. The Corps is a pilot project sponsored by the Federal government and attended by Wichita State students. It is a threefold program, utilizing new teaching methods, encouraging extra-curricular activities and promoting parental involvement.

Teacher Corps encourages a growing awareness in teachers of each student's individual needs. "Tired children or hungry ones can't learn that well," asserts Program Director Betty Eubanks. Sensitivity to these and other problems, such as low self-confidence and the need for extra attention, is included in a new special education format.

Due to the lack of opportunity and proper facilities, many children are unable to participate in various sports, music and dramatic activities. Wichita State's aides have undertaken community action to provide horseback and bowling lessons, fishing expeditions, piano instruction and play productions.

Community Coordinator Gregory Herndon feels that the facets of Teacher Corps are "definitely successful. Motivation and self-esteem are enhanced...the children are really doing better."

A third aspect of the Corps is focused on the students' parents. Weekly meetings are held to discuss parents' rights in the community and to convince them that they are wanted and needed...vital assets to their children's educations.

"At the first meeting of the Parent Corps, nobody showed up," laughed Mrs. Eubanks. The program quickly became a success, however, after an intense publicity campaign. Currently, many members attend each meeting.

Teacher Corps, a program long overdue, has untold benefits to many underprivileged children. "Those kids just felt like when they came to school there was nobody there--that very few people cared about them," states Geneva Chapman, a concerned student teacher currently living in her students' community. "Now, even if we're not in the classroom, they feel like when they see us, we're there for them."

## Industrial Education

"It's a lot of fun. I've learned a lot, like not to be afraid of working with machines," confides Sophomore Brenda Haught. Seated on a stool next to a workbench that is covered with books, papers and assorted tools, she dusts her hands off on her blue jeans and continues, raising her voice above the roar of machinery. "I really enjoy my classes".

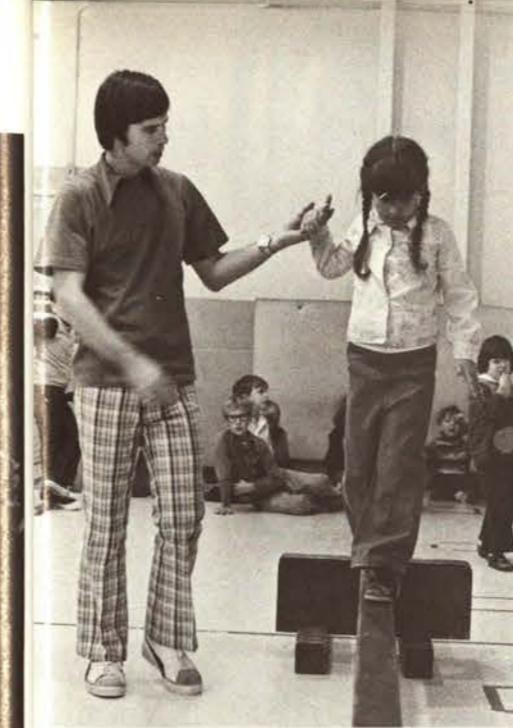
A key to the current popularity of Industrial Education is "relevance", according to Dept. Chairman, Dr. Edgar Webb. "This area seems to attract students who want to best provide for their own needs in the future, with energy and material shortages", he explains. Many majors are married, have children and are active in the community. Even more are employed full-time, often in a vocational field.

Education in industrial fields is not confined to classrooms on the Wichita State campus. In various Wichita industries, students obtain "on-the-job" training by working in local industry and developing an understanding of management production or personnel concepts.

With the whole of Wichita's industry as

a laboratory, students are able to directly apply classroom philosophies in actual working conditions. "This provides for an applicable education," summarizes Dr. Webb.

Industrial Education offers "a lot better chances to do what I want to do", declares Senior Garrett McQuiston. He is currently working toward a degree in Industrial Technology and is employed at Beech Aircraft. "There's a pretty bright future for Industrial Education".



## Logopedics

Five-year-old Steve is a bright, active child. He has been in the speech program of the Institute of Logopedics for two months, for correction of a slight problem—a tongue thrust which causes him to mispronounce certain sounds.

After many lessons, Steve is showing improvement in both speaking ability and attention span, which is now up to 60 seconds. Progress seems slow, but sure.

A person requires special talents to work with the handicapped. Ron Chambers, an instructor of the Department, feels that "a certain degree of sensitivity" is essential.

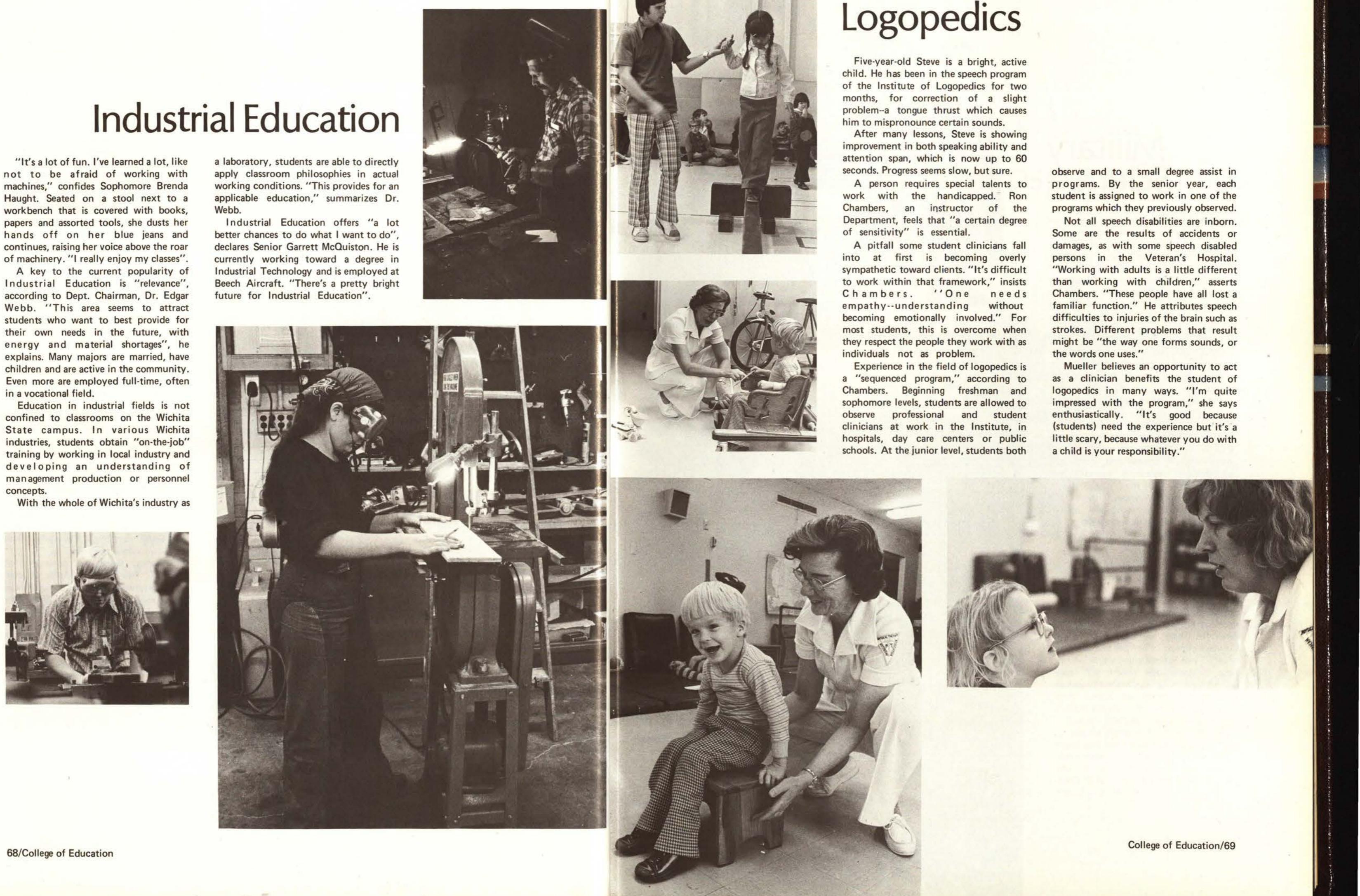
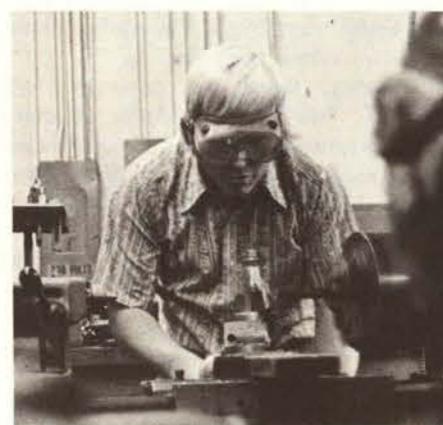
A pitfall some student clinicians fall into at first is becoming overly sympathetic toward clients. "It's difficult to work within that framework," insists Chambers. "One needs empathy--understanding without becoming emotionally involved." For most students, this is overcome when they respect the people they work with as individuals not as problem.

Experience in the field of logopedics is a "sequenced program," according to Chambers. Beginning freshman and sophomore levels, students are allowed to observe professional and student clinicians at work in the Institute, in hospitals, day care centers or public schools. At the junior level, students both

observe and to a small degree assist in programs. By the senior year, each student is assigned to work in one of the programs which they previously observed.

Not all speech disabilities are inborn. Some are the results of accidents or damages, as with some speech disabled persons in the Veteran's Hospital. "Working with adults is a little different than working with children," asserts Chambers. "These people have all lost a familiar function." He attributes speech difficulties to injuries of the brain such as strokes. Different problems that result might be "the way one forms sounds, or the words one uses."

Mueller believes an opportunity to act as a clinician benefits the student of logopedics in many ways. "I'm quite impressed with the program," she says enthusiastically. "It's good because (students) need the experience but it's a little scary, because whatever you do with a child is your responsibility."



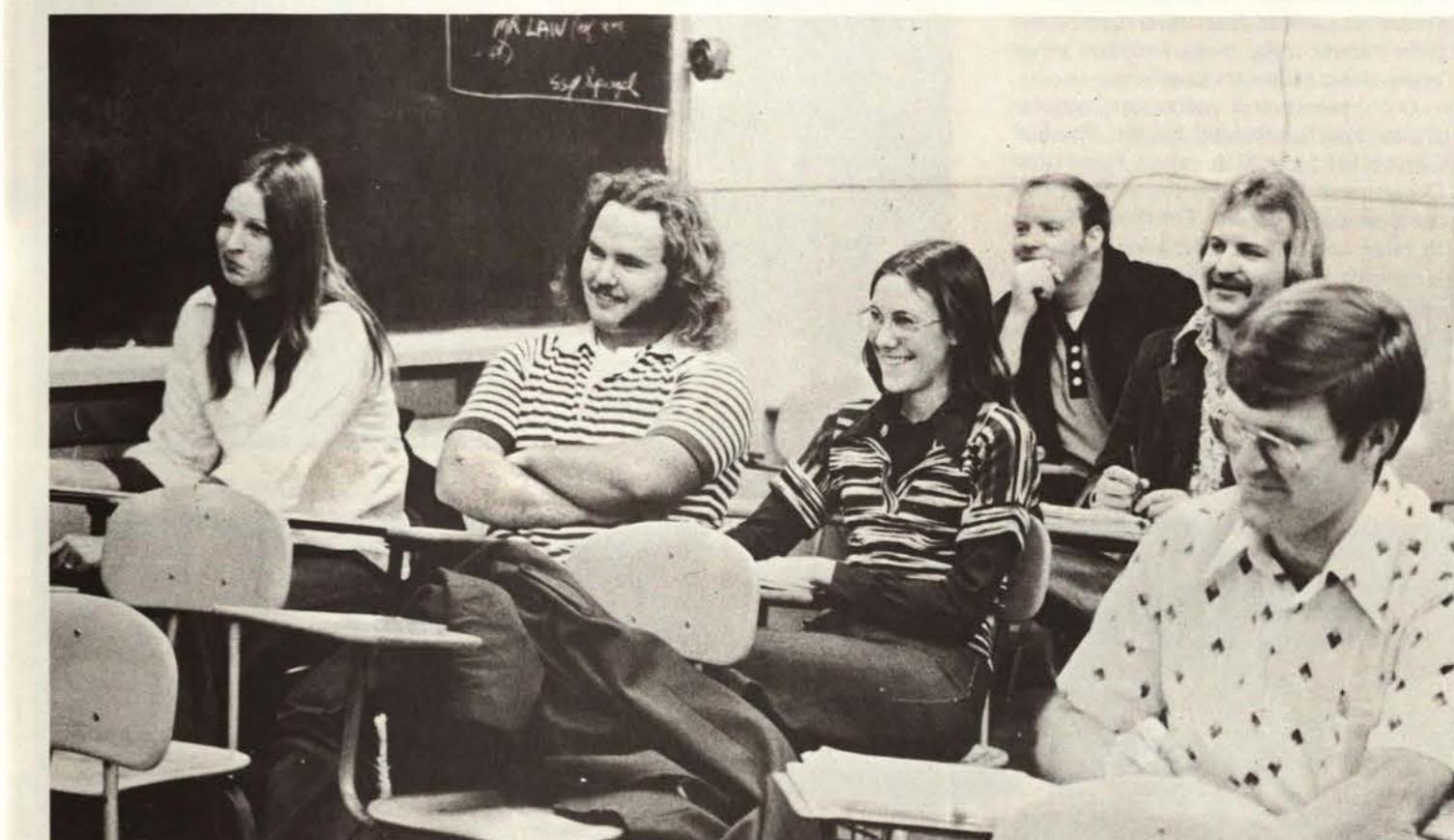
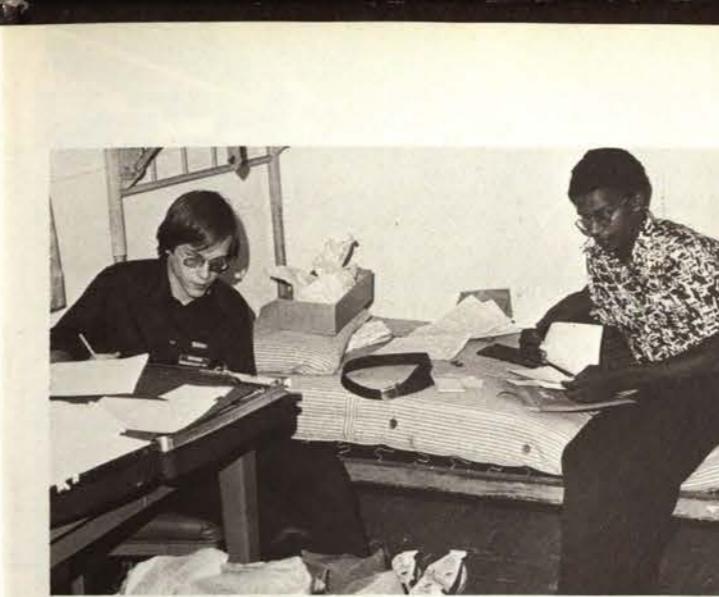
## Military Science

Commissioned officers are needed for Army active duty and reserves. The mission of the Department of Military Science is to train cadets for these positions, emphasizing the qualities of leadership and management. Classes are combined with weekend training sessions and summer camp in order to prepare ROTC students for high-ranking positions.

During one Saturday each month, cadets sponsor activities to provide familiarization with Army routine and to train students in command procedure. Those planning a military career are required to attend either a physical training camp in the summer, or Ranger Training, a more rigorous session.

Many cadets are members of the Pershing Rifles, a professional organization specializing in parade, exhibition, regimental assembly and social activity.

Seniors have the opportunity to take flying instructions from local civilian schools, and parachute jumping at Ft. Benning, Georgia.



No officer's training could be complete without a type of boot camp. Waking at 5:00 a.m., running the mile-and-one-half, and marching in formation are traditionally "the only way to go" in the military.

To provide this type of experience for Air Force R.O.T.C. cadets, the Air Force sponsors 22 summer camp sessions each year at Air Force bases across the nation. The most local of these was held at McConnell Air Force Base during the summer months. Cadets from Air Force institutions in 32 states, the District of Columbia and Puerto Rico were trained there, along with Wichita State University cadet, Junior Fred Deeter.

Talking quietly and simply, Deeter carries an air of quiet confidence. "I

enjoyed camp," he said. He entered the R.O.T.C. program by attending a six-week camp session designed specifically for students entering R.O.T.C. during their last two years of college. In addition to learning basic techniques of discipline and physical training, Deeter and his colleagues were trained intensively in military history and leadership. Cadets of Air Force R.O.T.C. have opportunities to specialize in piloting or navigation.

Cadets were grounded in military basics—discipline, drill, marching and calisthenics. They were also acquainted with the variety of careers available in the Air Force. "(Everyone) tried to feed you a little propaganda," confided Deeter.

Survival was a major activity in camp.

## Aerospace Studies

Survival, that is, as a one-day field program where the cadets "roughed it" in the wilderness. They constructed tents from parachutes, set traps for small animals, and learned to operate a survival radio. "It was really kind of easy," Deeter says. The cadets also practiced army tactics of camouflage "so we wouldn't get shot down" by enemy aircraft in a combat situation, according to Deeter.

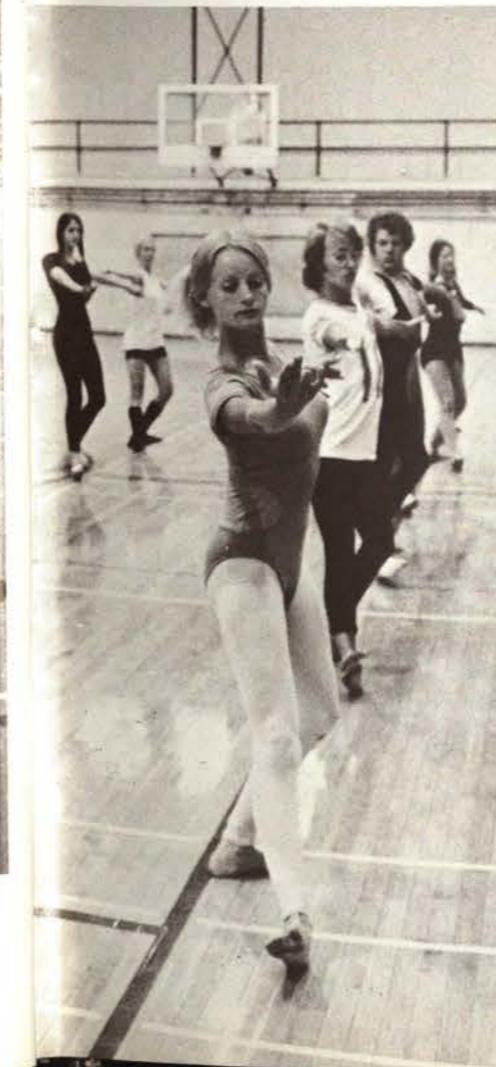
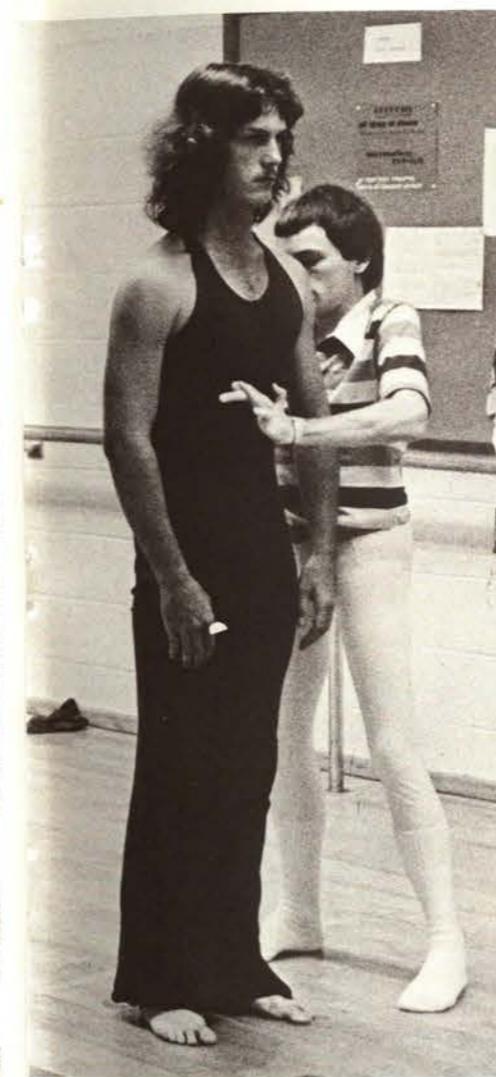
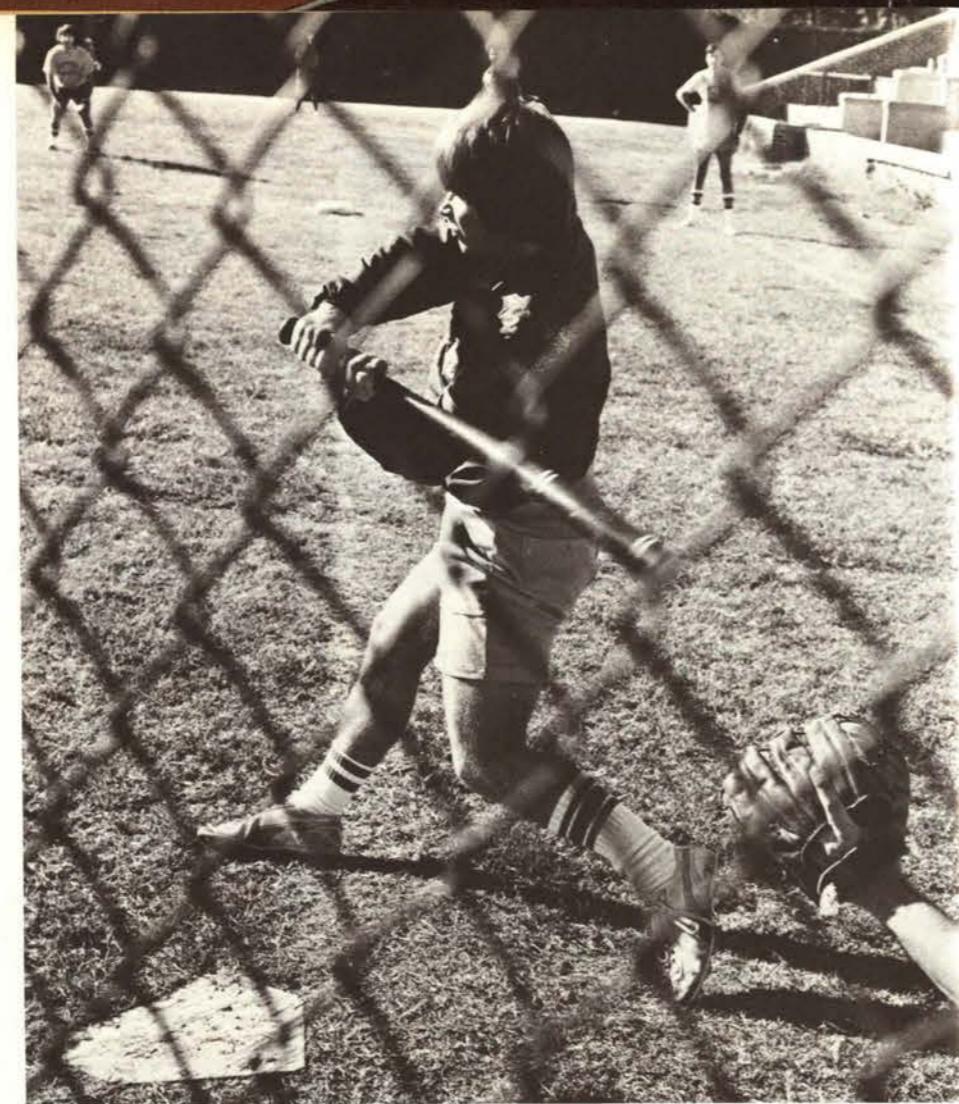
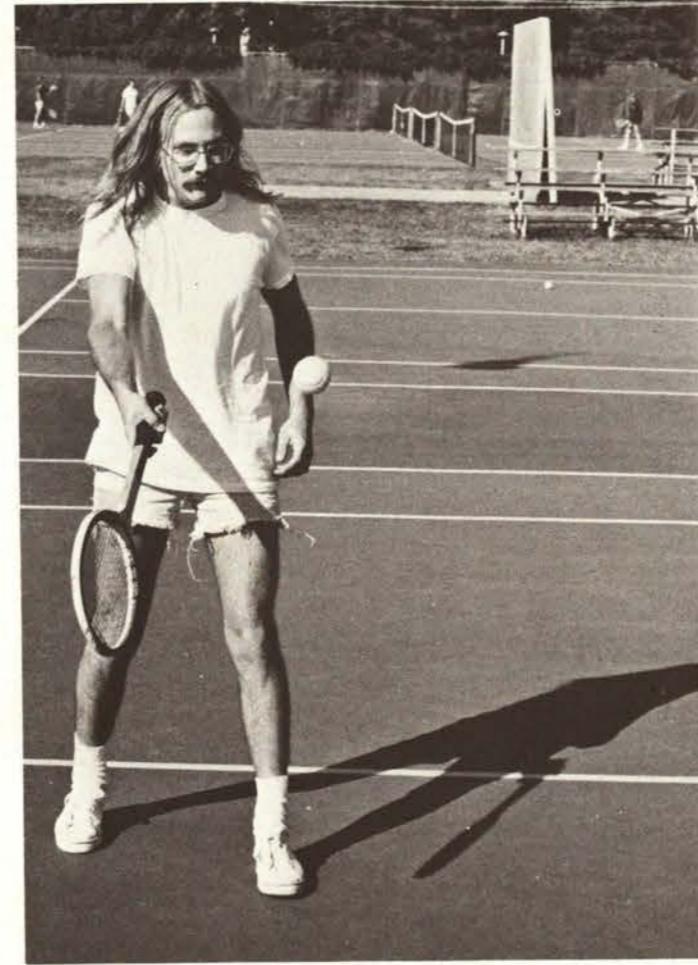
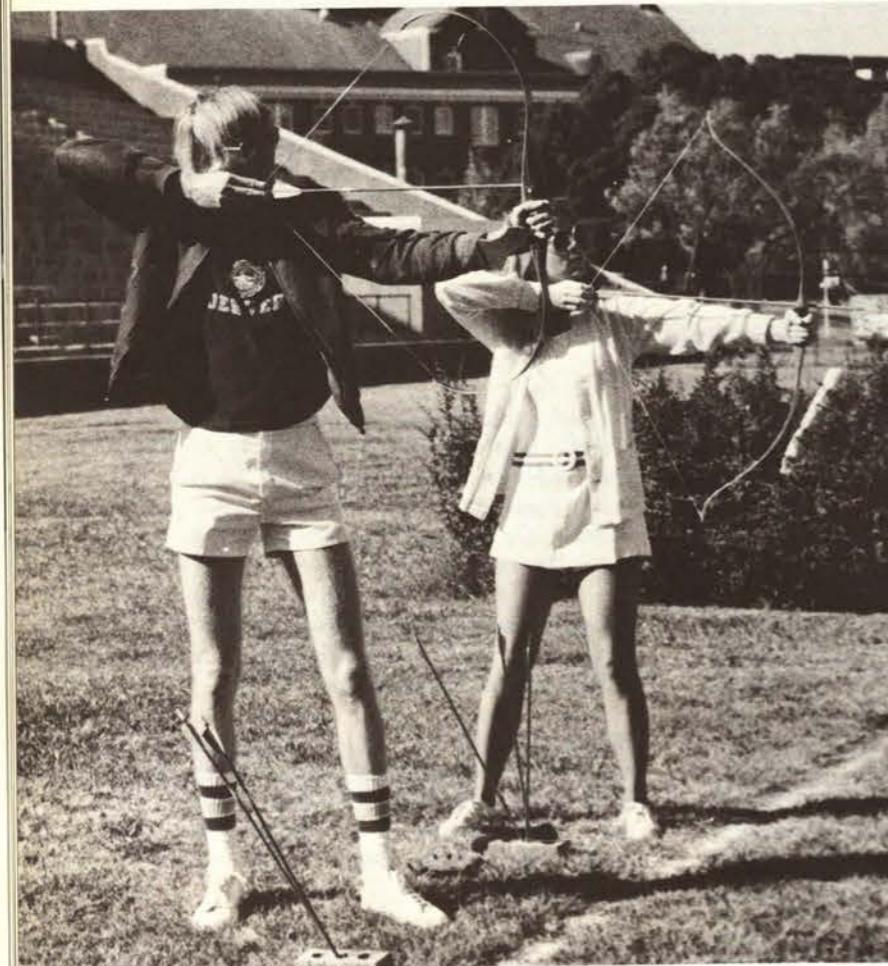
Deeter outlines three reasons for joining Air Force R.O.T.C.—money, world travel and free health care benefits. "You make more money as an Air Force officer than as an engineer," he explains. "I don't think you can beat them (the Air Force) any more."

# Physical Education

College students are well-known for falling into an unavoidable rut--lack of exercise. Although traveling from class to class does provide practice in running the three-minute mile, many feel that other types of recreation are beneficial.

Golf, tennis and soccer are popular typical sports provided by the Physical Education, Health and Recreation Department. Other activities are provided for individual interests. For those needing to relax and relieve frustrations, courses in fencing and karate are available. Some like the idea of "getting away from it all"; camping and mountaineering classes are for them.

A Master's Program is also available to train students for teaching Physical Education.



## "Is this Belly Dancing"

Strains of discordant music accompanied a group of student dancers dressed in leotards. Following the instructor, they imitated the samurai-like movements associated with oriental dance.

One observer seated himself with obvious enthusiasm. "Is this belly dancing?" he questioned.

Many varieties of dance were presented on September 5, 6 and 7 in a workshop sponsored by W.S.U. Members of the Orchesis Dance Ensemble, a performing group at the University, hosted the seminar which was attended by students from all regions of Kansas.

Mime and Oriental instruction were offered, as was a session covering several ethnic dances. Evenings were given over to an "informal exchange", an

opportunity for everyone to compare particular styles and techniques.

"We've never done anything like this," confided Mrs. Mary Haverstadt, Student-Educational Assistant. "As far as we know, nothing like this has happened in the state."

Visiting students responded to the workshop with enthusiasm. "Everyone who came had a great time", Mrs. Haverstadt smiled. "It just went great." Orchesis members, success behind them are already planning another program. "It was fantastic--We can't wait for the next one!"



# College of Engineering

A position of administration does not remove Dr. Charles V. Jakowatz from his favorite occupation—engineering. As Dean of the College of Engineering, he also finds time to teach class and read from his miniature library of technical manuals. "I'm still interested in (engineering)," he explains, pointing toward a huge blackboard, mounted in his office and covered with technical hieroglyphics. "I enjoy teaching."

An increase in research programs has been evident in the College's format. A new Engineering complex is nearing completion, which will provide adequate space to implement both current and suggested projects.

Much importance is also placed on teaching programs. "Our primary responsibility will always be teaching," stated Dean Jakowatz. One aim of the college is to "cultivate the discipline of self-learning" within students, a skill which will enable them to think for themselves and provides a flexibility to cope with constant innovations in the engineering world.

Four departments are included in the College, each of which specializes in a different branch of engineering. Aeronautical Engineering concerned with the science of aerodynamics, and focuses on subjects such as flight and stability. Electrical Engineering is involved with the study of computers, generation of power and systems of communication. Mechanical Engineering covers two tracks; mechanical design and thermodynamics, the process of heat

transfer. Industrial Engineering undertakes operations research; and studies statistics and industrial processes.

Both B.S. and M.S. degrees are available in each department. A generalized doctoral degree is available through the College, in cooperation with the University of Kansas. It includes emphasis on aerodynamics, stability, propulsion, dynamics and structures.

Opportunities for employment are plentiful for graduates of the College. In reference to the early 1970's, the Dean emphasizes that "opportunities in engineering were twice as good as in any occupation". On the average, each student graduating with a B.S. degree in Engineering receives three to four offers for employment.

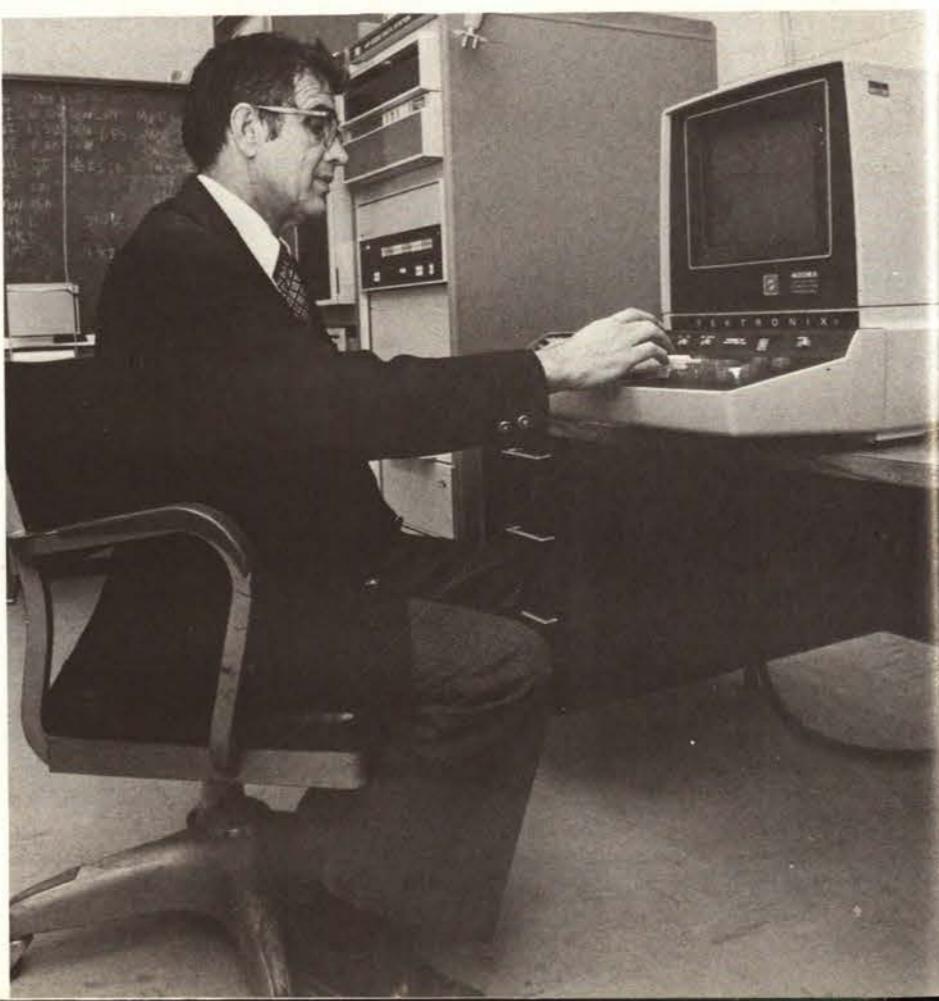
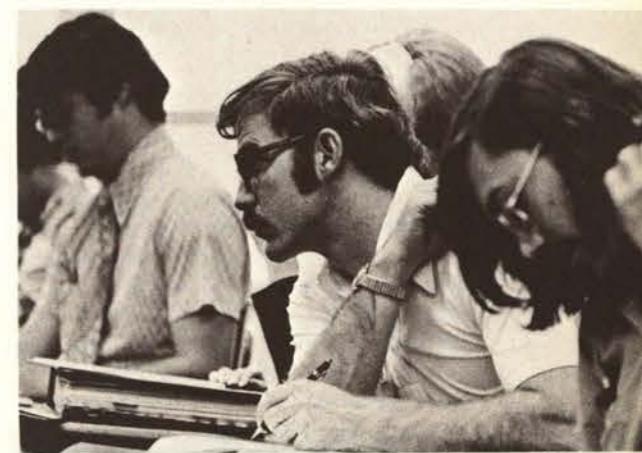
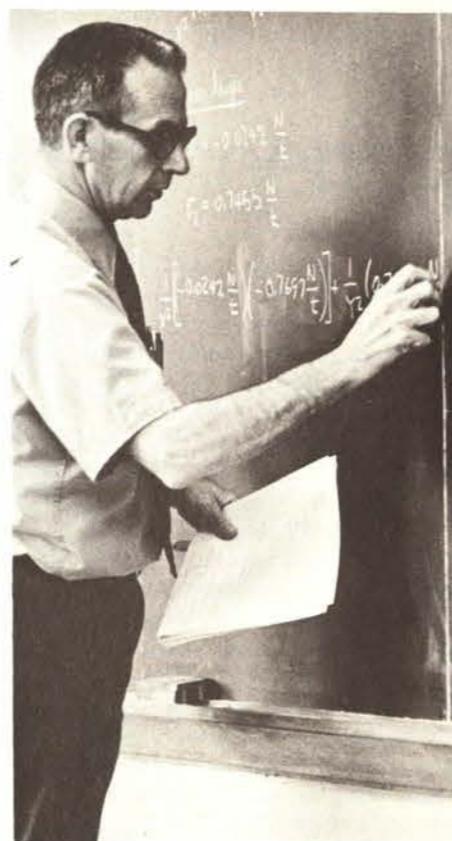
Enrollment in the College is increasing, especially in the number of females. Dr. Jakowatz believes that good job opportunities and high salaries are encouraging factors. "Women are seeing engineering as a rewarding occupation," he says.

Service to the community is definitely important to those in the College of Engineering. Fireman's training;

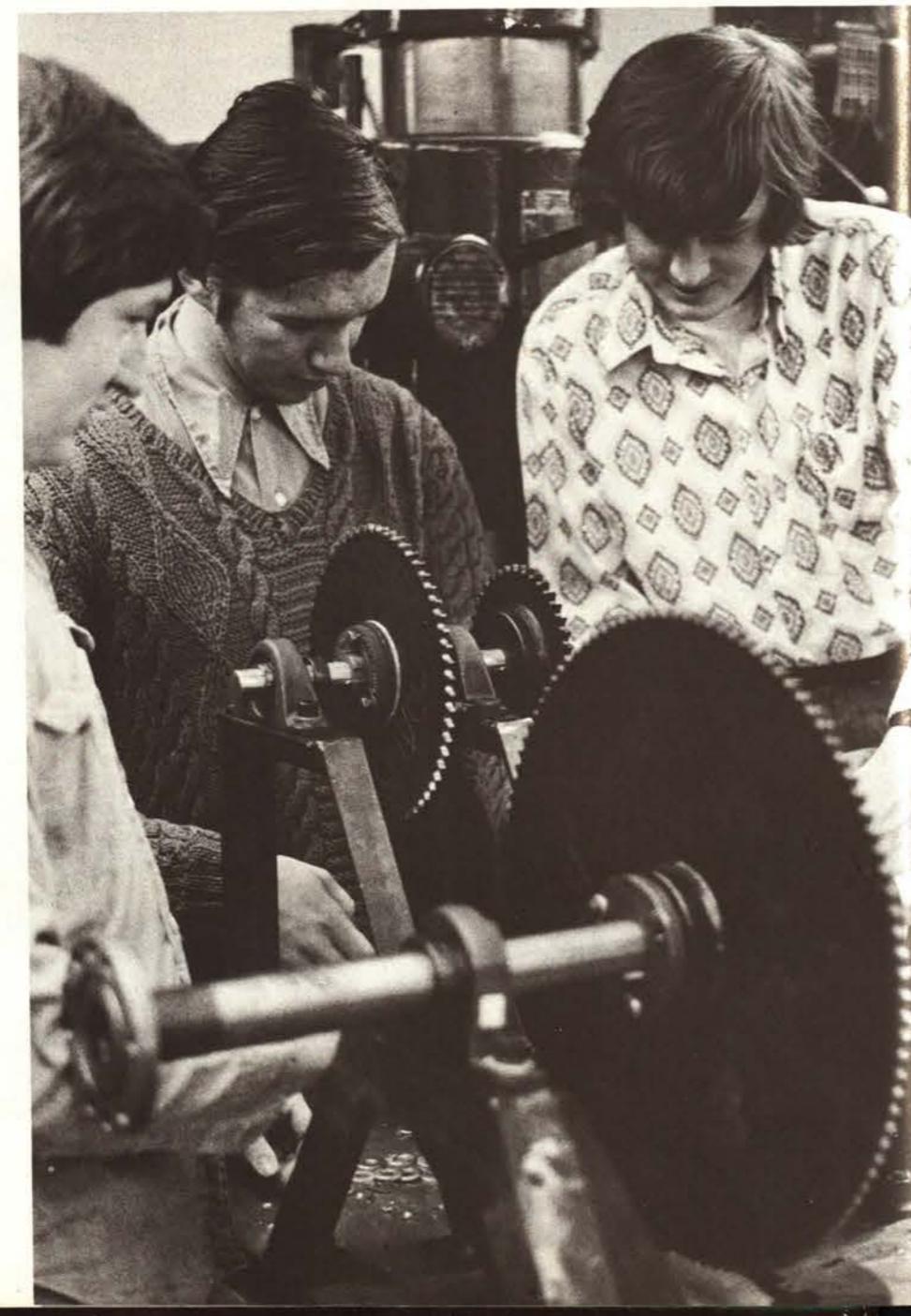
modifications of hardware and methods for jobs for the handicapped; and a course in computer graphics for employees of The Boeing Company, are several of many projects in which students and faculty are involved outside of the University.

Dean Jakowatz's personal philosophies reflect on his lifestyle as an educator and a scholar:

"Life is really a sequence of learning events. Perhaps one of the most important things in life is the ability to read and comprehend. Reading and understanding what life's all about around you, seems to be the most satisfying thing to me...We all want to have a better life, and education is probably the single agent that can provide that."



# Electrical and Aeronautical Engineering



With an increasing shortage of oil and natural gases, investigation of other energy sources is currently underway. One possibility has been created by students of Electrical and Aeronautical Engineering. "It's (working together between the Departments) the best way to work on a project," according to Professor Colon Dunn, Project Advisor. "We recognize that we need each other," he adds.

This variety of windmill is built with an original aspect-electrical power which is used in the absence of wind. "We're applying the machine in a special manner, like nobody else is applying it," stated Prof. Dunn.

Most wind turbines use a costly and complex system of batteries to store the energy generated by the turbine, Prof. Dunn explained. An electrical converter was thus necessary to convert the Direct Current (DC) from the batteries to

Alternating Current (AC) for home use.

Prof. Dunn said the WSU windmill uses a special induction generator that produces AC current and thus can be fed directly into an electrical power grid during periods of peak demand.

An electrically-powered windmill is not absolutely unique. "A system like this was attempted in World War Two," admits Prof. Dunn, "but it was discontinued then because of material shortage and the breakage of equipment." Also, gas and oil were less expensive then, and the turbine was not viewed as an energy alternative.

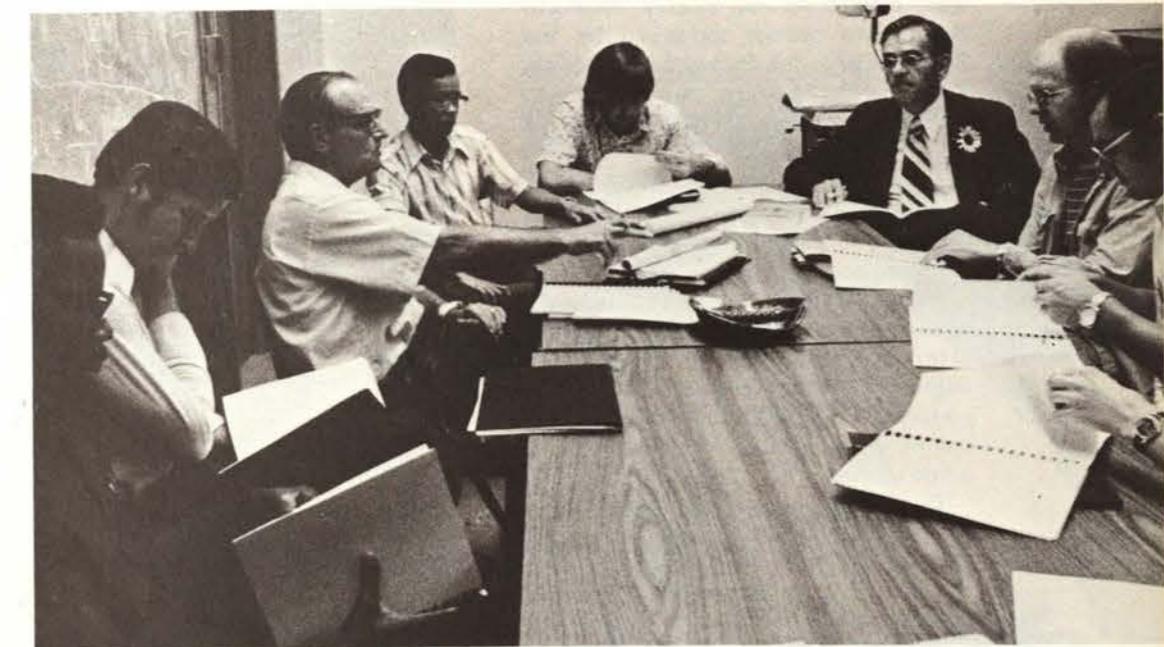
This windmill is a creation of the engineering students, who are responsible for all draftwork and actual construction of the machine. "You see what you're going to do with something that's never been done before," emphasizes student Frank Dunn, son of the Professor. "It's challenging."

Students actively discuss their plans and ideas on the project with each other and with their advisor. Operations are designed to simulate professional industry, and the young engineers must justify their expenditures to their

Department Chairman. "Student ideas may even be accepted over instructors' ideas," smiles Prof. Dunn.

Prof. Dunn believes that the wind turbine may constitute up to 10 percent of America's power sources within the next 30 years. "It must be an evolutionary process," he explains. "If we (provide 10 percent of the nation's energy) by the year 2000, we'll have made a significant step."

The project was conceived at the time of the Arabian oil embargo, when gas rationing was a very real possibility for the near future. Dr. Dunn believes that the windmill has a definite future, and will succeed. "Quit? I don't think the students would let us."



## Mechanical Engineering

Earth contains vast resources of untapped power which need only our technological knowledge to be transformed from raw materials to refined energy. In a time of an increasing energy shortage, our natural resources are being quickly explored as possible solutions to current energy needs.

Majors of Mechanical Engineering are currently investigating solar energy as a means of heating future homes and businesses.

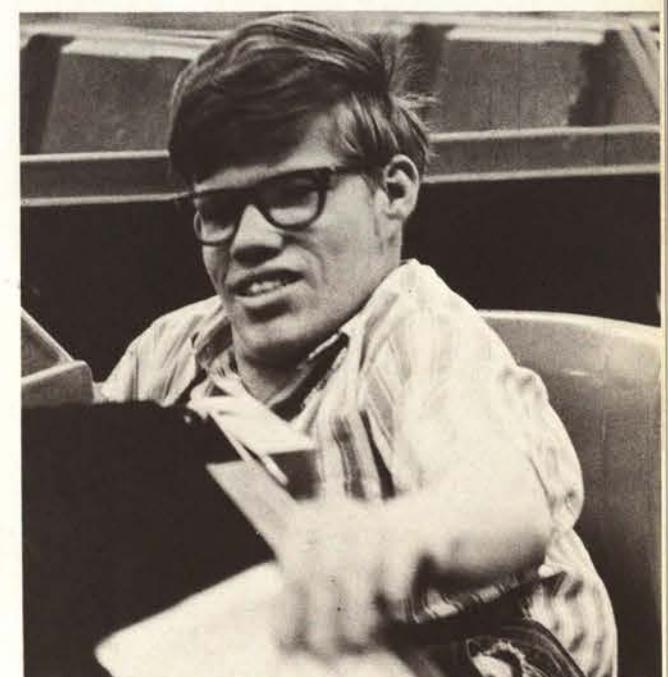
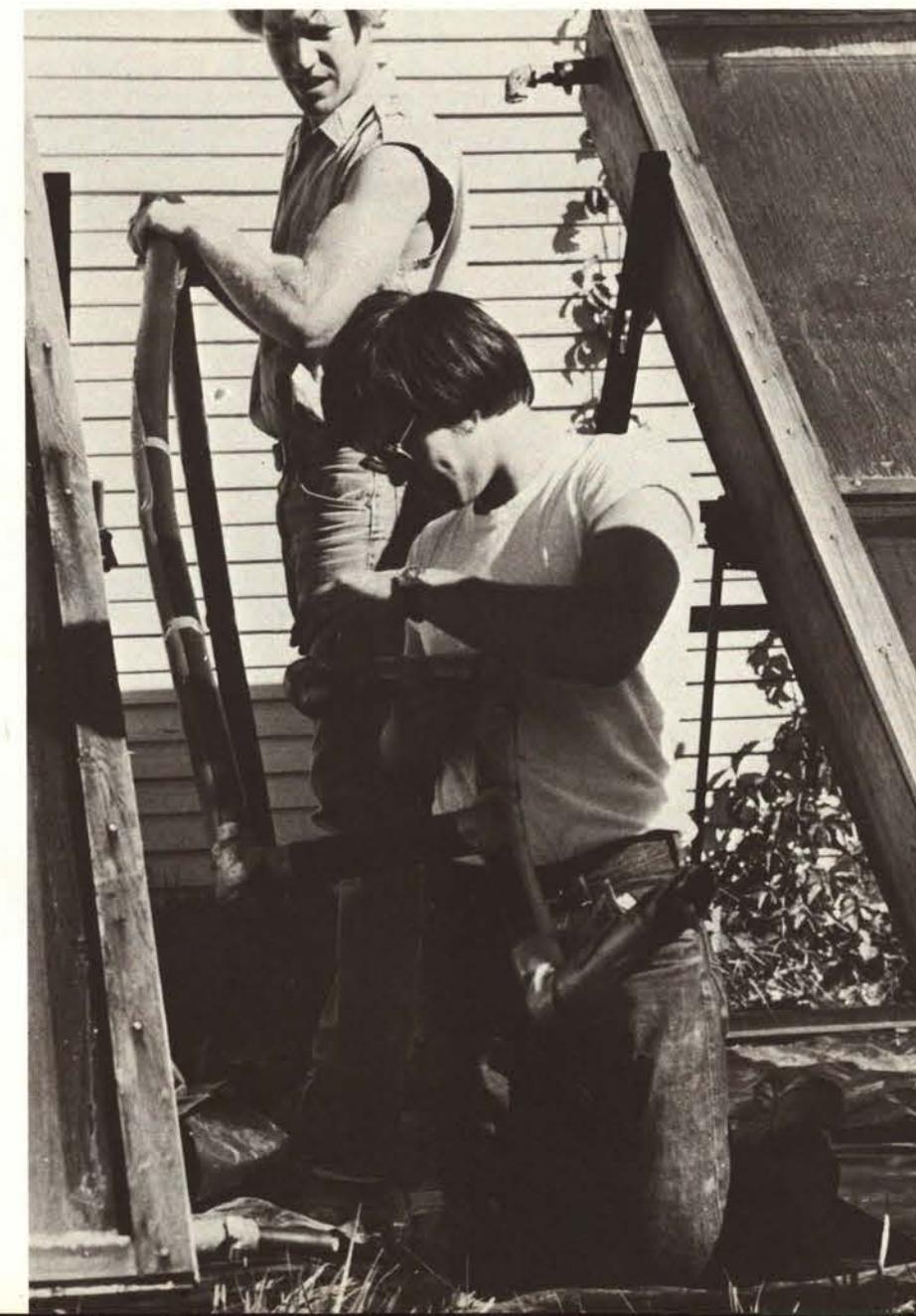
"It's certainly most interesting," states student John Sommers. The group has installed a solar system in a garage at 1834 Harvard. A simulation of an actual home, the garage was insulated and heated throughout the winter. Next year, the program will hopefully expand to include a demonstration unit in a full-sized house.

"It's a good sort of thing for students because it's a realistic situation," says Project Advisor Dr. A. Richard Graham. "They get to do some real engineering, and they do a good job on it."

In the summer of 1975, the apparatus was entered in an Energy Resource Alternatives contest sponsored by the Student Corps for Relevant Engineering. The competition was held in Albuquerque, New Mexico, where the solar unit won second place for best overall project and second place for the most efficient system.

As the shortage of gas and electricity increase, solar energy might serve as a future replacement for current household heating systems. "It's one of the best alternatives we have," agrees John. Although installation of the system is considerably expensive, it requires little maintenance, and is powered by sunlight, a free source.

Dr. Graham foresees the results of the project as highly beneficial to the community. "I think what we're doing this year is going to be useful," he says. "We'll make some contribution to knowledge. It (the solar unit) has helped the students who worked on it become better at what they want to be-engineers."



## Industrial Engineering

Dr. John Leslie and several students of the Department of Industrial Engineering have exploded one popular myth. The myth: that the severely handicapped are helpless burdens to society. The explosion: Comprehensive Competitive Employment for the Physically Handicapped—a program which designs equipment so that victims of cerebral palsy or those missing several limbs may work in a factory.

Remote machine activation devices enable handicapped workers to operate machinery by the simple push of a button, the pressure of a squeeze, or the shining of a light into photoelectric cells.

These handicapped persons work side by side with non-handicapped factory

employees in a 50-50 ratio. Their place of employment is Center Industries, which produces license plates for the State of Kansas.

Center Industries was created in 1974 by a cooperative effort of the Wichita State University Department of Industrial Engineering and the Cerebral Palsy Research Foundation of Kansas. It functions as a business enterprise while giving the severely handicapped a chance to help support themselves.

Currently in its fourth year of operations, Comprehensive Employment is administrated at Center Industries by employees of the Cerebral Palsy Research Foundation. Leslie and a handful of Industrial Engineering students are researching new concepts in equipment that would enable the severely handicapped to perform even more duties.

One little girl has an intense desire to read, but does not have the use of her hands and cannot turn the pages of a book. Engineering honors students are creating a page turner to solve her problem.

Leslie feels that students enjoy researching for Center Industries, and it is a beneficial experience for them. "They think it's really excellent—and it's a pragmatic application of engineering to satisfy a great human need."

# College of Fine Arts

To most students of art and music, W.S.U. is more than just a school-it is an involvement. "A spirit de corps develops which reflects itself in good feeling and support for the University," states Dean Gordon Terwilliger of the College of Fine Arts.

Student efforts are often directed toward school spirit, such as in the formation of the University's marching band. The Dean views the band as "Really an operation," involving a great deal of practice and skill. He thinks that W.S.U. students appreciate this talent, and laughs, "I can remember times when the vendors complained that at half time, not enough people left the stadium to go out and buy things because they actually wanted to stay and see what the band did."

A relatively new program of music has been developed to work with hard-of-hearing children. In Special Music Education, the youngsters are taught to listen to music rhythms, sing and make their own music by clapping hands or playing simple instruments. "We're just trying to get somebody to be glad he's

alive, to enjoy something, to respond," Terwilliger explains. "Music has been able to reach (these children)."

Jazz has been a part of American culture for many years, and the College is expanding to accommodate a growing interest in this field. Improvisation is emphasized, and two "big band" groups are creating their own interpretations to a variety of musical pieces. Many students with previous jazz experience play in private combos as well.

Opportunities for creativity through musical performances and art displays are present in the community as well as on campus. Students are active in contributing to Wichita's culture.

A variety of public musical productions are given each year by University Performers. Soloists, small and large ensembles, choral groups, orchestra and bands all stage productions on

campus. "Anyone could come here two or three times a week, to attend a concert," states Terwilliger. He admits that most of the major performances are filled to capacity. "That audience has been built up over the years by people who expect (these performances). It's a tradition."

Interaction with the community is especially highlighted in activities concerning the public school system. A number of afternoon opera matinees are held especially for children, and the Ulrich museum provides displays for youngsters' field trips.

The College of Fine Arts has been host to many distinguished artists and musicians. Terwilliger attributes opportunities for such visits to the creation of the Miller Trust Fund, donated by Lous and Selma Miller. Its purpose is to finance arts undertakings,

and it has been responsible for the presentation of special guest artists to the University.

"Our physical resources are distinctive," Terwilliger emphasizes. "The McKnight Art Center and the Ulrich Museum are not paralleled in the midwest." He attributes this achievement to support by the city of Wichita and the Central Administration of W.S.U. "This community has been especially favorable to the arts. Wichita itself has an interchange (of fine arts) with the University."

Dean Terwilliger stresses that Fine Arts are an important aspect of life. "The arts are as important to the survival and well-being of people as any single thing. The nourishment of them is a major priority and I'm pleased to be a part of the effort to help them develop."



## Art Education

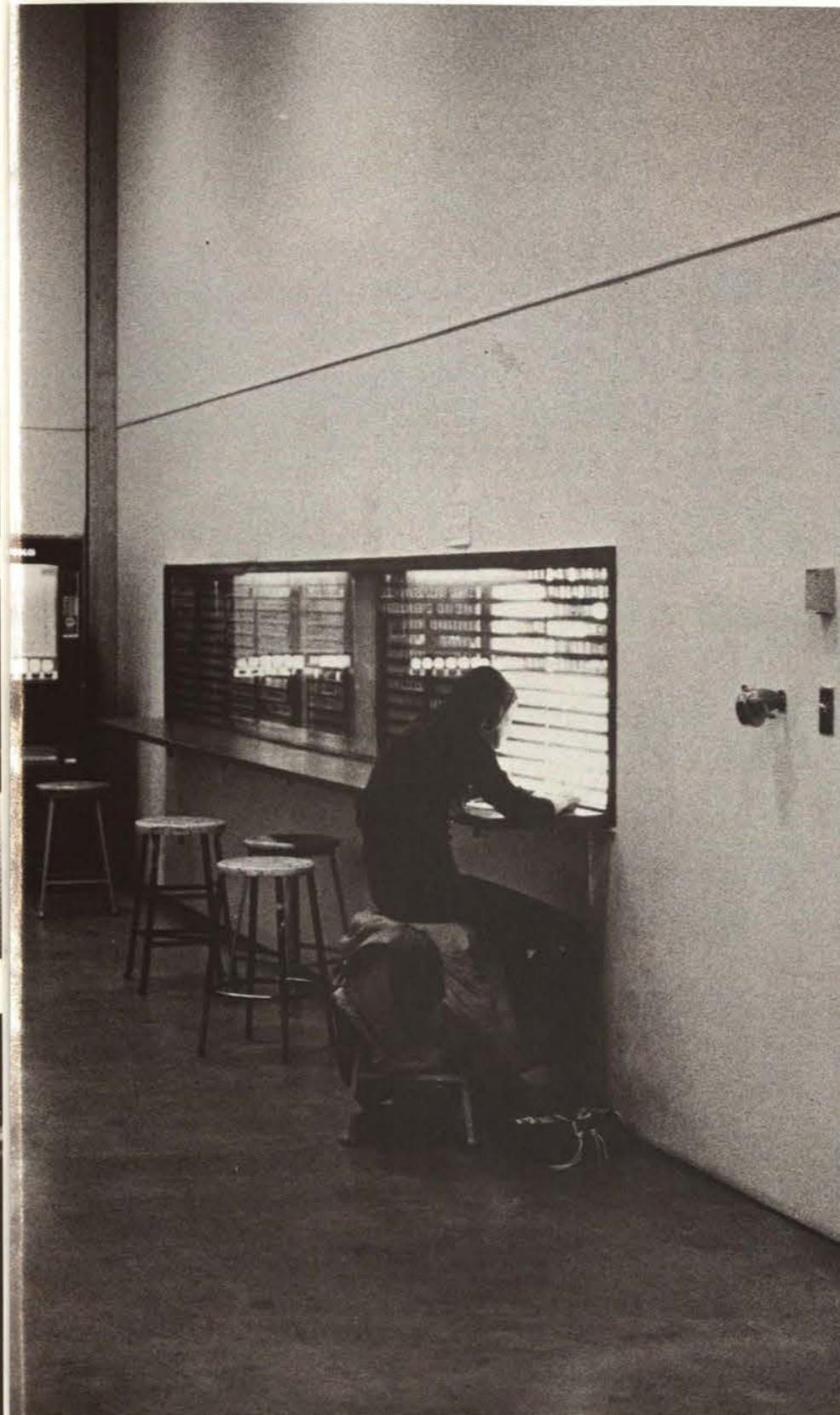
The Art Department of Education offers a professional program for students interested in teaching art. Through its structured program, it prepares majors to teach and supervise at various educational levels. All majors are encouraged to specialize in either studio or art history offerings.

Art education is concerned with those processes and activities that result in the production of a visual, aesthetic object. Qualities of human life and human value are also emphasized in the Department.

Courses such as Art Education Curriculum in the Elementary School are designed to study the developmental characteristics of elementary-age students, and the formation of the art program with respect to materials, skills and knowledge content. Other courses, such as Developing Materials for Art Education, explore the use of technological equipment for making multimedia experiences with films, slides or tapes. Classes in Fiber and Fiber Processes teach structural techniques using natural and man-made fibers.

This year, the Department hosted the Kansas Art Education Association Meeting on November 7 in the McKnight Art Center. The meeting's activities included a lecture by Dr. Evelyn Schwartz, and several workshops on art techniques.

In February, the Gold Key Award Ceremony was presented to secondary-educational level art students. These students were honored for their art work submitted in the competitive National Scholastic Exhibition sponsored by the Wichita Public Schools.

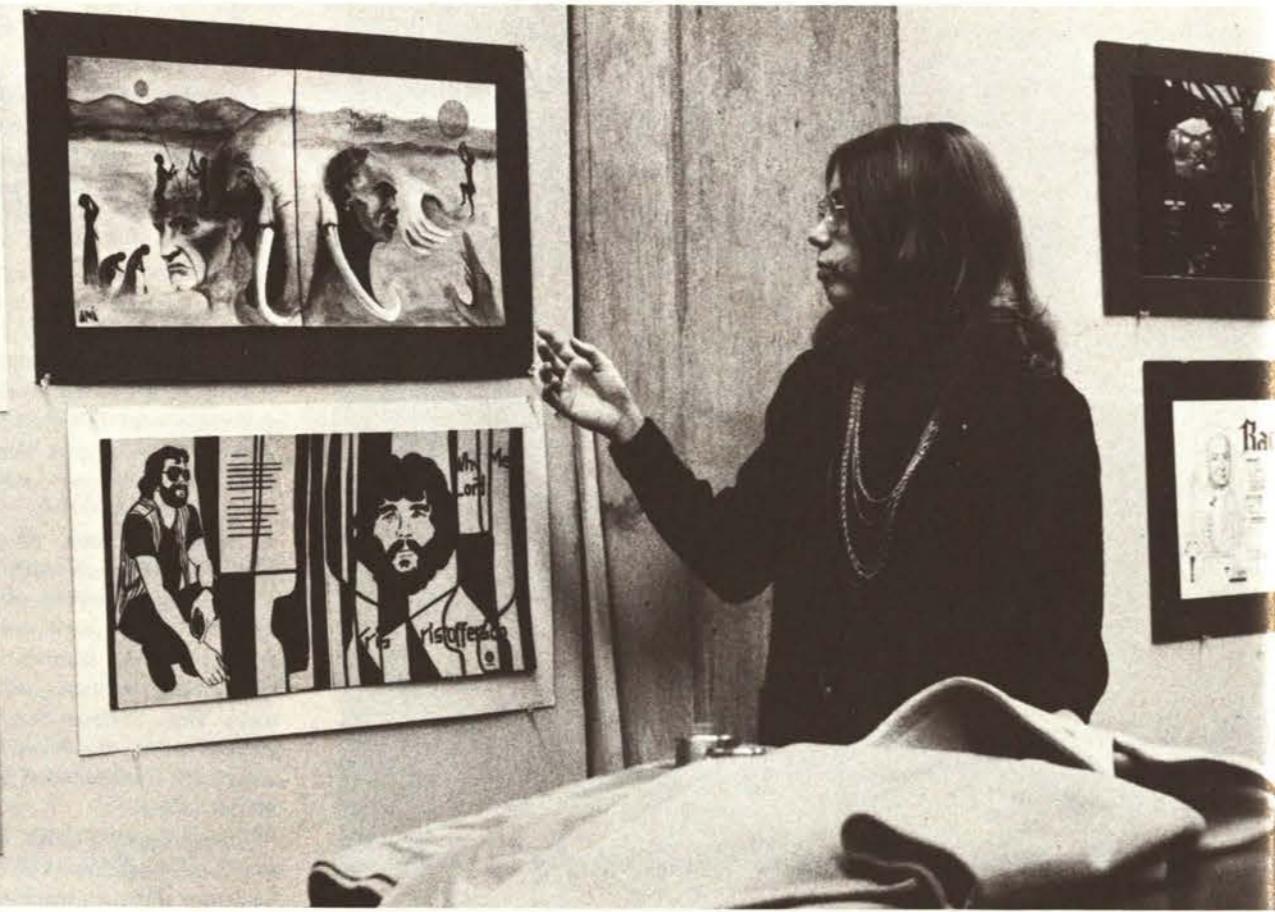


## Art History

The history of art is a study of art objects -- paintings, statues, architectural structures, gardens, fountains and pottery decorations. The unique styles of individual artists from different periods and regions of the world are studied, as well as art objects which reveal the changing concerns and interests of mankind.

The Department of Art History is designed to prepare students for the range of activities related to the art of the past. Students focus on criticism, conservation and college or secondary-level teaching instruction. Courses are offered in three major areas of Western art, the art of the ancient world, the art of the Middle Ages and the Renaissance, and the art of modern times.

Career opportunities for graduates of the Department exist in museum administration, museum teaching, museum curatorship and gallery management. University and junior college teaching, archaeological scholarship and modern journalistic criticism are additional vocational areas which are available to the student after further study.

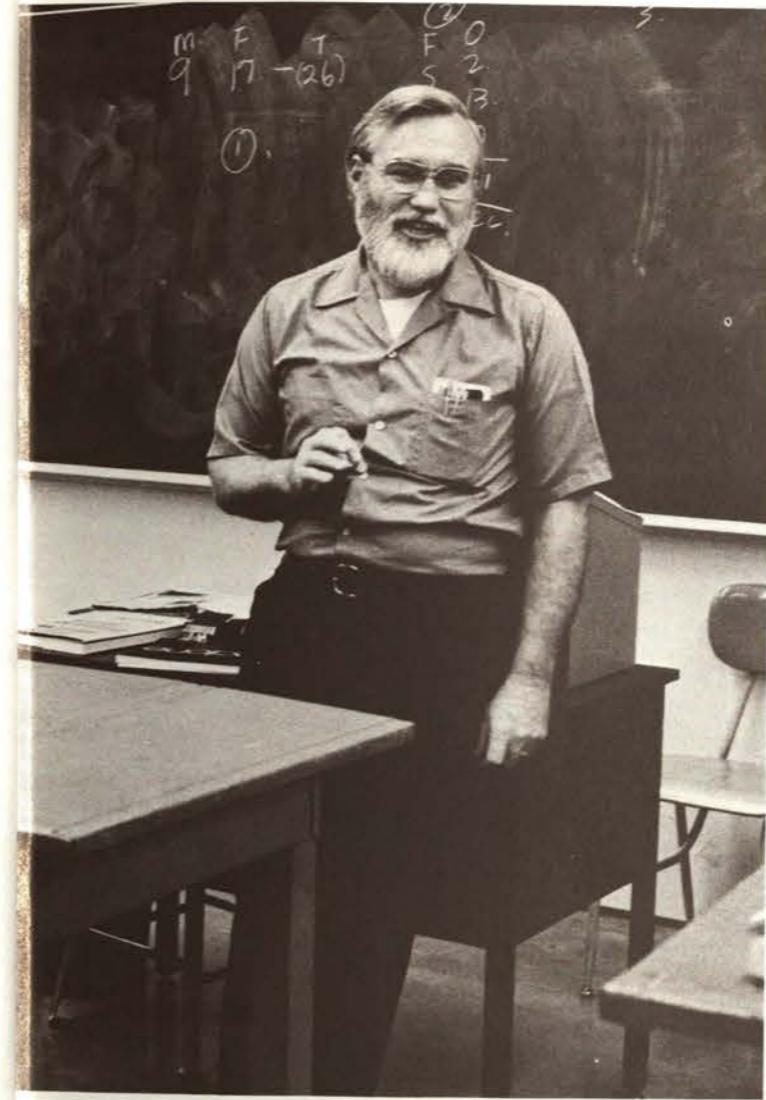


## Graphic Design

The Department of Graphic Design offers a professional program for students interested in a career in the field of visual communication. The courses emphasize conceptual and practical problem-solving methods in a variety of media. Students of the Department develop design skills for communication purposes.

Students study qualities of color and design, as well as the principles of three dimensional design. Students may investigate the development, coordination and execution of a corporate design program, or discover the psychology and optics of color perception and expression.

Instruction in both still and motion picture photography is offered, as are layout and production techniques. Classes may focus on the development of drawing skills for advertising or fashion illustration.



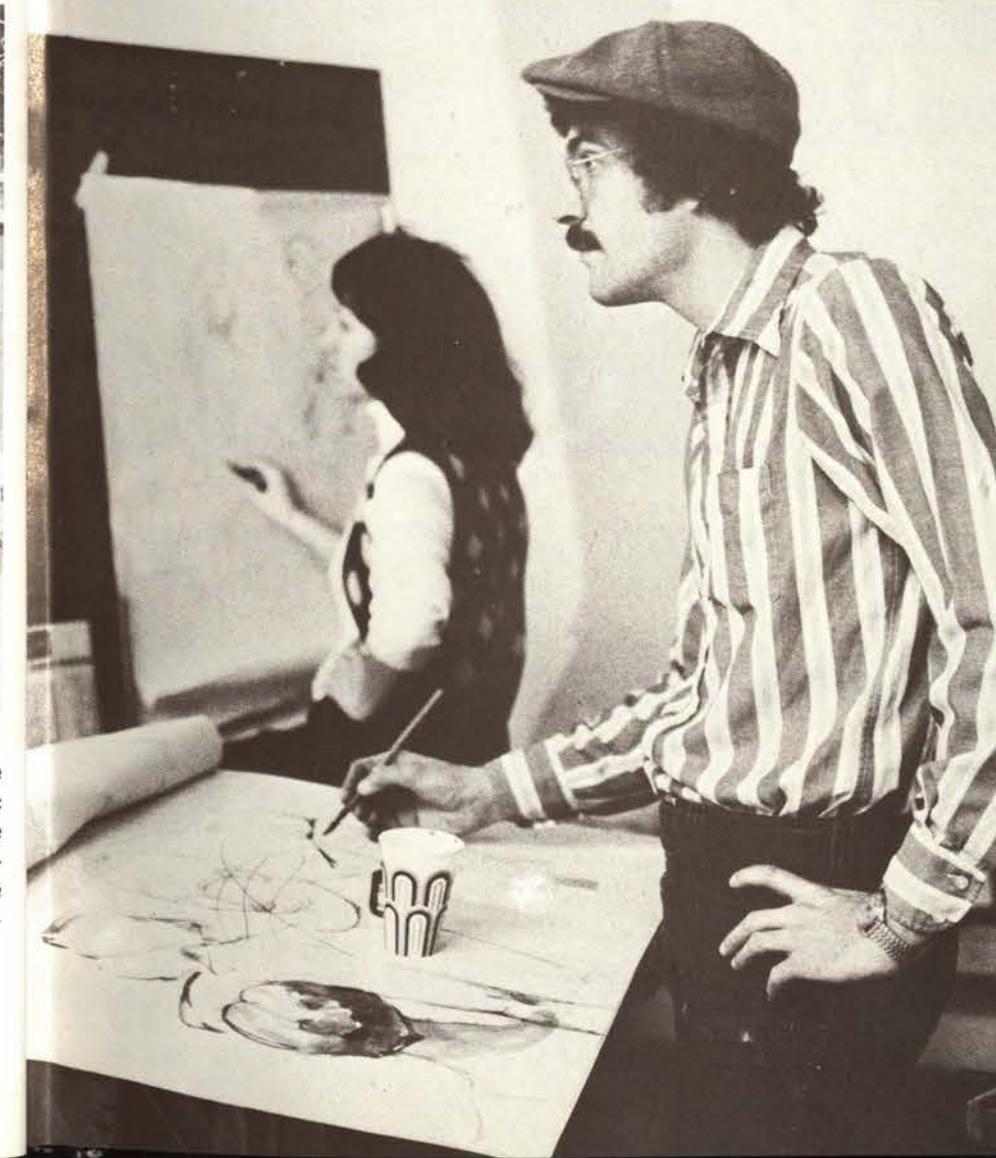
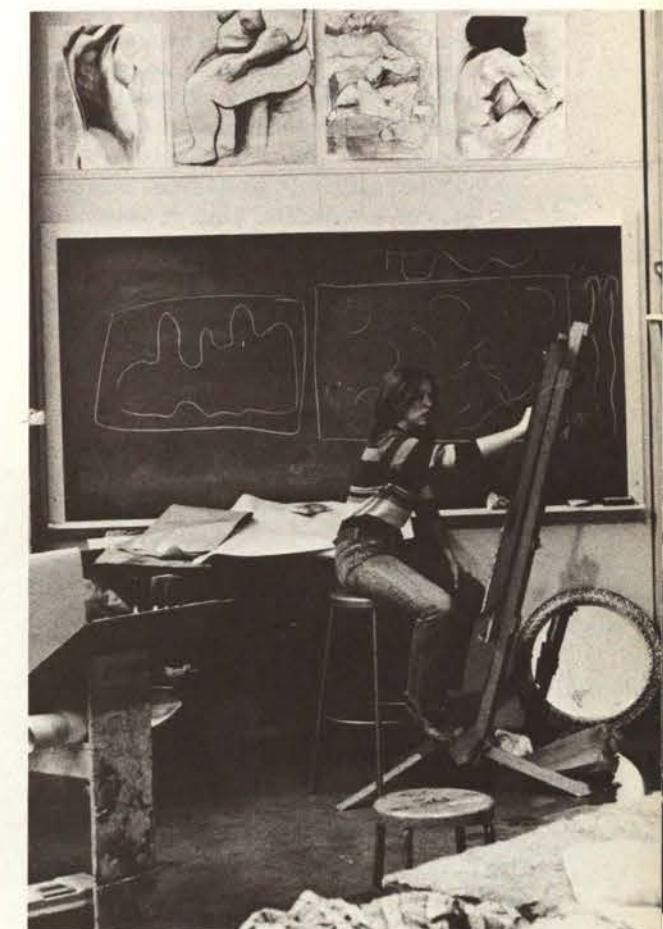
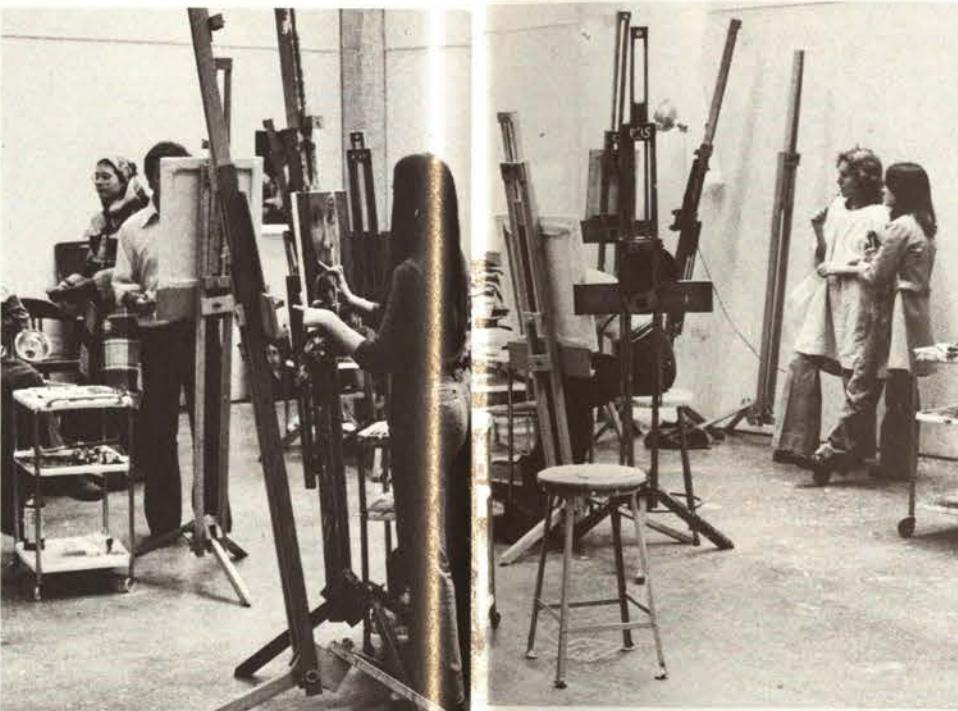
## Studio Arts

Students in the Department of Studio Arts may major in any of four divisions: Ceramics, Drawing and Painting, Printmaking or Sculpture.

Ceramics majors are exposed to their tools through course work. They work basically with building, throwing, clay and glazes. The students investigate problems of glaze formation, firing the kiln, or characteristics of clays and production.

The Drawing and Painting program is designed to give students a thorough preparation in drawing and painting, then to allow them to develop a personal style. Museums, galleries and traveling shows form the basis of environmental exposure.

The printmaking program is planned to give students a broad base of experience in printmaking. Two primary disciplines are the intaglio and lithographic techniques. Several techniques may be combined in work with both black and white or color mediums. Creativity is emphasized, and students are encouraged to investigate new or traditional methods.



In the Sculpture program, students are provided with a solid grounding in basic techniques and materials. They are exposed to the past and present directions in sculpture. A professional attitude is emphasized, as traditional and experimental media are explored.

# Music Performance

Doctor William Mathis, Chairman of the Department of Music Performance, believes the importance of music is increasing for each individual in society. "As our style of living becomes more technological," he says, "we realize a need for humanistic experience, and music is a unique expression of human beings."

The role of the department is essentially two fold. First, it contributes to the aesthetic-artistic environment of the university community. Second, the department directs, instructs and inspires the musical growth of students.

Performance classes are designed for all areas of musical interest. Applied music

study provides lessons in voice or instruments. There are opportunities for large and small school ensembles. Advanced courses are focused on aspects of performance such as diction in foreign languages, conduction and jazz improvisation.

Ensembles and classes this year especially focused on music relating to American interest and the bicentennial. The W.S.U. Symphony Orchestra specialized in music of American composers, such as Charles Ives and William Schumann. Also, the University Singers presented a program of American choral music in their fall concert.

An estimated two-thirds of all musicians in the Wichita Symphony Orchestra are W.S.U. students, faculty and alumni. Individual faculty members and ensembles also perform with the Wichita Music Theatre in the summer, and in public recitals across Kansas.



88/Fine Arts



## Encore!

For 60 members of the W.S.U. Symphony Orchestra, a three-week trip to Vienna, Austria, was a dream come true. An opportunity to learn from the greatest of conductors, numerous sightseeing and recreational activities, and even a chance to "show off" their marvelous talent were all included as aspects of the foreign course.

After listening to tapes of the orchestra, submitted by Director Jay Decker, officials of the City of Vienna and the Council on Intercultural Relations invited the students to attend an International Conducting Symposium. Acting as a resident orchestra to the Master Course in Conducting, they performed daily with conductors from many nations.

Interpretations from a variety of languages caused "some amusing

misunderstandings," smiled Dr. Decker, "but no problems in communication, even though these people came from all corners of the world." The conductors worked with the orchestra, rehearsing and polishing each musical selection.

A rigorous schedule did not discourage the troupe from touring the city and surrounding countryside. Concerts are plentiful in Vienna, and most evenings included a visit to one of many concert halls. Sightseeing, also, provided the Wichitans with memories of elaborate palaces, elegant shops, sidewalk cafes and a famous cemetery.

Several of the group were allowed behind the Iron Curtain to visit Budapest, Hungary. An opportunity to tour Frankfurt, Germany, and Salzburg, Austria, was also provided before returning to the United States.

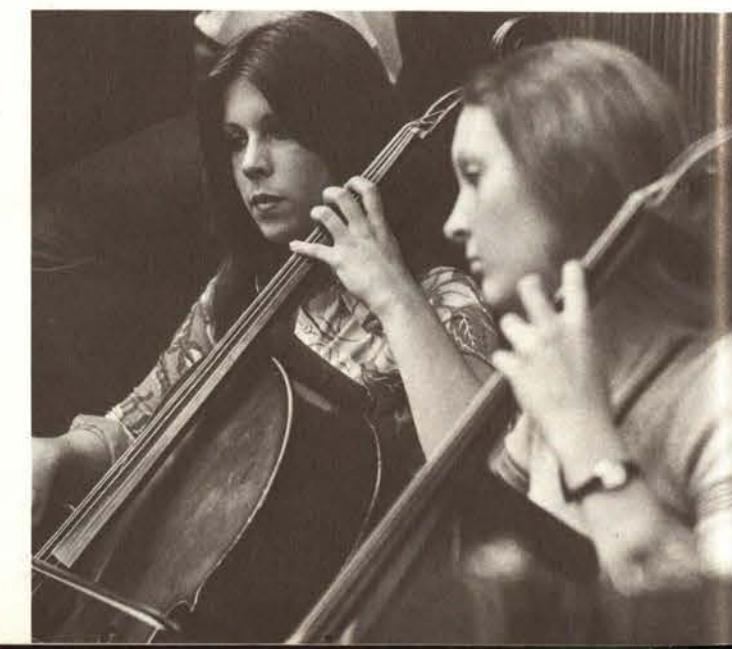
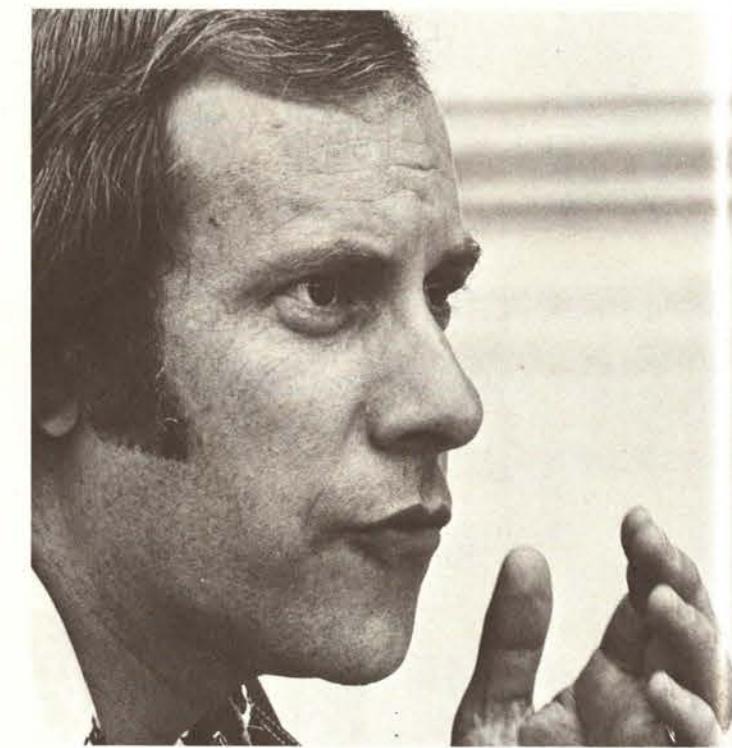
Dan Zollers, cello player, was especially thrilled with the trip to Salzburg, where "The Sound of Music" was filmed. "It was really neat," he said avidly. "It looked just like (the movie)--I swear!"

A final performances took place in the Arcade Courtyard of Vienna City Hall, as the orchestra played the music of Beethoven, Mozart and Brahms. An audience of over 3,000 congratulated them enthusiastically as they received a standing ovation.

One final bash was the farewell party arranged by the Special Programs department for the Vienna Master Courses. Wichita musicians toured the city in two street cars which were well-stocked with cheese, cokes and wine—"mostly wine," grinned Dan. Although it rained that evening, high spirits were maintained.

Dr. Decker regards the visit to the City of Music truly "Something to remember." The W.S.U. Orchestra has been invited to return to Vienna and they are looking forward to future trips.

H.G. Pribil, and Austrian critic from the Sud-Ost Tagespost, commented, "It was some pleasure to listen to the Wichita State University Symphony Orchestra....The future of American top orchestras seems in safe hands."



Fine Arts/89

# Music Education



A classroom resounds with all types of noises as elementary-age children sing, clap and pound their hands against chairs. Sometimes they may play games in a circle on the floor, or line up against a wall, holding aloft handmade signs. A few of them are being taught to dance by a woman in a wheelchair. They are learning through experience with music.

These children are similar to all children in many ways—they enjoy playing, singing and listening to music—yet they are different. They are deaf.

How can a deaf person respond to sound? Mrs. Betty Welsbacher, assistant professor of music education, attests that



all children obtain residual hearing, which makes low-frequency sounds audible. They are especially responsive to music, and readily imitate music-making techniques.

"We're trying to sensitize teachers to the possibilities of using music with these children," states Welsbacher. "Children work intensively with music from a conceptual point of view—music in the environment really does help the learning process." To facilitate this, the Special Music Education program of W.S.U. has sponsored the Special Studies Institute. It is a series of five weekend workshops for elementary instructors interested in special education.

Participating teachers from eastern Kansas, Missouri and Oklahoma traveled to the W.S.U. campus each Friday for a three day work session. Welsbacher describes the experience as "a very large piece of togetherness." The teachers resided at Fairmount Towers throughout each weekend, and attended classes on campus. The program was somewhat rigorous, lasting throughout Friday evening, Saturday and Sunday morning. "Those people really wore themselves out," she emphasized.

Four hours of credit were offered for the seminars, and each teacher received a small stipend to cover expenses.

Three nationally-renown guest consultants were featured in the program.

Sona Nocera, a professor of the Crane School of Music, State University of New York, was the first guest lecturer. "She had the second Special Music Education degree program in the country," states Welsbacher. "She has an undergraduate program at Potsdam, New York."

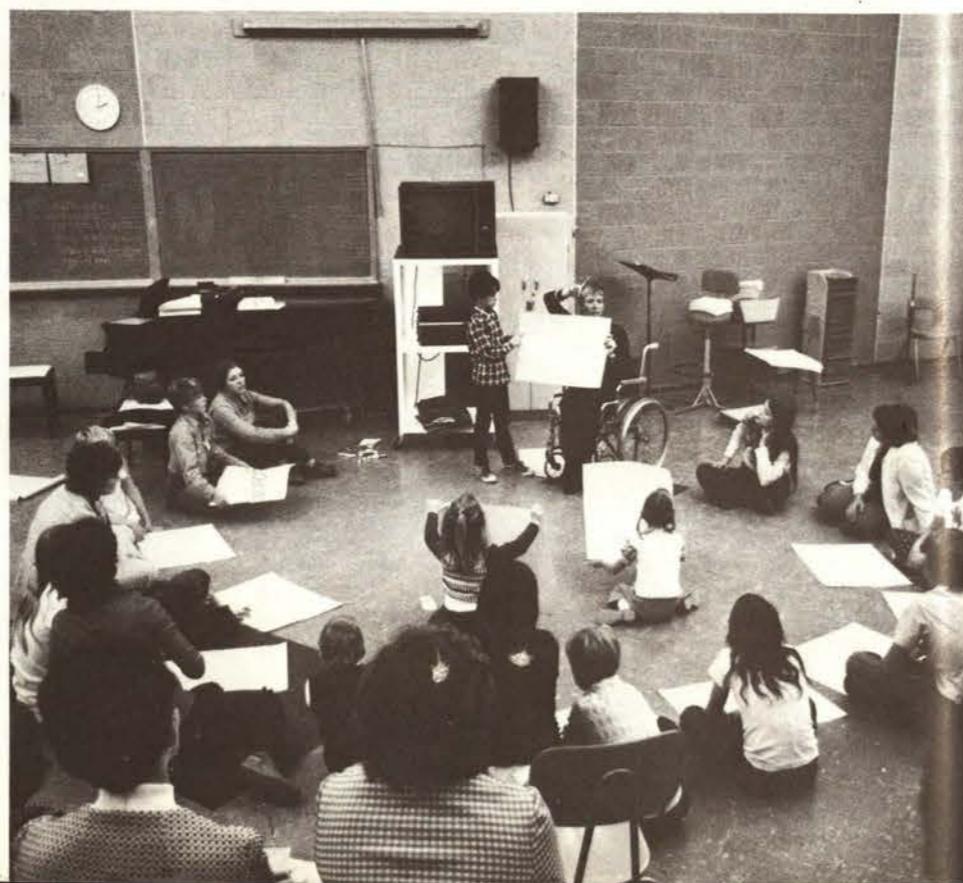
Dan Stephens, from the Department of Music at Illinois State University, discussed the objectives and strategies of Music Therapy in Music Education. "He was most interesting—he is himself blind," explains Welsbacher. "He works with profoundly retarded and artistic children."

Mariam Allen teaches classes for the deaf at San Matee County, California. She explored Language Rhythms in her presentation. "She's in a wheelchair. She's a marvelous teacher," Welsbacher says.

Mentally retarded and hearing-impaired children were bussed to the seminars from the Institute of Logopedics and the Special Education Division of the public school system. They participated in the demonstrations, sang, played games and lunched with the teachers in the seminar. "We had a lot of children, and that was great," laughed Welsbacher. "That was definitely the most important aspect of the workshop—you can't learn about working with children unless you have children there!"

The teachers left the seminar with ideas and theories to develop music opportunities for the handicapped in their own localities. They are now involved in collecting audio-visual materials and suggesting in-service programs for other teachers, to train them to work with the deaf in the public schools. Basically, Welsbacher feels "they are determining what's best to do."

Welsbacher thinks that Special Music Education is a breakthrough both in concepts of teaching and public attitudes toward the handicapped. "One of the myths we carry around with us is that deaf children can't learn anything," she says. "Well, they certainly can learn music!"



# Musicology, Composition

The Department of Musicology-Composition offers courses, programs and curricula designed to train and educate serious music students who are planning careers in the music profession. In addition, the offerings of the Department allow students in other colleges to gain an understanding of music as a humanistic study, through an interchange of music culture with W.S.U.

The Department offers an undergraduate degree, a Bachelor of Music in theory-composition.

Courses teach students the

fundamentals of music melodic writing and analysis, or develop a capacity for critical listening and appreciation for the various musical styles. Classes are offered not only study (classical) music, but modern styles as well. Courses such as Afro-American Music focus on the origins and development of a particular style of music in the United States while courses such as Jazz Improvisation encourage the creation of melodic, harmonic and rhythmic music.



## Discordant Melody Wins Honors

On stage, a group of WSU students are playing eerie, discordant music. Their instruments are unique--four wine glasses, a toy piano and a candy jar lid wail at high pitches as various drums beat in the background.

This is not an amateur washtub band -- it is a percussion ensemble, creating the oriental sounds of middle-eastern music.

This musical composition, "Six Invocations to the Svara Mandala", combines unusual instruments and playing techniques to create "very beautiful and untraditional" music. It's composer, Dr. Walter Mays, wrote the composition which was recorded by Composers Recording, Inc., a New York recording company. It was also performed by the WSU percussion orchestra for the public.

"I tried to capture the sounds of Hindu music," Mays explained. "Music of India is tied to religious concepts, and this music has the atmosphere of a ritual."

The Svara Mandala is a rare harp in the Hindu culture. In Mays' composition, it is regarded as a deity to be literally worshipped with invocations by various groups of instruments. Titles of the invocations are "brass and steel," "bowed bronze," "bowed glass," "bowed aluminum," "wood and membranes," and "apotheosis."

"Invocations" is nationally acclaimed, and had been honored with two awards. It was voted "Best Percussion Composition of 1974" by the Percussive Art Society. In 1975, Mays received the New York Naumburg Foundation Award. That year, the Foundation sponsored the recording of his composition, which compromises one side of an album. The other side contains the music of another Naumburg Award winner.

When asked of his reaction to news of his success, Mays shook his head and laughed. "At first, it's kind of hard to believe, then you tell all your friends!"

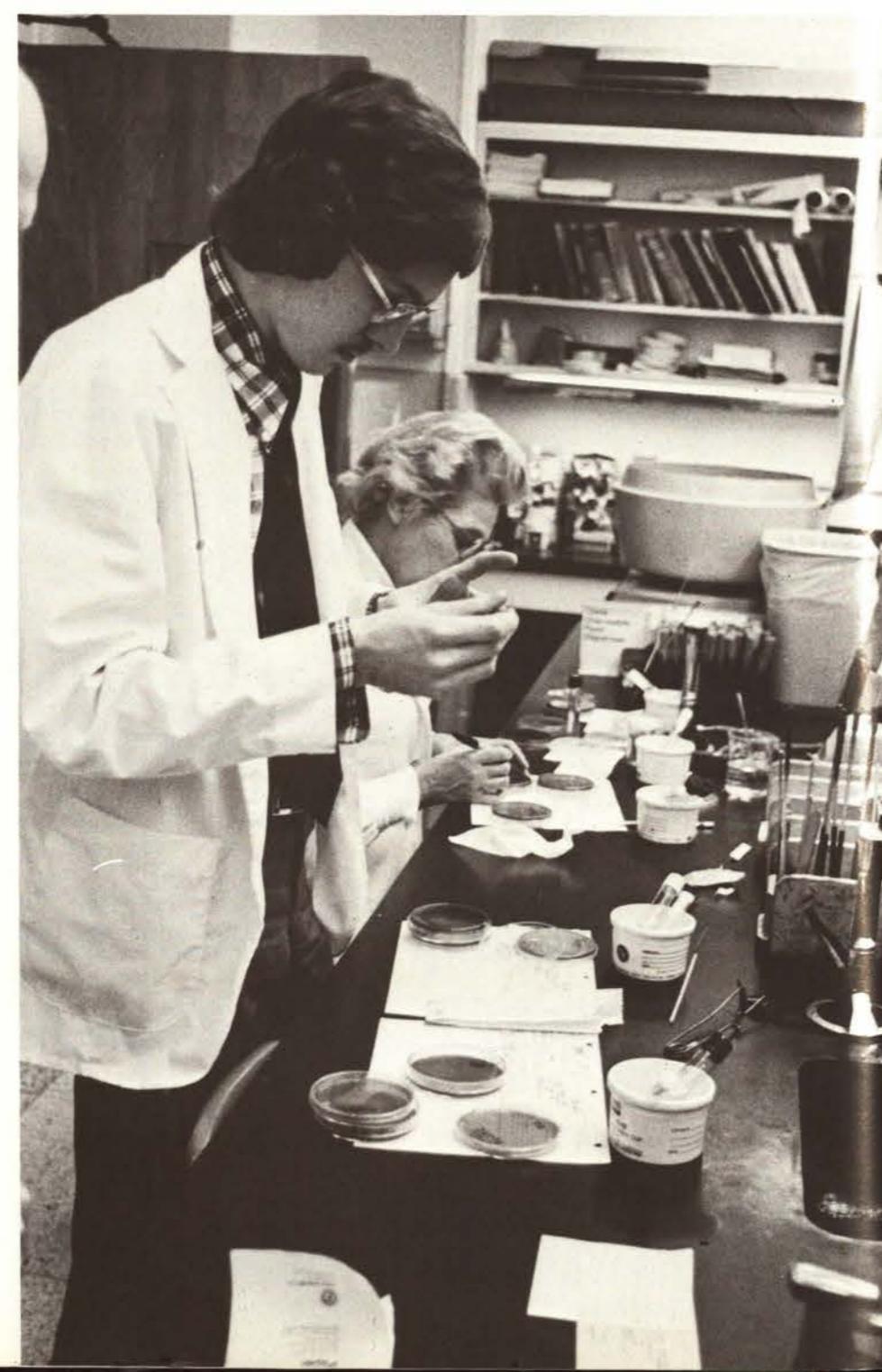
The discordant melodies of Hindu music are created in Mays' composition through a great deal of innovation. A piano is played, not by striking the keys, but by pushing a rolling pin across its strings to create a plucking sound. A

vibraphone, originally played by one musician with a mallet, emits long, melodious notes as four students strike it with violin bows. Many percussion instruments develop new tones as they are played with string bows.

"I'm interested in something new, different-exotic," Mays says softly. "It should be beautiful and delicate, not harsh."

According to Mays, the recording and performance of "Invocations" will be the "final destiny of the piece." He is now looking optimistically toward the future, with plans to create other musical compositions. "Now I can go on to something else," he says.





## Health Related Professions



"The College of Health Related Professions is one of the newest schools of its kind," states Dr. Sidney Rodenberg, Dean. "If we health specialists are going to function professionally together, some aspects of health education should relate to each other. That's one of the things this college does."

According to the Dean, the College also enhances the reputation of the Wichita State University campus. "The College gives the opportunity for the recognition of other professions," he says. Such departments as Medical Technology, Nursing, and Physical Therapy are consolidated in the College.

Rodenberg believes the growth of the College has resulted in a number of minor difficulties. "It has grown more dramatically than units of its kind," he says. This leads to "inadequate policy formation, because it's more important to form the courses and find the faculty. The remaining work has to be done in catch-up fashion."

Rodenberg thinks that most Wichitans do not understand the College or its purpose. "I think there's problems in terms of the image of the College and faculty. It's a new school-it's a new concept."

The College of Health Related Professions, due to its service-oriented nature, maintains differences from other

colleges. Faculty, for instance, usually have field and academic experience in their profession. "Faculty in this College have very important backgrounds in clinical activity," Rodenberg explains. "Students in their senior year will sense very quickly a faculty member who lacks clinical experience."

Faculty with scholarly and clinical backgrounds are somewhat rare, the Dean admits. "There are limited numbers of suitable persons for faculty appointments. The hunt for faculty is critical." He attributes the difficulty in finding personnel to the fact that many Health Related Professionals prefer to work in their field, rather than to teach it. "Most of the people that enter these fields are service oriented. They do not, at the outset, aspire to a life in an academic institution."

In the Health Related Professions, students must all obtain personal experience and understanding of the facets of their profession. In order to achieve this, instructors interact constantly with their students.

In general, Rodenberg is of the opinion that faculty and students associate closely as persons and fellow-professionals in the College. Instructors become acquainted not only with students' abilities and shortcomings, but also determine their capabilities after graduation. "The faculty

must know the students, and know how they behave in a particular situation. When the faculty gives its stamp of approval, they expect a person to be a competent practitioner-and a colleague. It's a different kind of relationship."

One major expansion of the College began in the spring of 1976, with the construction of the Health-Science Building. It is scheduled to be completed in the spring of 1978. The new building will house many of the Health Related Professions which are now located off-campus. It will also provide research space for faculty and students.

A program in Gerontology is proposed as an addition to the College. Students will be able to either major in the program, or will use its knowledge to enrich knowledge in their own professions. "All students will have exposure to the aging client," states Rodenberg. "It's an umbrella-kind of thing within the existing programs."

Dean Rodenberg regards the College as "diverse". He adds, "It is an interesting experience for me."

# Community Health Education

## Emergency Medical Training

Emergency--sudden, violent, severe--an instance in which proper, immediate care could be a crucial factor toward life or death. Whether a head-on auto collision occurs, or an elderly person faints on a street corner, an individual with emergency medical training could make the difference.

Basic Emergency Medical Care Training is a course developed by the College of Health Related Professions at Wichita State University. It trains students to react correctly in emergency situations such as automobile accidents or personal injuries. Developed in January of 1974, the program is attended by both in-service medical professionals and interested Wichita State University students.

Physicians lecture on topics of anatomy, physiology, pathophysiology, emergency recognition, care of medical emergencies and trauma related injuries. Skills in performing cardiopulmonary resuscitation, bandaging and splinting, childbirth techniques and other emergency care procedures are also taught.

Students spend ten hours of observation in such areas as the emergency room, surgery, critical care units, obstetric and psychiatric departments of Wichita hospitals. An automobile accident is simulated to provide trainees with first-hand experience in the removal of accident victims from their vehicle.

After completion of the course, students are eligible to take State and National Registry Examinations which certify them as Emergency Medical Technicians.

Emergency Medical Technicians currently work with physicians and nurses as ambulance personnel. Dennis Kurogi, Program Coordinator, hopes that in the future, their duties may be expanded. "The idea of the Emergency Medical Technicians possessing dual competency for work in hospitals or other medical institutions is certainly a reality in the very near future," he states.



Kurogi admits that Emergency Medical Technicians continually remain sensitive to their clients' afflictions. "You never get used to something like a child getting run over. You don't get calloused, but you learn to handle yourself."

Kurogi believes Emergency Medical Training is important in every person's life. "Everybody should know what to do in case of an emergency, because an emergency can happen anywhere. You could be driving along and see an accident--your father or mother could have a heart attack. Just knowing what to do can actually save a life. It's a necessary course eventually for everybody concerned."

requirements.

Classes range from typical note-taking situations to courses in mobile intensive care or emergency medical technology. Seminars are also sponsored, involving subjects such as nursing, physical therapy, and radiologic technology.

Each day Lilian Verse offers advice to hundreds of Wichitans on topics such as pregnancy, illnesses or alcoholism. She almost always has an answer to any question, with accurate and up-to-date information. When asked about her occupation, she grins. "It's fantastic--it really is."

Lillian is one of the several operators employed at Tel-Med, a public service provided by W.S.U. A large collection of eight track tapes, tapeplayers, and a telephone with five lines comprises the equipment she needs to provide facts on a wide variety of medical subjects.

Widely-distributed brochures briefly explain the program. Any person may simply call the Tel-Med office and request any of over 400 tapes, which are

promptly played over the telephone.

Tel-Med receives a wide variety of callers. Some are research students, others are simply seeking medical information. Several calls involved tragic circumstances. Lillian remembers when the members of a family, one by one, called to find why their baby died of sudden infant death syndrome.

Despite its significance in the community, Tel-Med was nearly terminated due to funding difficulties in July, 1975. It is now sponsored through the cooperation of several national and local non-profit organizations.

Success has been a major factor of Tel-Med's continued operations. Its tapes are available to all in the Wichita area,

and often include subjects which are of an extremely personal nature. Many callers turn to Tel-Med when embarrassed to confide in those they know. "They (the participants) enjoy the program, benefit, and are learning something from it," explains Program Coordinator, Patti Mann.

Expansion is a certain goal of Tel-Med's future. For example, physicians may soon call in to tape instruction for their patients. The format may grow to include business and consumer tapes.

Will Tel-Med become a continuing program for the Wichita community? "There's no doubt about that," confidently states Mrs. Mann. "It's a really worthwhile program."



## Health Care Administration

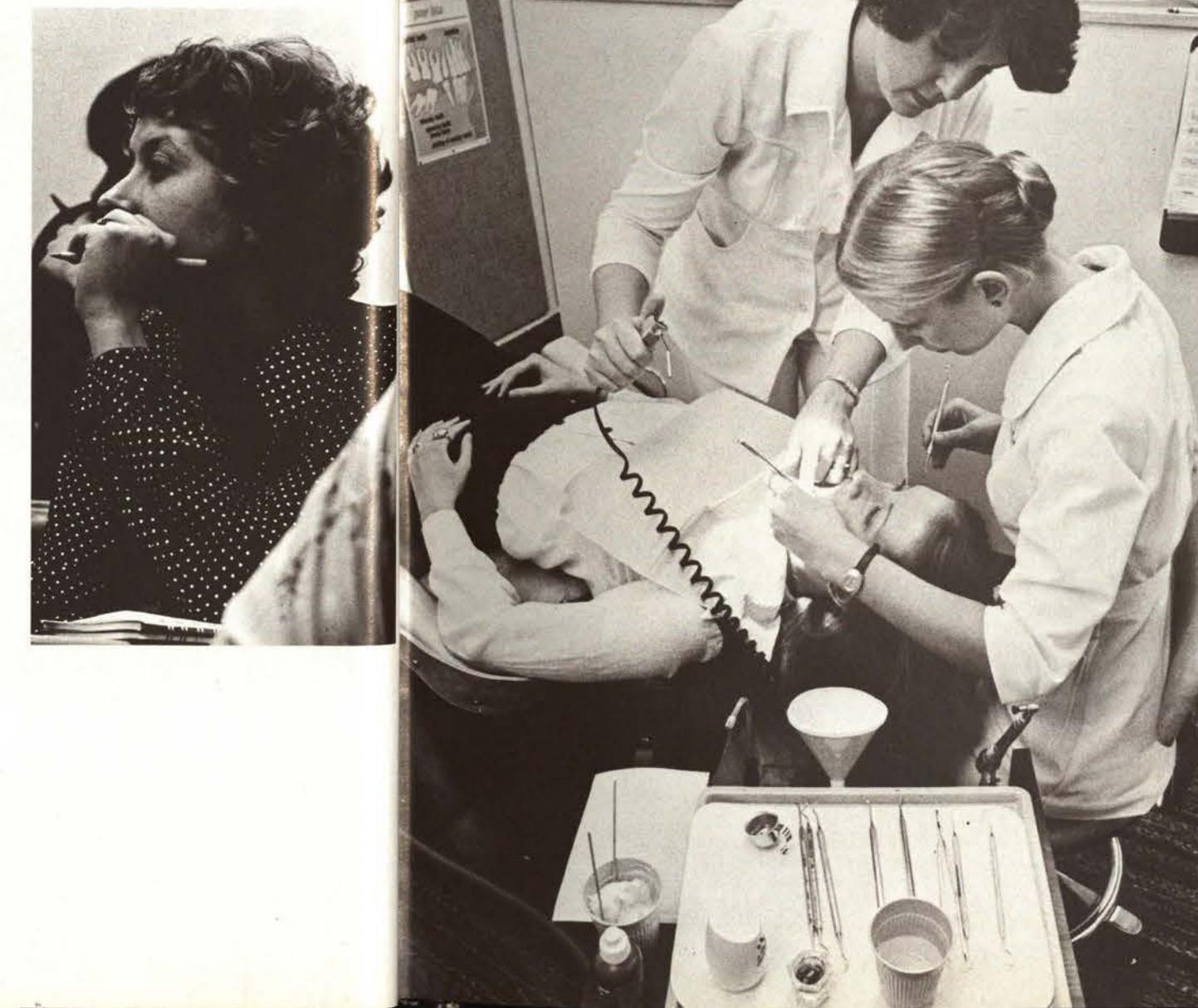
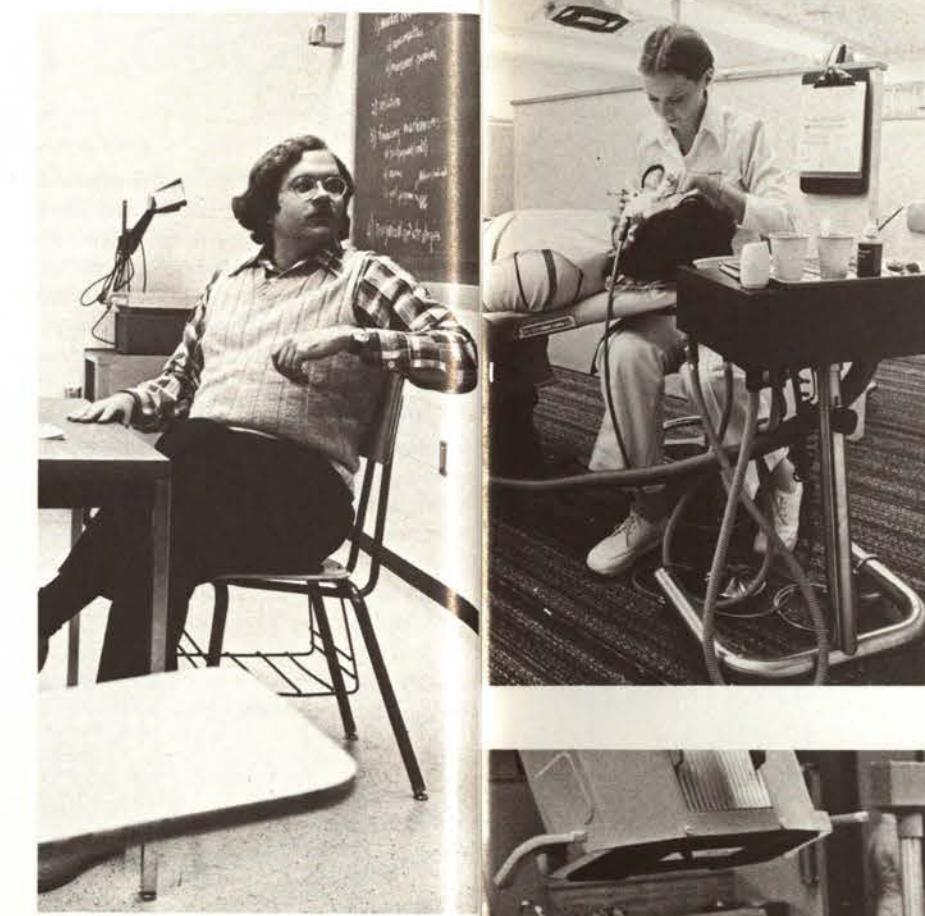


Health care administrators are needed in many types of health facilities--nursing homes; doctors' clinics; community health clinics; federal, state and local health agencies; regional planning councils; health insurance organizations; and colleges or other schools.

The Health Care Administration program is designed to prepare students as qualified health care administrators in any area they choose.

Students study various aspects of administration of health care facilities. Administration Practicum, the Psychology of Illness, Economics and Legal Aspects of Health Care are all part of the curricula.

Instruction in Health Care Administration is available to the Wichita community through a summer seminar in health care administration, which awards three hours of college credit. Guest lecturers include professional health leaders from the Wichita area.



## Dental Hygiene

The Dental Hygiene Program prepares its students for careers with private or public dental health services.

In a dental office, hygienists clean teeth, take X-rays and teach oral health to patients. Focus is on the prevention of oral disease. Dental hygienists may also enter fields of public health, research, industry, hospital dentistry or education.

An associate program is available which provides experience in the social, dental

and clinical sciences. Upon completion of this five-semester program, the student will be able to take the national, regional and state examinations for licensure as a dental hygienist.

The Dental Hygiene Program provides a Baccalaureate degree for students enrolled in the associate program or are graduates of the associate programs of other Universities.

Students are instructed in Periodontics,



Dental Hygiene Practicum, and Head and Neck Anatomy.

Students and professionals in dental hygiene studied transactional analysis in the dental profession during a one-day workshop on January 17, 1976. The registrants participated in experiences and applications to identify phenomenology of human behavior, psychosocial dynamics and the interviewing process. The experiences were designed to increase the practitioners' skills in one-to-one patient-professional interaction.

## Medical Technology



100/Health Related Professions

Medical Technologists are often thought of as behind-the-scenes men. Working quietly and unobtrusively, they draw blood samples and analyze diseases. They are vital factors in saving patients' lives.

"Our judgments can be a life-or-death matter for patients," reports Bob Frohm, Education Coordinator of the Department of Medical Technology at Wichita State University. "In blood banking, for instance, if blood is not typed correctly, the patients could receive blood which is not compatible with their own-and death could occur."

Medical Technologists' main responsibility is to provide physicians with information concerning patients' diseases.

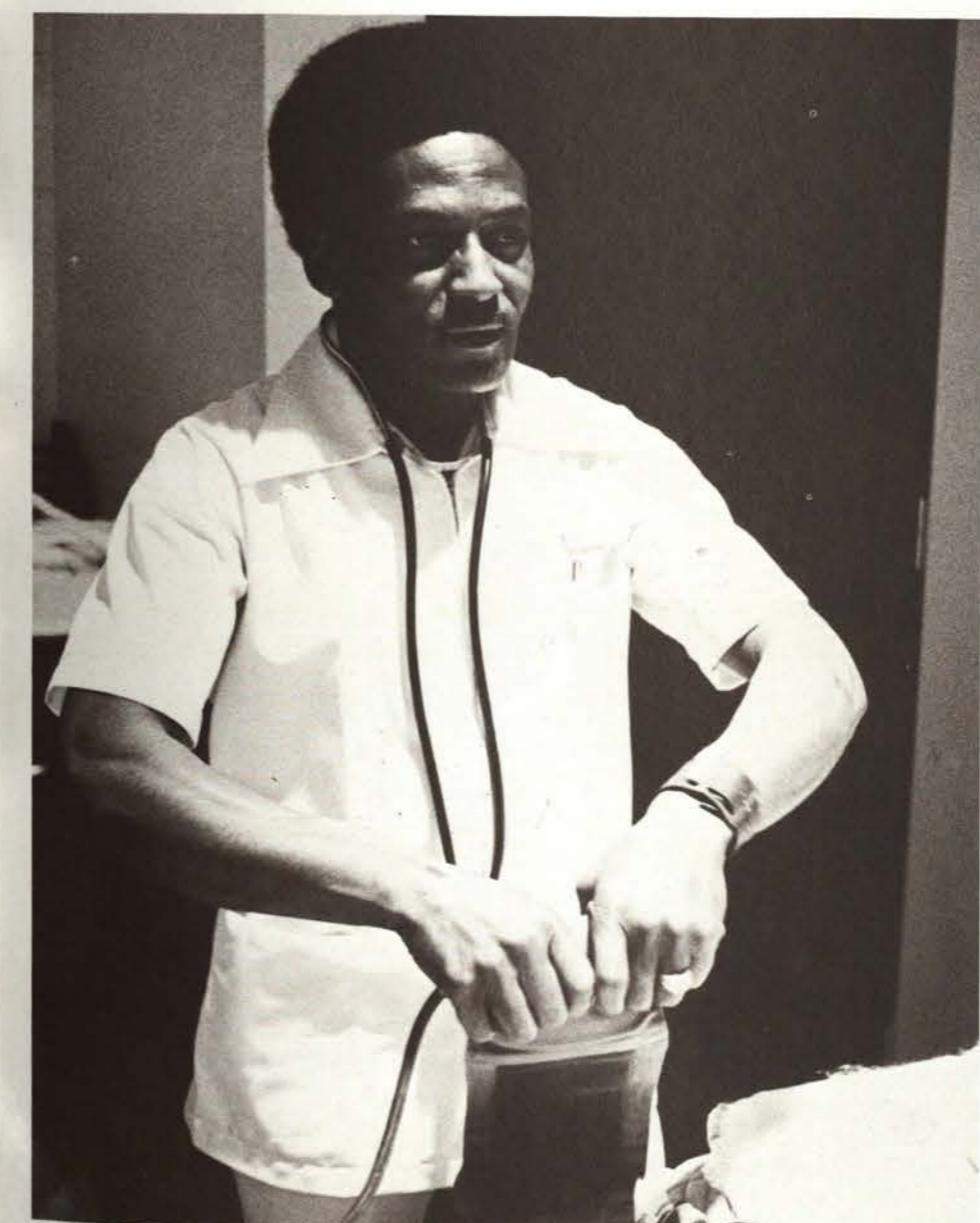
The Department of Medical Technology has developed a program to train Medical Technologists for work in communities across Kansas. Frohm labels the program as "extensive". "Most people think it's harder than college level," he adds.

The first three years of the Medical Technology curriculum are designed to provide a broadly based background in chemistry and the biological science. The fourth academic year is a combination of

classroom, laboratory and field experience, which take place in Wichita hospitals. The students study topics such as hematology, blood banking and microbiology, then apply their studies in corresponding departments of the hospital.

The field of Medical Technology seems to be flourishing, according to Frohm. "We have more applicants than we can train". The job market, also, is "pretty much open," in his opinion.

Student opinions of the program are favorable, in Frohm's opinion. "Most of them think it's a lot of hard work," he laughs, "and it is. They're very pleased, though, to enter such a profession, and in most cases, they find they've received good training."



## Nursing

Why does a person choose to enter the field of nursing? James Dobbs, a nursing student in his senior year, offers one explanation. "I felt positive that I could make it," he states. "And nursing is something that just kinda grows on you."

Dobbs' experience with nurses' training is unique. He had worked at the Veteran's Administration Center Hospital (V.A.) as a nurses' assistant for 18 years, when he decided to earn his General Education Degree and attend college to become a Registered Nurse.

Why? "This nurse I knew at the V.A. was pushing education, and she felt I had what it took," he says. "And I enjoy nursing."

Dobbs has attended school while maintaining his job at the V.A. He has completed his core curriculum, and is now

enrolled in a full course load, is working 24 hours per week in clinical training in medical institutions across Wichita, and is currently employed at his original job.

Dobbs feels that his role as a student has included several difficulties. "It takes an awful lot to compete with students that have spent all their lives going to school," he says. "They're into (education), but you forget how to study." He also believes that a student like himself is somewhat distracted by responsibilities other than school. "You have other things on your mind--a family and working full time. That puts you at a slight disadvantage."

Friends and neighbors reacted in various ways to Dobbs' decision to attend college. He admits, "Some of them said things like, you wait all this time before you decide to go back. Some were amused--they thought it was a joke."

The field of nursing is expanding, according to Dobbs. Nursing students are trained in total patient care; including bathing, intravenous feeding, and the side effects of certain medications. "Nurses are doing things that doctors used to do, and still do. We learn to palpitate the liver, to listen to bowel sounds--to be more independent. We have more knowledge and are collaborative with physicians rather than being subservient."

A greater number of nursing opportunities are opening for males, Dobbs thinks. "As far as males go, they're the coming thing," he laughs. "It used to be that a male nurse was suspect."

In Dobbs' opinion, nursing is a multi-faceted profession. "The field's wide open, and it's unlimited as far as the things that a degreed nurse can do now--from research to their own private practice. I'm very glad I took nursing."

# Physician's Assistant Program

Valgene Valgora is the director of the Physician's Assistant Program. He began his medical career as a Medical Technologist, but is now involved in a program which enables assistants to treat minor illnesses, suture wounds and administer physical examinations. His reasons for changing professions are twofold. "I missed the patient contact," he explained, "and I felt I had the potential to do more than run lab tests."

The Physician's Assistant program is a division of W.S.U. and is located at the Veteran's Hospital in Wichita. The program was created in 1965 when a shortage of medical doctors became evident. "Physicians were overworked. They were not free to spend enough time with severe problems such as heart attacks," explains Valgora. "Physician's Assistants are educated to do many things (which relieve the shortage)." They

perform initial patient evaluations, administer routine immunizations, and care for chronic diseases such as hypertension and diabetes.

Students of the program undergo a 24 month training session. The first 11 months comprise the didactic phase, in which the students attend lectures, classes and laboratories on such topics as anatomy, physiology and pathophysiology. "There is patient contact, even in the didactic phase," states Valgora. "If we happen to be

talking about the changes of the retina due to diabetes, we can get a diabetes patient and the students can look in his eyes and see these changes. Here at the Hospital, we have a ready source of patients."

Next, students undergo a series of six-week clinical rotations in the clinical phase. Travelling across Kansas, they work with various physicians or hospitals while gaining experience with types of responsibilities they will assume. Internships are provided in such fields as emergency room care, gynecology and dermatology.

The last phase, the preceptorship, is what Valgora calls a "trial marriage." Students in their last clinical rotation work under the physician or in the hospital where they later hope to be employed. "That practice has a great deal of success," Valgora says. "90% of the students remain (where they were trained in their preceptorship)."

In order to be admitted into the program, a student must be accepted at W.S.U. have four years of patient experience, a Bachelor's degree, or a combination of experience and University work adding to four years. Most students of the Physician's Assistant program are in their late 20s, have had approximately six years of patient contact, and have at least 12 hours of college credit.

Most students who enroll in the program fall into two categories, according to Valgora. First, are "those who have experience in the Health Related Professions and want to expand

their role." Second, are "those who are not in the Health Related Professions, and want to be." Physician's Assistants, he feels need "the capacity to want to help people. In fact, they are motivated to help people."

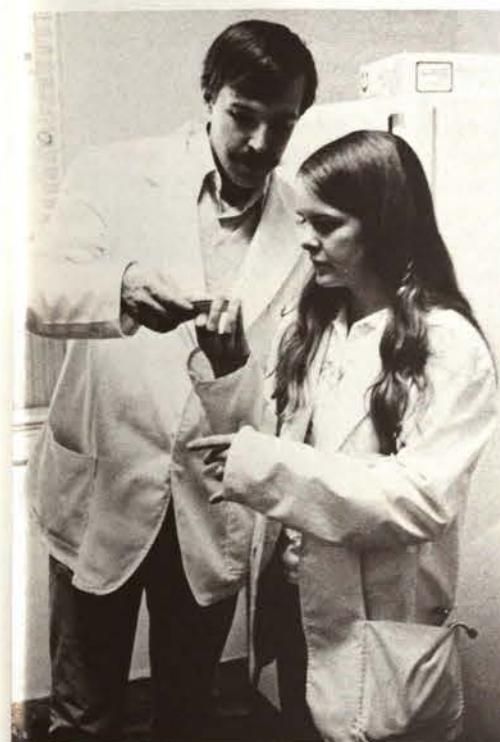
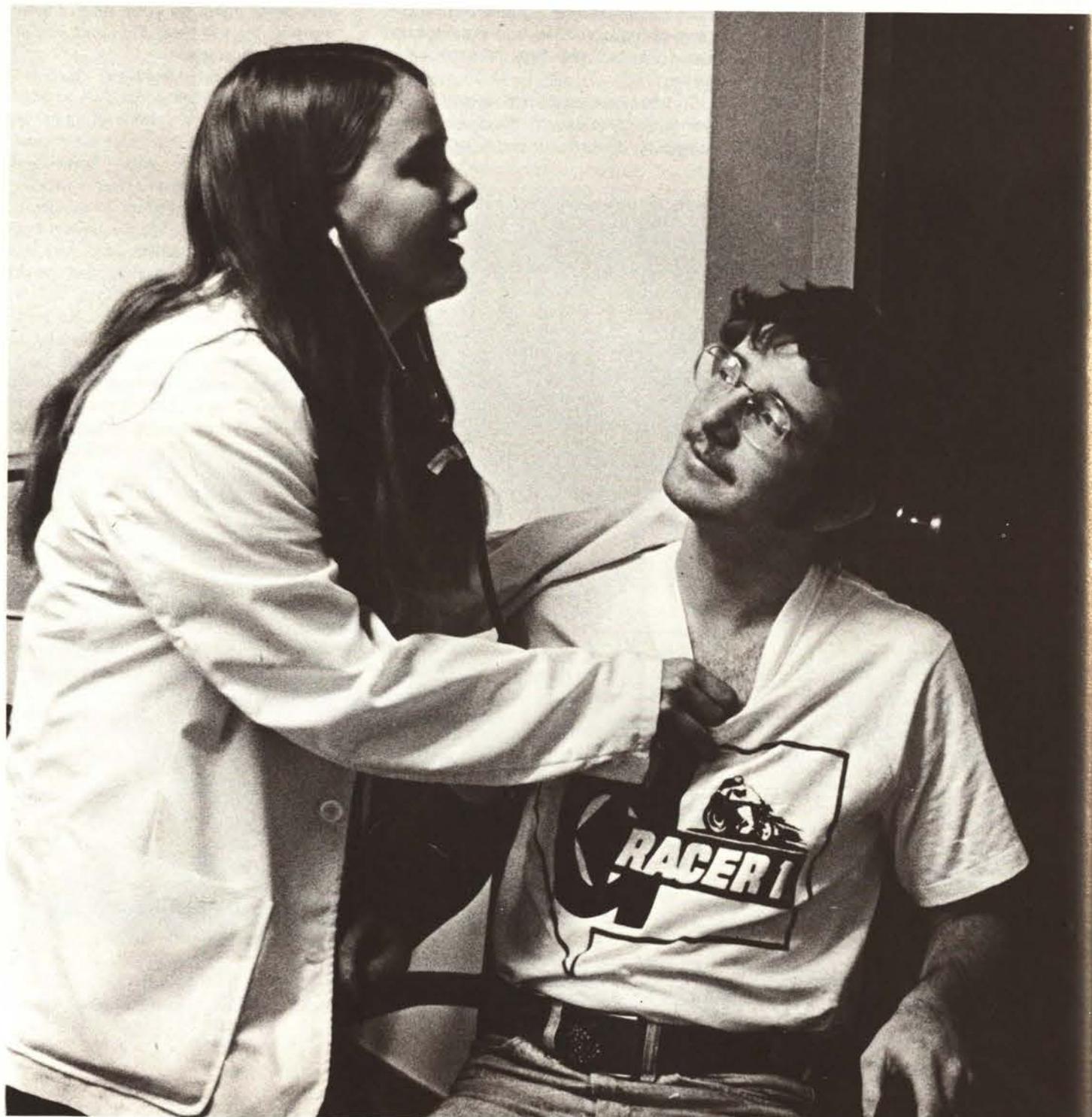
Physician's Assistant training can be roughly compared to medical training. "It's the closest thing to being medical school without being medical school," Valgora admits. "We accentuate the practical, not small details, though."

He hastens to add, "by law, the standards for physical examinations remain the same. The quality of service is the same."

Patient acceptance (of the program) is very great," Valgora believes. "Sometimes the patient acceptance is too great, when people want to see the Assistant, not the Doctor." There is a slight resistance to the program among two groups of patients. Some of the very wealthy feel that they are entitled to specialists, not mere assistants. Some of the very underprivileged feel that second rate care is being forced upon them.

Physician's Assistants operate as "alter ego" to physicians, says Valgora. They keep the same hours, and trade with the doctor for house and night calls. "For instance, I cut down on my physician's calls, but then I'm on call," he explains. The average Physician's Assistant's day, with office work and house calls, lasts from 7:00 a.m. on one morning to 5:00 p.m. the next evening. They work approximately 70 hours per week.

Valgora is proud of his profession. He states, "there aren't many of us."



# Nurse Clinician

"Nurses have always been told what to do-now they're expected to stand up and say 'I did this and this is the reason I did'!" Betty Barto, Registered Nurse, feels that the time is here for nurses to expand their roles into fields previously considered 'for physicians only'.

Expanded-role nurses are now performing basic physical examination, operating X-ray and EKG machines, and administering heart shock (defibrillation) to cardiac arrest patients. "We're incorporating skills to do a better job at nursing," explains Barto.

Training in new, expanded fields is provided in W.S.U.'s Nurse Clinician program. Registered Nurses from both rural and metropolitan areas across Kansas travel to the University to acquire additional skills.

The program is an intensive one year course and is "designed to meet the health care needs of the public of Kansas", according to Carla Lee, Chairperson of the Nurse Clinician Program. "The nurses who are already R.N.'s are admitted to our program to expand their skills, to then serve interdependently with physicians." After completing their courses, nurses return to their previous places of employment, performing basically the same duties, with added responsibilities.

Lee attributes the creation of the expanded-role nurse to a shortage of practicing M.D.'s. "There's not a sufficient number of physicians, primarily in rural areas. The American Medical Association was interested in expanding

the skills of R.N.'s, who would hopefully serve in outreach areas along with physicians."

"The program is very, very worthwhile," adds Lee. "It's been very needed in Kansas."

Student clinicians undergo three training phases. The first is the didactic phase, an eight week session covering over 15 credit hours on topics of clinical assessment, role conflicts due to new nursing roles, disease and lab diagnosis. Instruction is rigorous and the women attend classes for eight and one half hours per day.

"The program is so concentrated because we're hosting women who are mothers and wives," says Lee. They come to our campus and leave husbands and families at home. The idea is to get them in here, do a semester's work in half of a semester, then get them back to their home sites."

Barto summed up the enormity of the studies. "There's too much!" she exclaimed. "If it was longer though," she admitted, "some nurses couldn't participate."

A second phase of training is the

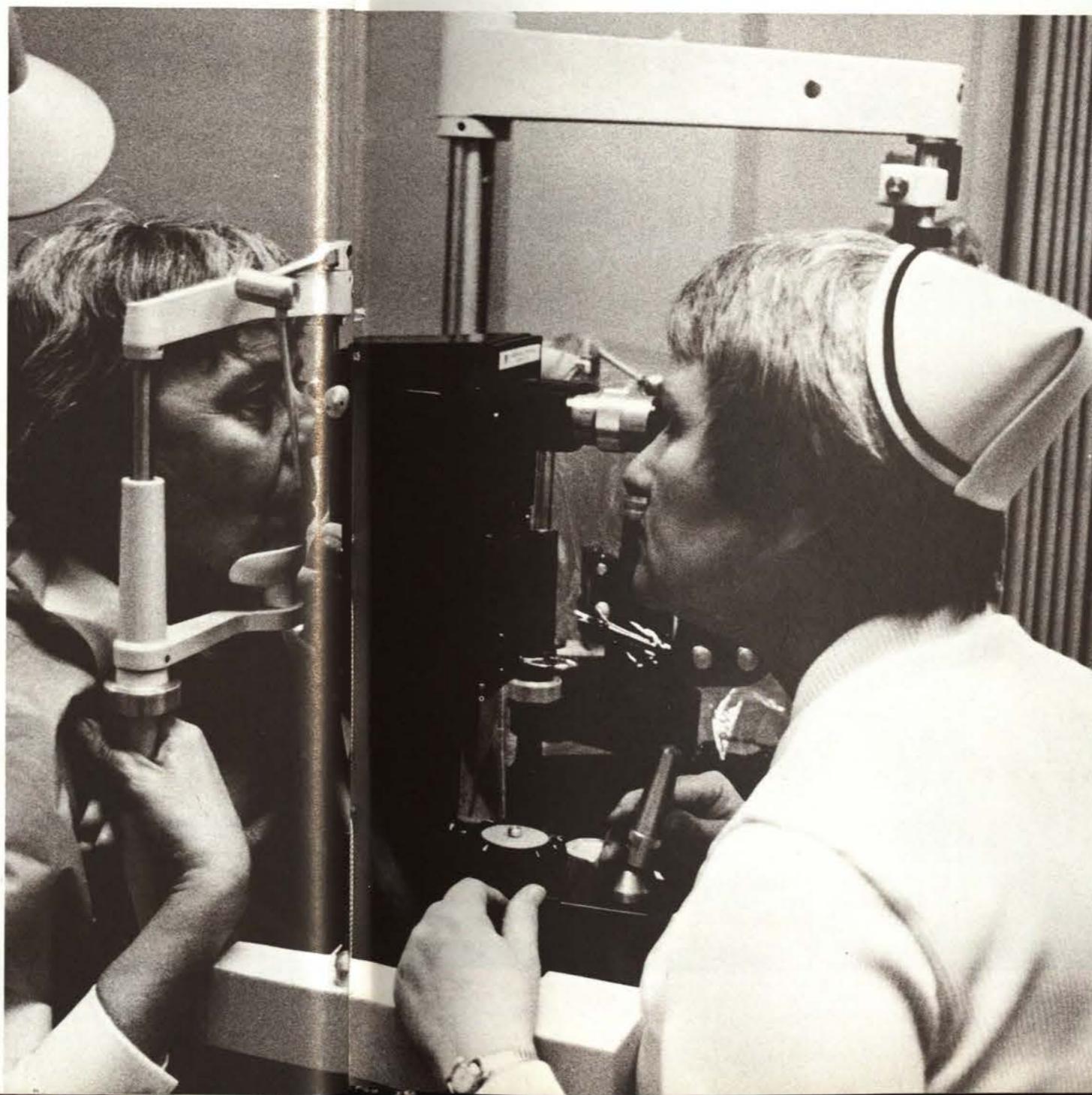


preceptorship phase. During this ten month period, each nurse returns to her original work area and studies additional materials in what Lee describes as "self-directed studies", conducted on each woman's own initiative.

The final phase is one of application, as the RN's practice expanded health care roles in their own localities.

"Programs like ours," says Lee, "are the programs of the future." She believes that the Nurse Clinician program is "tailored for the adult learner", with a great deal of self-directed study and field work, enabling students to apply the theoretical concepts studied in class.

"We should have done this ten years ago!" enthused Barto. "I wouldn't have missed it for the world."



# Physical Therapy

Mrs. Lynn Johnson, an elderly woman, was paralyzed in her left side after a stroke. Mark, a college student, has difficulty in maintaining coordination and balance after a cranial injury he received in an auto accident. Susie, age five, can hardly walk after spraining her ankle.

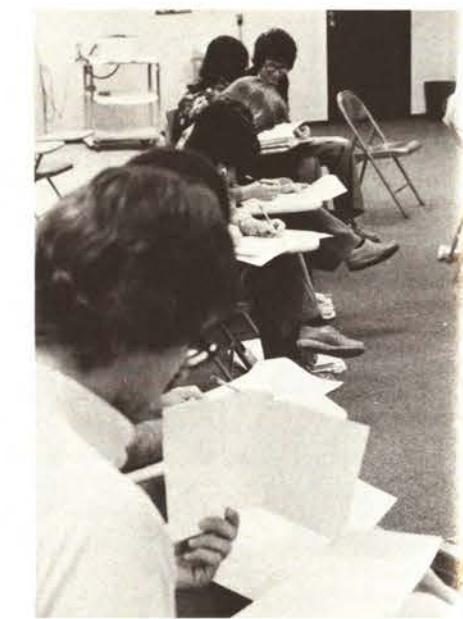
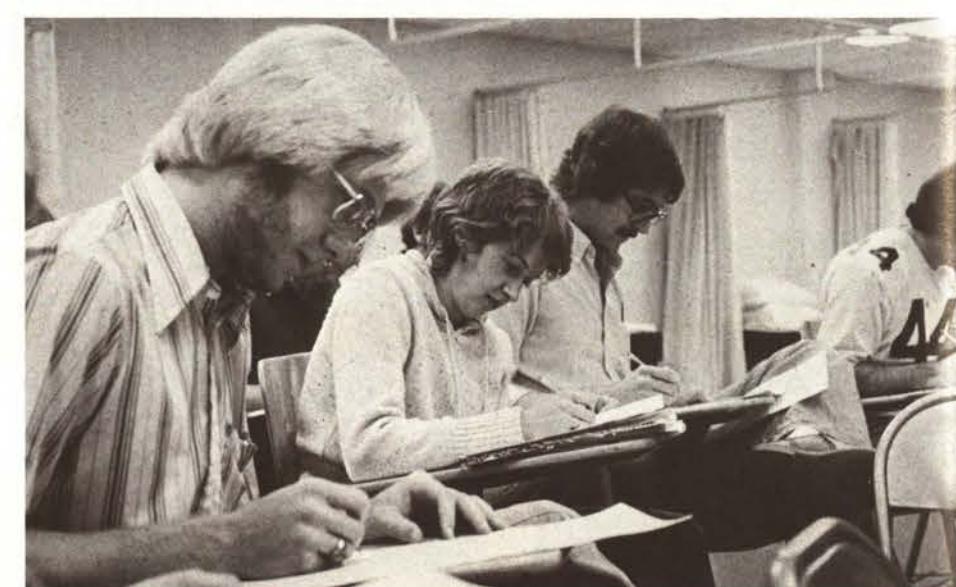
Treatment of these cases all demands a type of therapy suited to help patients regain the uses of their muscles and nerves. Physical therapists are those health professionals which work with such patients. Through study, analysis and planning, the therapists determine which exercises, programs or assistive devices will help each patient to the best of his physical ability.

Students of the Department undergo both curriculum study and field experience. They must first enroll in Pre-Physical Therapy, a two-year study of basic sciences such as biology and chemistry, social sciences, communication and humanities. These classes are held on the Wichita State University campus, and stress student participation in class discussion and laboratory practice of procedures.

After Pre-Physical Therapy is completed, students are assigned to physical therapy clinics in the five semester professional program. At first, students alternate clinical training with classroom and laboratory studies. As they gain experience, they increase their clinical hours until they attend training on a full-time basis.

Each trainee visits four clinics for approximately three weeks each. They begin training first by observation, then evaluation, planning of treatment programs and application of those programs to specific patients.

Physical Therapists are in constant demand, because of a shortage of physicians, according to Carol Weaver, Department Chairman. "The public is demanding more physicians," she says. "Physicians must rely more on other health professionals." Therapists may treat non-severe patients, while enabling the doctors to tend critical and complicated cases. "Physical therapists are accepting greater responsibility," adds Weaver.



# Respiratory Therapy

DEC. 1975 GRADUATES



DON BARLOW



MERILYN BEAN



MICHAEL BROWN



PAM BURGER



MARLA BUTTERWORTH



NANCY CLARK



BILL DYKES



KAREN HANEY



RICK HARRISON



MARY HENMAN



JANIE BARR  
INSTRUCTOR



MAXINE MYERS  
SECRETARY



GERRY LACOSS



PETE PERDARIS



LINNEA RUSSELL



MARLIN SIGLINGER



DIANNIE SPEXARTH  
INSTRUCTOR



LEE KING  
CHAIRMAN

An extensive two-year program is undergone by students of Respiratory Therapy in which they learn clinical skills, management principles or techniques of teaching in the field. The students' schedules vary as they alternate days of classroom training and field experience in the Wichita hospitals. At first, trainees are allowed only to apply simple, non-critical care to their patients. Later, they graduate to the handling of the more critical cases.

# KU School of Medicine WSU Branch

The University of Kansas School of Medicine has expanded its horizons with the creation of Wichita State University branch. The branch is an affiliate of Wichita State University and is an extension of the original School in Kansas City.

Initially established by the Kansas Board of Regents in 1971, and funded by the Legislature in early 1972, the branch has been training medical students since January, 1974. According to Dr. Cramer Reed, Dean, it was constructed to fulfill two needs of the Kansas medical community.

The Wichita branch provides an increase in available facilities to instruct medical students. "The physical facilities to provide clinical medical education were not adequate in Kansas City," he states. "In order to (instruct students adequately), we had to look someplace else, outside of Kansas City, that had adequate medical facilities."

"Students have been indicating for some time that they want to see medicine as it's practiced in what they would call 'the real world,'" he said. "They felt that only the highly complicated cases came to the medical center in Kansas City. They thought they only saw the highly unusual, not the common medical cases."

"It was felt that a community-based program away from the parent institution



has merit. Wichita, by virtue of its size and sophistication, is the ideal place."

Students in the University of Kansas School of Medicine (KUSM) undergo a three year program of classroom instruction and clinical experience. Their first 18 months of training is spent at the Kansas City center, where they study a "Basic Science Sequence." Their second 18 months' training occurs through the Wichita State University branch in a series of Clinical Clerkships in hospitals and residences across Wichita. The students intern for approximately one-month periods of time, in such areas as plastic surgery, vector cardiology or family practice.

Transitions between clerkships are made as students attend sessions of Interphase. Interphase is a series of special three to five day periods that acquaint students with medical cases they may not have encountered during their clerkships. The legal aspects of medicine, rehabilitation, and client emotions are all investigated and discussed.

In each clerkship, students are allowed to treat patients, assist in or perform

surgery under supervision. "One thing that (students) aren't very long are observers," says Reed. "They're in actual practice. The thing that makes (the Wichita branch) seemingly so attractive to visitors, is that they recognize they do things that they otherwise only observe."

Wichita State University and the KUSM mutually benefit from their association, according to Reed. The two share faculty members, audiovisual resources, security maintenance services. "We're very grateful," he added.

Medical students comprise a select group Reed explained, "The Admissions Committee looks for a high grade point average--3.46 or higher. You have to make very satisfactory scores on the Medical College Admissions Test. You need a good recommendation from the Pre-Medical Committee."

"Getting into Medical School today is like playing Russian Roulette. The student who wants to go that way has to be willing to take a gamble that he's going to make it." Only one out of every three students that apply, are accepted into the KUSM.

Reed believes that patient care may be improved with attention from practicing medical students. "Patient care is generally improved by the presence of medical students. One reason is because the students are there all the time, and may notice symptoms when nobody else is there. Secondly, students are normally very inquisitive, and ask 'Why'. After a student asks once (why a procedure is implemented) and the supervising doctor

doesn't know why, the doctor will go back to the books and find out. They stay on their toes in terms of modern concepts."

The philosophy of the KUSM is emphasized by Reed. "I would like to call KUSM 'the School of Human Medicine.' We try to teach humane medicine. New medical concepts are expanding, and we change every day. That's one of the intriguing features about it."

# Liberal Arts and Sciences

Fairmount College of Liberal Arts and Sciences intends to instill two qualities in students--awareness and sensitivity to many aspects of a Liberal Arts education. According to Dr. Paul Magelli, Dean, "It is very important for each student to be exposed to a common core of unique responsibilities."

Magelli cites three instrumental factors in achieving this goal.

"First and foremost are the students that come to the University," says the Dean. "What their interests are, what their needs are--Wichita State University as an urban institution has a heterogeneity of students. This proposes interesting challenges for the faculty."

The faculty, he believes, are the second most important component. Their initiative and ability to relate to a variety of students determines the quality of education in the College.

Third, the College's programs play vital roles in providing students with field or academic experience in their studies. "Programs must be designed that continually meet the needs of the students," states Magelli.

Magelli maintains a high regard for the students of Wichita State University. "It continually impresses me about the seriousness and purpose of our students. The students at this institution, ultimately, upon completion of their degree, are more mature, seasoned and experienced with regard to 'the real world'."

Experienced faculty members provide quality instruction for the College's students, according to the Dean. "The faculty are new, quite young and quite productive." 95% of all undergraduate instruction is provided by professors, while only five percent of teaching is provided by graduate assistants.

Programs in the College are currently being developed or improved to meet students' changing needs. The Department of Religion has incorporated three additional faculty members, and is beginning two new areas of religious study--Far Eastern Religion and Judaeica Studies.

A program in Gerontology began with

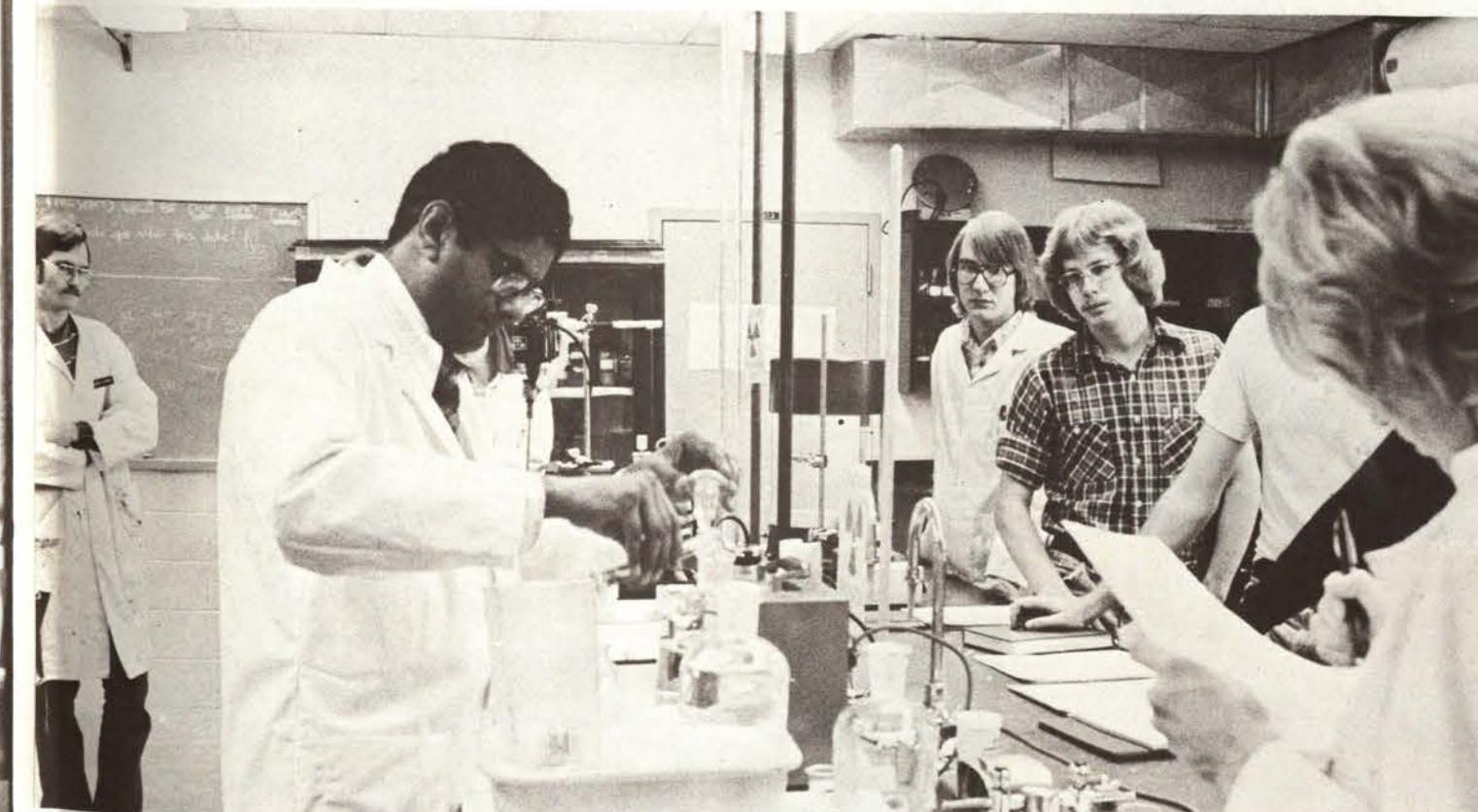
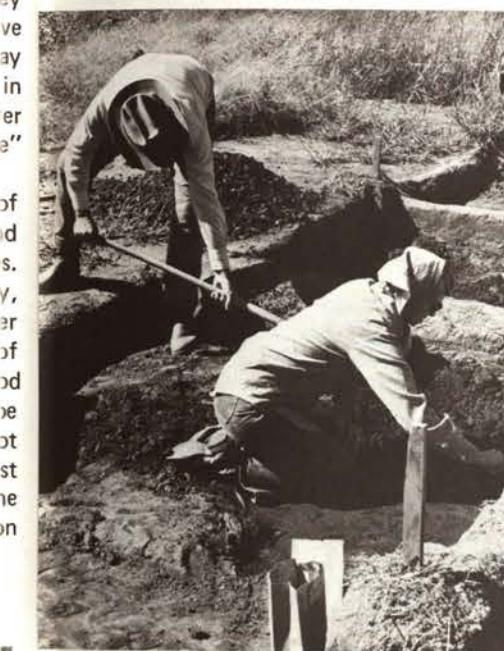
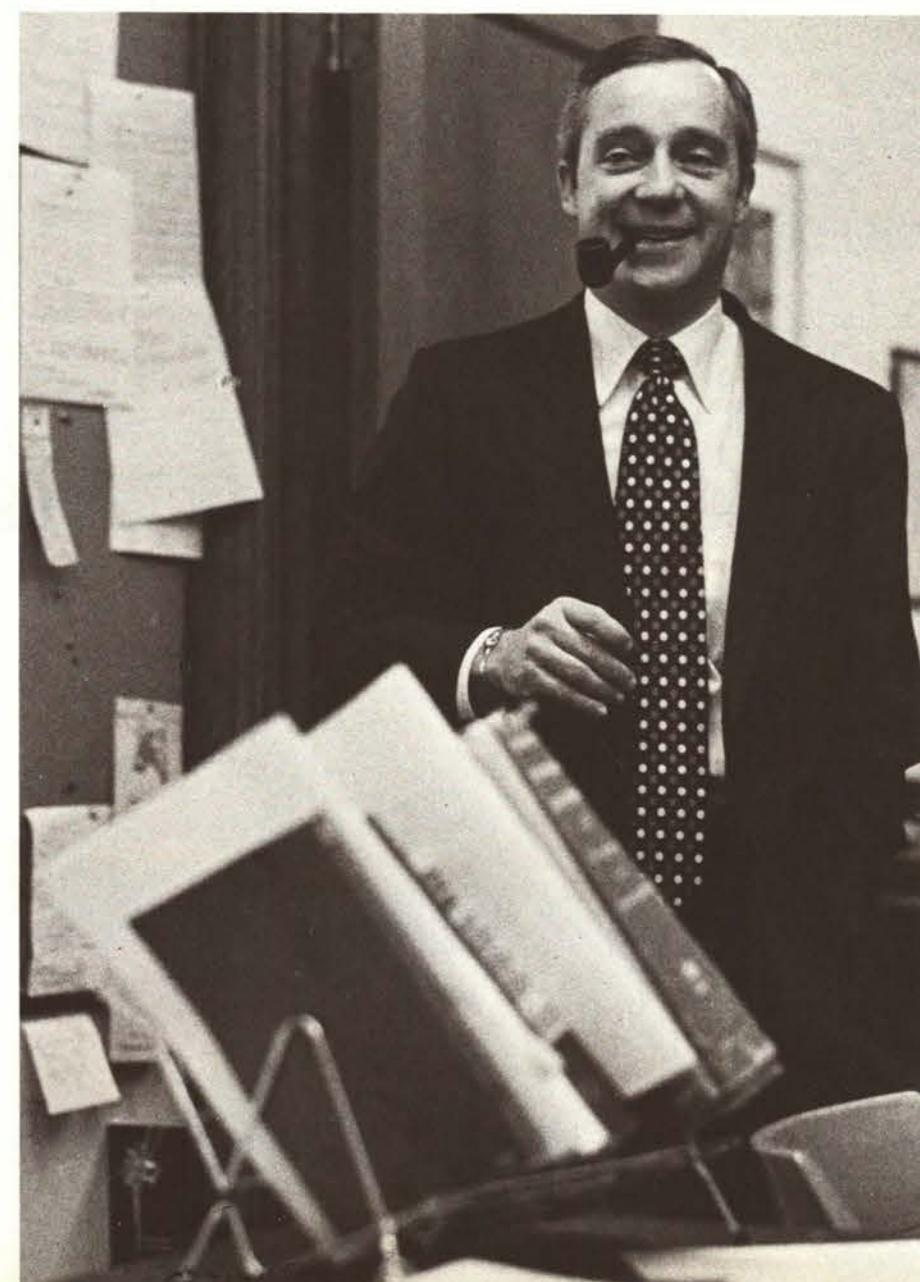
the acceptance of a grant by the Office of Aging in 1975. Magelli regards the study of aging as the "beginning of a new thrust in America." The College has undertaken a survey to determine that education is important to the aged, and keeps them alert to the mainstream of life. Those over 65 may register for courses at Wichita State University at no cost, on a space-available basis.

Courses on television are tailored to make educational use of a primarily recreational activity. "The Ascent of Man" and "Classical Theater" allow students to learn course material at home, then "enrich those experiences" by discussing the programs in group meetings with faculty and other students, Magelli explains.

The Alternative Adult Education Program is what Magelli terms "nontraditional". Each semester,

approximately seven courses are offered which are tailored for adults who may not want to receive college credit. They are designed to acquaint prospective students with University classes, and may serve as a bridge toward enrollment in classes for actual credit. Courses cover such topics as "The Bible as Literature" or "Games Nations Play".

Magelli believes that, as the Dean of Fairmount College of Liberal Arts and Sciences, he has certain responsibilities. He states, "The Dean must efficiently, intelligently and sensitively administer the academic and institutional affairs of the college. He must, of course, be a good technician in his job, but he must be more--he must be a leader who does not sacrifice the war for the battles. He must be loyal to his faculty members, but he must be loyal also to that long tradition of university education."

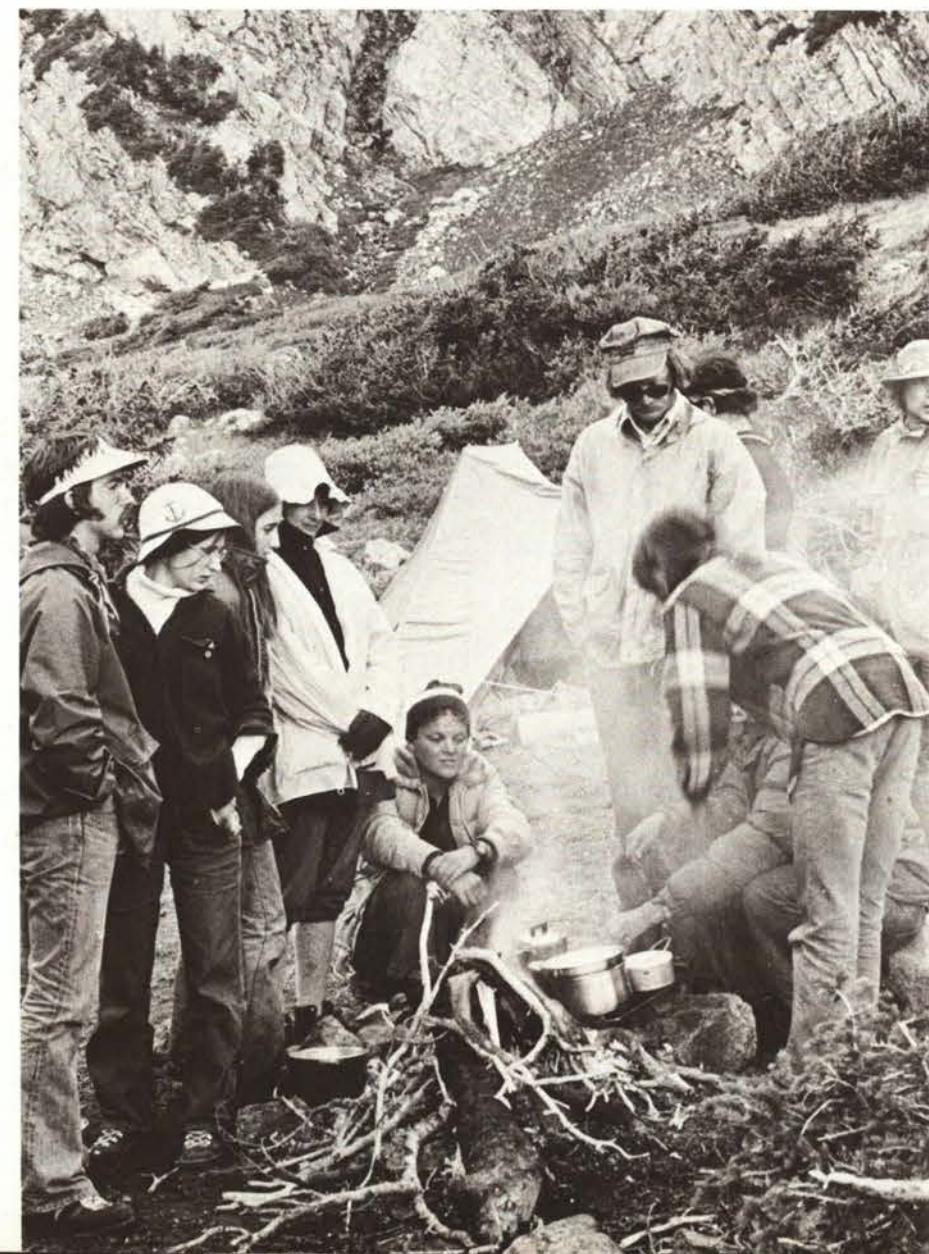


# History

Students are introduced to the rich experience of the past in the Department of History, according to Dr. Phillip Thomas, Department Chairperson. He believes that history repeats itself in the sense that humanity continually reacts to circumstances similar to those that happened before.

"History is not dead," Thomas says. "It conditions us for the present and the future."

The Department studies culture and historical events throughout all ages and regions. Classes cover topics of Russia, the Far East, Hitler and the Third Reich or the Italian Renaissance. Students majoring in the Department may specialize in Ancient, Modern European, English, United States', Latin American or general history.



## Roughin' It

The past seems alive when students witness it firsthand. Dr. Phillip Thomas, Chairperson of the Department of History, provides these personal insights into the past as he travels the San Juan wilderness area of Colorado each August for six days with 22 Wichita State University students.

Wilderness History Workshop is a course offered by the Department of History and instructed by Thomas. "The purpose of the course is to examine how the wilderness area was used by man," he states. Mining, timbering and the grazing of sheep or cattle are all examined as possible agents of change in a land's ecology.

"The purpose, also, is to give the students some appreciation of the historical value of a wilderness area," adds Thomas. He discusses the value of untamed land with his students, and reviews with them its importance in American history. "The settlers were constantly moving into a wilderness area--historically, we were the only country that had a wilderness area in the

late 19th century."

Students not only discuss the lives of the early Americans, but experience history themselves by "roughin' it." They backpack over 40 miles of territory, cook their meals over campfires or small stoves, and spend the nights in sleeping bags and small tents.

As the journey continues, the class stops from time to time to discuss unusual examples of geology or natural history. Students learn elementary survival skills, map and compass reading, and discover which wild plants may be edible or toxic. Sometimes an unexpected learning situation occurs suddenly. "On one of our trips we spent a night in a

sheep-tending camp where a bear was killing sheep," explains Thomas. "On some trips we go by old silver mines and see how miners used the earth."

Before embarking on their trip, students are assigned to read three to five books on wilderness history. They walk each day to get into shape, then meet at Thomas's house to discuss plans for the



trip.

"Most students are very enthusiastic about the workshop," says Thomas. "They feel they get a lot out of it." He thinks the class is popular because it is a "nontraditional academic experience," that provides actual experience with the subjects studied and encourages discussion.

Thomas believes the workshop acquaints his students with the ecology of wilderness areas. "I don't think students can help but be impressed by the need to preserve such areas. I don't think they can be unaware of how man can change them."

# Anthropology

Teaching, research, and community service are all stressed in a trifold goal of the Department of Anthropology. Not only are students instructed in classroom situations, but they also have an opportunity to perform laboratory experiments and engage in field work across the State. Further emphasis is placed on providing the general public with an understanding of other cultures and their values.

An emphasis on primitive art is a special aspect of the dept., as is the newly re-opened Museum of Man, located in McKinley Hall.

Many projects draw both students and faculty away from the University. Action Anthropology, one such program, is a community service aiding the Southern Cheyenne tribes. A summer field school is also offered which involves the study of an archaeological site.



## Sticks, Stones and Artifacts

Each year Dr. Arthur Rohn and groups of students travel across Kansas, carefully examining ground that will soon be covered with metal and concrete. They are in search of a type of buried treasure.

These students of anthropology are involved with Contract Archaeology. Many major builders have begun to realize that their construction may destroy valuable ancient artifacts. They are in need of archaeologists to survey and explore land before they begin to operate. The National Park Service, Corps of Engineers and the K.G.&E. Co. have all hired W.S.U. student crews to examine potential building sites.

Investigation involves both field work and laboratory research. Land is first surveyed. Students carefully walk the area, looking for stone chips, tools, anything to indicate that artifacts may be buried below. The area is then

mapped on a grid and the actual digging begins. Later, the collection of both historic and prehistoric finds are brought back to W.S.U. laboratories to be analyzed.

Dr. Rohn considers a town's archaeological treasures to be "part of their heritage and environment". One 7000-year-old flint point that was found at Nebo Hill in western Missouri has become famous in the community and is still there on display. "The local inhabitants derive tremendous identity from the artifacts," he says. "They want to be identified with the project."

Contract work provides valuable experience for both graduate and undergraduate students. "It permits the specific training of people in field work," explains Dr. Rohn. Relevant and necessary, the work has an "atmosphere of professionalism" that permits the

student crew to exercise initiative. One Kansas construction project was relocated because of the anthropological value of its intended building site.

Future plans involve expansion in two ways. A four to five-year contract is being negotiated at Hillsdale, Kansas, involving major excavations, test excavations and a recreation of the historic culture of that area. A second archaeologist will also be directly involved in the diggings.

Graduate student Gary Glover, a crew member of two excavations, sees the project as an innovation. "It's an extremely new aspect," he says. "In archaeology, that's where it's at."



# Administration of Justice

Two basic goals are followed by the Administration of Justice Department. The first is to provide a degree for students in the department. Professions open to the graduates include police pre-sentencing investigation, legal court counseling, prison counseling and security. Second, further academic education is offered for current professionals, such as firemen and police officers.



In-service programs are also available and provide further academic education, with themes such as crime investigation and collection of evidence.

The Department has offered a variety of workshops and seminars relating to the Criminal Justice education programs. In the summer of 1975 they provided an F.B.I. short course on campus. Workshops have also been sponsored for the Outreach Program in Kansas City, Leavenworth and Manhattan areas.



## Year for Action

Mike M., recently released from prison, could face a bleak future. After serving two years for statutory rape, he is awaiting trial for possession of marijuana. His home is a rural community where he is viewed as a criminal.

Fortunately, Mike is in the care of a counselor who understands his problems and background. "He's not bad, really," asserts student Bob Heckler, glancing over a hand-written progress report. He straightens his India cotton shirt and pushes back long blond hair, explaining his own particular type of therapy. "Right now, he lives with me."

Bob, one of a group of 30 students, has chosen to ease relations between the public and the police.

To many citizens, law enforcement is only a series of punishments or rehabilitations. To distraught members of the community, police are viewed only as vengeful crime hunters while bureaucratic red tape has long since sealed off the availability of many health, welfare, and counseling agencies. A communication gap between the public and social services has become evident.

University Year for Action, a cooperative program between the Wichita Police Department and Wichita State

University, is designed to bridge the existing gap. Its workers, W.S.U. students, are involved in activities ranging from counseling attempted suicides, to aiding the elderly obtain welfare funds.

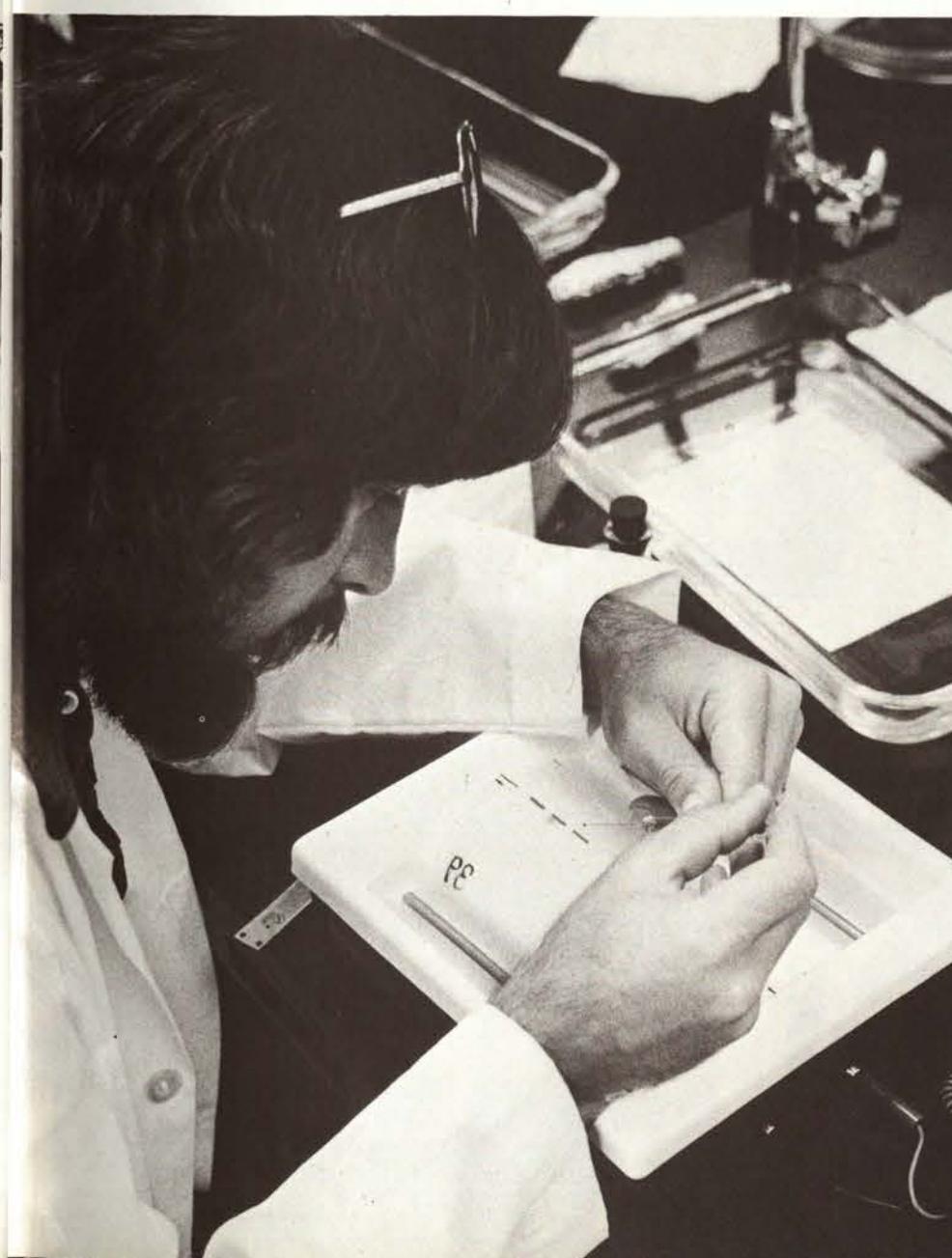
Operating toward a dual goal, the workers not only "help wherever there is a need to better relationships between law enforcement and the people," but have also accumulated massive lists of agencies which are utilized by Wichita's residents.

A constant influx of new ideas and experiences account for a diversity of activities under the program. It's office, the Police Neighborhood Service Center,

is the site of perpetual motion as students answer phone calls from community members, children are ushered in for art project, or guest speakers stop by to discuss topics for future lectures.

"It's the only program in the country polarizing the police with social work," states Co-Director LuAnn McPherson, a policewoman previously involved with juvenile cases. "It's exciting."

"It blows everybody's mind," agrees Program Director Bernice Hutcherson. Employed as a social worker for many years, she represents both the University and the government. "We're doing the impossible and making it work."



# Biology

"There is a great deal of diversity in (the courses) we offer," explains Dr. Harry Rounds, Chairman of the Department of Biology. The Dept., large and diverse, is expanding beyond simple instruction in biology to offer classes in biochemistry, bacteriology, geology and limnology (the collection of specimens from lakes and streams). Course work is provided for careers in biology, basic study of science for the Health Related Professions, and for General Education and University science requirements.

Both Bachelor of Arts and Bachelor of Science degrees are available to biology majors. Two types of graduate degrees exist—a Master of Science for traditional biology students, involving a thesis, and a similar degree with different requirements for those with professional certification, such as teachers or nurses.

## Research Students Seek Breakthrough

Hypertension—seemingly just another middle-age affliction, is responsible for the death of one of every six Americans. It holds a record of being the second most common killer of the American male. Its varieties are numerous...over 90% of all high blood pressure cases are "of unknown cause."

This topic became the springboard for a summer venture of several students in Biology. Under the direction of Dr. Arlene Fraikor, nine interested students began detailed research, seeking a possible correlation between hypertension and the deficiency of a body enzyme, G6PD.

Investigation was performed in three phases. Initially, researchers canvassed hospitals, churches, and even street corners to obtain blood samples from volunteers. Next, those samples were sent back to the laboratory to be analyzed for the enzyme's presence. Finally, the vast mass of results was categorized by computer.

As with any investigation, a few small problems arose. The researchers had difficulty in obtaining a cross-section of volunteers of different heritages, while many volunteers were somewhat timid about giving blood.

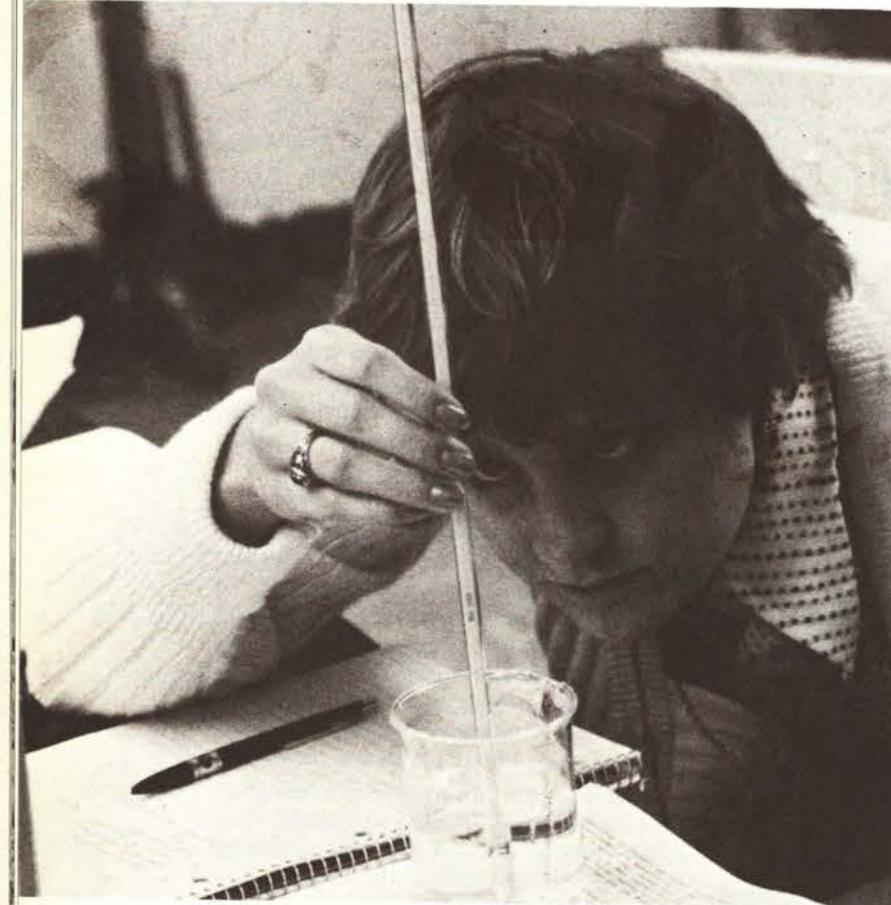
"People are very needle-shy," laughed Dr. Fraikor. "They wouldn't mind participating in the study, but actually giving that sample!...and we use the smallest, tiniest needle we can use."

Although the researchers were paid a weekly wage, they considered their project "more than a job." Not only could it entail a breakthrough in preventative treatment for high blood pressure, it was also an educational experience for the students involved.

Student Dave Voran summed up the project work in four words: "Fun, and a hassle."

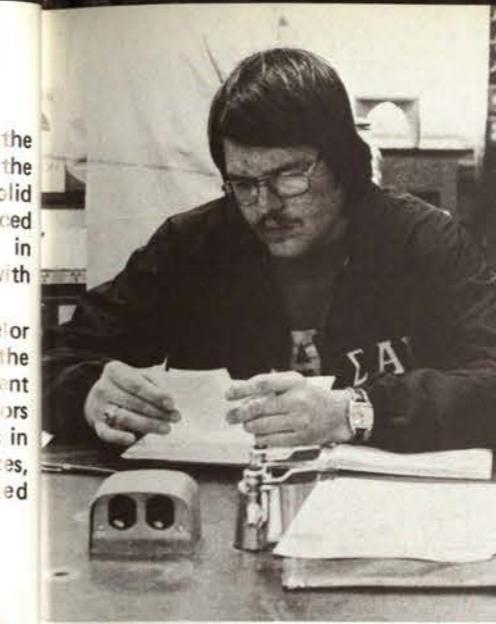
# Physics

The Department of Physics offers course study in areas of astrophysics and astronomy, mechanics, heat and wave motion, electric and magnetic field theory, thermodynamics, and electricity.



Topics in Modern Physics modifies the rules of classical physics to explain the phenomena of atomic, nuclear, and solid state Physics. Students in the Advanced Physics Laboratory experiment in classical and modern physics with open-ended projects.

Both Bachelor of Arts and a Bachelor of Science degrees are offered by the Department. The Physics Department goal is not only to prepare its own majors for careers, but to offer basic courses in Physics for students in other sciences, Engineering, and Health Related Professions.



# Chemistry

Although the basic chemistry class has left many a persons' head spinning, the Department of Chemistry lists 140 majors including 30 graduate students.

The course curriculum for a Bachelor of Arts degree includes required hours of Chemistry, Math and Physics. Students seeking a Bachelor of Science degree in Chemistry must have a reading knowledge of German. Students completing a BS receive certification from the American Chemical Society, as the curriculum meets the standards of the Society.

The Department hosted an assortment of activities for its students including the Chemistry Colloquium, American Chemical Society Speakers, and the Undergraduate Chemistry Teaching Symposium.

The Department was also active in researching a possible cure for cancer. Dr. Ram P. Singhal, assistant professor of chemistry, was awarded a grant for basic cancer research by the Kansas Division of the Cancer Society. Dr. Singhal's research centers in clarifying the basic biochemical differences between normal blood cells and leukemic cells.

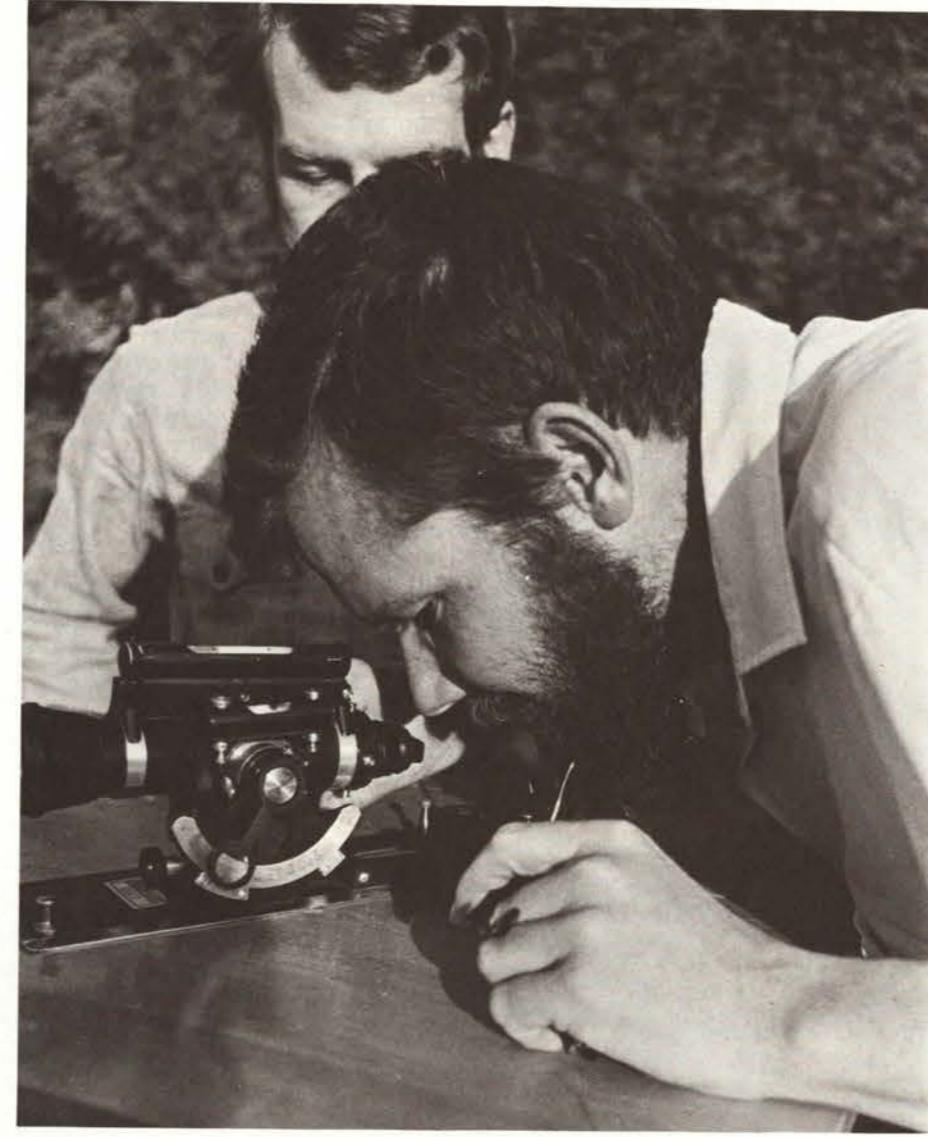
## Geology

Student Hal Clark has returned from a five-week expedition of Colorado mountainclimbing, hiking, camping and traveling by truck. "I had a ball," he laughs. "It's one of the best experiences I ever had."

Clark, a major of Geology, is speaking of the Department's summer field camp. Along with approximately 50 other students and faculty members, he lived outdoors part-time while applying his geologic knowledge to map wilderness areas in Colorado, Utah and New Mexico.

Wichita State University, Kansas State University and Fort Hays State College combined efforts to sponsor the camp. It was attended by students from the three other Universities as well as from Notre Dame and Mount Holyoke University in Massachusetts.

The camp was a "capstone experience" to the study of geology, according to Dr. John Gries of Wichita State University, who taught at the camp. Prerequisites for the expedition included completion of course work in physical and historical geology, and 12 hours of



advanced geology.

By the first of June, the geologists were making their way to a base camp in Beulah, Colorado. Their transportation consisted of two trucks donated by the Geology Department, and a caravan of private autos.

Modern cabins were leased from the Beulah Inn to be used for dormitories. Students traveled on foot away from the campsite to map territory during the day, and returned in the evenings to attend lectures and to complete assigned projects.

"We spent most of the time outdoors," says Eldon West, a graduate student who attended the camp. "Ten hour days were not unusual."

Ever in search of new sites to map, the group journeyed to Cuchars Pass, Colorado; Paradox Basin in Utah and Mt. Capulin—a volcano in New Mexico. They camped out during weekends at Wolf Creek Pass, Colorado; near Bear Lake,

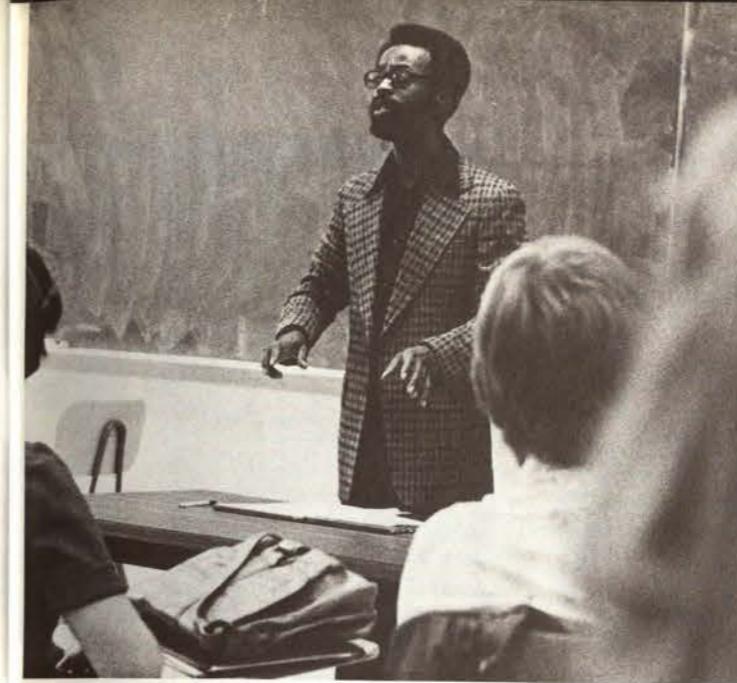
Colorado and at Camp Moab, Utah.

New techniques of mapping were learned in detail. Compasses, aerial photographs, topographic maps and plane table methods were all used to chart selected areas. Rocks, minerals and "rock critters"—plant and animal fossils—were analyzed.

Clark is glad he attended the camp. "I wouldn't (otherwise) have had any idea of what was expected of me as a geologist," he says. "I learned how to put information together on a piece of paper and call it a map."

Both Clark and West agreed the camp was a necessary requirement for either a University degree, or for reference when getting a job. "I needed it," says Clark. "A geologist without field experience with a B.A. wouldn't be hired."

West added, "Most of us ended up bringing back things that interested us. We went because we had to, but after we'd gone, we'd go again."



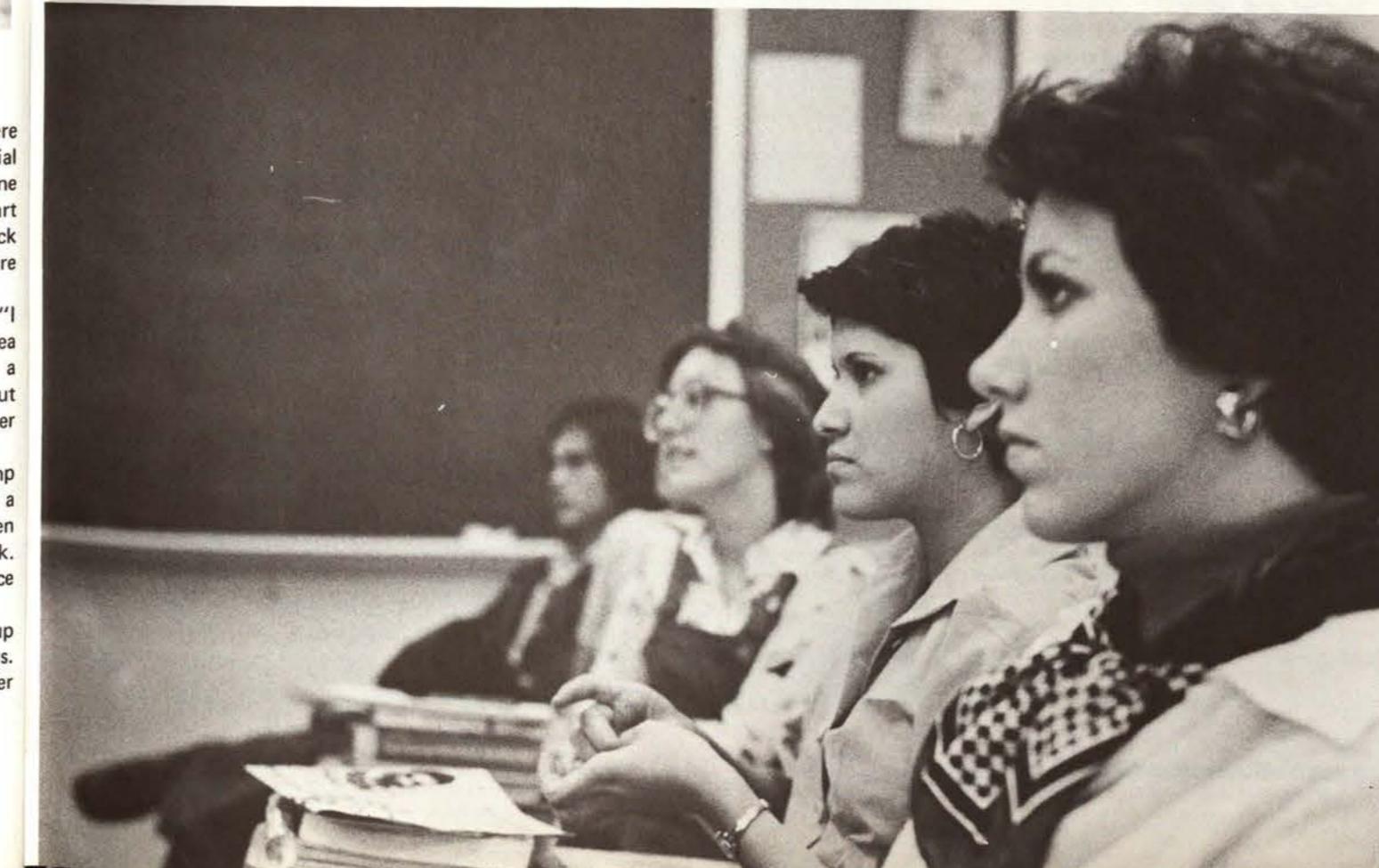
## Minority Studies

Students are prepared for service to the entire community in the Department of Minority Studies. Focusing on "coherent" and "socially relevant" education, the Department offers a course of humanistic and pragmatic study which is intended to enrich the total society.

The Department intends to stimulate favorable interaction among people through its courses and programs. This objective is to reduce racial tension. Emphasis in the Department is on

cross-cultural communication, which stresses the uniqueness of the individual's language and behavior as it relates to communications across racial and cultural lines.

Department curriculum is designed to develop the student in three areas: 1) as a unique individual, 2) as a participant-leader in an age of technology and 3) as a trained specialist and humanist. The Department addresses itself to both the curriculum and the community.



# Romance Languages

Fifty students from Universities across the nation experience the Spanish language and Mexican way of life via a six-week visit to Puebla, Mexico during the summer. Sponsored by the Romance Language Department of Wichita State University, the Puebla Program enables students to enroll in a unique type of summer school.

Students participated in tours, field trips and classes designed to inform them of the Pueblan way of life. They attended daytime classes at the Hotel Colonial, visited nearby cities and historical sites. Residency arrangements enabled the students to experience aspects of both city and family life. Those enrolling in the program for the first time lived for three weeks at the Hotel Colonial, and three weeks in the home of a Pueblan family. Students who had previously visited the city were given the option to reside wherever they wished, and some rented summer houses or lived in campers.

According to graduate student Leslie Long, who visited Puebla for several summers, "In the family, you get the best exposure to the culture," she says.

"Most of the families take you in and treat you as if you were one of (them). The parents enjoy it if you call them 'mother' and 'father'."

All students spent their days at the Hotel, with language-related studies. They read Spanish Literature, wrote compositions, and spoke only Spanish. "One of the main classes is a conversation class," says Long. "You go out on the street, maybe for a coke on the square, or take a bus ride. The important thing is that you're working in the language all the time." Folk dancing and guitar lessons were also available for interested students.

Study was not the only activity of the American students. They attended fiestas, danced at local discotheques, and honored national holidays.

Bill Munkirs, another Puebla veteran, believes the United States students relate well to the Pueblan people. "The people are very hospitable," he says. "You make friends and adopt Mexican customs."

"You don't feel like a 'tourist'--you



feel very much a part of things," added Long.

Both guys and girls, according to Long, have "more attention than they could possibly want" from the opposite sex. "The Mexican guys feel that it's a 'prize' to have an American girl on their arm," she says.

"American guys, too are popular," adds Munkirs, "I think it has to do with the difference in nationalities, and really, a lot of misconceptions. For instance, the Mexican girls seem to think that Americans are wealthier."

Less favorable aspects of Mexico were experienced as well. Many Americans were ill, from the change in diet and

activity. Both Long and Munkirs agreed on the strength of Mexican liquor. "One drink has the impact of several drinks," laughs Long. As for getting drunk, "Some do and some don't, but no one misses a lot of classes the next morning--because the instructors don't tolerate it."

Long and Munkirs have each visited Puebla for several years. Why do they return?

"I go to become proficient in the language and to see something new," says Munkirs. "I also go to see old friends."

Long states, "Puebla has opened up a whole new world for me. I have lots of friendships and ties there. It's like a whole 'nother world to live in part-time."

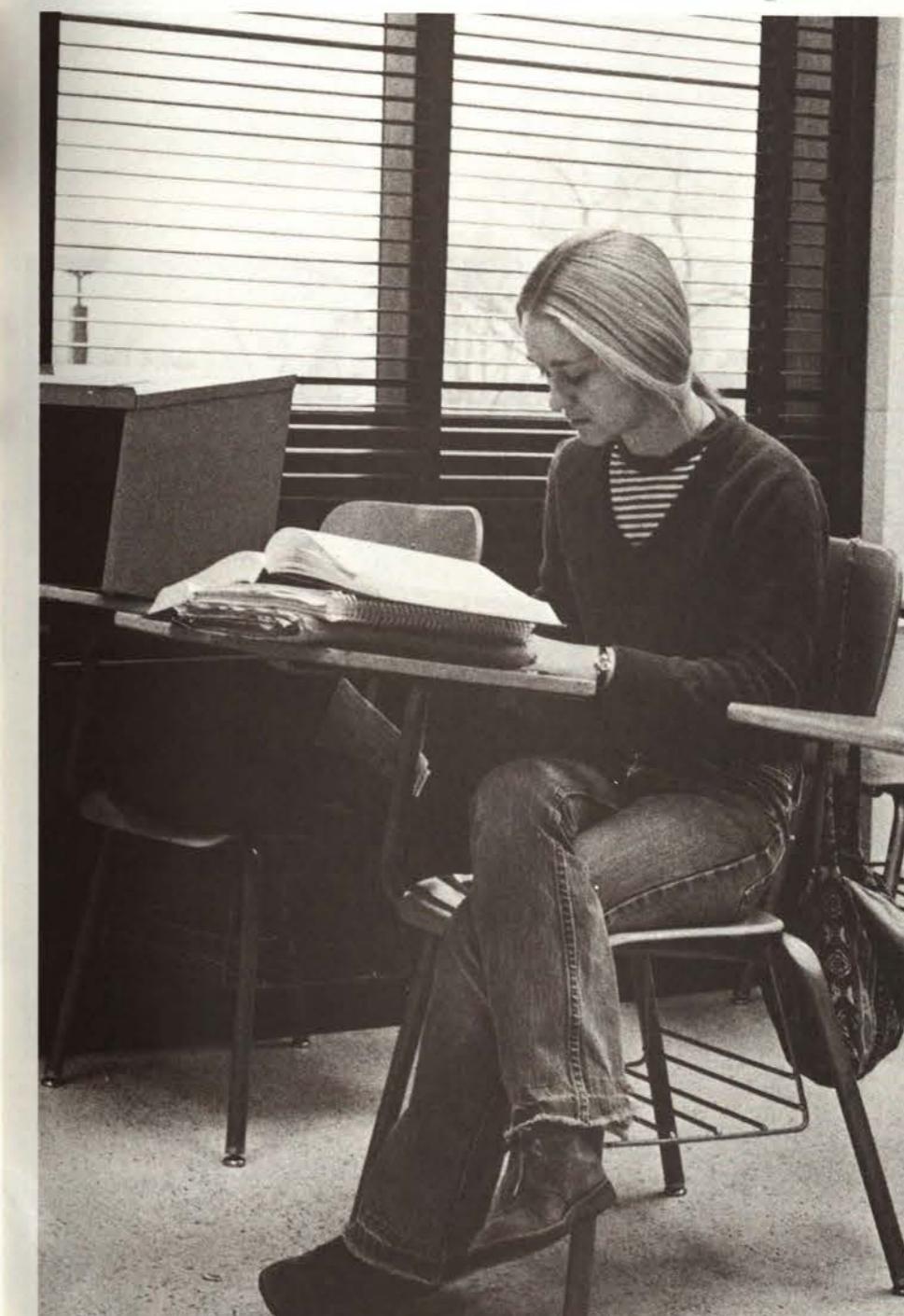
# German

Basic skills of understanding, speaking, reading and writing are taught in the Department of German. Students are introduced to the culture and people of German-speaking countries. They are constantly encouraged to couple their bilingualism with other skills and thereby enhance their career opportunities. In the course of learning the language and culture of another people, students also

gain a better understanding of their own language and culture.

Student objectives vary from the basic acquisition of speaking skill, to a major interest in the language and literature for advanced study or teaching.

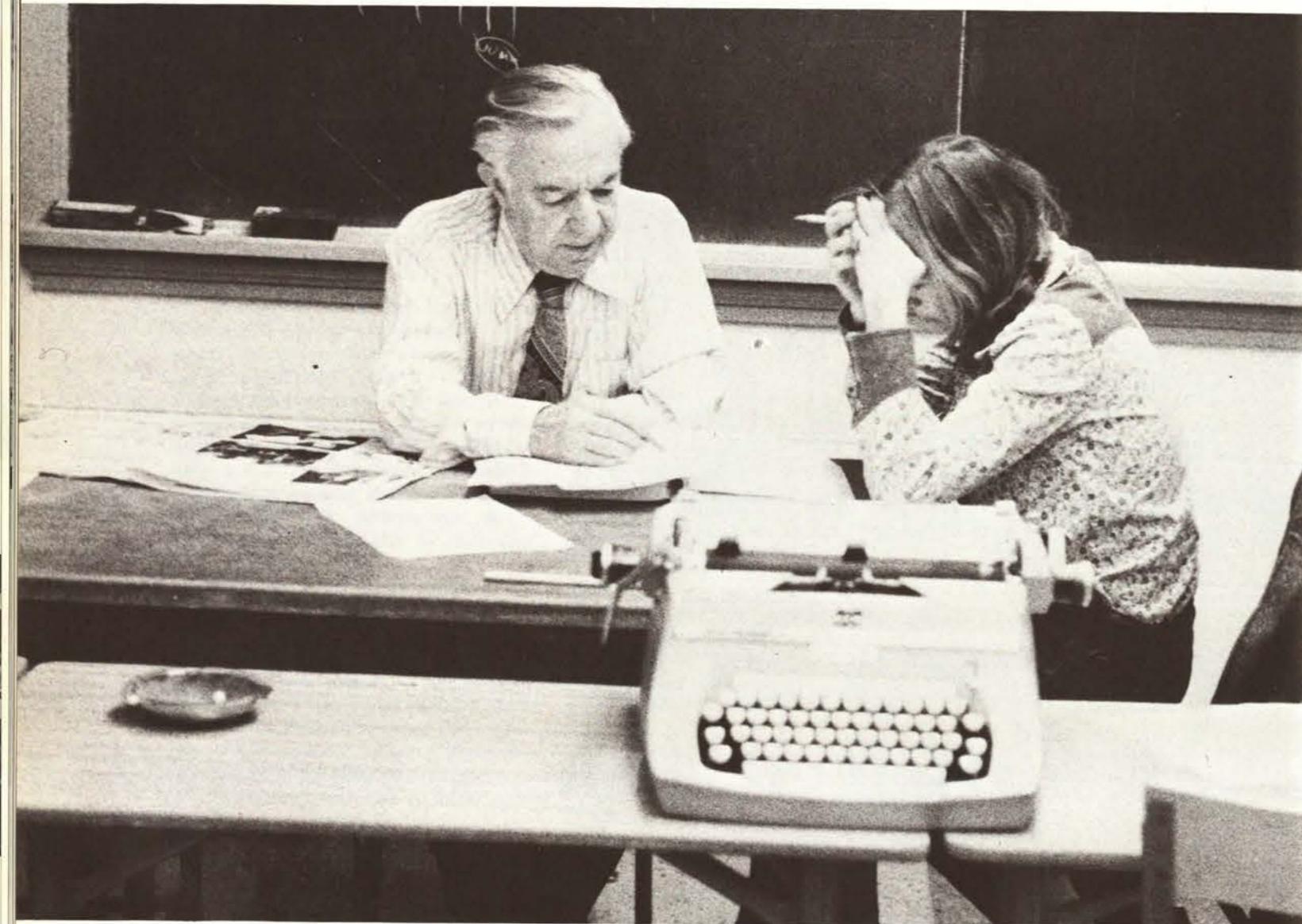
In addition to a study of the language, German commerce, technology and history are investigated. Poetry, prose and drama are translated and studied.



# Journalism

"Life is exciting and changing, and it's going to be a lot more interesting if you are prepared to grapple with it on its own basis. You have to be flexible, inquiring, able to see the potential of problems and to make use of them. If you do that you can be a good journalist, but more than that, you can be a good human being. If you can't do that, you'll be bored, dull. Life will be tasteless and it'll be long-long and dreary. When the world's exciting, it goes so fast. That's what keeps you going."

Cleve Matthews - Dept. Chairman



## Handles News as it breaks

Elaine Robinson, a concerned and active journalism major, is steadily working toward her goals. "I want to make my mark on the world," she says intensely. "I think there's a lot of room for change."

Her promises are not idle. Although only a junior, she has already acquired over a year of journalistic experience at the Wichita Eagle and Beacon. Initially an editorial assistant in the women's section, Elaine wrote quite a few features plus covering the National Organization of Women Convention which was held in Wichita last year.

Since the inception of the Lifestyle section, she has been promoted to the City Desk, with different types of responsibilities. She is now involved in writing obituaries, monitoring police radios and covering last-minute crime reports, in a job that handles news "as it breaks".

Although Elaine prefers to write

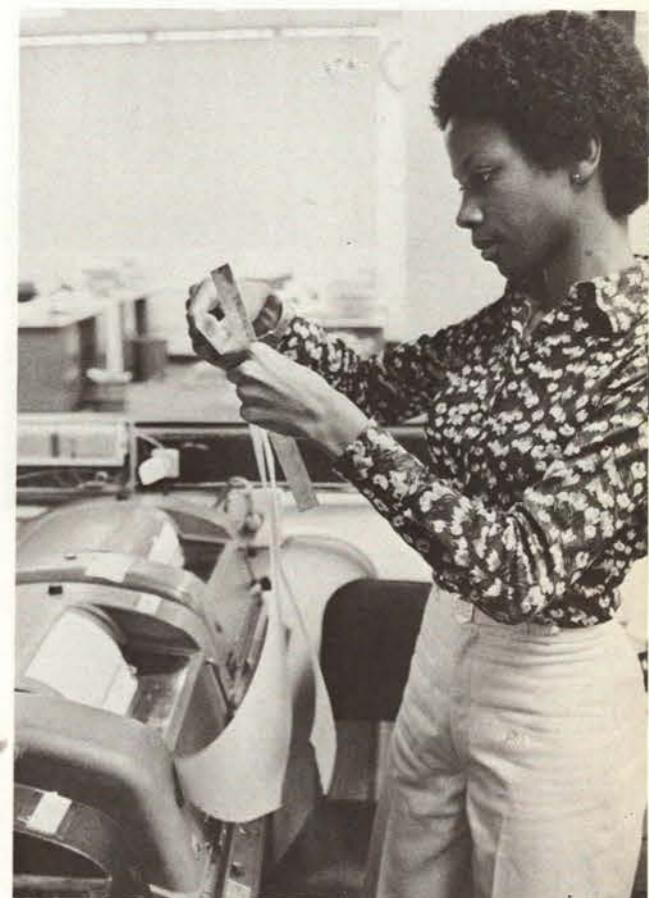
features, she is optimistic about her new position. "I see it as a challenge," she states firmly. "This'll give me experience in writing news as it happens, and maybe it will be a vehicle to other places."

School, also, is an integral part of Elaine's life. While working full time for the Eagle and Beacon, she takes 17 credit hours, including economics, marketing and Minority Studies.

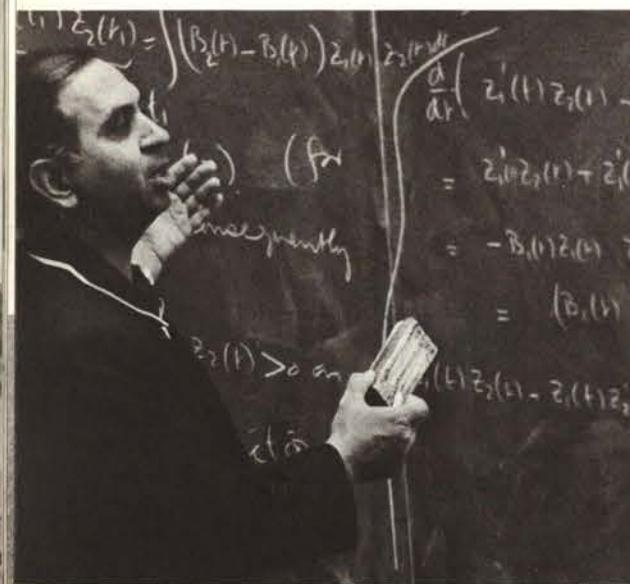
"It's not difficult," she said nonchalantly, "That is, if you like working."

Future plans are not definitely formed, and she is watching out for opportunities for advancement. Her ideal, though, involves adventure. "If I had my choice," she grins, leaning back in her chair, "I'd be traveling the world as a foreign correspondent."

"I like creating things," Elaine admits. Her favorite hobby is writing magazine features, and she someday hopes to write a book.



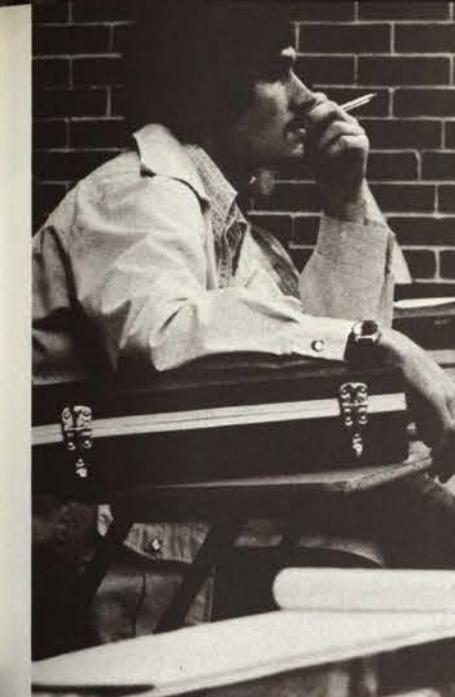
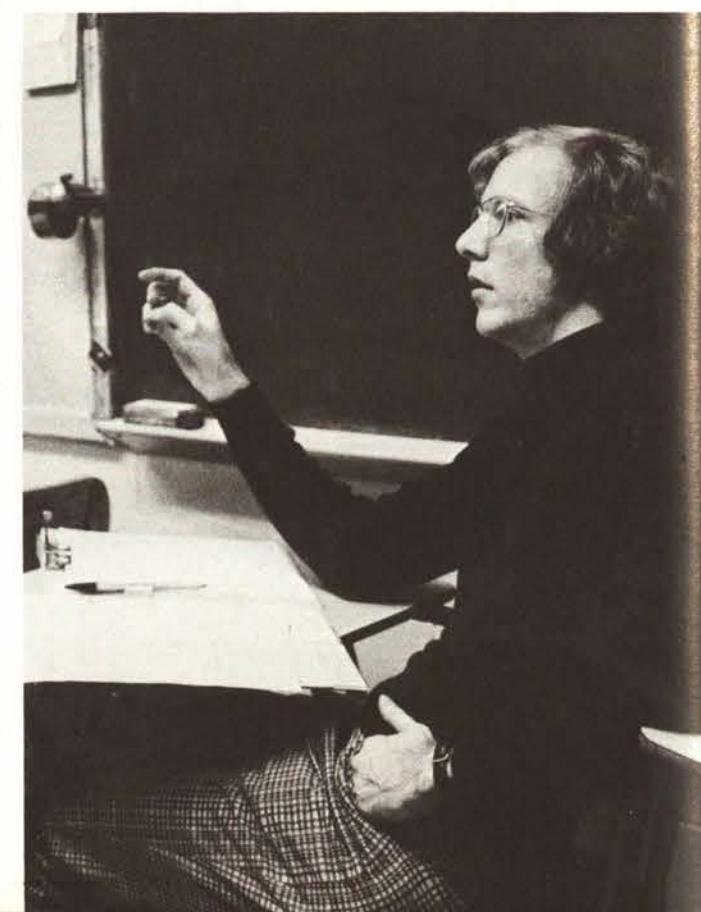
## Mathematics



The Department of Mathematics is basically service oriented. Courses are primarily offered to meet requirements for degrees in the sciences, and social sciences, as well as the Education, Business and Engineering Departments. The Department of Mathematics, also, is involved cooperatively with the Computer Science Program. Mathematics

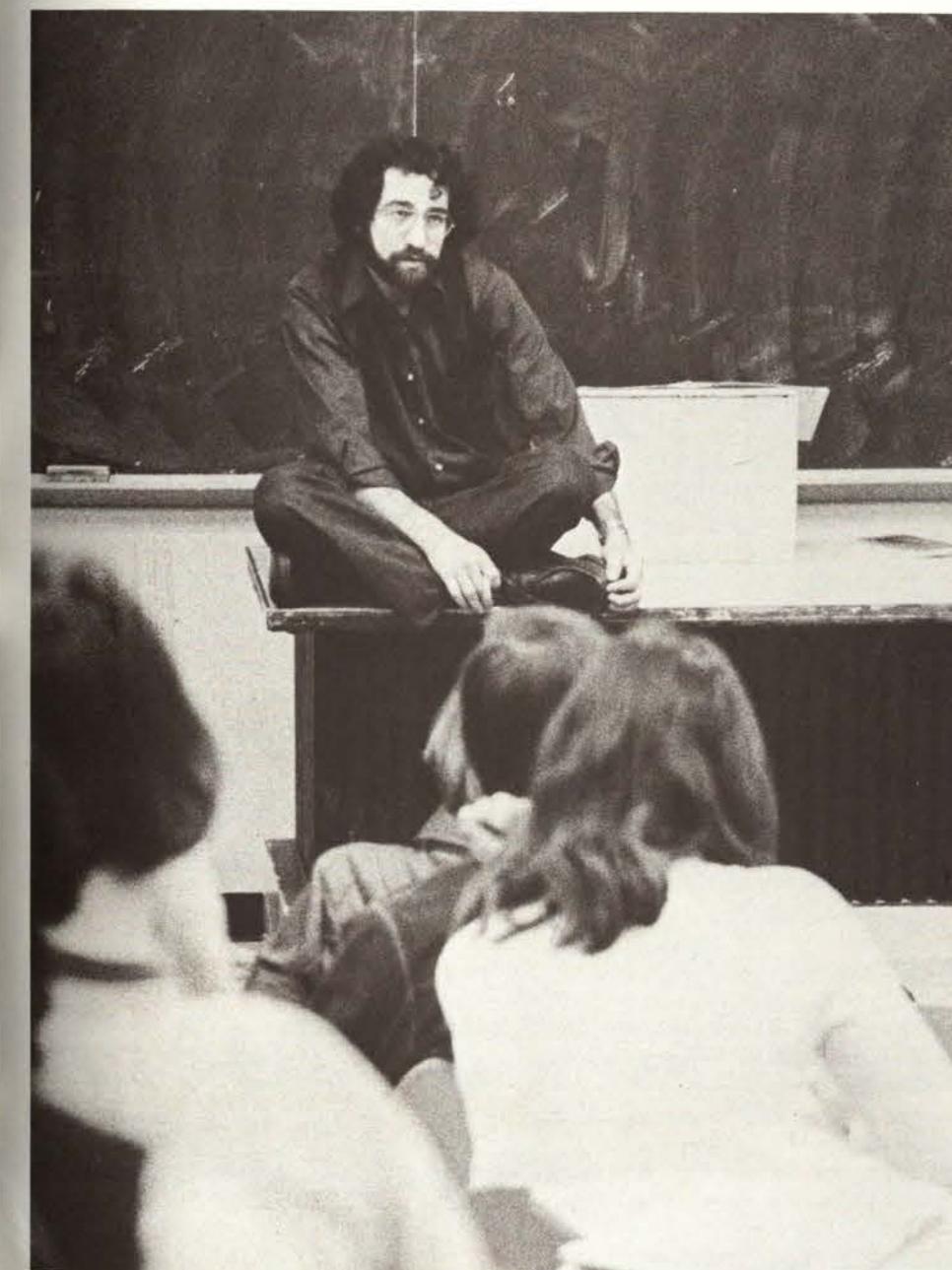
majors are prepared at both undergraduate and graduate levels for either further study or for employment in the field.

At elementary levels, courses cover topics such as Mathematics Appreciation, Algebra and Trigonometry. Advanced Analysis courses, Linear Algebra, Topology and Engineering Mathematics are offered as more complex studies.



## Philosophy

The Department of Philosophy offers a wide range of courses to enable an undergraduate major to acquire familiarity with the varieties of philosophic inquiry.



A nonmajor in the Department may choose from a variety of subject matter.

Basic courses cover topics such as Logic and Ethics in modern society. More detailed studies cover European, British-American and religious Philosophy. Idealism, Symbolic Logic and Rationalism are investigated.

Every two weeks, interested students and faculty of Wichita State University, may participate in Philosophy Forum-a lecture and discussion covering current topics, such as: Does Women's Liberation Liberate Men? or Motorcycle Helmets and Pot Laws. The Forum is open to the public, and sometimes draws audiences as large as 150.

## English

Mikrocosmos is a publishing outlet for creative writing students at Wichita State University. The biannual magazine is sponsored by the Department of English.

"The purpose of Mikrocosmos is to give people the opportunity to see their work in print," states Tom Hawkins, editor-in-chief, 1975-1976 issues. Poetry, graphics, photography and short stories are all featured in the magazine. Its authors are not limited to students of Wichita State University. Students of the Poetry Workshop, a Free University production, and poets from New York, Wisconsin, Minnesota and California, all contribute their manuscripts. Hawkins feels the magazine should represent a "well-rounded review of poetry that's taking place right now".

Hawkins believes Mikrocosmos enhances the reputation of the Department of English. "The program is recognized as part of the college community," he explains. "It gives the Department a chance for students in creative writing to be recognized in an editorial's public way."

The staff includes Poetry Editor, Tracy Mercer; Associate Editor, Sidney Sondergard; Art Editor, Vernon Lyman; and Editorial Assistants James French and Debbie Dodge.

According to Hawkins, the selection of manuscripts was the staff's most time-consuming task. Each submission was reviewed by three staff members, and often was submitted to Anita Skeen, Advisor, or other faculty members from the Department of English. Competition for publication was stiff. Only one of every seven works were printed. Thirty poems and three short stories were ultimately chosen for publication.

Copy was typeset for print at the Sunflower office. The Mikrocosmos staff, then, operating under deadline pressure, utilized the Sunflower facilities to lay out the magazine's pages. "As far as layout is concerned, we really had a crash lesson," laughs Hawkins. "We just went

over there one day, and laid out the magazine. We spent about 14 hours doing it." Mikrocosmos was delivered to the printer on December 23.

Sales of the magazine began in late January, in the Wichita State University Campus Activity Center, and bookstores across Wichita. Mikrocosmos was also traded for similar publications from other Universities.

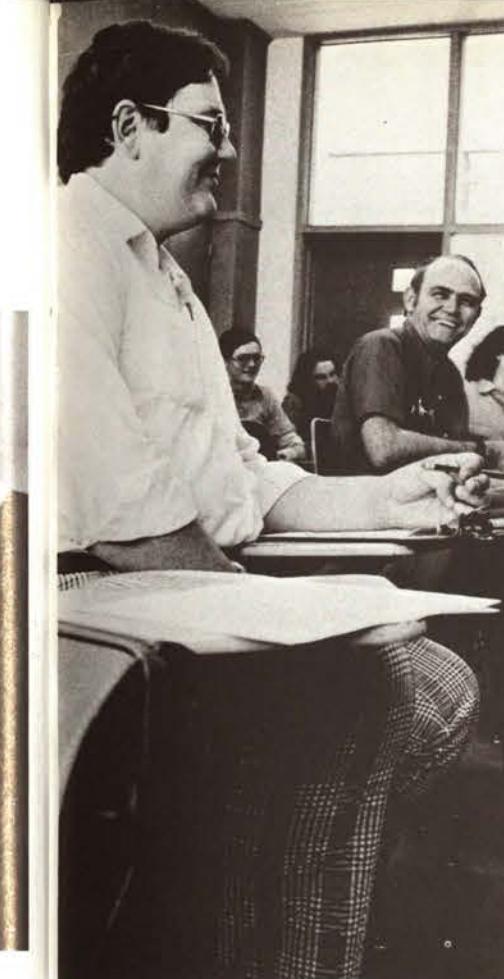
Benefits of the program are twofold for students, according to Hawkins. Initially, those students involved in producing the magazine have the opportunity to "edit journalistic communication", by evaluating others' works.

Second, authors of the magazine see their works in print. Writers often begin a



literary career by printing their works in small, recognized magazines. They progress to bigger, more renowned publications, then submit a collection of their material to a professional publishing house. There, they may gain national recognition.

Work space for the Fall 1975 issue of Mikrocosmos was fragmented. Hawkins explains, "We worked in each others' homes. Everyone's place was an office."

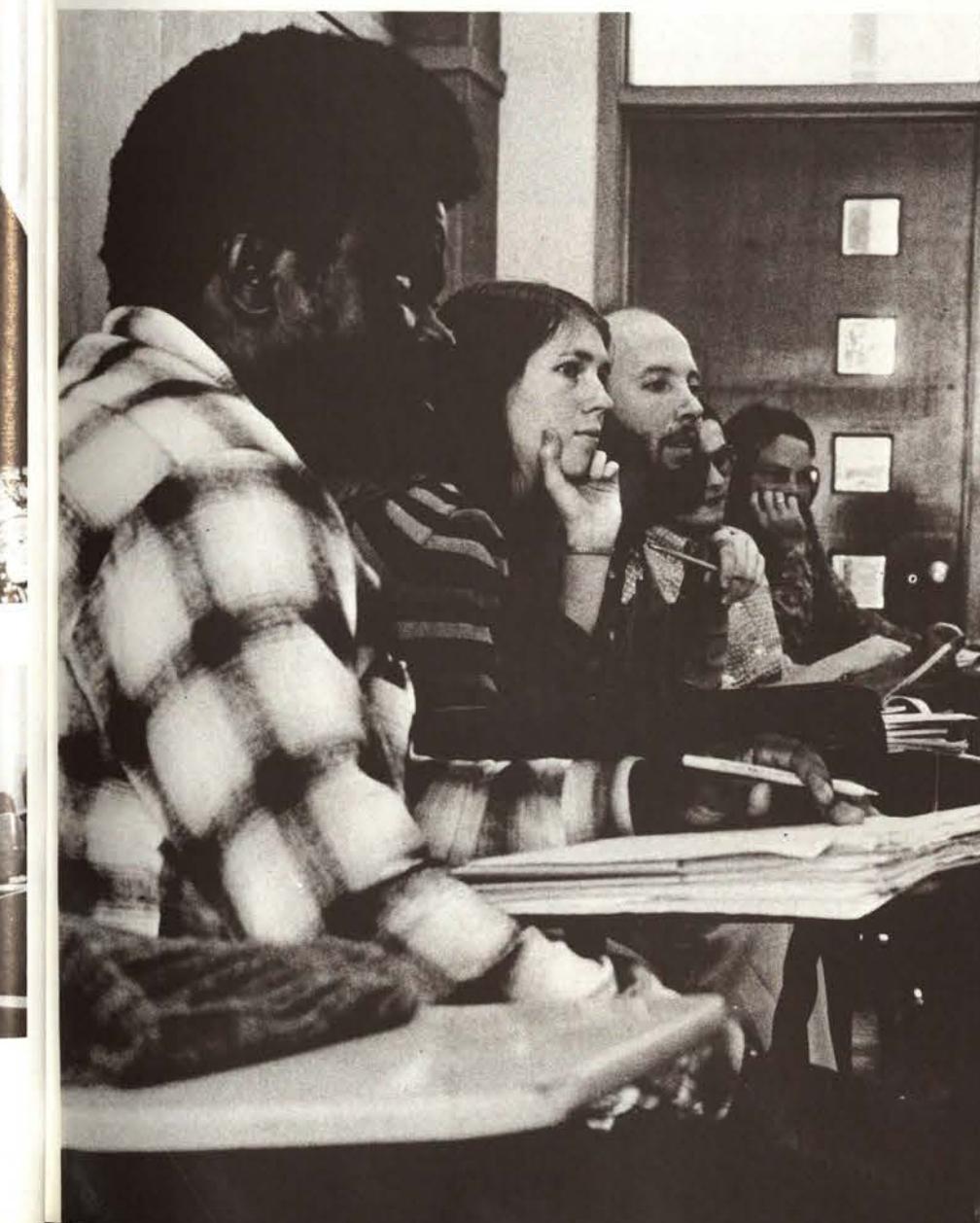


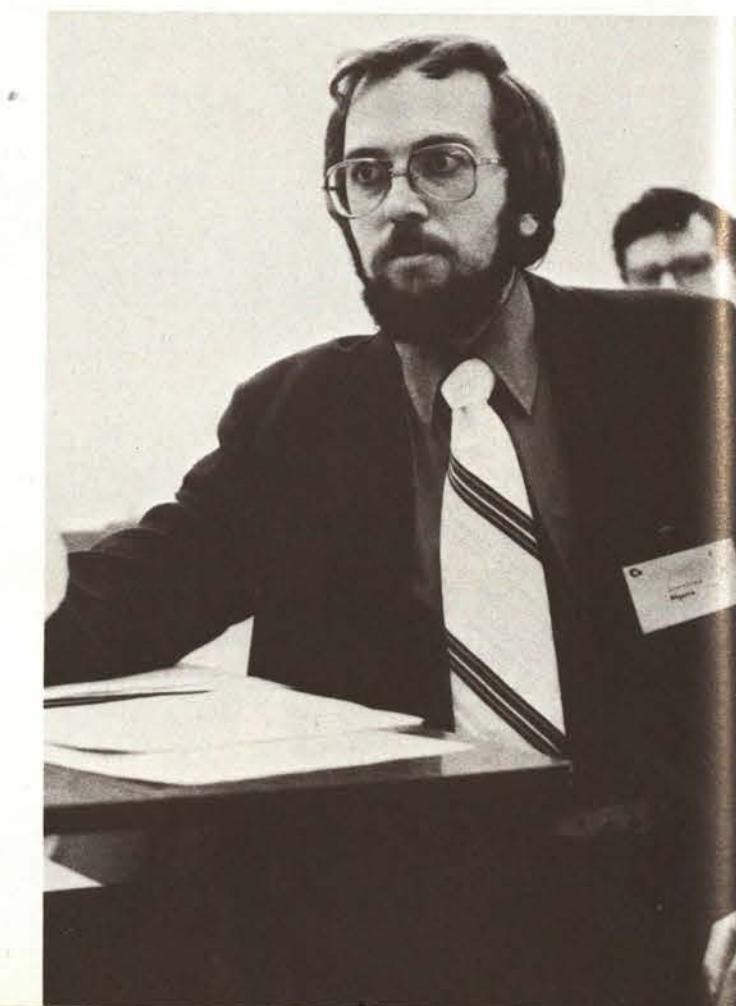
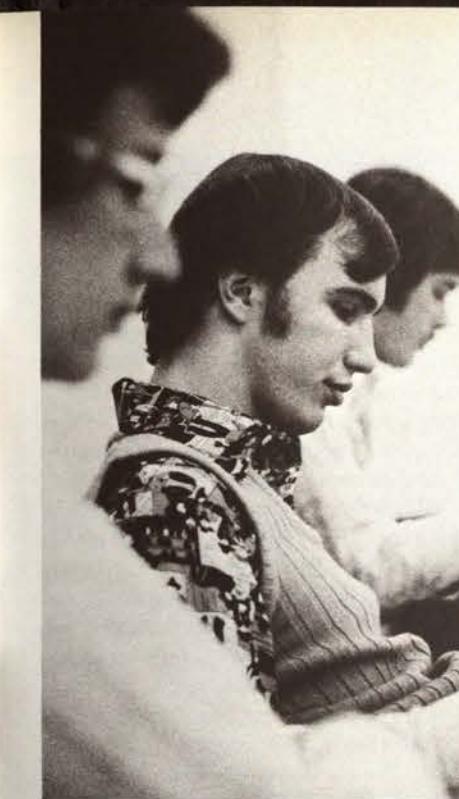
## Religion

Undergraduate students are acquainted with major religious traditions in the Department of Religion. Different religious phenomena are examined, and religion is studied through various methods. Students are encouraged to think critically and constructively about the nature of religion.

Both religious history and religious philosophy are studied. Students may focus on religion in the modern world, in the past, or in the future. Salvation and human conflict are investigated, as are the beliefs of Islam or Christianity.

The Department is expanding, as three faculty members have been incorporated in the 1975-1976 academic year. Two new areas of religious study have been created--Far Eastern Religion and Judaeica studies.





## Political Science

Aggressiveness...understanding...preparation. All are necessary qualities for the student of Model United Nations.

Each spring semester, students from Universities across the United States participate in simulations of the United Nations conferences. They form delegations to represent 7 participating nations, then engage in intensive research in order to be able to support those countries positions in mock-up conferences throughout the spring.

Students learn to draft resolutions, and learn to assume the role they have to play," explains Dr. James McKenney, Advisor.

Their first instruction is provided in Model U.N. class, which is held as Political Science 153 or 353 in the fall. Students then learn parliamentary procedure and the drafting of resolutions. They become acquainted with key issues

for the year, such as the law of the sea or world population control.

Model U.N. is "basically a student-run class" according to McKenney. "They participate quite actively, and the more experienced students give the lectures." He laughs, "They get to know as much or more than the counselor knows."

After New Year's vacation, the delegates begin their research. Books, magazines and newspapers are used to understand their nations' policies and needs. "A good delegate does a lot of research," says Gene Michael, Student Coordinator for the program. Students spend Saturdays, Sundays and at least one hour per weekday at the library.

"It's kinda tough," says Michael. "You have to really organize your time. It cuts out a lot of your free time."

Michael has participated in Model U.N. for four years. "When you go to the conferences it's more of a practical learning experience," he says. "It's simulation, too, which in my belief is one of the best ways to learn."

Wichita State University delegates attended four conferences during the Spring semester, including the national convention in New York. Five nations

were represented: Belgium, Guinea Bissau, Kuwait, Venezuela and Iraq.

Over the years a national reputation has developed for WSU within the Model U.N. Wichita State University has won numerous awards for Outstanding Delegations in the past. "Wichita State probably supports the Model U.N. program as well or better than any school in the nation," he says.

McKenney believes that his students gain an understanding of the complexities and problems of the U.N. Model U.N. "makes them more sympathetic to the ideals and aspirations of the U.N.," he explained. "They understand the U.N. is not a government--it is a league of equals who come together to work out political problems."

# Sociology

One minority group in the United States has been ignored. Its members are a powerful political force--comprising 30 per cent of the voting public. They consume 28 per cent of the United States health budget each year. Most important, though, is that every person could someday be a member of that group. Every person could someday be a senior citizen.

"Everyone is going to be an older adult sometime," says Gail Dreyer, Director of the Administrative Adult Program at the Y.W.C.A. Dreyer is a Continuing Education student, working toward her Masters' degree with an emphasis in Gerontology--the study of aging.

The Gerontology program began at Wichita State University in the summer of 1974. At that time, the University received a \$93,000 grant from the Administration on Aging, Department of Health, Education and Welfare. Since then, the program has expanded to include 31 classes, throughout four colleges and nine departments of the University.

All aspects of aging are studied through the program--from the psychology and sociology of aging to the types of health care necessary in nursing homes. Students of gerontology may either major in the field, or may take its courses to enrich another career.

"What we're trying to do is provide a core area of knowledge," explains Dr. William Hays, Program Director. "The strength of our program is to get other programs to take (gerontology) as a minor."

Some students conduct their studies on a personal level. One student, a social worker at E.B. Allen Hospital, interacts daily with aging patients. Two students are involved with the Red Cross Good Neighbor Nutrition Program, which provides hot lunches for the elderly in 11 locations across the city.

According to Hays, gerontology involves not only study, but an understanding of the needs of senior

citizens as well. He notes for instance, "It's surprising how things like loneliness affect the adequacy of a diet."

Dreyer coordinates recreational programs for the aged at the Y.W.C.A. "I enjoy working with older adults," she says. One of three programs is "Seniorcises"--a 45-minute session each week that tones up muscles, provides relief from arthritis and flexes wrists and ankles. "We're trying to instill in people realization of the need for (exercises) to be done regularly in moderation," she explains.

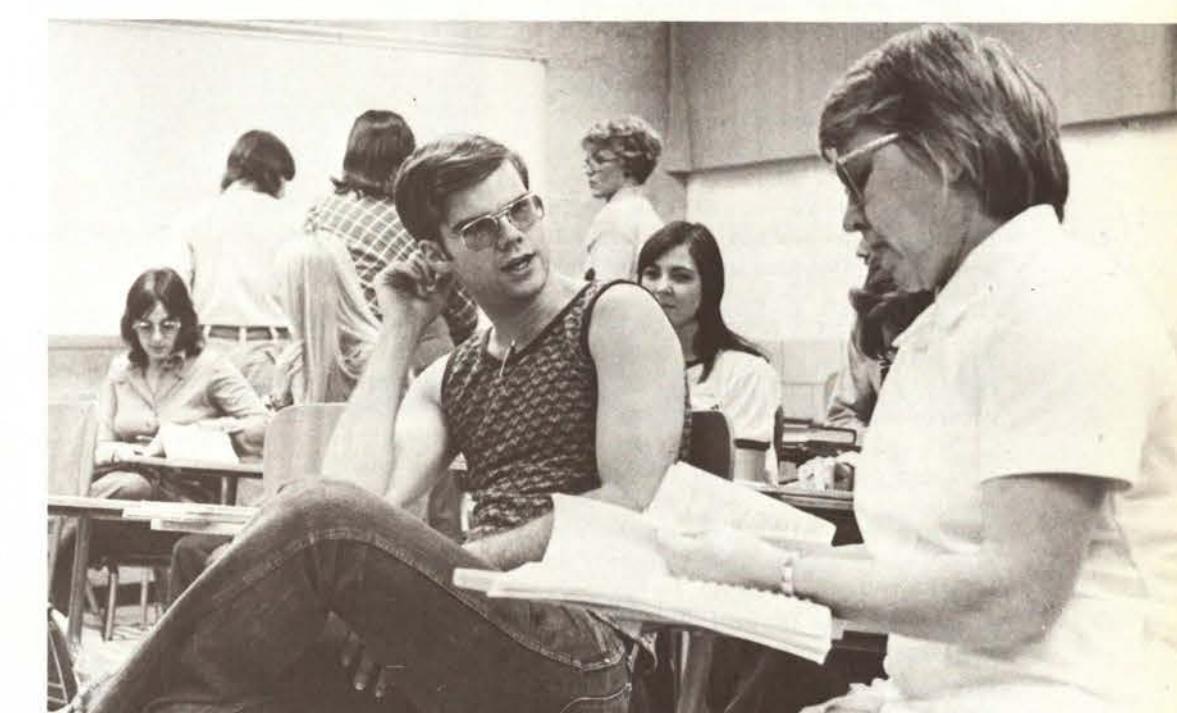
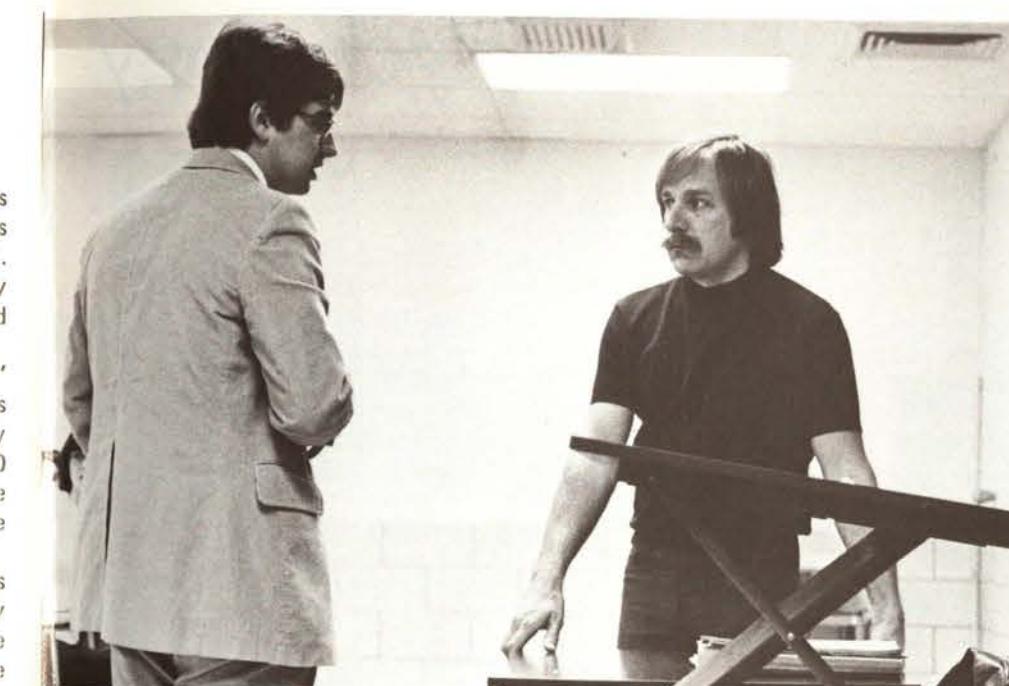
"Senior Swim" is open to anyone over 60. It is a time reserved for the elderly, when the temperature of the swimming pool is increased to prevent muscle fatigue. A hydraulic lift is available to help the less agile in and out of the water. "It's an excellent exercise program," says Dreyer. "It's probably one of the best for older adults."

"White Elephant" bingo, dominoes and movies are all part of the Y.W.C.A.'s third program, called the "Leisure Hour". Older adults may gather to relax, enjoy each other's company, and be entertained by card games or planned activities.

"Gerontology is new for everybody," says Hays. He regards the program as innovative. Wichita State University sponsors one of approximately 50 programs in the United States, and is one of only 10 that offer an undergraduate major.

Hays hopes that in the future, majors in gerontology will become popular. By 1978, he is looking forward to the creation of a Masters' program in the field.

"Society is broadening its philosophies," states Dreyer. "As far as their needs go, older adults have been ignored. Gerontology is really an investment in our own futures."



# Psychology

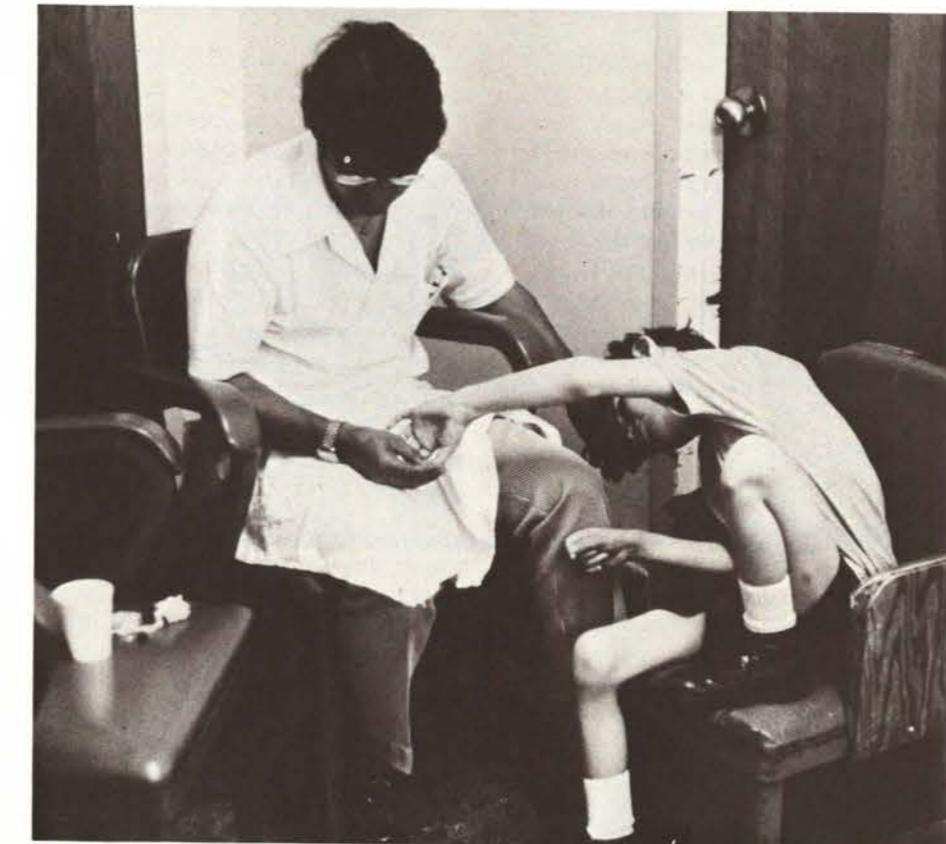
## Omission Training

Children often take the things in their world for granted. Actions like clapping hands, drawing in a coloring book, or holding a doll, all seem to be enjoyable, rewarding activities for youngsters.

For the profoundly retarded, however, such simple games are too complex. How could one little five-year-old girl ever hold a doll, with her arms bound in wooden splints to keep her from tearing out her hair?

One profoundly retarded boy, age 11, was also bound in elbow splints. He rapidly flapped his hands, and occasionally lightly bit his right fist.

"It's sad to see them--there's not much they can do," says Bishnu Chitrakar, a graduate student of Psychology. Chitrakar lives in Winfield, Kansas, and commutes to Wichita State University to complete his Masters degree. He has spent 8 months in the Winfield State Hospital and Training Center. His thesis is based on his work with these two retarded children.



Chitrakar's main purpose in working with the children was to teach them not to indulge in self-destructive behavior. "Maybe then they could be taken off of restraints," he says. "There would be a chance for them to learn some other things."

His method of therapy is called omission training. For two months, he visited each child for two 15-minute sessions per day. He rewarded them for each space of time--usually five or eight seconds--in which they sat quietly.

"I think (omission training) is a good technique," Chitrakar states. "You do not have to reprimand the child. We're pretty much used to yelling and shouting at kids. When they're doing something nice, we seldom pay attention to them."

The children were rewarded for their good behavior according to their own tastes. The little girl enjoyed verbal praise and attention, while the boy preferred marshmallows and M & M's.

"I have heard they are much better," says Chitrakar. At the inception of the training, the little girl pulled her hair 88 per cent of the time, while the boy flapped his hands for 82 per cent of each 15-minute session. After two months of training, the girl's self-destructive behavior occurred during only 16 per cent of the time. The boy's average had



dropped to 20 per cent.

Chitrakar is satisfied with his results. "I demonstrated pretty well the (beneficial) effect of the technique," he says. The faculty of the hospital as well felt his results were important. The children are now restrained only by special mittens--the wooden arm splints have been discarded.



## Biofeedback

With the advent of the lie detector, it became a well known fact that skin can measure anxiety. What's not so well known is that a person can control their skin reactions, and, in turn, reduce their anxiety.

This conclusion was determined by student psychologist Allen D. Bostwick in a series of tests created for his Master's thesis.

Three electrodes, an easy chair, an intercom and two lights--one white and one green, were the main components of Bostwick's testing equipment.

For a two hour, 15 minute testing session, each of ten students relaxed in the chair while the electrodes were fastened to two fingers and an ankle. The lights dimmed, and the green light flashed

on, indicating the experiment was in progress. Whenever the subject changed the amplitude of his galvanic skin response (GSR), either lower or higher, depending on a time schedule, the white light flashed.

"The students feel they have no control of what makes the white light go on, yet their galvanic skin response definitely was being conditioned," says Bostwick. "That shows how subtle the conditioning is."

Bostwick used an omission training schedule to control the use of the white light. It flashed on when there was the omission of a response. For instance, if a student originally maintained a high amplitude GSR, then lowered it, the light would flash on after a few seconds as a reward.

"We treated each response as a single, individual response," says Bostwick. He believes there is a "very subtle difference" in the degrees of raising and lowering the amplitudes of the GSR. "That impresses me," he adds.

Bostwick has been involved with his experiment from the summer of 1975, through April of 1976. He researched background aspects of his project throughout the summer and fall, then tested his subjects and analyzed the data he collected.

He regards the results of his study as "highly significant." Since skin responses are caused by anxiety, the controlling of the responses can, in turn, directly affect their causes. If control of the autonomic nervous system can be established, high blood pressure and psychosomatic ailments could virtually be eliminated.

Bostwick feels his experiment is "successful." He says, "I'm delighted with the results."



# Speech

Academic, curricular and extracurricular programs are sponsored by the Department of Speech Communication. These include typical classroom instructions, and projects both for class credit and outside regular course activities. Dr. Robert Smith, Department Chairperson, feels that the department should provide such a broad scope of learning situations, and regards these three areas not as "extras" but as "commitments" to the students. "By education", he says "we mean more than a simple classroom experience, because that's only one dimension."

The Department offers a variety of activities, including the University Theatre, an audio-reader news station for the sight-handicapped, and seminars for executive-level managers. KMUW, the University's radio station, is sponsored by the Department. A forensics program is active, both in attending and hosting tournaments.



## "Stand Back Mr. Universe"

Stand back, Mr. Universe! Competition is here--Mr. Speech has been discovered! Tall, dark and handsome, he's one hunk of man. Brown, curly hair, rippling chest muscles and strong, shapely legs all combine to give this year's winner the charm that made him the darling of over 400 students.

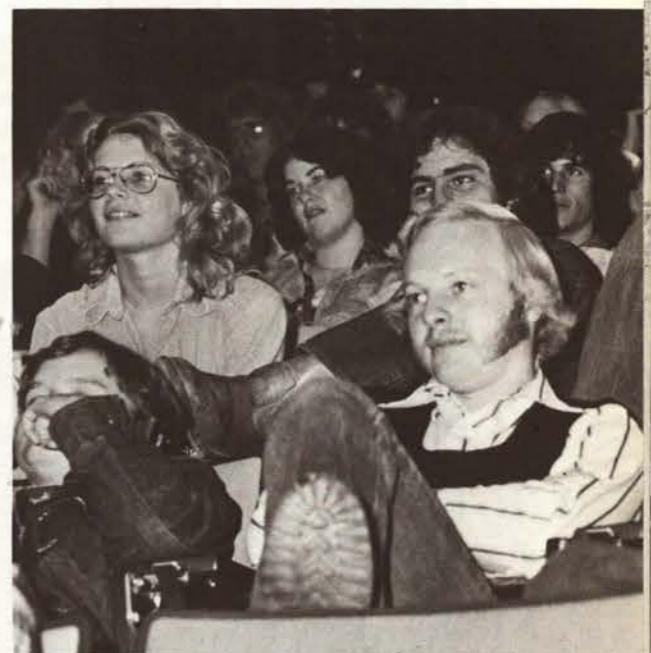
Wow -- foxy.

Mr. Speech was selected in a beauty pageant sponsored by the Speech 112 class (Interpersonal Communication). Contestants were chosen from each speech laboratory class, and each had opportunities to flash his style in an initial promenade, display his grace in a talent contest, and show off well developed legs and chest in the cut-off competition. The young men were escorted by girls selected from their

laboratory classes, and were cheered by their laboratory classmates.

This year's title was awarded to John Desocio, who's winning personality and terrific build held the judges in awe. He was crowned by a gorilla, who was representing Mr. Speech of 1975.

This pageant is the first of an annual affair, so guys, start working on those chest muscles for next year!



## American Studies

"So much is new in the field of American Studies, you might say that we're celebrating the Bicentennial all the time," says Dr. Ross Taylor of the American Studies Department.

Taylor is well acquainted with the growth of the American Studies Department--he was a member of the Wichita University faculty at its inception in 1947. He became the Department's first chairman.

"Classes filled up immediately," he reminisces. The Department first attempted to enlarge class sizes to four or five hundred students. That was too much like a "dramatic performance on Broadway" for Taylor, and his classes were reduced to a smaller size to provide personal interaction with students.

Taylor's classes have always included research projects. His students investigate subjects ranging from colonial quilting patterns to western ghost towns.

Taylor students travel approximately 26,000 miles per semester to conduct interviews, take pictures and make observations in eight midwestern states. "There is no state historical society where

my students are not welcome," he says. As for the traveling associated with the extensive research, he feels the students "have a wonderful time doing it."

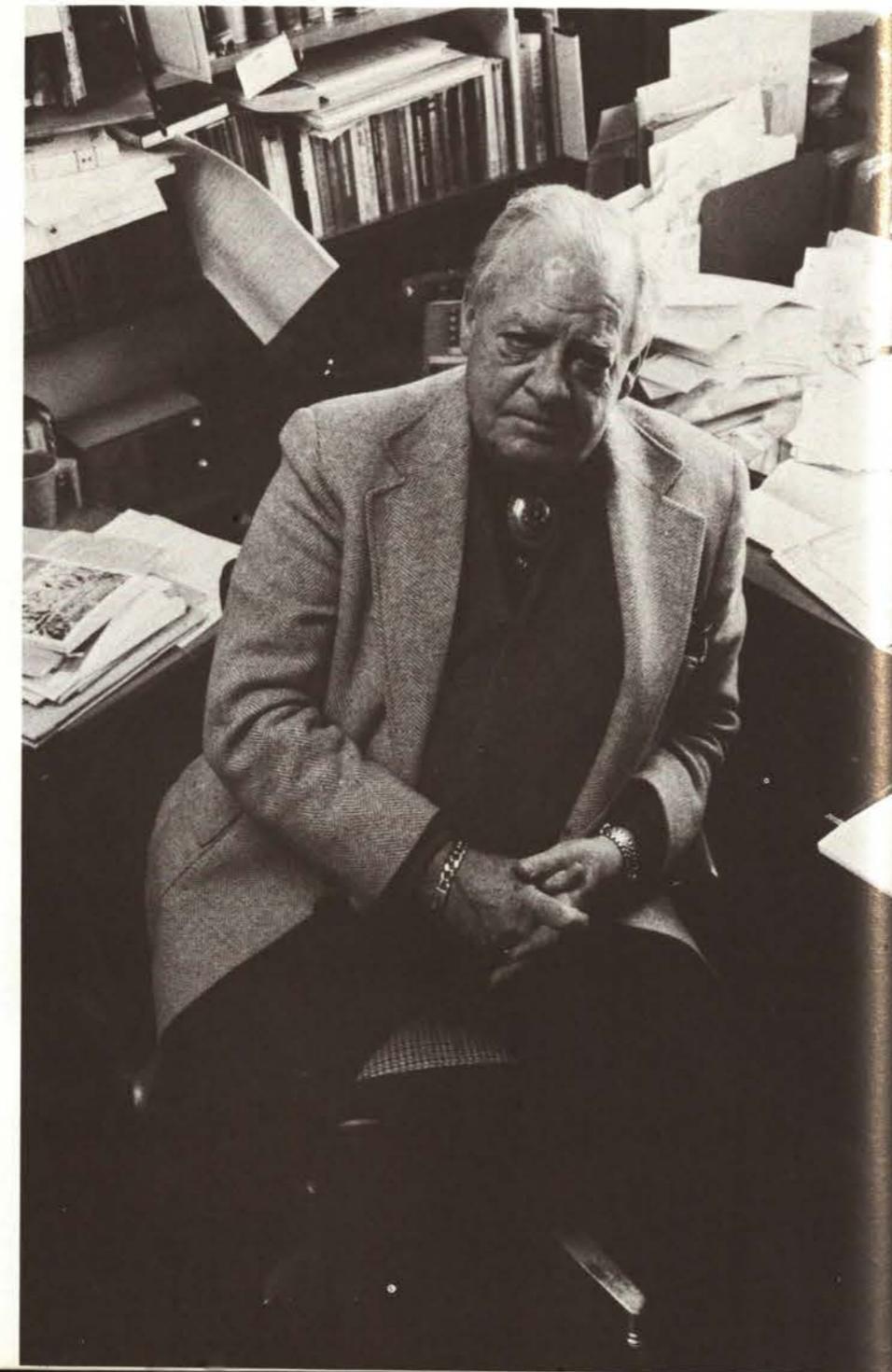
"I don't teach classes as classes--I teach them as a collection of individuals," says Taylor. "No two people are alike--I don't care what you say." He prefers to be personally acquainted with all his students. "That way, they feel like they 'have a friend in court'."

Taylor admits, "I do read a few books now and then." His private library completely covers two walls of his office, and includes a room in his home. Many of his texts are resource materials; others are books that he wrote himself. He has published numerous works, including two

historical novels for adults--"Brizos" and "The Saddle and the Plow". His historical children's books, "On the Chisolm Trail" and "On the Santa Fe Trail", have gained national attention.

Among Taylor's more "innovating" courses is "High Plains"--a class held in the evenings at the City Library. He hopes that adults who enroll in the class will be encouraged to further attend Wichita State University. According to him, the class is "a lot of fun."

"Students are discovering they haven't been taught very much about their heritage," Taylor says. He believes students are enrolling in American Studies courses to discover "the truth and the consequences of that truth."



## Women's Studies



Doctor Dorothy Walters surveyed the newest additions in the Women's Studies department: two rooms filled with desks, chairs and half-empty bookshelves. "We hope," she says earnestly, "that this will become an office where students will feel that they're welcome." The atmosphere is free as students drop by for advice, or to browse through the developing resource library which contains books on the women's movement.

Ms. Walters explained that a goal of the Department is to "help women realize their full potential as students or professional people." Courses such as "Women and the Law," and "Leadership Training for Women," deal with both social and individual awareness. A Bachelor of Arts degree is now offered by the Department.

# University College

Concern is evident as David E. McFarland, Dean of University College, describes his job. "It's an exciting thing to be involved in," he says energetically. "It gives me an opportunity to work with people all the time, and as far as I'm concerned, that's what life's about."

University College provides a variety of programs and counseling services designed especially for the beginning student.

One important job of the college is to prepare incoming freshmen for university life. Duties in this field include organizing orientation, printing course information for academic advisors, and working with the Director of Admissions on out-of-state applications.

Self-advertisement is encouraged in special classes, such as PD 100, a course involving an interaction of student leaders with the newcomers. Reading and Writing

Labs includes instruction in notetaking and listening skills and is open to both undergraduate and graduate students.

Programs such as Early Alert and Downs, counsel students who frequently cut classes or are failing a course.

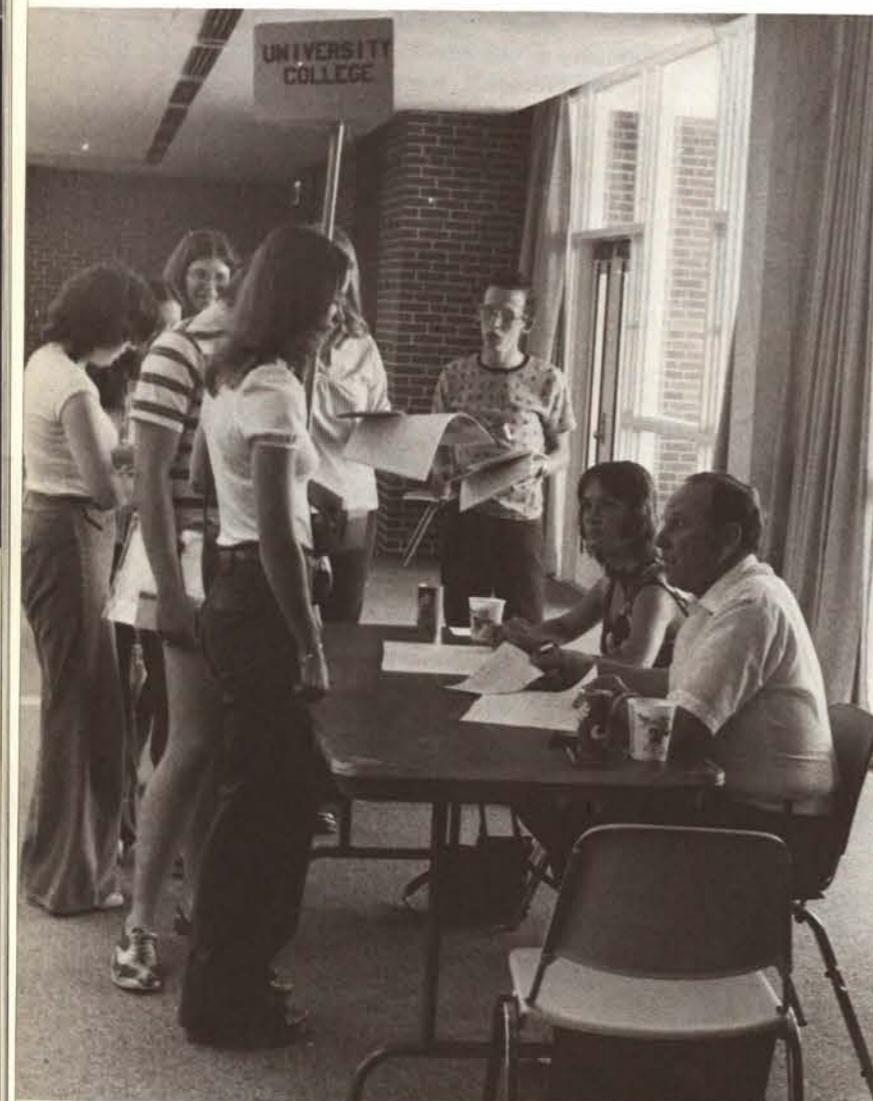
A Major facet of the College is an academic counseling service. Students are encouraged to present their problems to a staff of advisors. Waiving class prerequisites, changing schedules and the planning of majors are typical topics.

"We have an enormous amount of personal contact," states Dean McFarland. "We try to meet their (the students') needs, whatever they are."

Self-improvement is not only a goal for freshmen, but also for the college itself. Programs currently under consideration include a compulsory advising system for the entire university, a comprehensive

career planning program, and institutional research focusing on possibilities of constructive change.

"University College is rather unique at W.S.U.," says Dean McFarland. "Our total assignment is to help students to survive."



# Continuing Education

The old adage states that one "learns something every day."

It is only natural that adults, professional businessmen or college graduates would return to enroll in courses at W.S.U.

Such students are under the care of the Division of Continuing Education. They may be those who have never attended college and are "testing the water" before making further commitment; those who are attending W.S.U. on a temporary basis while earning credit to transfer to another University or those who have a degree

and are taking refresher courses to prepare for graduate work.

The Division of Continuing Education provides a variety of services for these students. In addition to traditional credit courses, a series of non-credit courses is available, covering a spectrum from jewelry-making and photography to foreign languages.

The University has expanded credit course scheduling in response to the needs of the working adult. This includes off-campus classes, independent study, correspondence and weekend courses, and instruction through the use of television, radio, and newspapers.

Continuing Education strives to meet the higher education needs of adults of the larger community through cultural, vocational, semiprofessional, and professional academic endeavors. It provides continuing education in a variety of fields for those who wish to study for their personal enrichment. The Division

cooperates with business, industry and the professions in providing specialized credit and noncredit courses.

Another dimension of Continuing Education is to assist adult, part-time students in preprofessional or career development by making available to them the learning resources of the University through nontraditional means of delivery.

Special programs of orientation are also provided for new students, including group guidance sessions on a regular basis. Additional counseling services are available to women and senior citizens.

A multiplicity of educational services is available to students through the Marcus Center for Continuing Education, a two-story addition to the Shocker Alumni and Faculty Club. Personal enrichment programs; specialized courses for business and industry, government agencies and the professions; and special conferences for the benefit of the general public are held there.



# Graduate School

To Lloyd Benningfield, Dean of Graduate School, the role of graduate education is a growing, changing entity. "Throughout our history," he says, "we've tended to deal more with the type of graduate student that most institutions are now recognizing—the working, adult, part-time student. The traditional, full-time graduate student is certainly in the minority, or is going to be. Graduate schools have to serve the needs of this working, part-time population."

Graduate programs of W.S.U. are expanding their formats to accommodate the needs of today's students. Dean Benningfield believes that W.S.U., in the role of an urban university, needs to "deal more with reality" by relating to an adult group of students. "A teacher has students in class who are actually out working in the field. These students see the reality of the business and industrial world." Courses, then, must keep these special backgrounds in mind.

"One aspect of these students is the small amount of time they have to spend on campus," states the Dean. "This limits their interactions with faculty and other students."

Dean Benningfield feels that these students' goals are different than those of

traditional full-time graduates. Often they are working toward further development in their respective professions. "Many of them (attend college) for additional professional development, for various additional certifications, because of changes in technical fields that occur at an accelerated rate. This may mean that a person's education is never done."

According to the Dean, graduate degrees are becoming necessary in many professions. "Change in all aspects of our society and culture seem to come at an increasing rate. The ability to adapt to (this) change causes the necessity for ongoing, advanced education." Programs have recently been developed for training in growing fields. Masters' degrees are now available in Communications, Urban Affairs and Nursing; while plans are currently underway for a Specialist's degree in Student Personnel and Guidance. "There's a tremendous need for such programs," he explains.

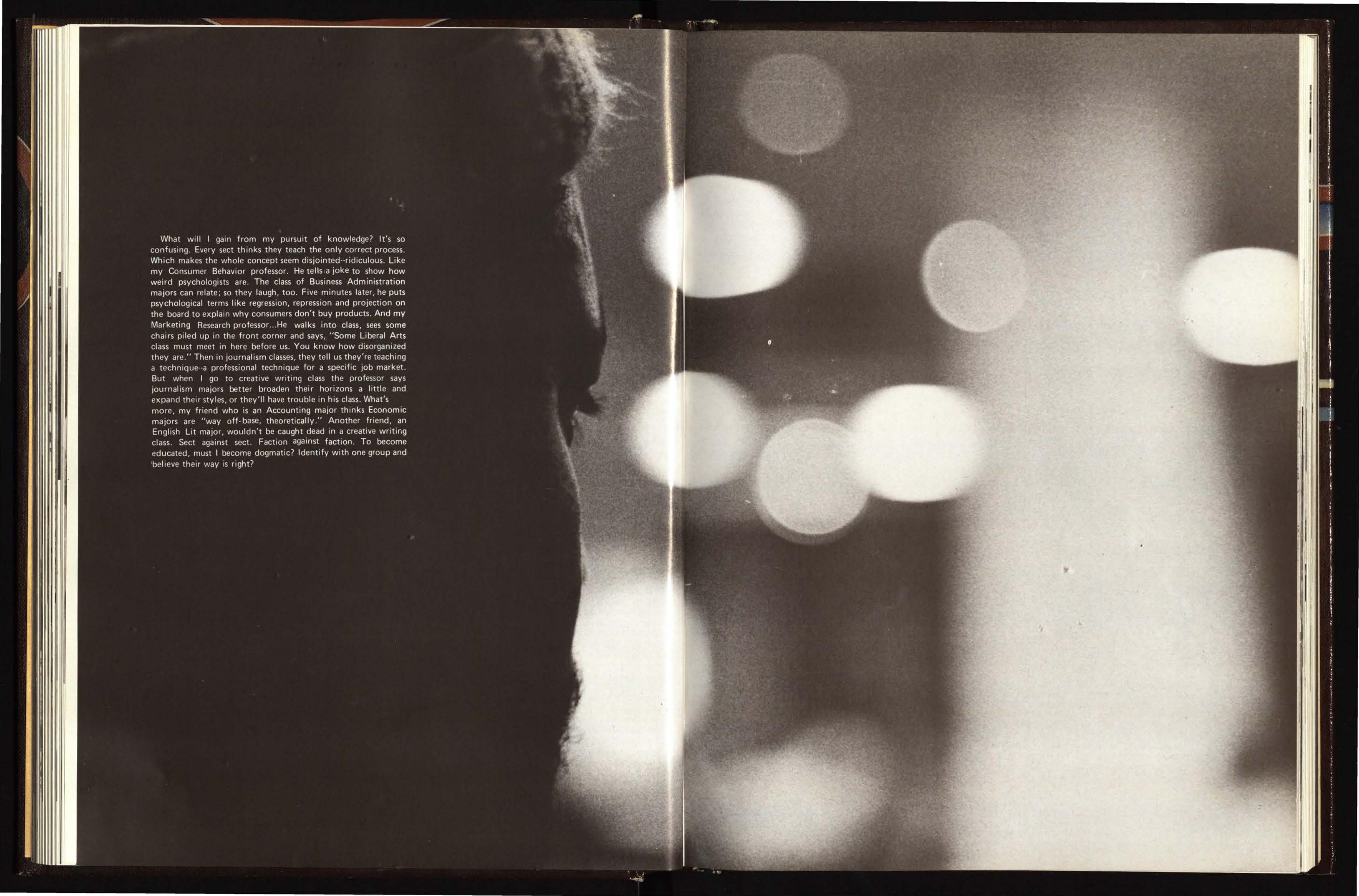
Interaction with the Wichita Community is provided with seminars, discussions and special projects in which students are able to utilize professional knowledge. Surveys in communication, work with urban elementary school children and business consulting for local

firms are only a few of several such programs.

"Outreach" programs are designed to enable students in surrounding cities to obtain degrees. The largest of these concerns the Administration of Justice, and provides courses in such cities as Kansas City, Leavenworth and Ft. Riley.

The Division is also involved with the other graduate schools in Kansas. Formally, W.S.U. is involved with K.U. in three doctoral programs. "I think the experiences have been good for all parties concerned," emphasizes Dr. Benningfield. "It allows us to benefit from successes and failures, not only us from them but them from us. We are ahead in a number of ways."

Dean Benningfield views education as "really a lifelong thing." "Hopefully," he says, "we'll continue to recognize and deal with this."



What will I gain from my pursuit of knowledge? It's so confusing. Every sect thinks they teach the only correct process. Which makes the whole concept seem disjointed-ridiculous. Like my Consumer Behavior professor. He tells a joke to show how weird psychologists are. The class of Business Administration majors can relate; so they laugh, too. Five minutes later, he puts psychological terms like regression, repression and projection on the board to explain why consumers don't buy products. And my Marketing Research professor...He walks into class, sees some chairs piled up in the front corner and says, "Some Liberal Arts class must meet in here before us. You know how disorganized they are." Then in journalism classes, they tell us they're teaching a technique-a professional technique for a specific job market. But when I go to creative writing class the professor says journalism majors better broaden their horizons a little and expand their styles, or they'll have trouble in his class. What's more, my friend who is an Accounting major thinks Economic majors are "way off-base, theoretically." Another friend, an English Lit major, wouldn't be caught dead in a creative writing class. Sect against sect. Faction against faction. To become educated, must I become dogmatic? Identify with one group and believe their way is right?

# The Communicators



# Sunflower

- Row 1: Dan Bearth, Mike Shalin, Peggy O'Conner, Brian Corn, Bonnie Johnson, Jan Trimmel, Jean Watton.
- Row 2: Milton Besser, Neil Cook, Karen Miller, Robin Tracy, Alan Schroeder, Rod Perry, Brenda Simonson, Marsh Galloway, Bob Vaughn.
- Row 3: Steve Nichols, Marvin Rau, Scott Mamary, Don Updegrove, LaRue Rains, Pat Jennings, Hannalore Borchers, Don Barry.

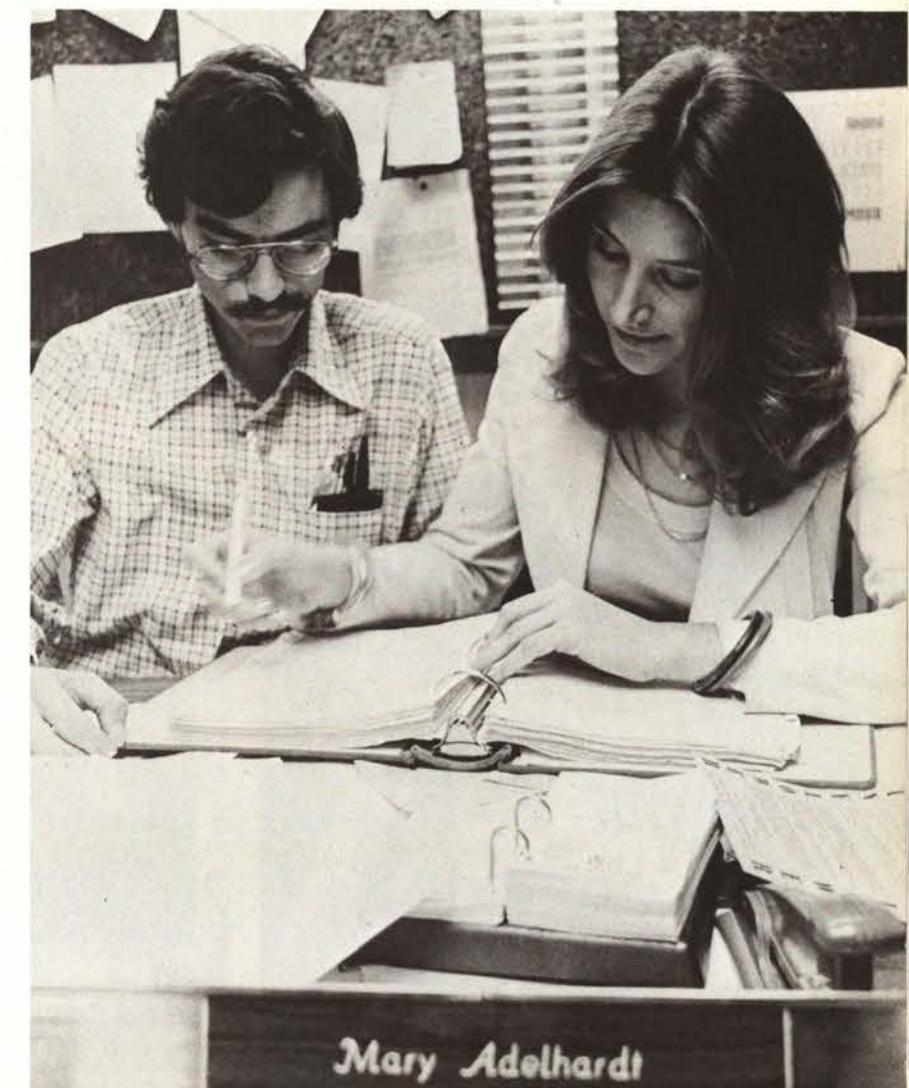
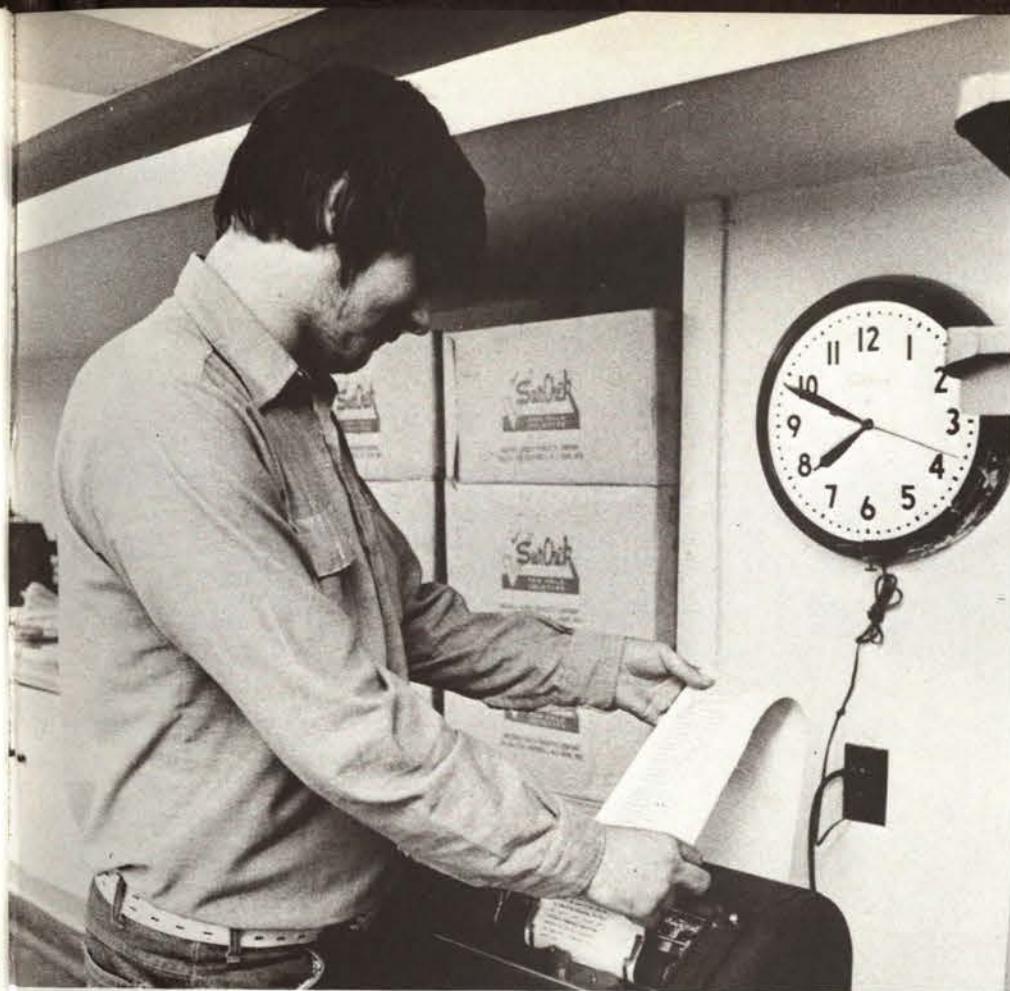


to cover campus affairs around the clock, utilizing reporters from the Journalism department.

Circulation of the paper has jumped from 8,500 to 9,000 copies to accommodate increased student enrollment. And, the 1975 student fee funding increase for the Sunflower, provides more pages per issue.

A completely independent student newspaper, the Sunflower, is not controlled by the Journalism department. The 40 students who are on the staff are paid for their work and do not receive academic credit for their efforts.

Growth and an emphasis on consistent quality are the goals of the Sunflower, Wichita State University's student newspaper. Publication has been expanded from two to three papers weekly. A "beat" system allows reporters





## KMUW

On June 1, 1975, a new dawn broke for KMUW, 89.1 FM Stereo. Longer hours of programming were then instituted, serving the WSU campus area, the city of Wichita and surrounding towns. KMUW has been in operation for 26 years and is one of the oldest FM public radio stations in the nation and the

Left to Right

Claudia Allen-Promotion Director, Jim Sensenbach-Chief Engineer, Tom Donoho-Program Director, Patricia Cahill-News Director



only one within 200 miles of Wichita. KMUW is not a closed-circuit, campus or commercial radio station, but is licensed by the Federal Communications Commission to Wichita State University. A potential 400,000 listeners can hear the 10,000 Watts Stereo station.

In the past few years only 15% of KMUW's programming was geared to the Fine Arts. Now, 25% of its operating time is devoted to the Fine Arts. For example, Texaco has underwritten the Metropolitan Opera, live from New York City, which began in December, 1975.

Is KMUW a "packaged, taped" station? No, it produces most of its programs, 70% of which are put together locally.

The station's doors are open to students outside of broadcasting. Interested students can be trained to

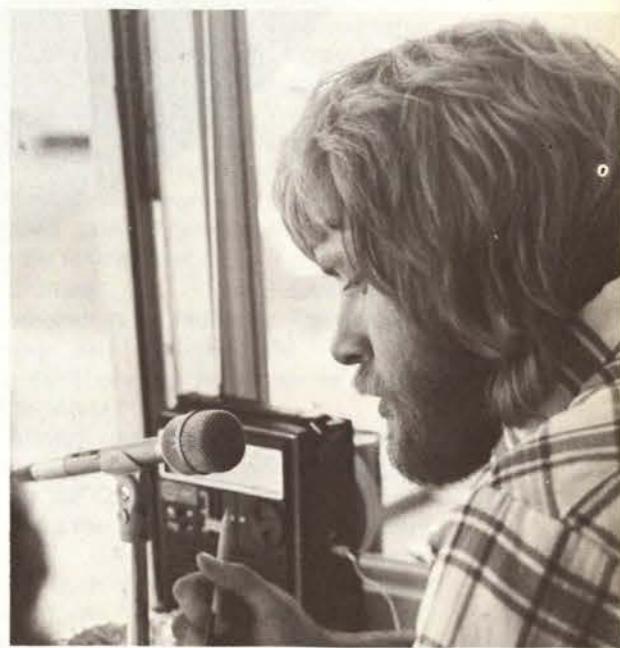
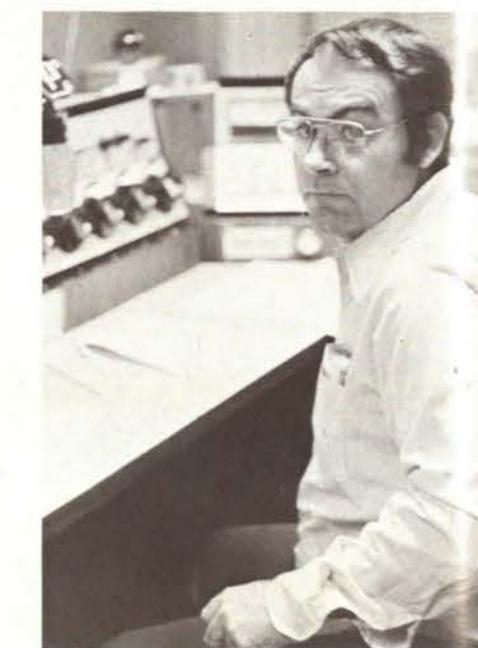
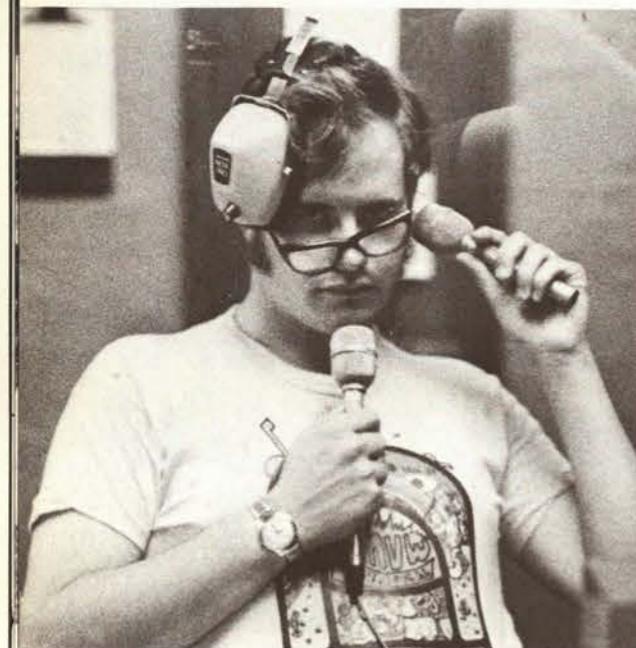
work for KMUW. While most of those positions are volunteer, the experience is invaluable. Currently some students are presenting newscasts, doing promotion work and producing programs.

The programming schedule covers a wide spectrum including "Nation Time," "Musica Mexicana," folk and bluegrass, oldies, blues, jazz, classical music, national public affairs shows, poetry readings, and highlights on campus personalities.

A music marathon and membership drives were held to cover costs, improve equipment and services and pay for new programs at the station.

Alan Frank, General Manager of KMUW, said the public radio station's goal is to "train as many students as we can with a quality education in broadcasting."

Enthusiasm, involvement and education are contagious at KMUW, which is proud to be a part of WSU and the Wichita community. Join them won't you?





## Parnassus

"Would you like to order your 1976 Parnassus yearbook?"

If you were one of those unlucky persons (in the wrong place at the right time) you were probably bombarded by the question more than twice.

We hope we didn't prove to be too much of a pest this year during those times when you were trying to outwit the registration maze...and we were trying to sell Parnassus '76.

We really didn't know what we were into when we switched over to a subscription yearbook. It was a burden, to say the least, and the headaches increased daily.

For the first few months, the Parnassus staff was hard at work on the yearbook, not knowing if it would ever materialize. We would like to thank the Board of Student Publications for its confidence in the Parnassus '76 staff. Without the Pub Boards optimistic support, Parnassus would have been just an empty house at the corner of 17th and Yale.

"Why was the yearbook changing to a subscription program?"

If you asked this question to a Parnassus staffer during registration, you were probably answered with a two or three sentence reply.

We would like to take this opportunity to make a short story long.

Parnassus began in 1902 when the 13 students of the junior class decided that they wanted a tangible memory of their years at the Municipal University of Wichita.

Today with universities boasting classes numbering in the hundreds (many times the thousands), a yearbook can no longer be a tangible memory to all students.

Student demand for the annuals have been decreasing in recent years. Many college campuses across the nation are faced with the dilemma of what to do with their faltering yearbooks.

College yearbooks in general went through a spectrum of format changes. Mug shots were dropped because of minimal turnout and replaced with features, poetry, and photo essays. Hard-bound books were replaced with soft-covers. Many yearbooks evolved into magazines which were published two

to four times a year. One university went so far one year as to publish its annual in the form of a box filled with an assortment of printed materials.

Despite these changing trends in college yearbook formats, student demand continued to decline. Some campuses even stopped producing a yearbook.

In the past, Parnassus has depended on student fee allocations for its entire operating budget. In return students received the book for no additional charge.

In recent years however, both students and the Student Government Association have been debating whether or not the Parnassus should receive any allocation at all. Demand for the book had dropped to an all-time low during 1973 and 1974 when the yearbook had turned into a bi-annual magazine.

A compromise with SGA in 1974, resulted in Parnassus returning to an annual hardcovered book that was still to be funded completely by student fees.

The objective of the compromise was to begin the wheels moving to turn the yearbook into a more self-supporting activity.

The strategy involved a weaning process. The 1975 yearbook's goal was to build up student interest by returning to a more traditional form. Previous questionnaires had indicated that this was what the students wanted.

The 1976 yearbook budget included a subscription program that was expected to produce 40 per cent of the operating budget.

Is there a future for yearbooks at Wichita State University?

No one can say. It will be a matter of weighing the value of Parnassus one year at a time.

We won't harp on the universal relevance of this year's annual or the yearbook in general. We just hope you can at least appreciate the fruits of our efforts.

We've spent a long, hectic year producing a yearbook to reflect campus activities during the past year at Wichita State University. And it has in fact rendered a few of the staff slightly mad...which accounts for the bizarre nature of our staff photograph.

The diligent young typist in the center is our over-worked Department Editor

Mary Smith. The young lady (to the left) wearing exotic toe socks and a graduation cap is Jan Trimmell, feature writer.

The mustached cigar muncher, leaning on his priceless camera is photographer Pete Beren. Clutching her hat from the 50 mph winds is Jackie Knapp, sports editor.

Standing stylishly is Vernis Barrier, business manager for the spring semester. Barbara Fannin, the promotion manager, is in 'hat' and gown. Next to her is sane looking LuAnn Parks, business manager for the fall semester.

Choking on four cameras is photographer Pat McCreary. The studious young lady (to the left) with the calculator plugged in her ear is feature writer Anita Hight.

Almost last but not least is Bob Vaughn, the art editor who didn't quite make the Cosmopolitan foldout, so he is blessing the staff pic with his cute nubby knees. And Ramona Logan, editor-in-chief, holds the Parnassus mascot..the 'Buy your yearbook today' balloon.

## Dare

DARE to be open. DARE to feel comfortable in a college class. DARE to get acquainted with everyone in the class. DARE to talk about any problem. DARE to ask any question. DARE--to do all of this and more.

Developed to assist freshmen through their first year of college, DARE is a class which helps the students to get better acquainted with WSU and makes it easy for them to ask questions. Every week for one hour, the students meet with their



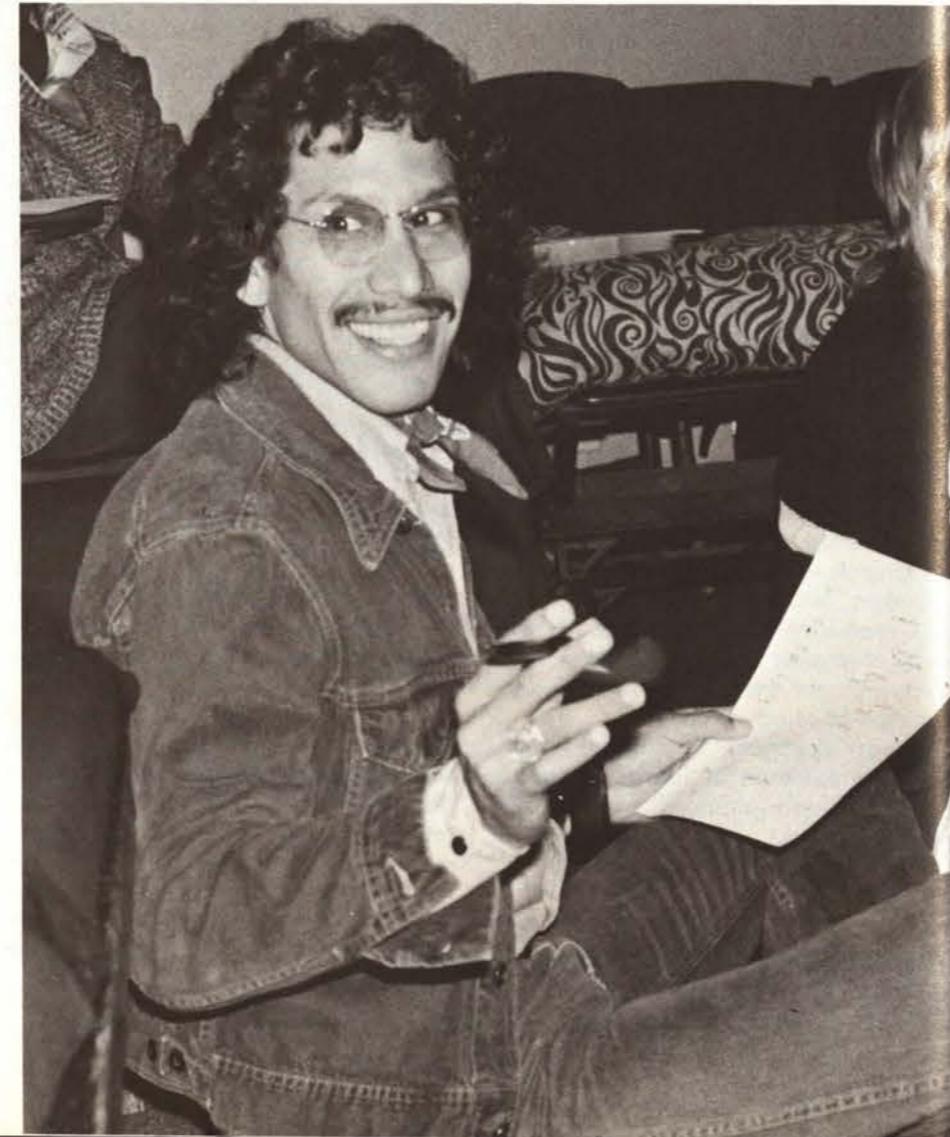
group leaders and talk about any problems that they have experienced, which might be anything from not being able to find a parking space to complaints about classes.

When they are not discussing the difficulties each of them have encountered, they are often conducting exercises to give the students insight into themselves. The exercises show the students their strengths and weaknesses in such areas as communication, cooperation, self-expression and self-awareness.

DARE, which stands for Development and Report Experiment, was designed by former University College Dean Walt Friesen in 1969. It was his answer to the problem of the students having just a brief two-day orientation program rather than the more extensive program which they needed.

The classes are staffed almost entirely by student volunteers. These volunteers must have taken a student leadership training course, know the campus well, have a good academic record, and be able to communicate with others before they are accepted to teach a DARE class.

Administrative Director LaVonna Spencer and Assistant Director Charlie Perez stay in touch with the program they oversee by teaching classes themselves.



## Bureaucracy, Ltd.

"Where's the CAC?"

"You're in it."

"Is that Morrison's picture on the front of the catalog?"

"As a matter of fact, yes."

"How do I join the draft?"

"I don't know, but I'll sure find out."

Bureaucracy, Ltd.--they just have to be ready to answer any questions that come to the booth with accurate and correct information. If they don't know the answer, they will find someone who does.

The booth, located on the first floor of the Campus Activities Center is open every day of the week. It is filled with literature which deals with about every aspect of campus life, along with being staffed by at least one student who is ready to help anyone who needs it.

If a student is lost, Bureaucracy, Ltd. will give directions to the class. If someone wants to drop a class, Bureaucracy, Ltd. will explain what needs to be done. If students need help with deciding their major, Bureaucracy, Ltd. will set up an appointment with a counselor. Whatever the need, they try their best to take care of it.

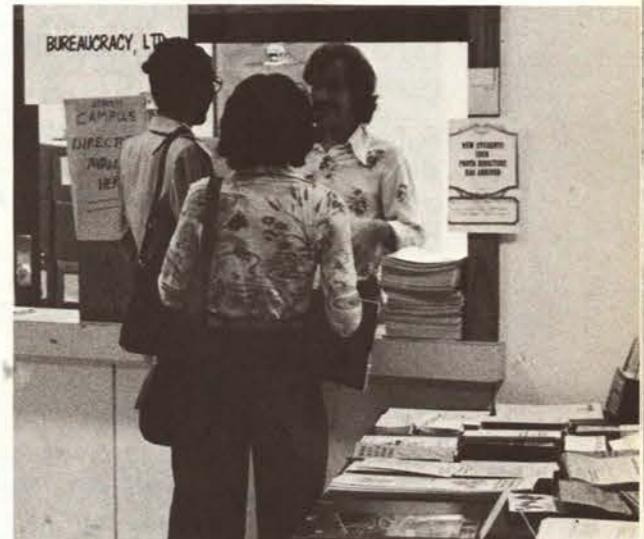
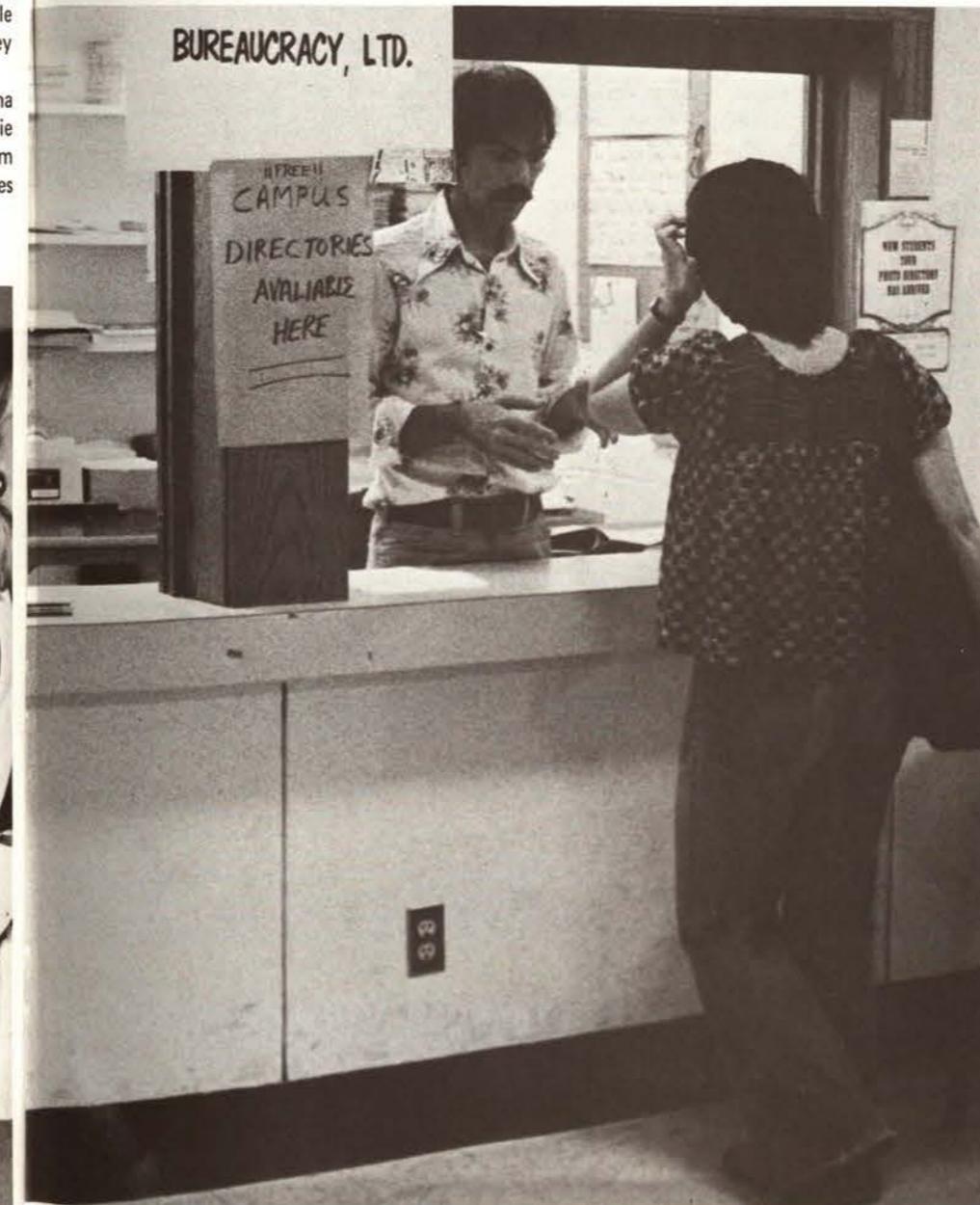
Not only is Bureaucracy, Ltd. open during the day, but they also operate a booth at night so the night students will also have a convenient place to go to obtain information and answers.

Bureaucracy, Ltd. is also planning to extend their services beyond the original booth. They hope to install a Tele-Ed service, which would have taped information on a variety of subjects available to anyone who calls. Other

future plans include a branch service for off-campus locations such as McConnell Air Force Base and Derby, Kansas where WSU classes are taught.

A branch of the Student Services office, Bureaucracy, Ltd. was started at the beginning of the 1975 fall semester. It is staffed by student Orientation leaders. Working with Dr. Lyle Gohn, project director, and Lee Walker, student coordinator, are Chuck Nellans, assistant coordinator, Kerry Barnes, Eric Davis, Paula Patten, Tricia Potucek and James Quinton.

While working to establish a link between the students and the faculty, Bureaucracy, Ltd. is looking for ways to change and improve their services to the students according to the needs expressed.



# Project Together

Snuggled between the chemistry labs and anthropological artifacts in McKinley Hall are three warm rooms. These unusual rooms create their own heat—an intensive heat that comes from the forward movement of the "TOGETHER" family.

Humanity stops here daily. Black, red, yellow, brown and white persons say hello, visit a while, leave and return later.

Officially this place is called Project TOGETHER. It is a federally funded program operated under Student Services at WSU. The program is designed to offer special services to special students at this institution. But it's most important function cannot be defined officially or by a dictionary.

It is a way of life for some, an avenue of realizing dreams for others and the exchange of cultures and people's ideas, one student emphasized.

....Or it's Mrs. Jo Gardenhire, associate director, saying, "Hello, baby. How are you doing?" and contacting person after person to resolve problems.

....Or Jaddy Blake, director and assistant dean-Student Services, attending a SGA funding meeting and giving senators insight on the BSU, MECHA, and IASA's budgets.

....It might be Eduardo Tejeda Macias, academic coordinator, finding a tutor or the clerical staff typing up a paper due for a class.

For everyone involved, it's 24 hours-a-day, seven days a week. And the Student is first priority.

As an Indian sister expresses, "It has allowed me to experience a truth; that people of different cultures can live in harmony-sharing, respecting, appreciating, helping, caring for one another without! America does not have to be a melting pot. All people can stand side by side, each with their own unique beauty, eternally enriching each other's lives."

Project TOGETHER lives that truth day in and day out.

Entering the main office, a returning student tells of survival with the project's help: "The impossible has been worked

out for me."

In a lime green office, reflective of some Chicano culture, a tutor talks about frustration but emphasizes, "this is the warmest, most helpful group of people ever stuffed in any 7 x 14 ft. area."

A Student Development Assistant (SDA), whose job is to make the impossible happen, points out, "Viva La Raza (We shall overcome)."

Project TOGETHER is the community as well as a university service.

"Project TOGETHER is a crossing, not only of paths but lives. It generates movement; movement towards a degree, towards passing a course, the motion of students forming their organizations or of one person setting his or her personal life straight," the academic coordinator notes.

"Movement and motion with a purpose which never stops."

Learning, expanding, growing, developing, understanding....

-A young Chicano who spoke only Spanish until entering kindergarten;

-a freshman who attends class in a wheelchair;

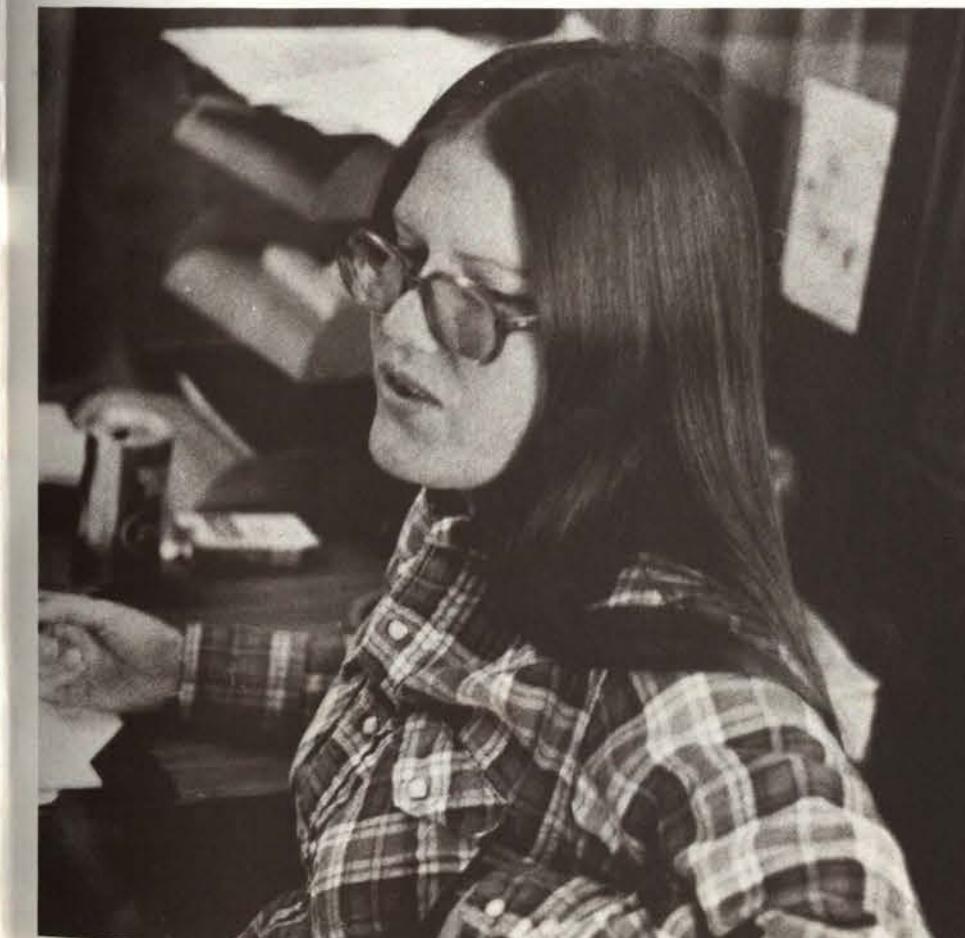
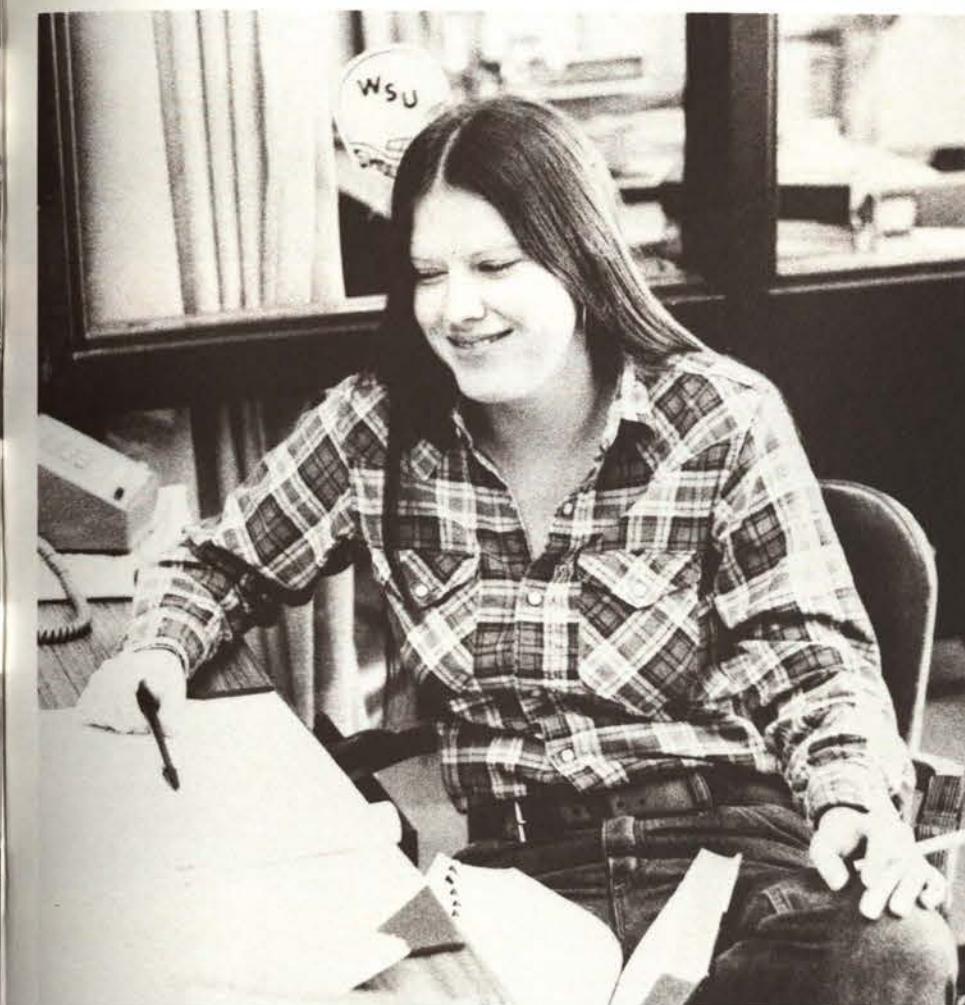
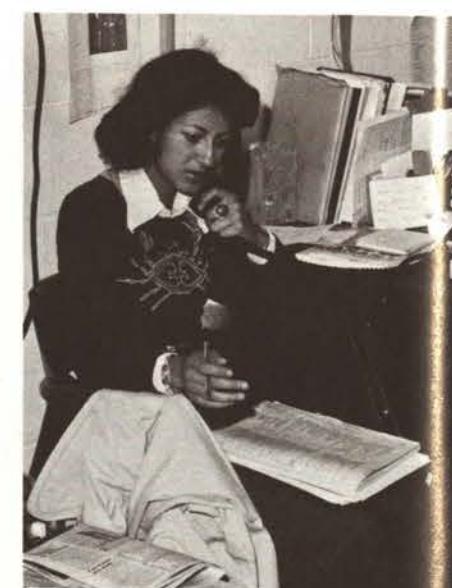
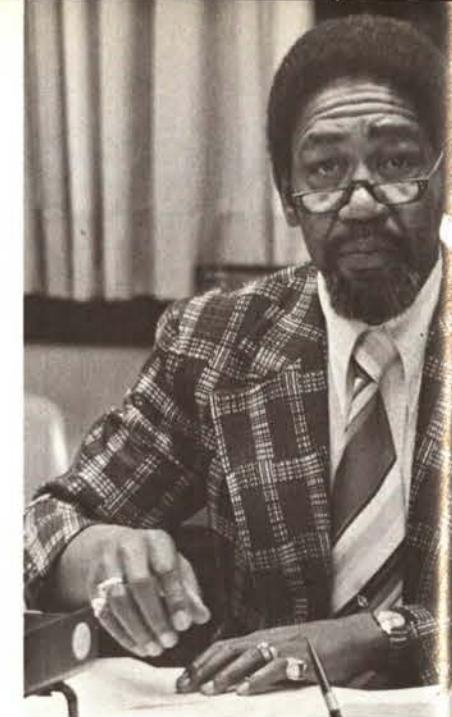
-the Indian attending school for the first time with students other than Indians;

-the Caucasian with nine brothers, two sisters, a chronically ill father unable to work, a mother on ADC;

-the foreign student unable to speak English well;

-the Black veteran returning to try it again.

Did you ever see a dream walking? That's what Project TOGETHER is. Yesterday's dreams have already been fulfilled, tomorrow's are started.



# Ombudsman

"It's not necessarily that I have the answers or the authority to solve students' problems, but I can direct them to where they need to go," says Jan Bush, WSU ombudsman. In her position as ombudsman, she works closely with the student government and acts as a liaison between it and the students.

Hearing students' problems and complaints is one of her main functions. The subjects of the protests vary, and according to Bush "traffic is a big complaint, especially parking regulations." Among the other grievances that she hears are accusations of teacher discrimination and injustices, and problems with courses, grades, and individual colleges. If the complaint is valid, she directs the person to the right place or takes action herself to correct it.

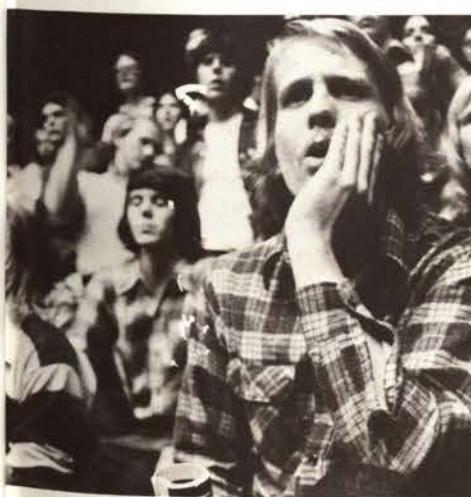
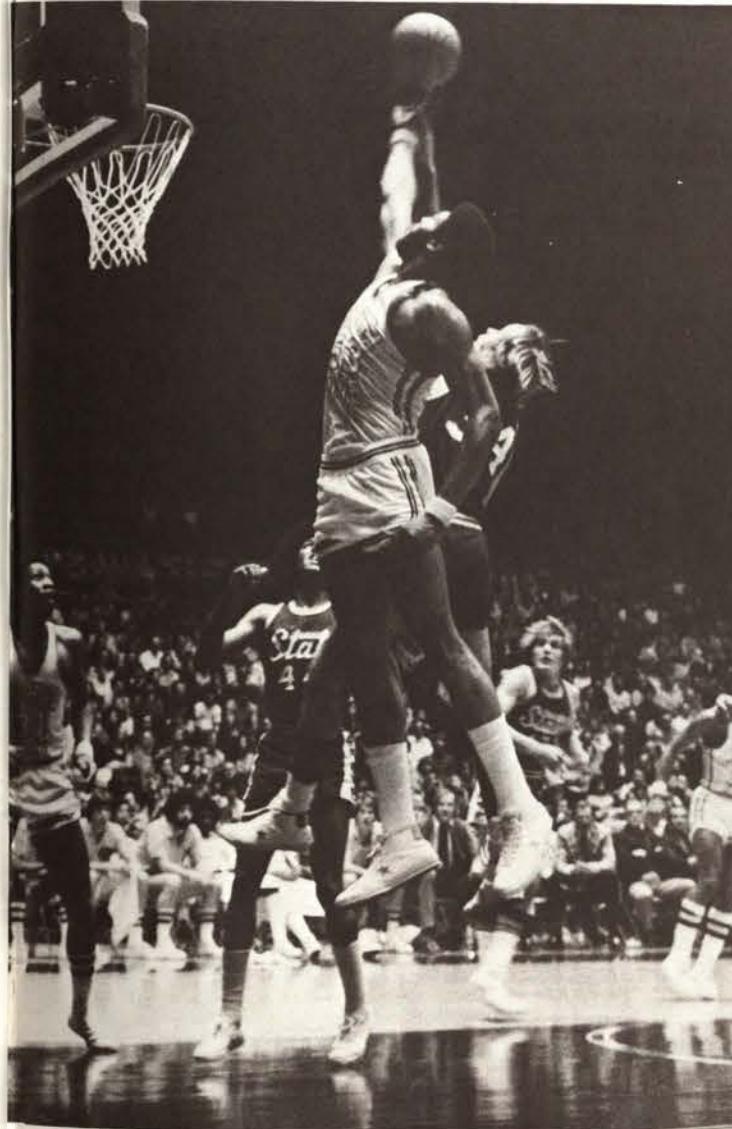
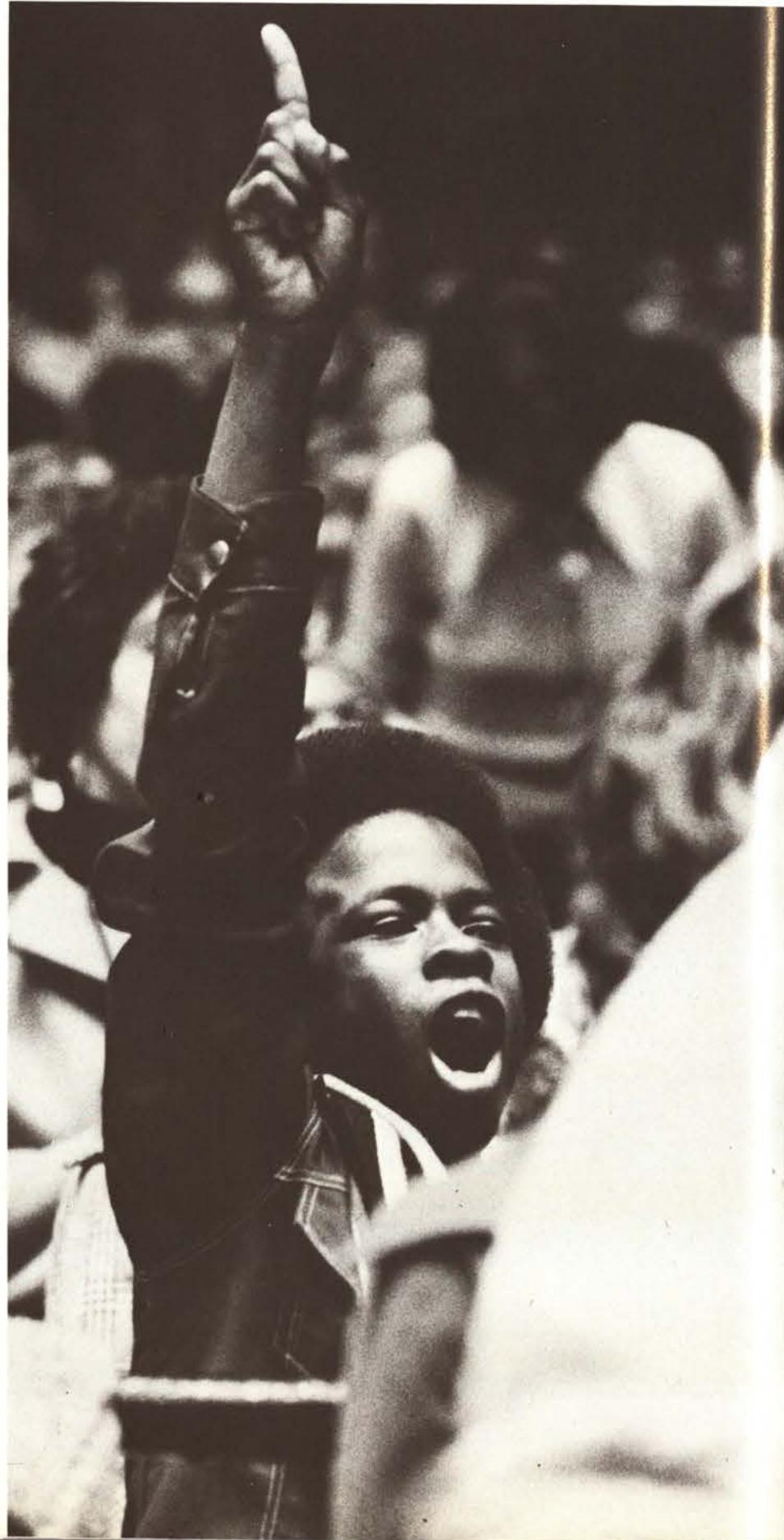
Along with receiving complaints, Bush also gets suggestions from students. After investigating the worthiness of the suggestion, she may propose legislation to the student government concerning the matter.

There are also projects which she works on, one being a consumer protection and information board. This board would work in conjunction with the consumer protection division of the Sedgewick County Attorney's Office, and would provide information to students about various products and dealers throughout the city. Bush said that this board was one of her major goals this year, and hoped that it would be put into effect before the end of this year.

The ombudsman's position was created in 1969 by the student government. The ombudsman is elected by the Student Senate and is a non-voting member.

# Candid II

Spirit of '76

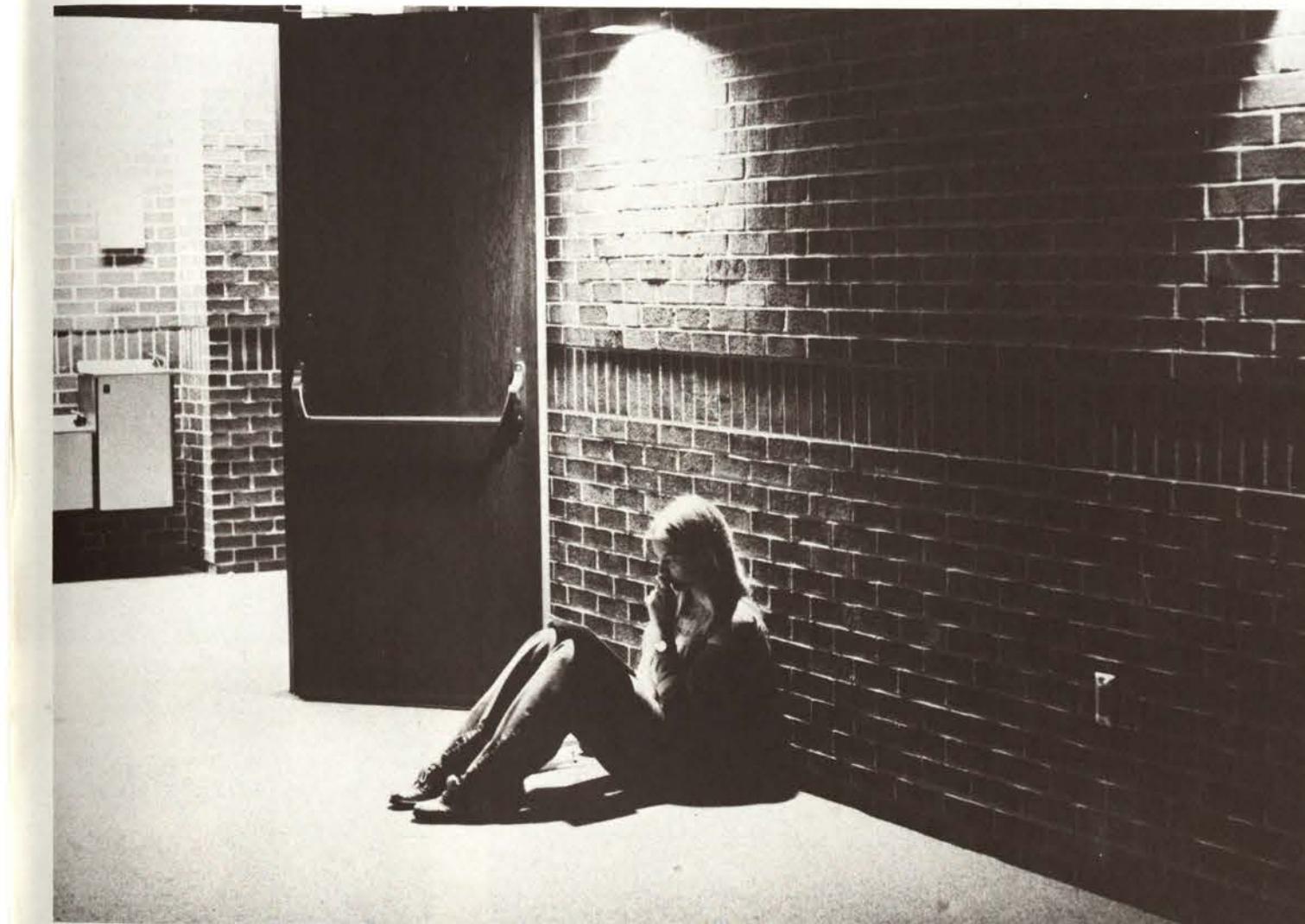


# Solitude

Ahhhhh-Sweet Solitude.  
It's kind of hard to find on a campus  
shuffling nearly 16,000 students. But it  
can be done.

A quick snooze in the hall near your  
next class, an indepth study session on an  
autumn heated sidewalk, a 100 millimeter  
smoke against a shady Dutch elm, or  
silent meditation on the steps of Grace  
Memorial Chapel.

Those in search of solitude can find it  
anywhere. It's merely a matter of  
wrapping yourself within yourself and  
becoming oblivious to those around you.

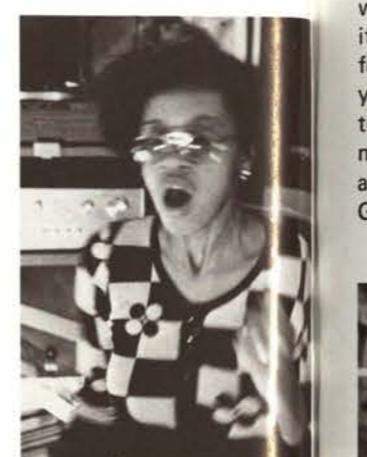




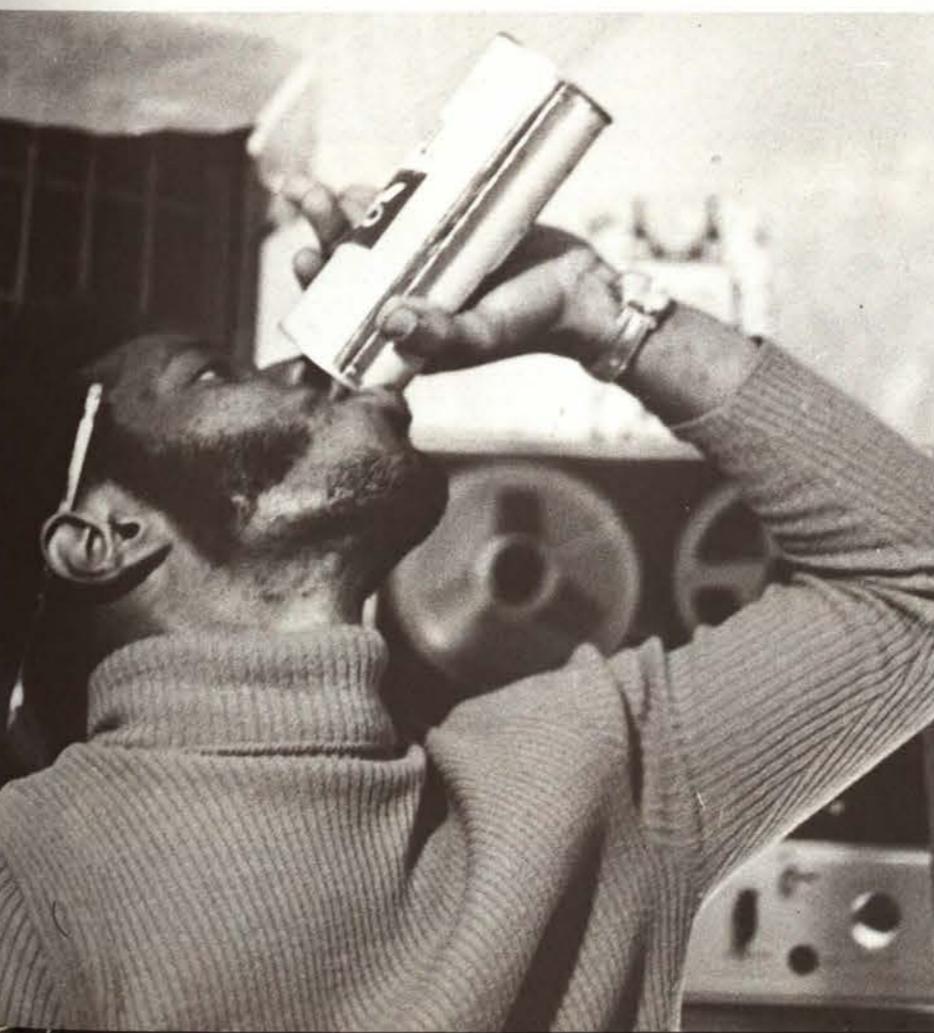
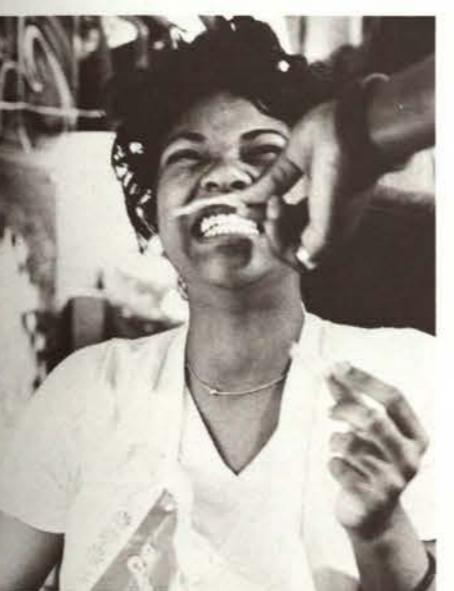
## Tug-of-War

Echos of determination reverberated the campus as the 'All Shocker Tug of War' developed into a heated competition. Alpha Phi and Sigma Phi Epsilon Celebrated their victory by guzzling down the awarded Keg of Beer.





Did you ever wonder  
what you would do  
if it weren't for those  
few friends  
you could depend on  
to come over,  
make themselves at home,  
and have a  
Good Time?



## 28 Hour Shuffle

Pale light filtered into the CAC Ballroom like a cold, gray dawn as 13 couples slowly shuffled their feet and swayed to the sounds of recorded music.

They tiredly slumped as they danced, and hung their heads. Clad in jeans, T shirts and tennis shoes, they remained on the dance floor, as a crowd of spectators sat on the sidelines watching them and chatting.

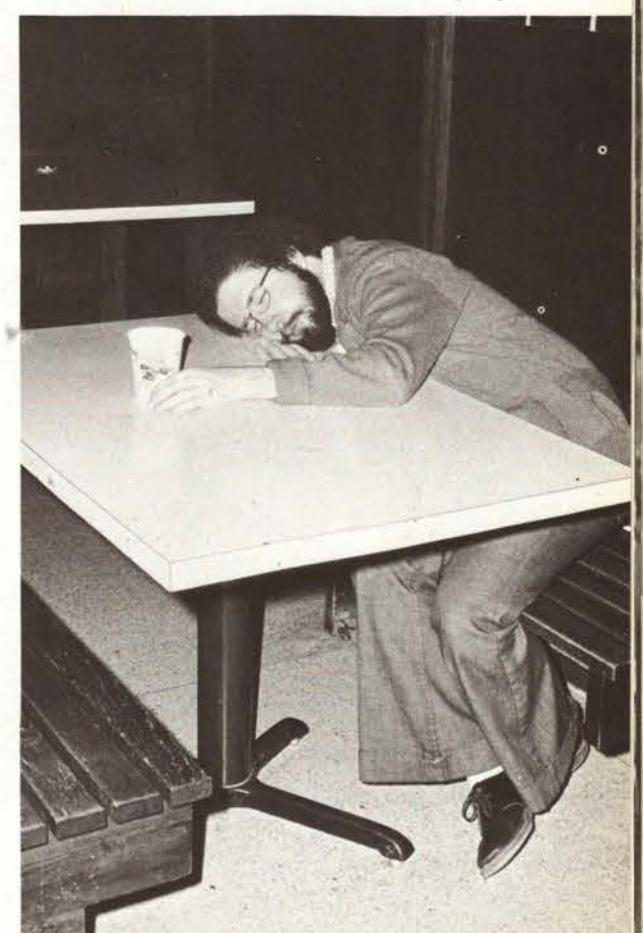
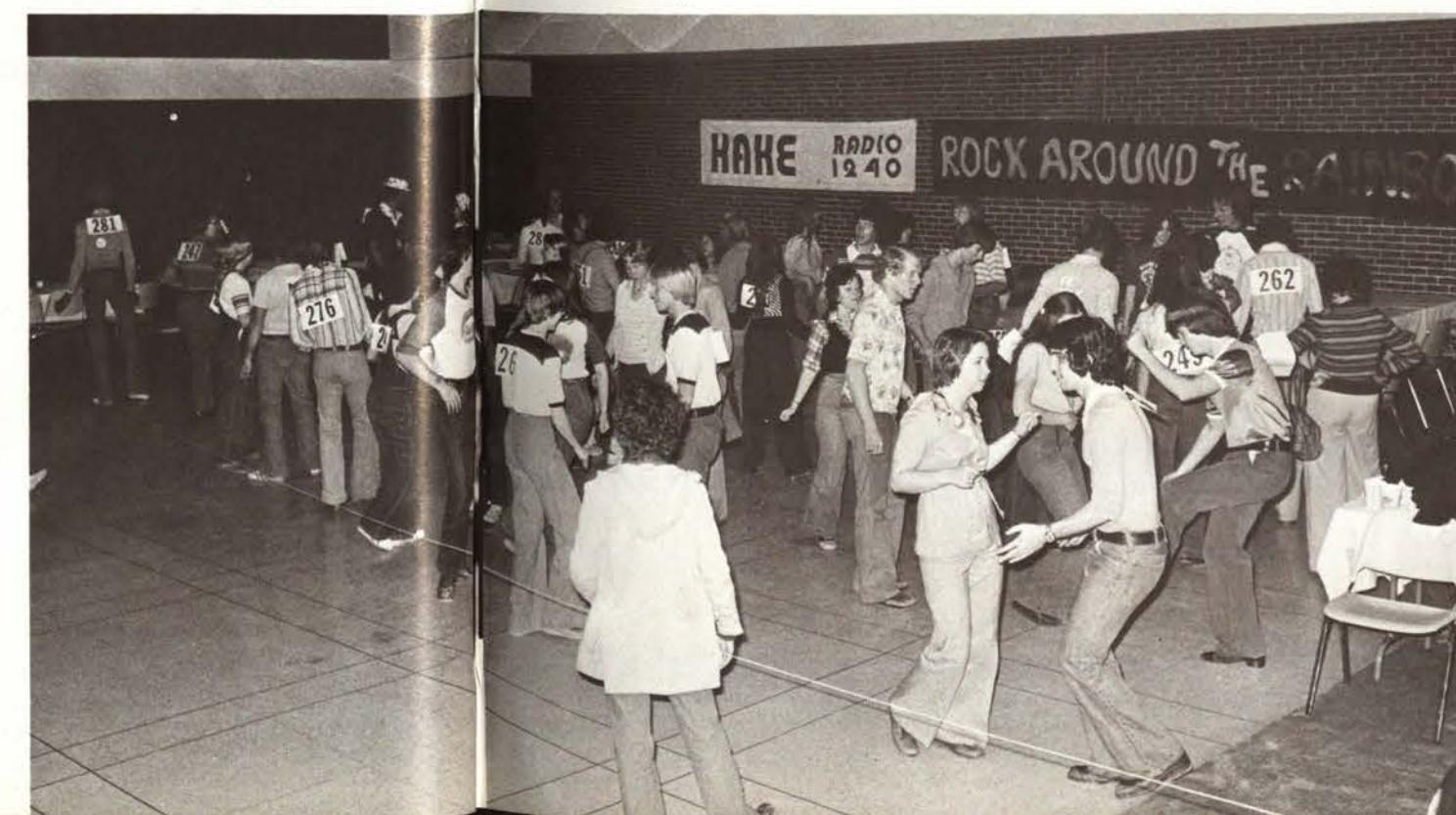
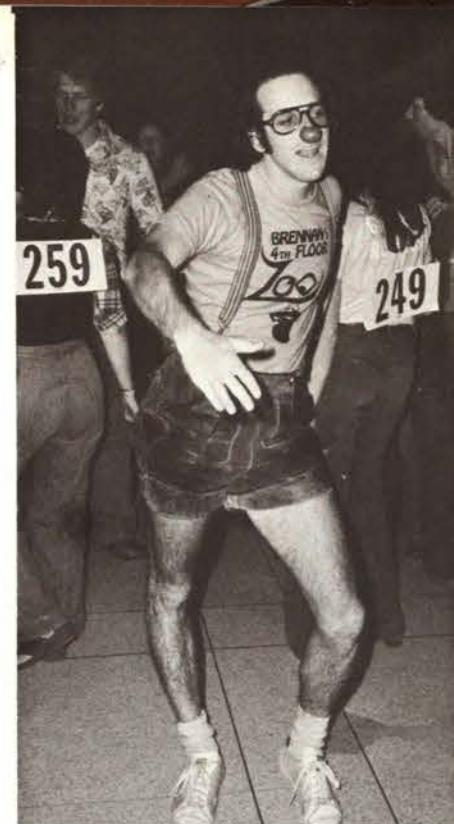
The couples were WSU students participating in a dance marathon to raise money for Rainbow United, a school for severely and profoundly retarded children. They danced from 8 p.m. on Friday to midnight on Saturday.

"These feet don't hurt," one youth said proudly. He stopped and thought. "But this foot hurts."

Another student, slump-shouldered, tapped his feet wearily to the music. He denied taking No-Doz, but grinned, "I'm goona need something before the night's over."

Fifty couples originally began the "Rock Around the Rainbow" marathon. Just after dawn, the number dwindled to 13. Each couple had solicited donations for each hour they danced, and they raised a total of \$4,000, according to Mike Edwards, marathon chairman.

"About 4 a.m. the dancers were just about dead, but then they realized they were through the worst," said Edwards. Ten minute breaks were allowed every hour, and four meal breaks lasted 20 minutes each. For the remaining time, the students dozed as they leaned on each other's shoulders.



Features

## Campus Activities Center

The Campus Activities Center reflects the growth of Wichita State University and the needs of the campus community. It serves as a facility to bring people together for exchange and sharing of ideas, interests, and goals. It offers entertainment, leisure, and activity for all. In order for the corporation to fulfill this role, it must keep in tune with the needs of the campus community, guests included.

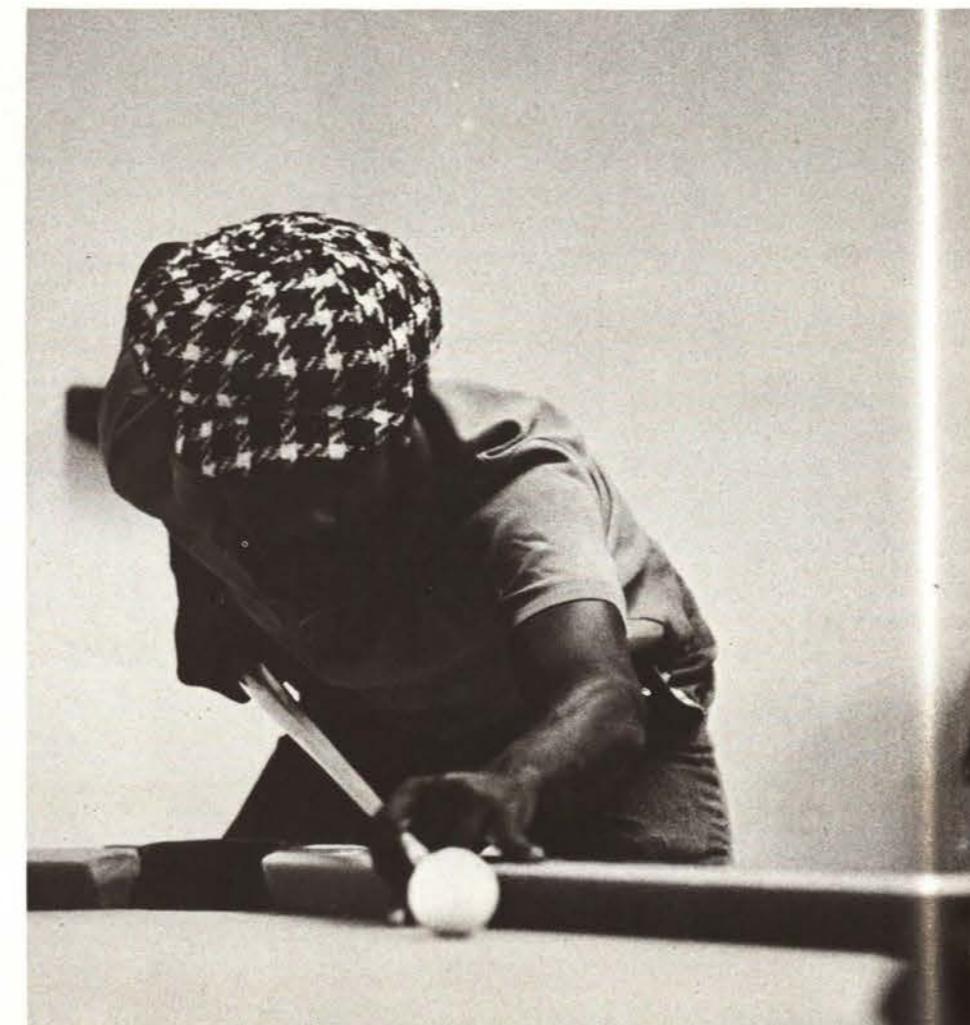
Students with suggestions or complaints concerning the C.A.C. are encouraged to contact someone in the field with which they are concerned. Discussing problems with representatives of the organization is the best way to bring about some resolution. A suggestion box is located in the main hall of the C.A.C. for those people shy of face to

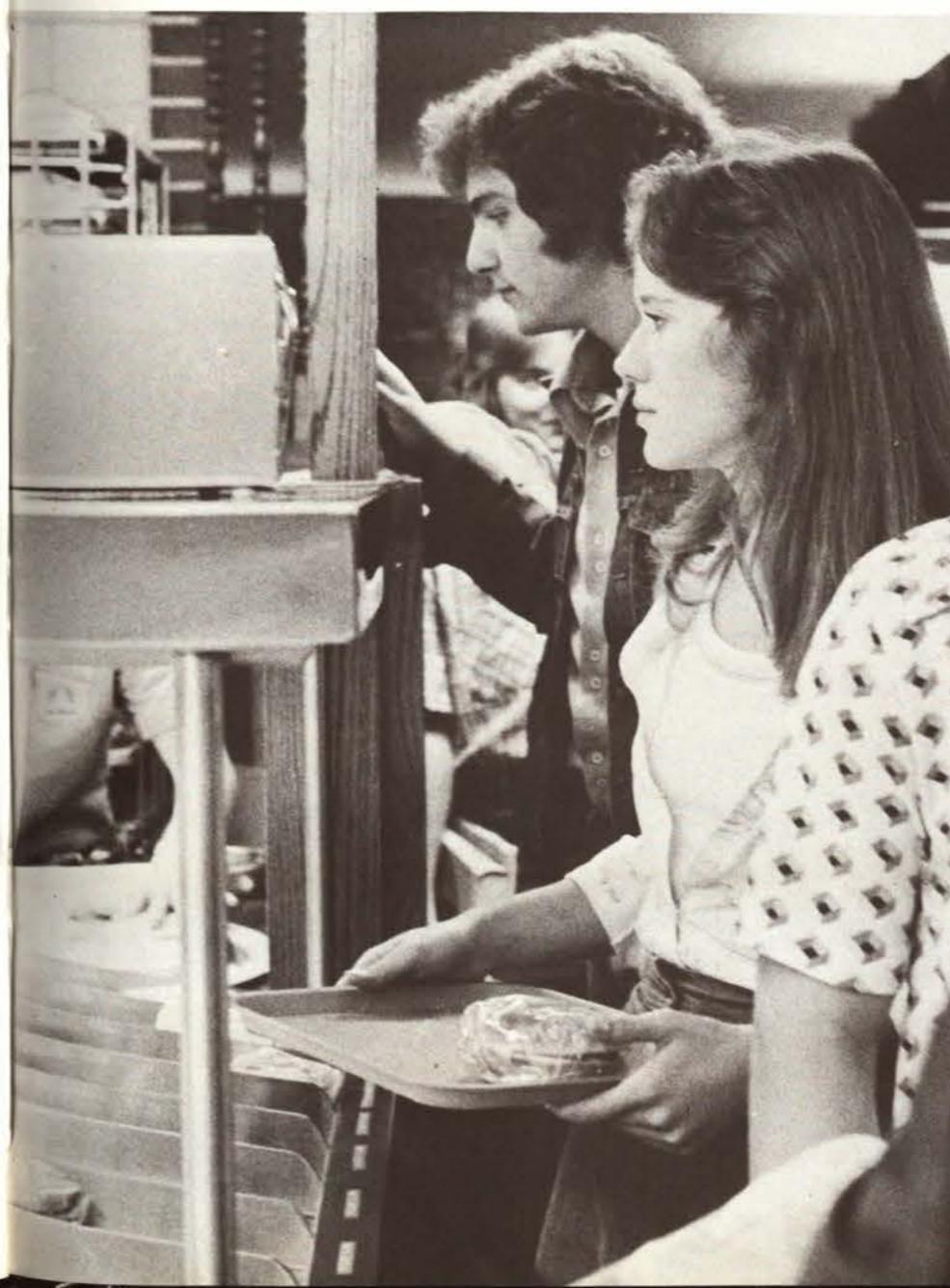
face interviews. Signed suggestions will be responded to. For persons who have difficulty getting their problems resolved at the managerial level, the Board of Directors is currently developing an Appeals committee to hear special cases.

Wichita State University's Campus Activities Center is more than just the building students pass through between classes--grabbing a doughnut, cookie or candy bar from the snack stand in the hall. A private, non-profit corporation, the purpose of the C.A.C. is to serve the University community. The organization is incorporated for business purposes.

As with all corporations, the Campus Activities Center is controlled by a Board of Directors. This Board is composed of seven students and seven faculty, administrative personnel, and alumni,

Left to Right Sitting: Les Walker, Jaddy Blake, Helen Throckmorton, E.J. Roberts. Standing: Quentin Stigers, Bill Glenn, Jim Winton, Jim Dunning, Roger Lowe, Jim Rhatigan.





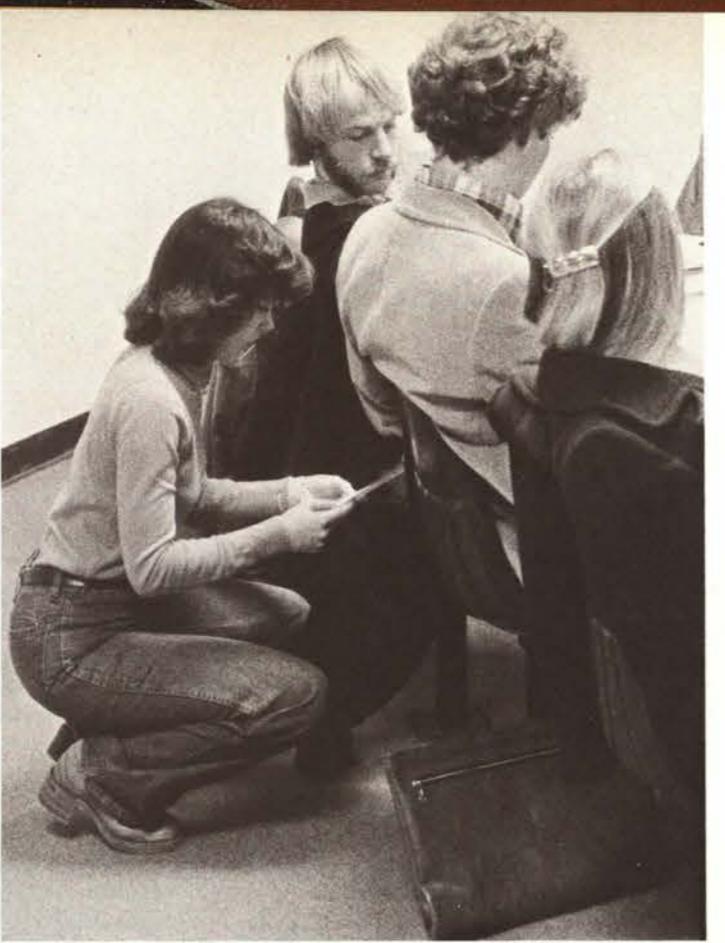
whose votes all weigh the same. The fifteen member body is made complete with Mr. William Gleen, who, as Director of the C.A.C., is a non-voting member. Wichita State University's Campus Activities Center has always had some student representation on its Board of Directors, even at a time when many schools did not.

Originating from the traditional student union, the Campus Activities Center acquired its current name as more appropriate for an organization created to meet the needs of a municipal university. The C.A.C. serves not only students, but faculty, staff, alumni, and friends of the University.

Students have access to all of the C.A.C. activities and recreation areas, and the public to many. The Wednesday night Wichita Film Society's documentary/classic films often provide the only foreign film-viewing in the Wichita area. The Friday and Saturday night films and the Sunday family flick offer current, stimulating entertainment. Book discussions, art exhibits, even ski trips and a variety of concerts are offered through the Activities department of the C.A.C.

Located in the lower level of the C.A.C. building, the recreation area offers bowling, billiards, foos-ball, and table tennis. Bowling leagues and teams originate out of this area. The W.S.U. women's team was a national champion last year and both teams did very well this year in the four state area competition.

The C.A.C. Bookstore offers gifts, greeting cards, and practical items besides the required and not required books and school supplies. The Sound Cellar located in the lower level is an extension of the book store, specializing in stereo equipment, records and tapes.



## Associated Students of Kansas

The Associated Students of Kansas (ASK), a lobbying group gives its subscriber schools, Wichita State, Emporia, Fort Hays, Pittsburg State, Washburn and K-State, an active, organized voice in state government.

The Student Government Association appoints one member to the ASK legislative assembly at WSU, for every one thousand students. The 16 member delegation at WSU consists of Richard Caffrey, Diana Devena, Bill Elliott, Dwight Ensminger, Terri Hannon, Alice Hickman, Barry Hughes, Wendy Laptad, Calla Mahany, Rochelle Parker, Greg Smith, Bob Tolleson, Hannes Zacharias, Wayne Ireland, Linda Lewis, Lee Hattrup and Les Walker.

Vic Miller is the Executive Director of ASK's state office in Topeka. He is the group's full time lobbyist to the Kansas legislature. In Fall 1975, he compiled a survey which member schools distributed to some of their students. The goal of the survey was to feel out students' thoughts and feelings on presented issues.

Les Walker, WSU's ASK Campus Director, has no doubts about the student group's effectiveness in the Kansas Legislature.

Last year, the state-wide organization lobbied for the Landlord-Tenant Bill, which defines tenant and landlord responsibilities and is now a law. The Student Advisory Committee to the Kansas State Board of Regents was formed. Composed of the six state schools' student body presidents, it provides input of issues concerning their respective institutions. Successful lobbying increased students' campus wages, equalizing the pay scale with the Federal minimum wage law.

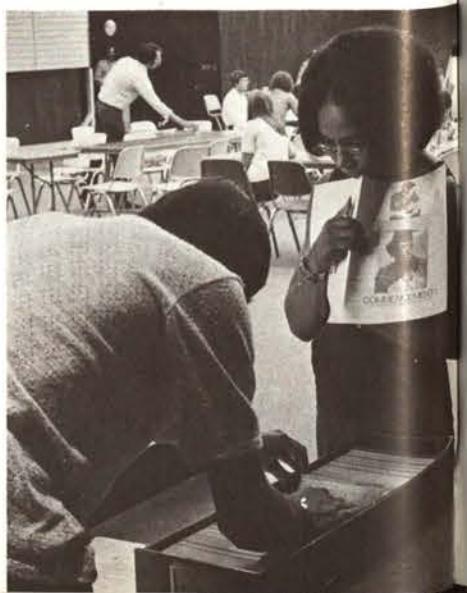
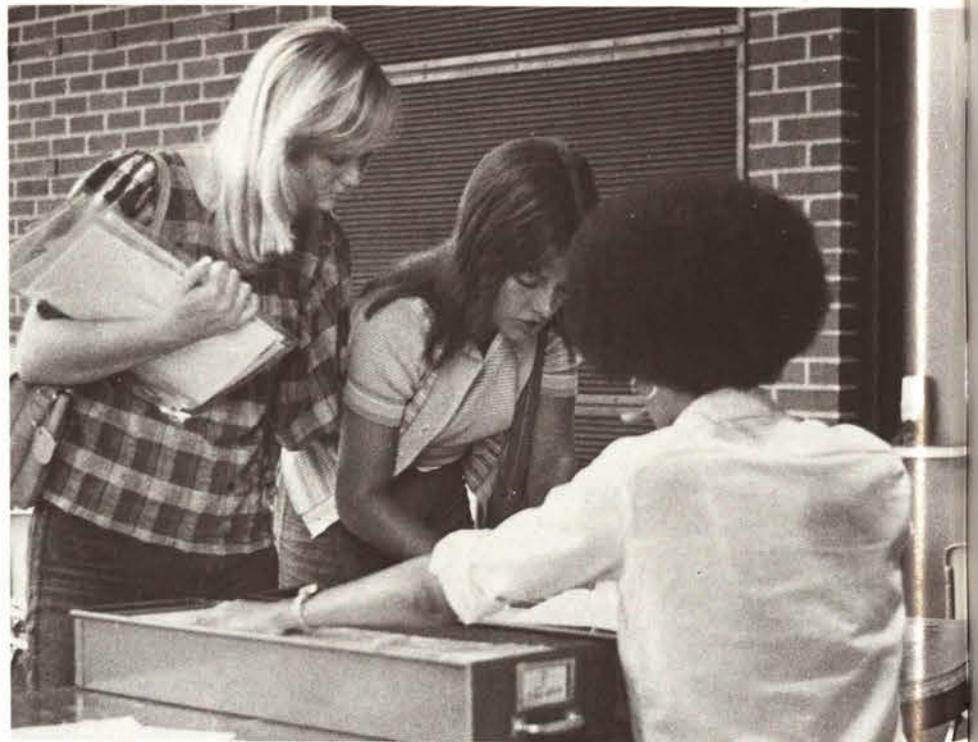
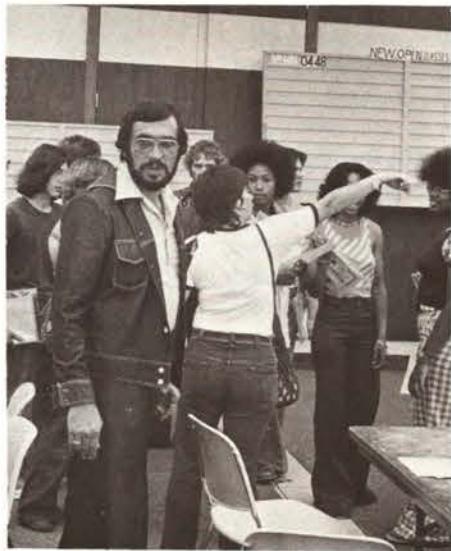
At the ASK Spring Legislative Assembly, members voted to support bills on the Higher Education Loan Act, students' right to privacy, a 10 percent faculty salary increase, and voter registration by mail. Little support was given to the K-State delegation attempt to draw ASK support for the decriminalization of marijuana.

ASK readily admits that it uses a "proof" approach to lobbying as opposed to the standard emotionalism appeal. This, coupled with the urge for delegates to become active in grass roots politics, no doubt sustains the group's efforts.

Concluded one delegate, "This is the only formal voice that Kansas students have, outside of regular student government dealings."



# Orientation'75



Each school year, hundreds of young freshmen enter Wichita State University and become part of its environment. Unaccustomed to campus living, these greenhorns are unexposed to the frantic pace and confusion that seems almost a way of life. In order to prevent a rude awakening on that first class day, a small sample is carefully prepared...Orientation '75.

Orientation: familiarization with and adaption to a situation or environment. (Webster's New World Dictionary).

Freshmen were oriented to the many aspects of Wichita State during the two day program. The newcomers underwent first a rigorous evening program and then a daytime training session.

Initially, a friendly, casual atmosphere prevailed. New students overflowed from

tables and chairs onto the carpet of the main floor of the CAC while being welcomed by various faculty members.

Next, an aura of confusion filled the air as the crowd was divided into small groups. Each individual was given several thick catalogs and an encouraging smile from group leader

"Okay, now, plan your class schedule." (Panic and hysteria promptly ensued.)

"But, but, what do I have to take?"

"Oh...don't worry about that. Just plan it."

After the evening session, the day's cares were forgotten amid the clatter of cue balls and music from the jukebox in the CAC basement. Tired partygoers then received a taste of dorm life as they roamed the corridors and staged pillow fights throughout the night at several of the residence halls.

Early the following morning, tired 'rookies' viewed a slide presentation

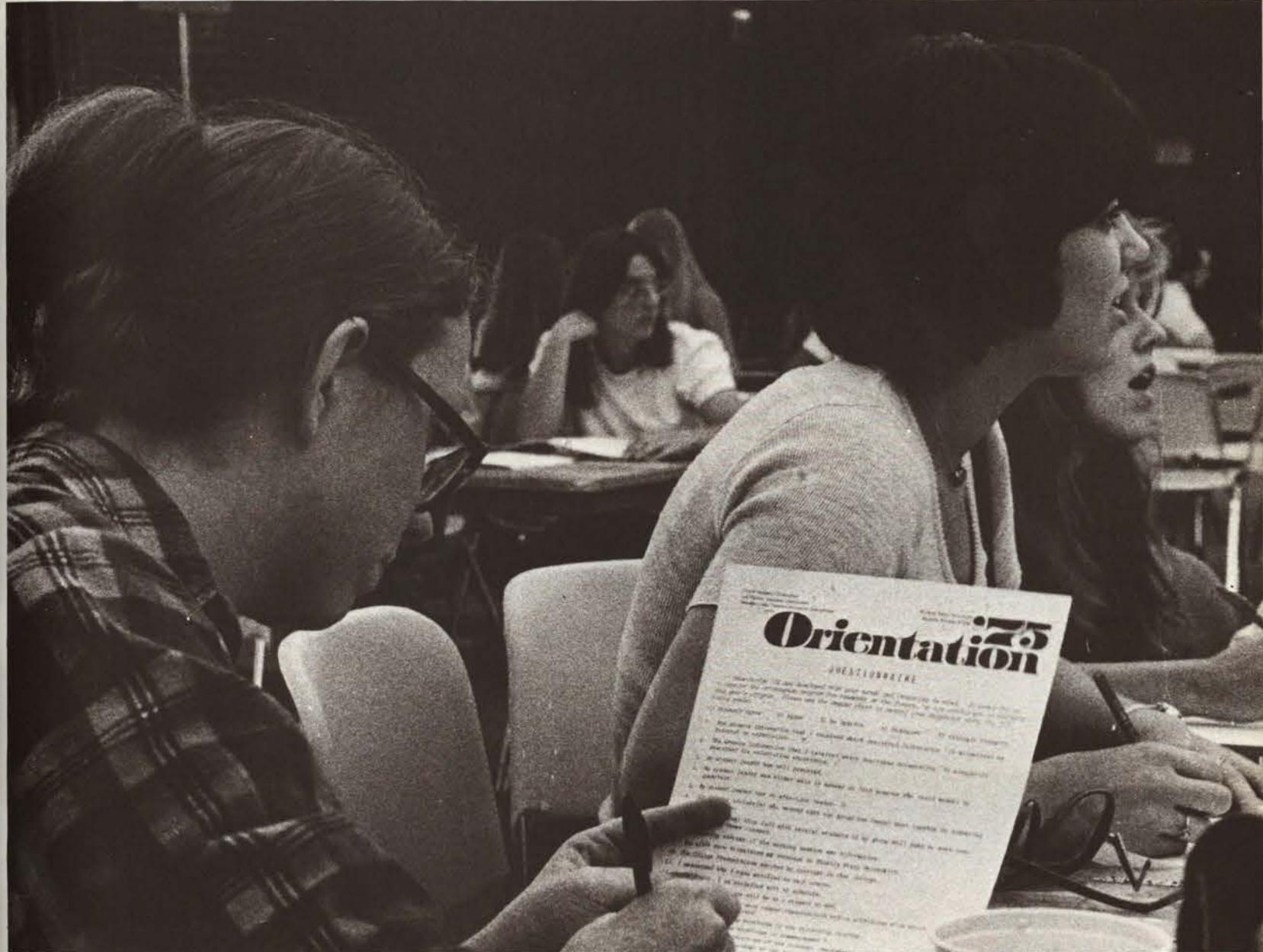
prepared especially for orientation. Shots included the compus...a vast maze of huge buildings. Forbidding, pompous music pounded the room as tensely studying students appeared on screen.

Lunch, also, was transformed into an educational experience. Freshmen roamed the Corral while the CAC bookstore's business suddenly boomed.

Afternoon provided an experience with a different aspect of campus life...disappointment. Courses so carefully planned and hoped for were suddenly closed under the rush of students.

Once out in the sunshine of the CAC steps, the new veterans sighed with relief. They had actually completed the program, from the first small groups down to the final check and fee payment. Hesitations and fears were almost forgotten as the old confidence returned.

"Hey, it wasn't so bad. Just a little bit confusing, but...I think I'll survive."



## There's No Place like Homecoming

The Nightshirt Parade sparked Homecoming festivities on a brisk Friday evening, October 17, 1975. 14 organizations paraded their floats from Henry Levitt Arena to the CAC Parking lot.

Awaiting the paraders and spectators was a pep rally lead by the cheerleaders, Shockettes, and the Pep Band. Spirited chants could be heard across the campus as Shocker fans rallied for a victory against Tulsa Saturday night.

Then activities moved inside to the CAC Ballroom for the Carnival. Booths included pie throwing and the Delta Dolly Follies. Bill Gardner, Beta Theta Pi, won the Goldfish Eating contest, by consuming 64 goldfish.

Saturday morning the WSU floats were presented to the community in a parade from Town East Shopping Center to WSU.

Pregame Activities included announcements of the Homecoming float winners. Industrial Education claimed

first place. Inter-Residence Council placed second and Delta Delta Delta placed third.

Beta Theta Pi received first place for House Displays. Delta Delta Delta placed second, and Phi Delta Theta placed third.

Julie Stallard, Engineering Council candidate, was crowned Homecoming Queen. The sophomore is captain of the Wheatland Dolls, chairperson for the VIP Host Committee, and a member of the Air Force ROTC.

The Delta Upsilon candidate, Connie K. Miller, was first runner up. Other candidates included Dana Hilger, Beta Theta Pi; Susan Deardorff, Gamma Phi Beta; and Dianna Ricke, Inter-Residence Council.

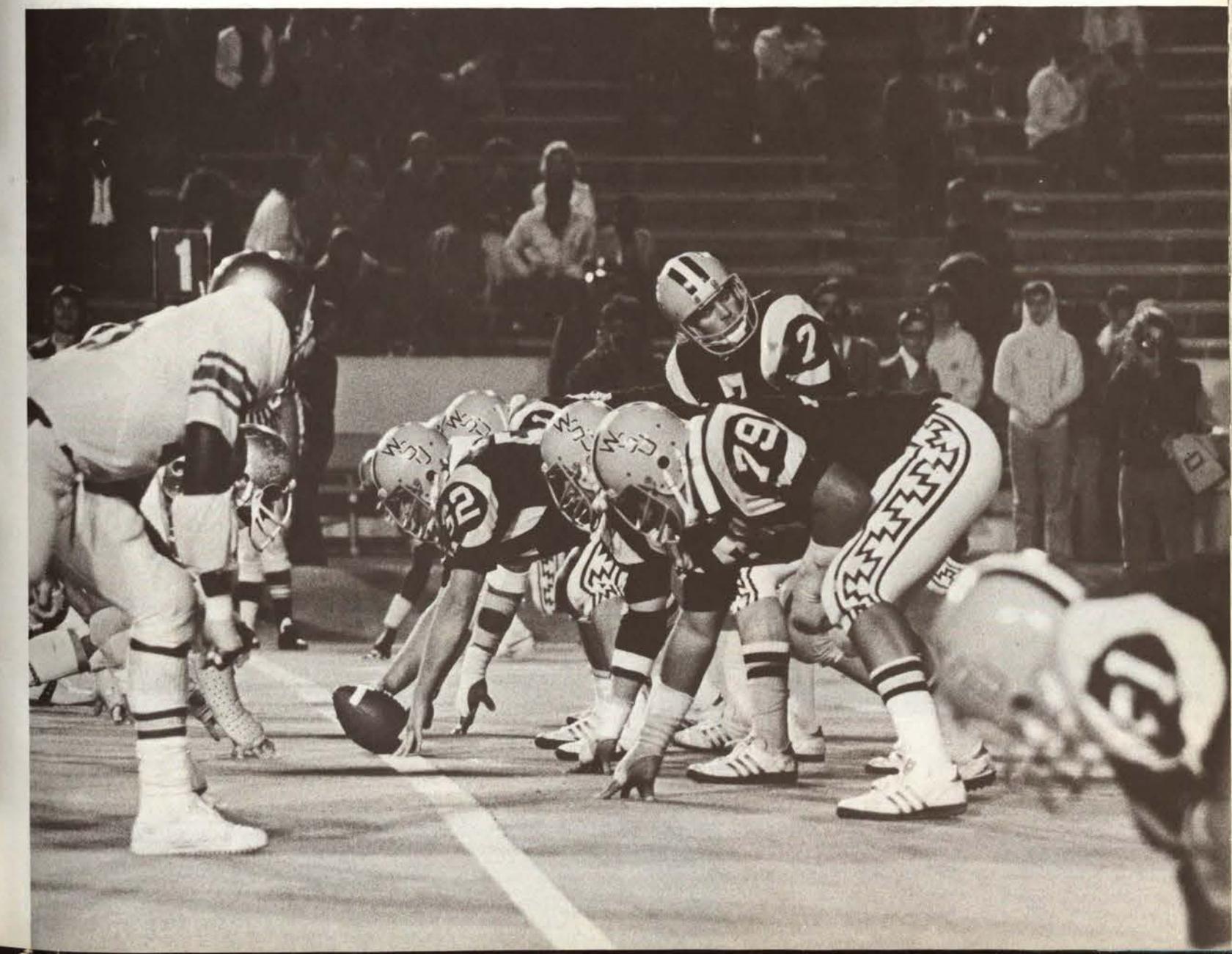
Sam Adkins, Shocker quarterback, was awarded the 1975 Vince Lombardi Award. The presentation was made by former Shocker Bob Long.

During half-time Alpha Chi Omega Sorority announced the Ugly Man On Campus. Chuck Salo of Delta Upsilon

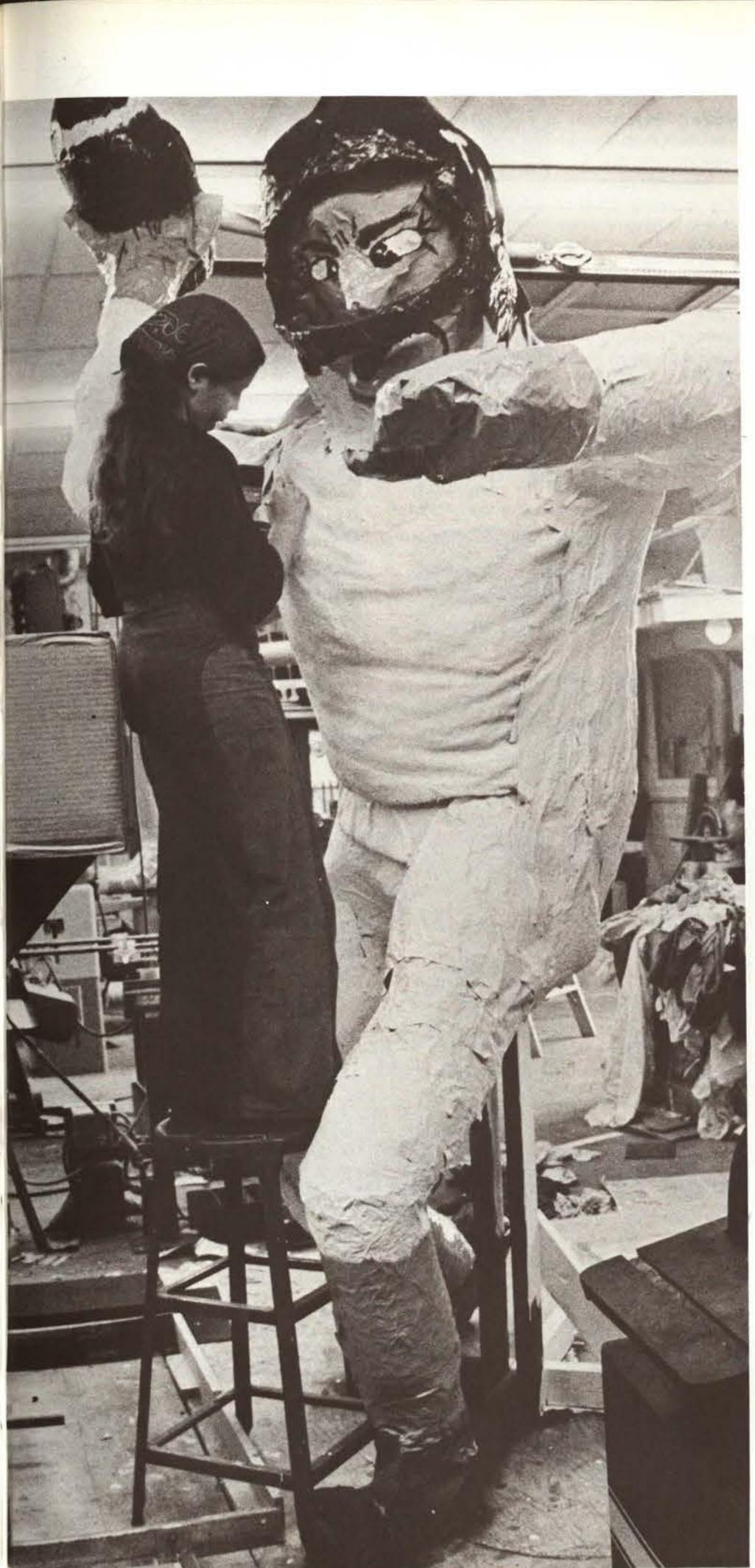
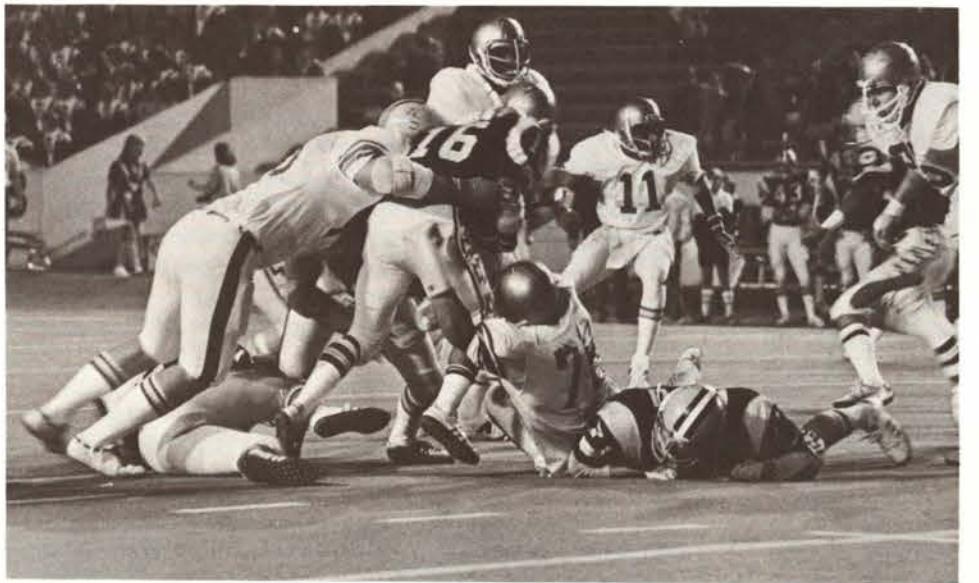
received the title, a result of his fraternity buying the most one-cent votes. Proceeds from the contest were donated to the Sunflower Chapter of Cystic Fibrosis.

Inter-Residence Council netted both Spirit awards, receiving the Spirit Keg sponsored by the Homecoming committee and the Keg of Beer given at each home game by the WSU cheerleaders.

The Shockers lost the game against Tulsa, but that didn't dampen the spirits at the Homecoming Dance which featured 'Snow', free beer, free popcorn, and free coke.



## Homecoming Festivities



## Budding Grease Monkeys

Someone driving by parking lot 19 early one Saturday morning last autumn might have been completely amazed at the sight. Women were everywhere, crawling under cars, huddled around cars, and peering into car engines.

This is an unusual sight at WSU. In fact, very seldom does one see a parking lot full of women, dressed in work clothes caked with grease and oil.

AWARE, Associated Women for Action Resources and Education, a

student organization at WSU sponsored the workshop for anyone interested in learning car upkeep.

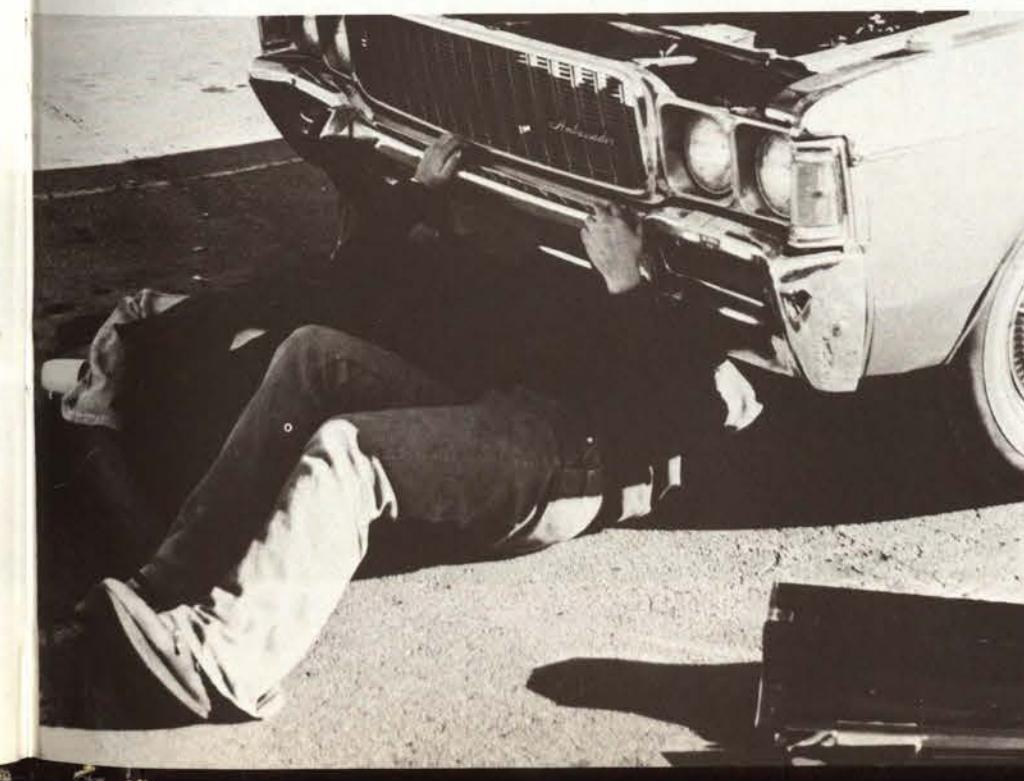
Demonstrations were given throughout the morning covering everything from checking battery water to changing points and plugs.

Also discussed were the types and grades of oil, oil filters, and spark plugs. Those involved in the workshop were given a working knowledge of how to determine when a car needed repair and what should be done.

Participants felt confident after the workshop that they could now do most of the basic work on their car.

After demonstrations were over, everyone attending had the opportunity to work on their own car with the help of an instructor.

As time goes on, it will not be an uncommon sight to see women working on their cars in the driveway on a hot Saturday afternoon.



# "Why are you at WSU?"

"I want to be an educated bum."

"I want to be an accountant/engineer and I'll need a degree."

"I want to make money in my field, and a Master's degree will help me to do that."

"My spouse, kids, and job are driving me crazy, so I came back to school."

"I intensely enjoy learning."

"My parents are paying for it. It is an easy, free trip—sure beats working!"

"I just got a divorce, and I thought going to school would be an easy way to make new friends."

"Well, the Air Force is giving me one hell of a free trip, and I just have to give them four years of my life."

"I want money, so I'm in nursing, and, anyway, it is an easy way to meet a rich doctor."

"My Aunt died, leaving me a trust fund for my schooling."

"Why? I don't know why. It just sounded like it might be fun."

"My wife died two years ago, and I thought school might ease some of this new-found loneliness."

"I'm a high school dropout, got married, had kids too young. My boss said I need a degree in my field if I'm ever going to progress."

"I'm one of those nuts you hear about who changes his mind about a career at the age of 50. So, I'm going from being a manager to a pharmacist."

"For the first time in my life I need to support myself, and I think a degree or two will give me more economic clout."

"My company is paying for it. Otherwise, I could never afford to go."

"Actually, I won a scholarship. I'd like to teach on the college level."

"The day I quit drinking was the day I realized I could never get a challenging job because I was uneducated."

"I've always wanted a degree, and now that the kids are gone, I'm getting one."

"I'm rich, and can easily do with my time as I please. I meet other bored intellectuals on campus, too."

"My parents wanted me to go. I think it is the only thing they have ever truly wanted for me."

"I'd rather go now than when I'm older. Wouldn't you hate to go when you

were a parent and had kids?"

"It all sounded sort, of well, romantic to me, so I'm giving it a try!"

"I'm handicapped and right now it is just something to fill my time."

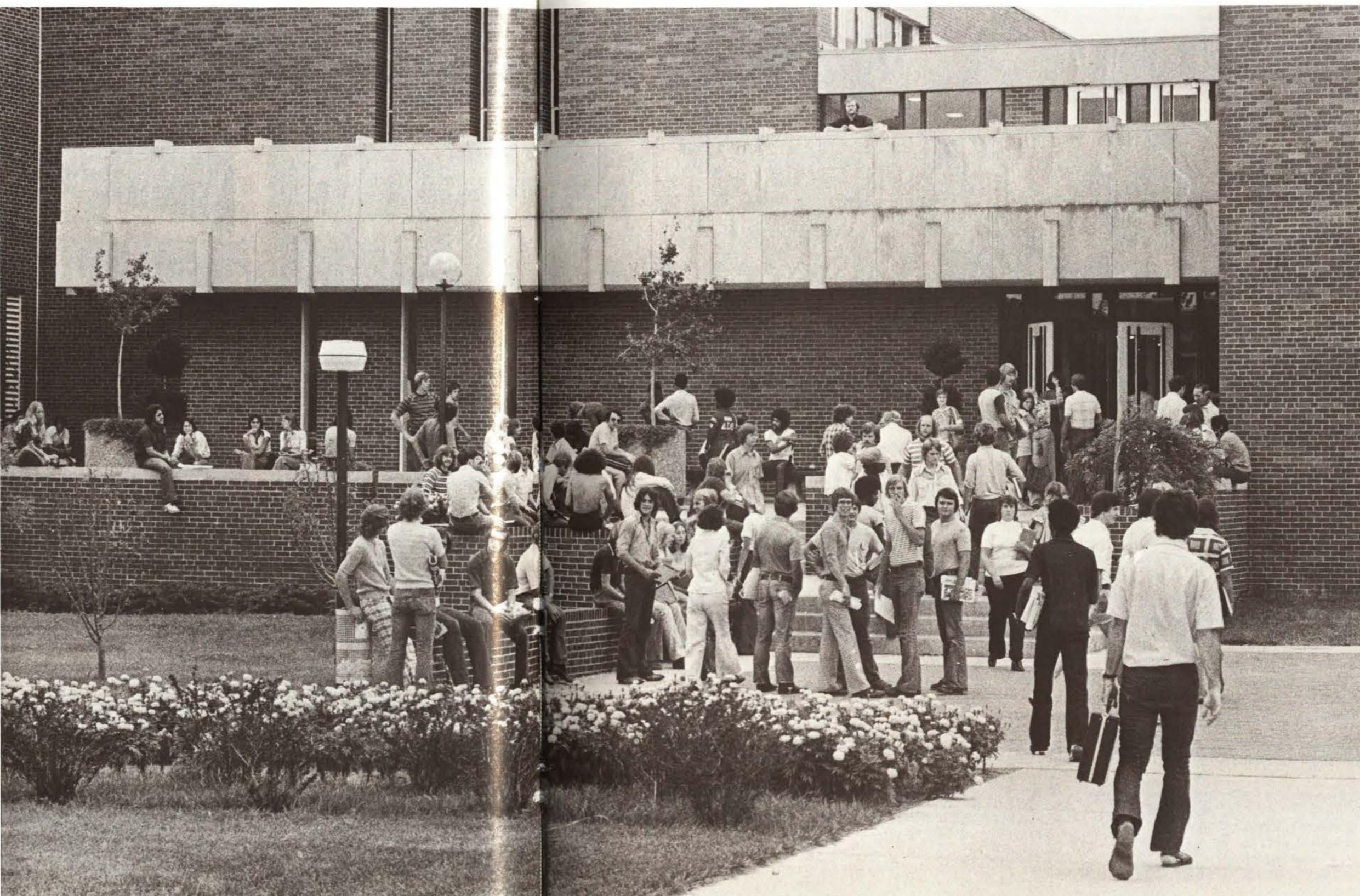
"Not anyone in my family is educated. By God, I'm not going to be like them!"

"I make more money now at my job then I will teaching, but I have an understanding wife."

"Why? Who cares why?"

"I want that piece of paper!"

"It is a good way to see some of the world without leaving home."



## So Close, Yet...

"He must be crazy," I screamed, "This place isn't worth \$200.00 a month. No carpeting. No garage--and \$160.00 a month was outrageous to begin with. This whole town has gone money hungry!"

"I know," my roommate said, looking at the letter. "It's a real piece of Christmas cheer, isn't it? And he promised me a week ago he wasn't going to raise the rent, too."

"I'll just have to go talk to him," I said, as I lit a cigarette to confirm my decision. "Surely, he'll change his mind."

\* \* \*

I guess I shouldn't of figured my bills as I drove to school that morning. But it's a game I play. I'll do anything to sidetrack my thoughts while driving down Hillside. After five years of rushing that street to classes, I hate it. I hate every stop light...every inch of pavement.

Figuring bills, however, turned out to be the wrong game choice. By the time I pulled into the parking lot a dark, engulfing cloud of depression had already wadded round me.

"How can I make \$5.00 stretch for two weeks?" I whined out loud to my empty car. Another damn week of baked potatoes and rice with green peppers."

"No wonder my hair doesn't shine anymore."

\* \* \*

"Mr. Caldwell," I begin, with my most understanding tone, "You simply can't raise our rent. You see, we both work 28 hours a week and go to school full time. We can't afford \$200.00 a month."

"I'm really sorry about that, honey," he says, as his diamonds flash. "But you girls better face reality. Get a full time job and pay your rent. I wish all I had to do was sit around on my butt and study."

The minute I walked into work Monday afternoon, I could feel it in the air. Bad news. Dirty looks. Big deal, the part-time help is here.

Then the girl next to me laid out the scoop.

"Too bad you couldn't make it to work Friday," she says, watching me grow tense at my drawing board. "Our leader says for someone who seems so worried about money, you sure don't like to work."

"But," I protest, suddenly developing that sick stomach feeling, "I called in. I had to study for finals. She said school came first."

\* \* \*

"Isn't it great that you're doing it all on your own, Sis," my Dad says, giving me a hug. "Putting yourself through school is something to be proud of."

\* \* \*

"Well, I guess I'm dropping out. It's time for a change. I can't take it anymore," I declare to my roommate, opening another beer.

"You can't quit now," she says. "You're stupid, with only 21 hours left to give up now."

"I don't care."

"I don't care."

"I'm tired of it, I hate it. I'm tired of having 3 lousy pairs of pants to wear to work. I can't live like this anymore."

"Okay," she says, turning on the T.V. "Give-up."

## Bustin' Suds

For many students of Wichita State University, this school year will go down in history as the "Year of the Beer," for such it was. The Kansas Board of Regents' decision to permit the sale of 3.2 cereal malt beverage on campus opened up bars to do so in the C.A.C. Cellar, the Commons, and Hardees in the Alibi.

The victory was not an easy one, but the result of years of student protest, student government resolutions in support of such a policy, and finally an organized recommendation of the Student Advisory Council to the Board of Regents. This final drive by a committee just formed last year, primarily through lobbying efforts of the Associated Students of Kansas (ASK), was the primary reason for the positive decision. For once, the "proper channels" served their purpose, although the additional support of the city of Lawrence, Kansas, the site of K.U. bore no small weight.

Previous to this ruling, beer was generally available for special events, such as dances. Beer purchased by the group sponsoring the activity was delivered to the C.A.C. where it was chilled and delivered to the appropriate room at the scheduled time. For this service, the C.A.C. charged a minimum of \$1.00 for a

six-pack through a case and \$8.00 for a keg. This mandatory procedure thus became somewhat expensive and inconvenient for both those sponsoring the beer and the C.A.C. For such reasons, many campus organizations held their gatherings off campus, which defeated the entire purpose of the C.A.C.

It was for reasons such as these that in September the W.S.U. Student Senate passed a resolution supporting a policy allowing sale of 3.2 beer on campus at state colleges and universities. As students governments across the state passed similar measures, the state Student Advisory Council prepared a recommendation to present to the Board of Regents. When this Council, headed by W.S.U.'s S.G.A. president, Debbie Haynes, made the recommendation on Friday, October 17, it was approved 8-1.

The Regents' approval left final rules and regulations of the sale of beer to be determined by the administration of the individual schools. Thus a list of proposed policies for the matter was drawn up by President Clark Ahlberg, Vice-President for Student Affairs James Rhatigan, Vice-President for Business Affairs Roger Lowe and C.A.C. director William Glenn to be presented to the Campus Activities Center Board of Directors. These policies were accepted with just a few changes and an application for a beer license was submitted to the Wichita City Commission.

The beer policies are experimentally

restrictive. The C.A.C. Cellar, the Commons, and Hardees are allowed to sell beer and it can only be consumed in those areas. In addition, beer can be sold and served at catered events. Sale of beer is limited to 11:30 A.M. until the regular closing time of these places. Exceptions can be made for special events, but within the limits of the state law.

State law also requires the C.A.C. to determine proof of age in selling beer. The C.A.C. will do so, as well as retain its right to refuse service for any reason it deems appropriate.

According to the policies, beer will not be sold or catered in Henry Levitt Arena or Cessna Stadium. Neither can it be consumed outside the C.A.C. unless special permission is granted for such an event by the Vice-President of Student Affairs. The campus security will assist in enforcing such rules and in maintaining order where beer is sold. Disorderly conduct will be subject to disciplinary action by the University.

The policy was presented to the Student Senate November 11 by C.A.C. Board member and S.G.A. President, Debbie Haynes. Its final approval was then made by President Ahlberg.

W.S.U.'s first beer was sold November 21 and will be followed by many, many more. Students are now able to enjoy a beer without having to leave campus or make special arrangements and pay extra costs to have it served.

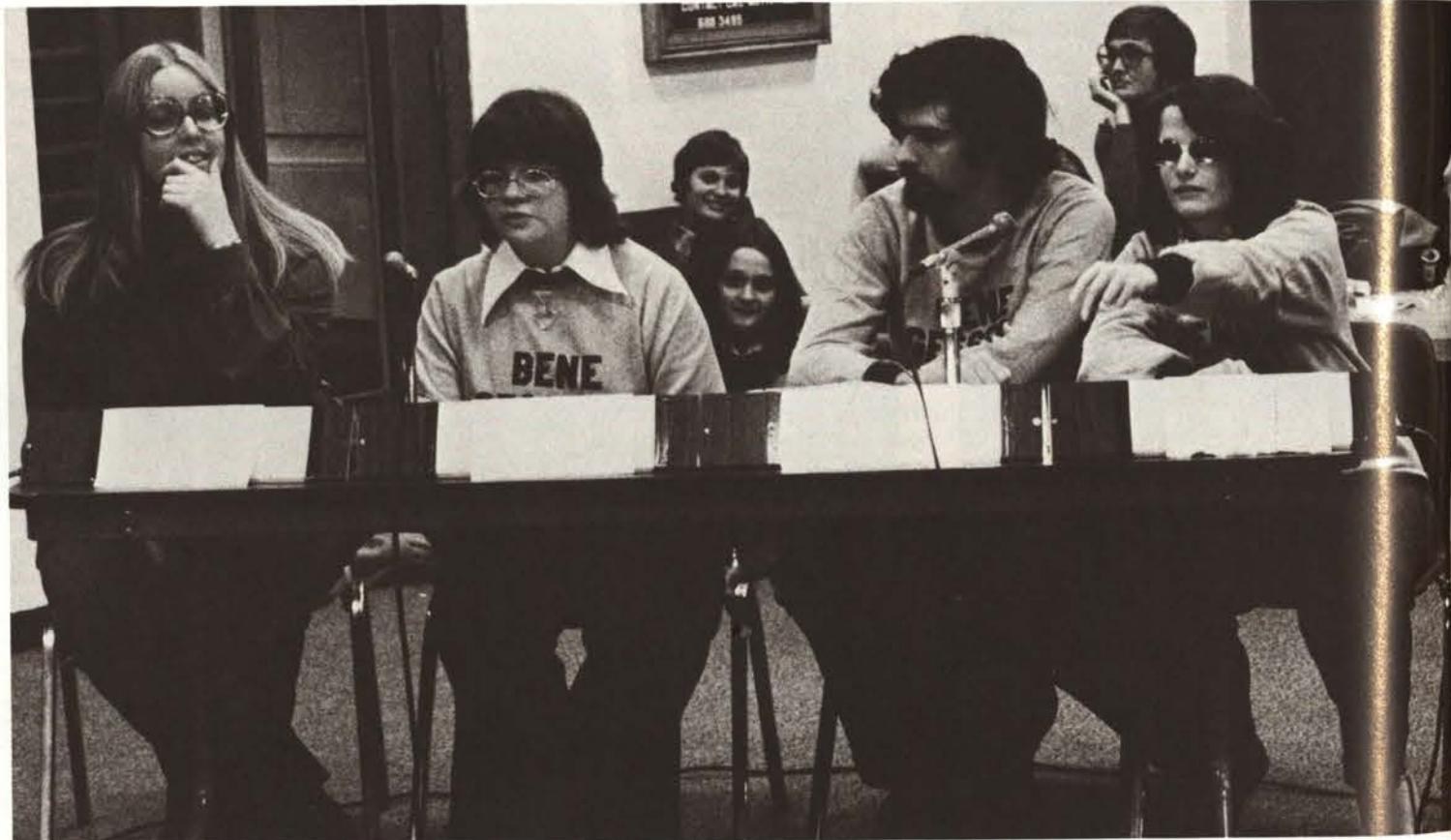


## College Bowl

There were no lights, cameras, or crew-cut youth in suit and tie but there was action at the seventh annual College Bowl.

The CAC lounge was packed every afternoon for three days with interested spectators and win-crazy supporters. It was fun. It was entertaining. It was educational.

Winning Team Bene Gesserit, comprised of (from left to right) Liz Hartley, Carla Mahaney, George Pyle, and Betsy Fine, ponder a perplexing problem.



The Wichita State University College Bowl is a game patterned after the G.E. College Bowl television program. Teams of four were quizzed in areas of fine arts, math, natural sciences, sports, literature, trivia, history, and politics. A wide open spectrum left contestants vulnerable to questions like "name the pig which appeared in the movie State Fair" or "which American city was the first to adopt trolley cars."

The winners of the College Bowl were the Bene Gesserit, a team comprised of honor students. Bene Gesserit came from behind to defeat the Theatre team 130-25.

21 teams entered the College Bowl, which was double the number of teams which participated in the 1974 tournament.

## The Man Behind The Oatmeal Cookie



Quality Counts. It sounds like a cliche, but it is a way of life for Leo Bulleigh. If you've ever eaten a sweet roll at the C.A.C., you know it is true. Leo made them all.

A native of Salina, Kansas, Leo fell into the profession at the age of 14. Finding a job during the depression was not easy and when a Salina bakery offered him a job, he did not refuse. He's been at that job now, for 43 years.

Leo has worked in Minneapolis, Minnesota, where he attended the Dunwoody Institute for bakers, New York, Chicago, and was Chief Steward aboard a freighter during World War II. This provided the opportunity to explore European baking. Before coming to the C.A.C. nine years ago, Leo spent 17 years at the Boeing Cafeteria.

Why would a baker want to work at

Wichita State? "I prefer institutional work," he says. "You carry the same variety, but not every day. In restaurant and bakery work you have cream puffs and eclairs every day. There's not so much pressure, either."

There is a lot more to the job than cream puffs though. There are breads, pies, cakes, cookies, and rolls. "The only bakery goods we buy are the sandwich bread and buns. We make everything else, all our own dinner rolls and hoggie buns.

Leo makes 130 dozen rolls and doughnuts every night. During really busy times he has been known to use 500 pounds of the finest ingredients in a single night.

Not many companies that employ bakers let them order the best things available, Leo says. He uses fresh eggs too, while most restaurant and hotel

operations use dehydrated or frozen eggs. "The cost is not really higher. The product looks and tastes better, too," says Leo.

Everything is fresh. Every roll, cookie, and pie sold was made the night before. Leo works Sunday morning to Thursday morning, midnight to eight a.m.

Time is the major problem. It takes about two and a half hours to decorate a regular wedding cake. Special cakes take longer. Sweet peas and roses are the common decorators flowers, but "we can do anything, lilies, chrysanthemums..."

Normally the most interesting thing that comes along is a wedding cake, but in the past Leo has made an eight foot loaf of French bread, and in the early 40's he made a 350 pound cake.



## The Chapel

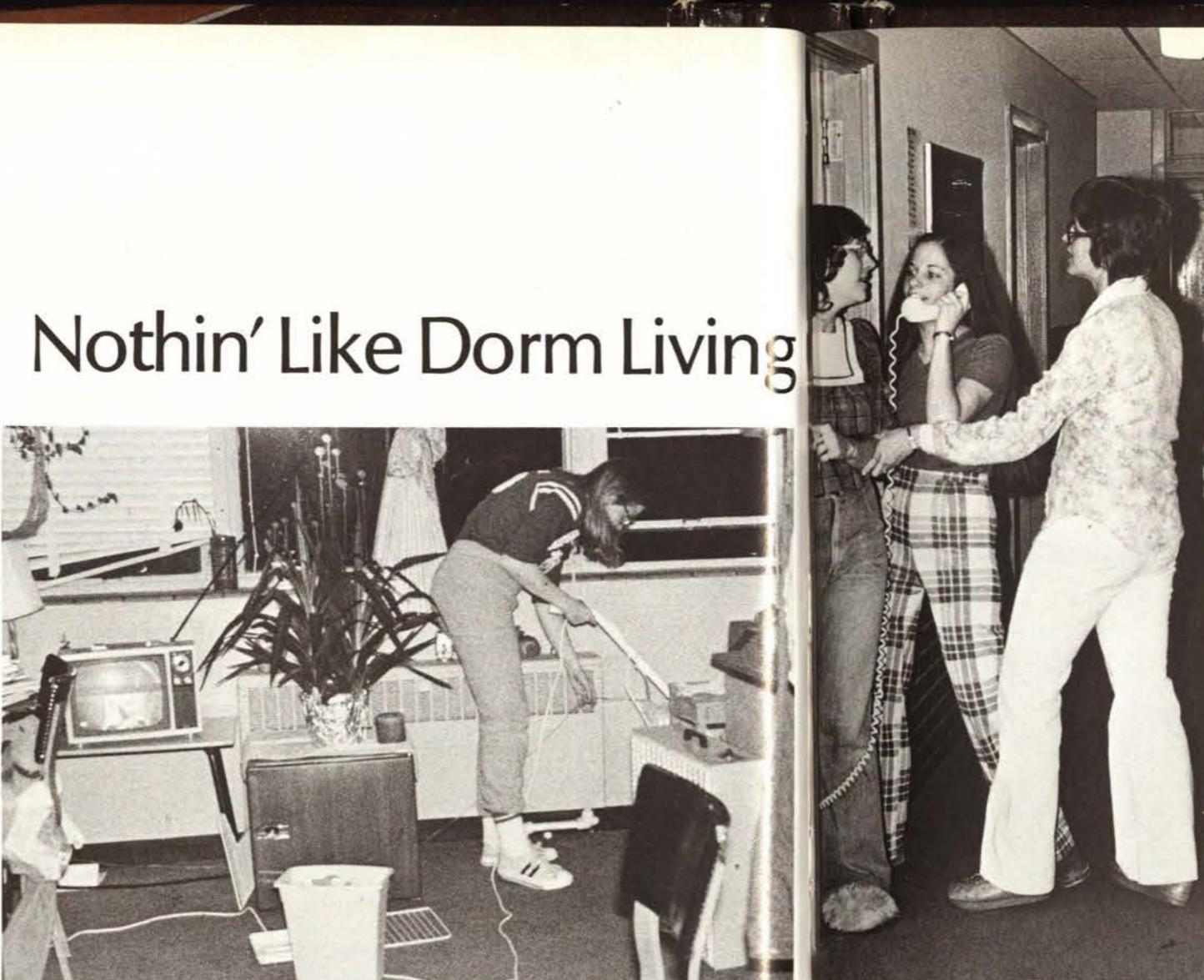


Quietly sitting in the midst of the C.A.C., Clinton and Morrison Hall bustle, the chapel is given little thought by the campus community. Few people even know what the building is like inside, let alone have found peace and taken pleasure from its spiritual atmosphere and somber beauty. Yet the chapel peacefully waits. . .for those few times when it can provide the sanctuary and setting required for spiritual events.

Despite its often desolate appearance, the chapel is available through the C.A.C. reservation office for student use. The United Campus Christian Ministry meets there regularly for a time of fellowship on Monday morning from 10:00 to 10:30. Occasionally, sororities and fraternities hold initiation and other special ceremonies in its graceful hall or a marriage is consecrated in its hollowed presence.

On such special occasions, the chapel's elegant organ pervades the room, soothing the most restless or anxious participants. This instrument bears educational significance as well, as it provides the University means of organ lessons. Mr. Robert Town is the organ instructor who shares his knowledge and skill with interested students.

When next traversing the often crowded walkways which surround the Harvey D. Grace Memorial Chapel, pause for a moment, and reflect on the experiences available through its open doors.



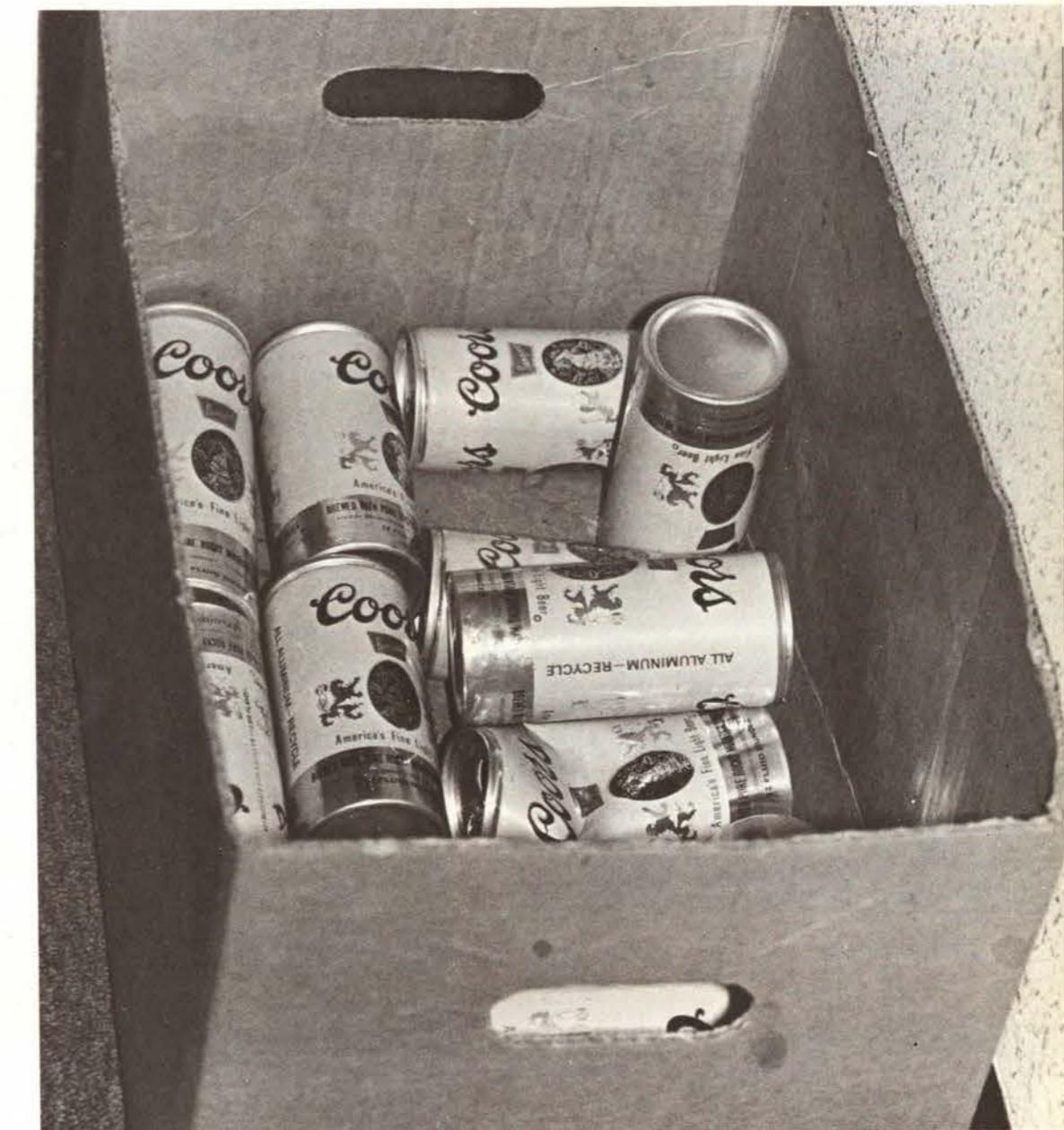
## Nothin' Like Dorm Living

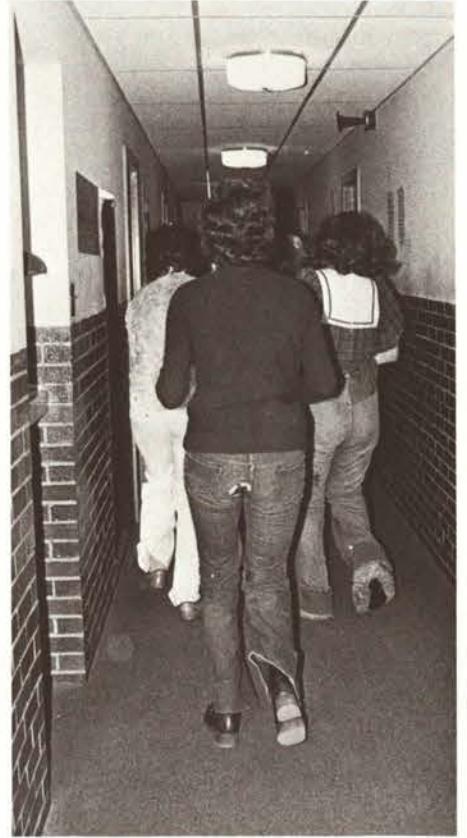
All dormitory residents get over that initial apprehension in very little time--all but the staff that is. They keep hoping the worst cannot happen.

Four years ago I moved into Grace Wilkie Hall. I knew I was the only scared freshman in that big, hot (it was August) building. I would not have believed it at the time, but I was not the only newcomer standing in a room full of boxes with two unmade beds, three keys, and a folder of formidable looking regulations.

Things were not as bad as they seemed to me though. That folder of regulations contained such things as a meal schedule, a list of what was to be shown at the Flick and some rules like; do not burn the building down, breaking mirrors brings seven years bad luck, and keep the noise down after 7 p.m.

Those boxes were quickly emptied and the beds were made after my roommate came. She was not an ogre either, much to my surprise. Even more amazingly, of the 22 girls on the floor, only eight were not new. We got on so well that the only casualty was our Resident Assistant. She heard quite regularly about our adventures, and constantly reminded us that the people on the floor below were about to form a lynch mob to put us out of their misery.





Ask all of the 15500 students attending classes at W.S.U. where they live, most of your answers will be something like, "down south on Seneca", or "over at Wheatshocker", but nearly 400 will answer, "Me? I'm a Dormie."

Defining a Dormie is not quite as simple as defining a Martian or a Kansan. I have known Dormies from Ohio, New York, Massachusetts, Hawaii, Wyoming, Thailand, Germany, from almost every spot on a Kansas map and even a few from Wichita.

They major in Logopedics, English,

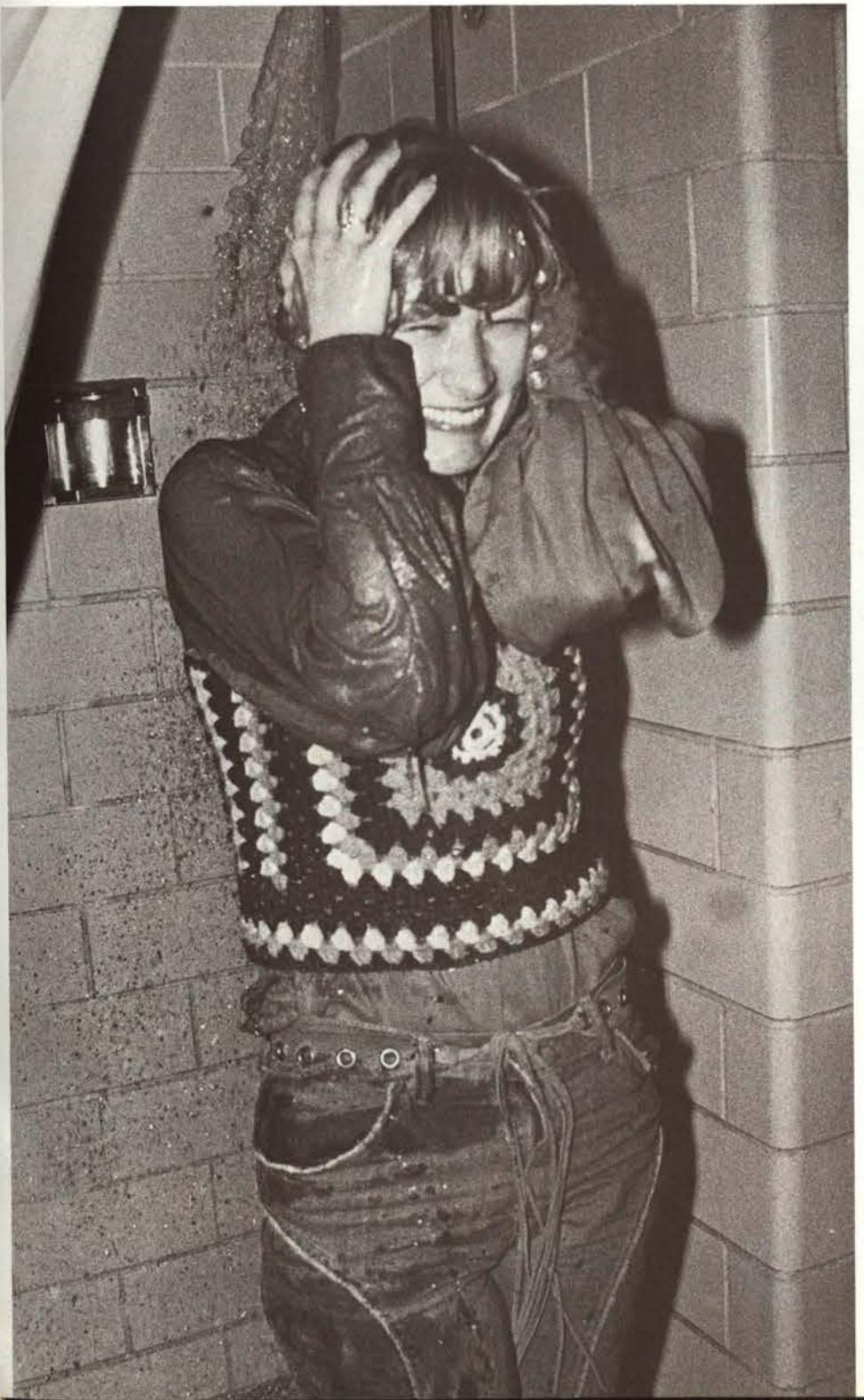
Music, Engineering, Drama, all the sciences, and all the other arts; a few even still have to decide what to study.

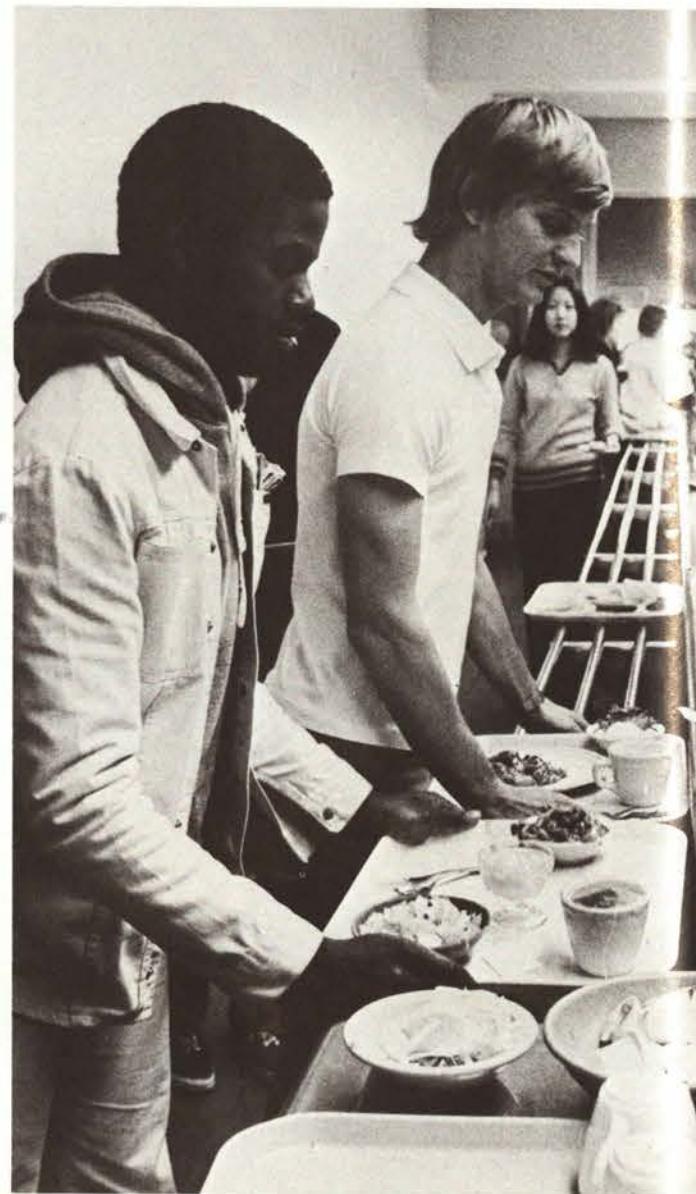
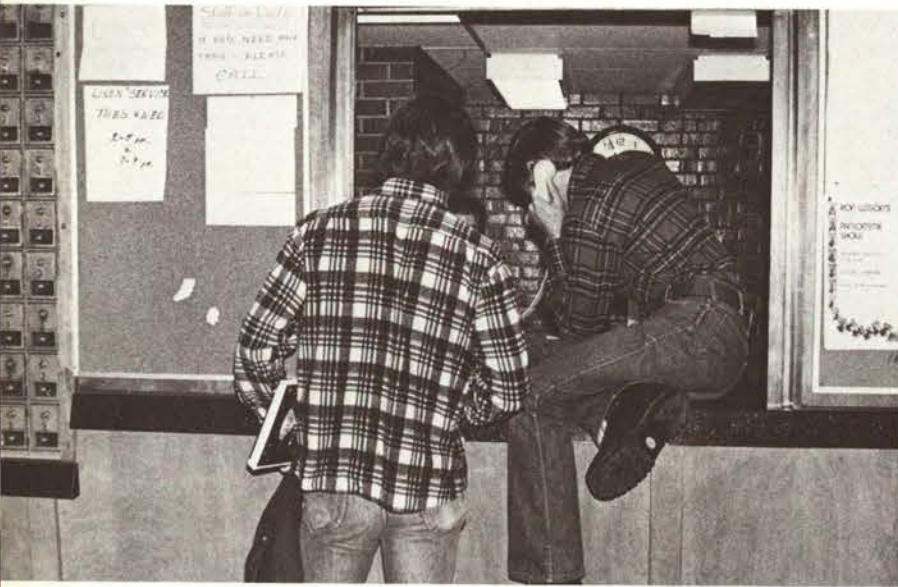
They live in Grace Wilkie Hall or Brennan I, II, or III, because they did not find an apartment, or because it is relatively cheap, or because it is close to school, or because the food (no jokes please) is taken care of, or because Mom and Pop like it, and many, I will venture to say most, of them like it.

I do not really want to say Dormies are peculiar, so I will just imply that they are somewhat unusual. There are few landlords that let you paint on the hall walls and few places where the breaker of a plate gets a standing ovation. (There are few repeaters for that one.)

None the less, most Dormies seem to like living in the residence halls. Until you have tried it, the very idea of living in a dorm can be a strain. Just imagine living with several dozen people that are not really like you at all, for an extended length of time.

The strain exists, that cannot be denied. Where else can you find a





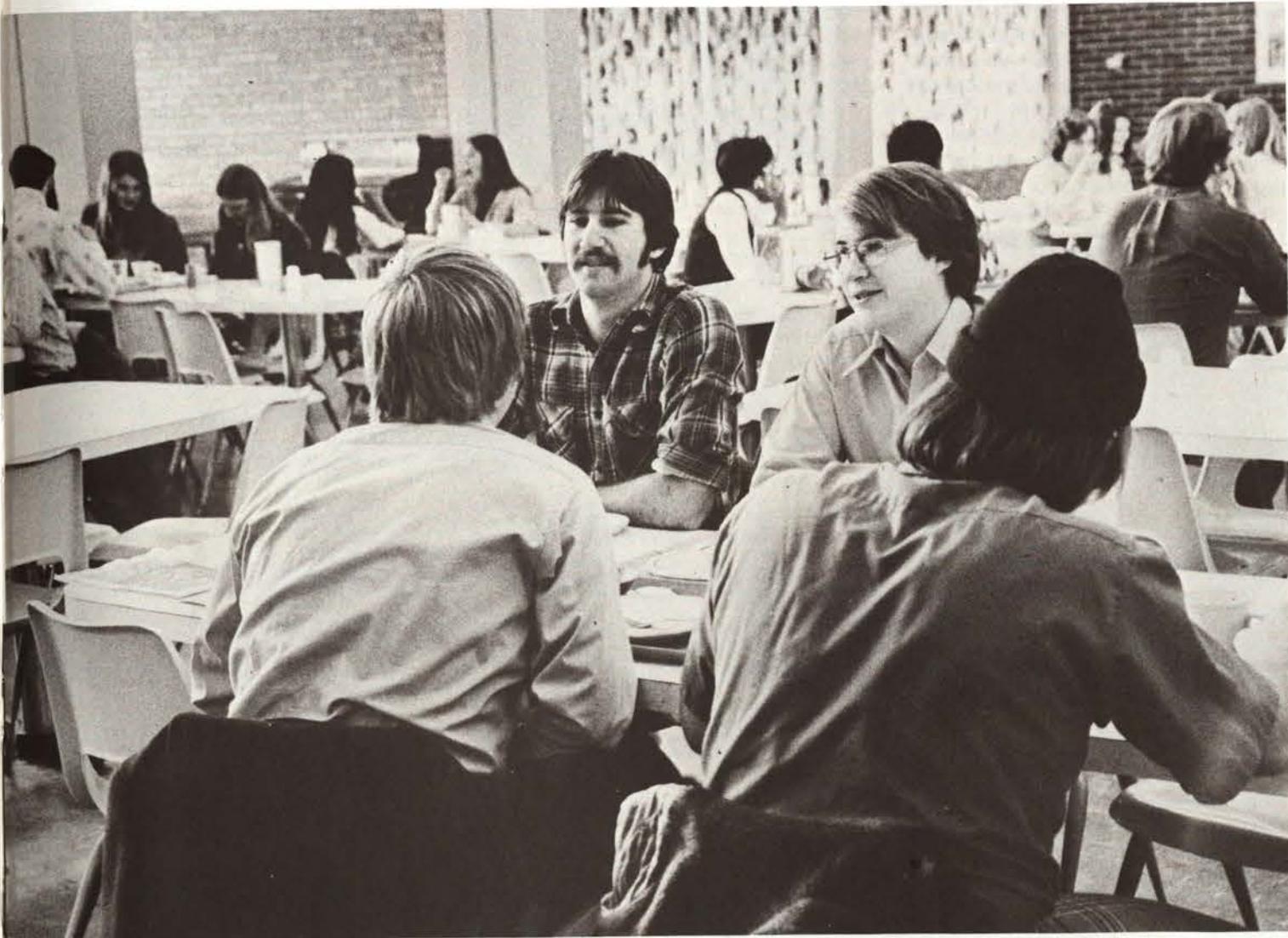
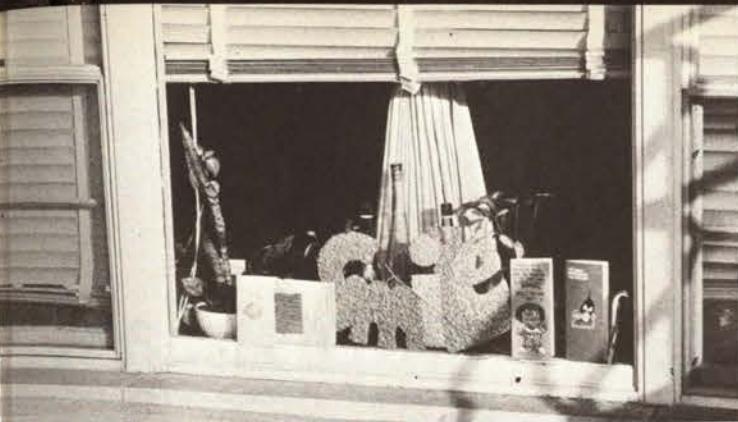
calculux expert at 2 a.m., willing to explain an equation, or an English major to proof read your termpaper Sunday morning?

When the strain of class gets to be too much, there are releases. If you have the worlds greatest practical joke, there are

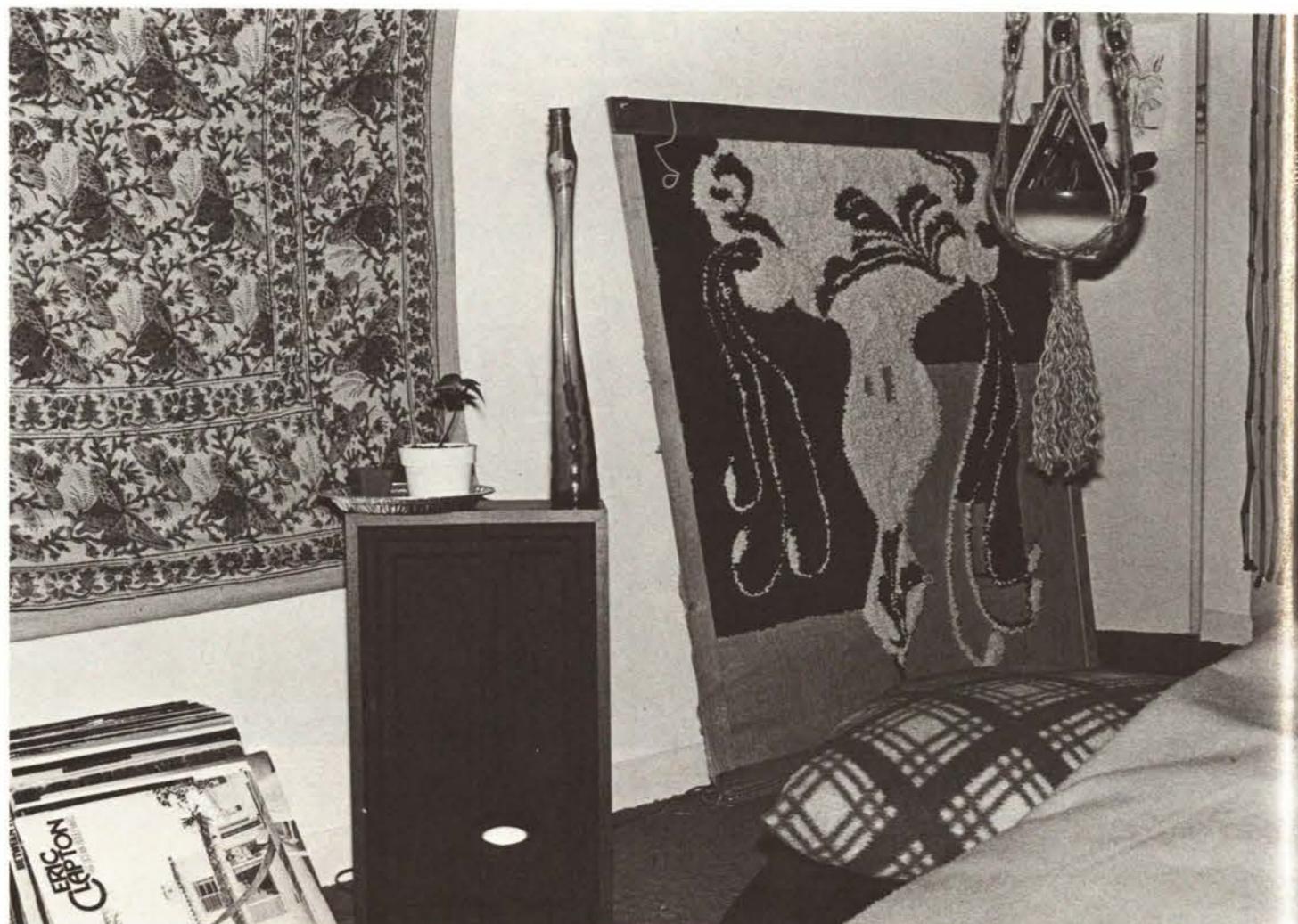
several people waiting and willing to help get it going. If you crave a doughnut or a party at 11 p.m. there are bound to be half a dozen Dormies with the same problem. There are even some planned activities.

Then, if classes and coexistence really get too heavy, there is someone who does not mind a walk after dark, or taking you to the bus station so you can escape for a while.

Where else can a sane person find a Christmas tree in the jan, or receive notes through the bathroom vent, or make popcorn for 20 people on short notice or play spades with two decks of cards?



## Cheap 'n Easy



W.S.U. students are finding it more and more difficult to locate reasonable living facilities this year. They are being forced to live farther from campus and at the same time, pay higher rent. This is of course because of the housing shortage. At one time this year it was estimated that there was about 60 percent less vacancies compared to the same time last year.

The problems are not over even for the student who is fortunate enough to find appropriate housing. How can anyone afford to furnish an apartment after paying rent, especially a student? This question is the basis for the decorating trends of today.

Crafts are rapidly becoming the solution to a limited bank account and an empty apartment. The student who has the time and patience to make or fix anything ranging from a hooked rug to a coffee table renovated from an old wooden box, finds it financially easier to furnish an apartment. With a creative mind a student living on even the smallest income can make their home a nice place to live.

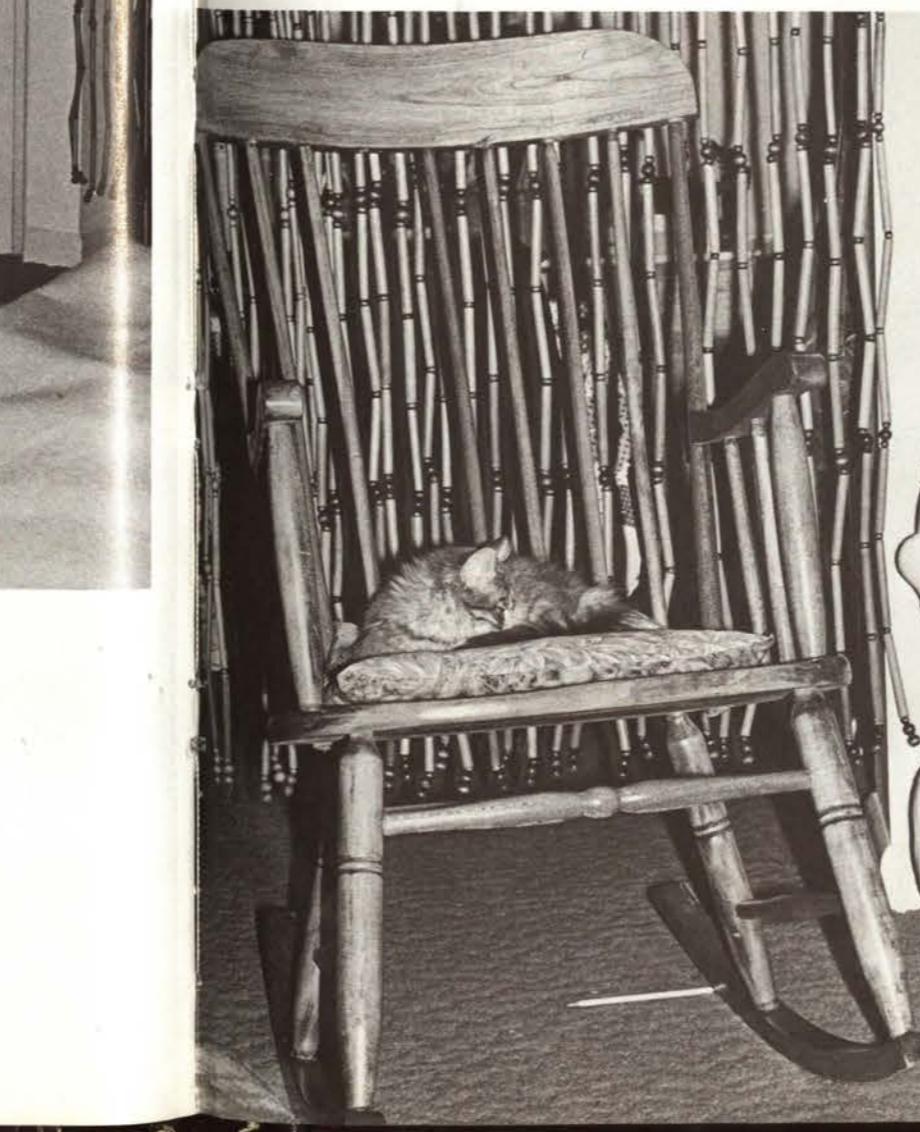
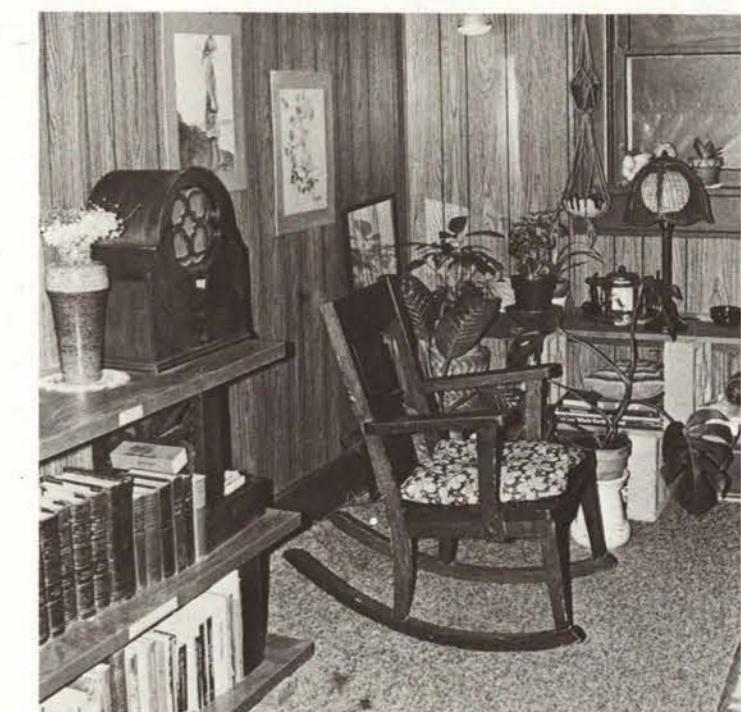
Ideas often put to use in furnishing a college student's apartment consists of, making large pillows to throw on the floor with cost ranging anywhere from seven to fifteen dollars, depending on the size. Pillows can be used to substitute for either a chair or couch, depending on the individual. Buying used furniture is the answer for those who have the knowledge of stripping, varnishing, painting, or antiqueing. Once the work is over the piece will look as good as new, but the cost is much less.

It seems nearly everyone owns at least one tapestry costing approximately \$15. This can be hung on the wall in place of the \$50 painting. It is much cheaper to buy canvas and paint and use some of that creative ability that is in everyone than to buy even a print ranging anywhere from \$25 to \$50. With the trends the way they are something made is much more in demand than something bought anyway.

Macrame, rug hooking, weaving, pottery and woodworking are all fast becoming the cheapest way for anyone to decorate their home.

Plants also seem to be caught up in the middle of the fast moving trends in home decoration. A person who acquires a green thumb can make any room come alive with various plants. The recommended way to save money and still accumulate plants to fill all those empty spaces is to begin by getting cuttings off friend's plants. Soon a person who uses a lot of love and care with their plants can see the difference in the atmosphere of their entire apartment.

Even though it is becoming increasingly harder to afford a place to live and the necessary furnishings, anyone can preserve a bank account with the help of creative skills.



# Changing Lifestyle

Deborah Mehl and Chuck Nellans, a married couple here at Wichita State University have developed various personal philosophies on their lifestyles, that in many ways liberates them from both the strict traditional marriage and everyday living guidelines in dealing with other people.

The word liberation has various connotations or denoted meanings to different people. In this context liberation is referring to the freedom of oneself in order to live how he or she chooses.

"It is important to me that this not come out saying we are in any case in any sense, the model of anything. I know a lot of people who live lifestyles they are happy with, and as it is we are simply doing what we feel is best for us, and so far we have been very happy with it," explained Deborah.

Often the first aspect of the changing lifestyle that people notice in relation to their marriage is the fact that Deborah has kept her own last name after marriage. Once deciding to get married Chuck suggested this idea as a serious possibility.

"For us it was a way of keeping our

own identity and individualism, reminding ourselves that we are two separate people. I've always been very happy that I kept my name. As a matter of fact a lot of times I would have felt very uncomfortable using Chuck's name as mine," stated Deborah.

"The main reason I brought it up was because of women in general being identified for what their husbands have done, not what they as an individual have done. Both individuals status is being defined in our society by the husband's status, and to me this is not fair to either the man or the woman," expounded Chuck.

As far as problems arising due to the fact Deborah has kept her own last name, it seems that small bureaucracies are the hardest to deal with. An example of these would be either when dealing with a secretary at a car dealers or a hospital reception desk. According to both Deborah and Chuck the larger companies such as banks, insurance companies, and the Internal Revenue Service, as the easiest to deal with.

After talking to different Women In Society classes Chuck began to realize that from a superficial point of view their marriage is as traditional as they come.

He contended that, "It's not as much the superficial aspects of one's life that makes it neat. It is not the external appearances, it's a matter of how you relate to the actions of the other person or persons involved.

You don't have to stand way out in the wilderness alone, to be different."

Both individuals indicated that it really doesn't even matter what role the two partners play in the marriage. The woman can either be at home performing household duties or holding the position of the president of a large corporation. The important thing is in understanding exactly what is going on in the marriage and being able to accept the world they are living in.

"That is what sets us apart in all the different facets of our lives and our marriage. We don't examine things from the way our parents thought and the things they did, or what has always been done throughout the ages. Instead we do what we want to do, deciding what's okay for us to do and what's not okay for us to do," stated Chuck.

"Whatever we do we try to take time to think about what we are doing. People often feel they have to construct a marriage based on stereotyping and a lot of other things that may or may not apply to them. We avoid that, and try to understand the other person's point of view."

Because we each retained a high degree of individualism it is a lot easier," stated Deborah.

A major thing that really upsets Deborah is when people don't take time to think about what they are doing. "It sometimes amazes me to what degree people go through life without thinking

about the decisions they make. I have various friends that are unhappy with their lives and their marriages because they never thought about getting married. I get appalled when people do major things without thinking about what they are doing to themselves and others.

"I feel less and less different from other people as time goes on. We know quite a few other couples who are doing what they please with their lives, which is good. The main thing about our lives is that we don't go around that much thinking about how we live and how others live. For the most part we are both students, we go to school full time and work part time, which consumes most of the time and energy we both have."

Housework seems to be another area where Deborah and Chuck's marriage differs from a lot of others. When Chuck first began to think of all the aspects of their marriage he was in a Women in Society class. Here he heard several women complain that their husbands would not do this and would not do that.

Chuck remembers his life with his parents as a life of sharing household duties. He just always thought that's the way it is when you're married, you do your share. "You don't come home from school at night and stop to think whether it is your turn to cook dinner, you just do it. It would be stupid for me to sit at home waiting for Deb to get there, not doing anything because that would leave us both with less time to spend with the other."

Deborah explained that Dean Rhatigan has a saying, "we live in a negotiated atmosphere." She feels that this also applied to their lives.

"It would be rough for me as a student to go to school and work and still be expected to put a good meal on the table every night. It would be putting an awful lot of pressure on me," explained Deborah.

Chuck added, "by the same token if I was expected to be the sole provider it would be an unreasonable expectation. People need to sift these things out and decide which ones suit them."

Traditional marriages are a stereotype as are open marriages. Within these areas there is plenty of room for everyone to pick and choose what aspects they want to adopt for themselves.

"We are simply more comfortable with what we are doing," stated Deborah.

The couple's final comment concerning their lifestyle is, "We don't have all the answers, we don't even have all the questions yet. There are things we would like to do and that we are trying to do. We are not sure we can accomplish this even in our relationship."



## Debate

Four card-catalog files of notecarded evidence, two briefcases and two immaculately dressed students—all combine to form a W.S.U. debate team.

This year, six such teams traveled across Kansas, Tennessee, Arizona and other states. They participated in 20 weekend tournaments through the spring and fall semesters, to debate the topic: "Resolved: that the Federal Government should adopt a comprehensive program to control land use in the U.S."

In each tournament, the debaters enter eight preliminary sessions. During four, they must choose an affirmative stand, while they debate the negative viewpoint during the other four. Winners then compete in four final rounds of elimination.

Coach Donald Swender said the affirmative may "focus on concern for environmental conservation. Urban sprawl is chewing up large sections of land, and agricultural land is reduced." Worldwide starvation seems prominent, and the affirmative proposes this may be remedied by federal control of housing and agricultural land.

Teams, when taking a negative stand, may counter that although agricultural acreage is decreasing, advanced technology is causing food production to climb, thereby making federal control unnecessary.

Tournaments offer opportunities for speakers to compete in four events: Persuasive and Extemporaneous Speaking, and Interpretation of Prose and Poetry. In a 10-minute Persuasive speech, a contestant outlines one need for change in society, then attempts to convince a judge of a proposed solution.

In Extemporaneous Speaking, students research Time, Newsweek and U.S. News and World Report magazines before the tournament. In competition, they draw topics at random, then are allowed to use

their magazines for ½ hour while improvising a five to seven minute speech.

Interpretation events are 7 minute presentations consisting of selected readings of Prose or Poetry.

"We're successful at this point in time," said Swender, at the beginning of the spring semester. At that time, the team maintained a 55 per cent win-loss record. "I always feel that when a squad record can keep above 50 per cent," he said, "all has not been a waste."

The squad, in which 8 of 12 members are new to college debate, has placed in finals at nine tournaments throughout the fall. The squad won 3rd place sweepstakes at Midwestern University of Texas. The team of Jeanellen Knight and Jennifer Jackson won 1st place in debate at the University of Northern Colorado, and 2nd place in debate at Eastern Montana College. Darla Schmitt placed 2nd in Oral Interpretation events at

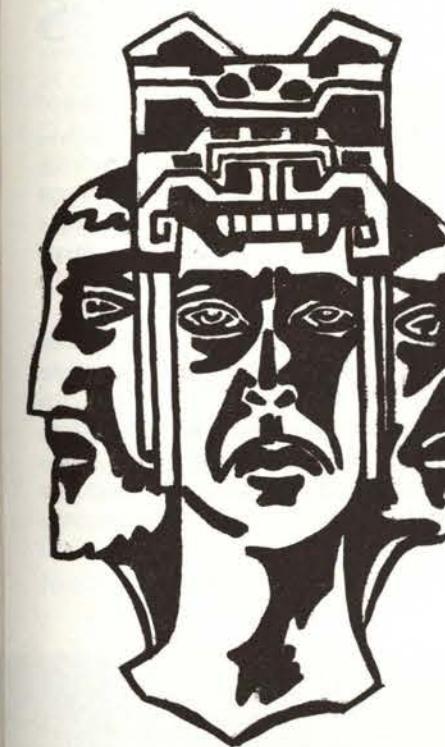
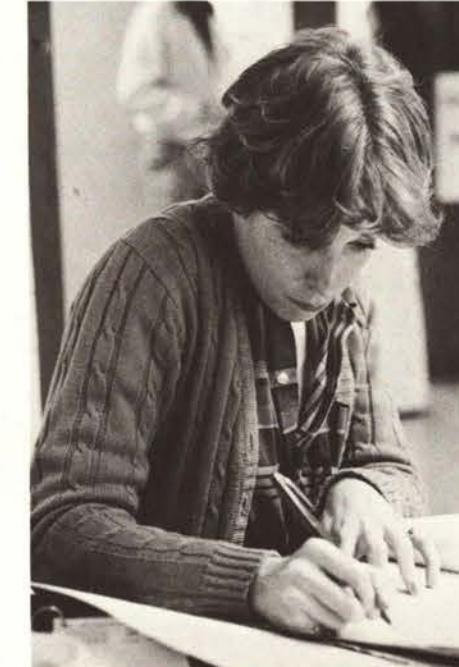
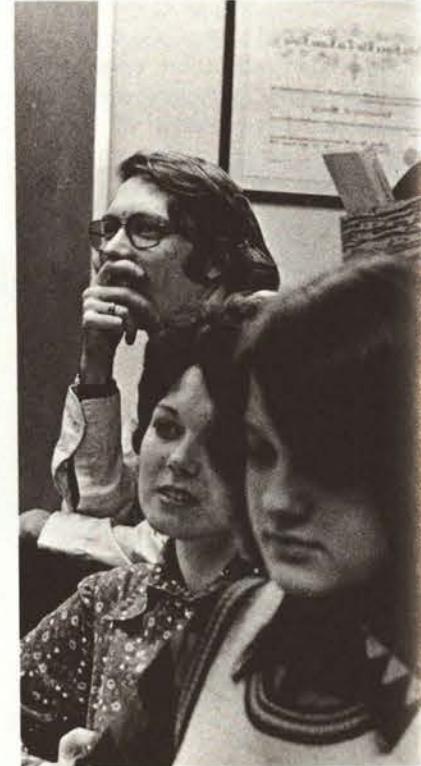
Midwestern University.

Wichita State University sponsored the M.P. Moorhouse Invitational Debate Tournament on Nov. 21, 22 and 23. Fourteen states were represented, with 98 teams from 45 universities.

For the "student who wants to be competitive," two hours of research per day is recommended by Swender. Students comb the W.S.U. and city libraries, pouring over congressional records and government documents which may be useful as evidence.

Swender regards his squad's philosophy as "non-elitist." "One of the major purposes of the program is to give students a chance to compete. Progress can't always be measured in wins and losses."

"It's great fun—we love to win," he laughed. "But that's not where the greatest priority lies. If we do win, that makes it all the better."



## MECHA

I began as a dream in the minds of a group of concerned students, concerned for the betterment of their fellow brothers.

I do not seek powers, self-esteem or wish to make history; all I want is for you to know that I am here to help you. I am composed of many minds and ideas, all unified by the thought of a better education for all my fellow Brown brothers and sisters. My followers are many, from student to scholar, to help in anyway they can.

We have seen too many of our people dropout or not even start college because there was no one there to help them or no one who really cared. There was no one there when they received their diploma to tell them that because they were poor, it did not mean they could not go to college. There was no one around when they were having trouble with English or Chemistry. So many of them dropped out because no one really cared.

So those concerned saw fit to put me together, Brown in color, with a purpose to help my fellow Brown brothers and sisters. So they named me Movimiento Estudiantil Chicano de Aztlan (MECHA) and that is who I am.

...now, who are you?

## Makes and Misses

The clatter of billiard balls, light fall of footsteps and gasps of astonished spectators were the only sounds in the C.A.C. recreation area. A crowd of about 100 jean-clad students clustered around a single pool table. They stood on benches and platforms, or leaned on tiptoe across the floor to watch the magic as six balls jumped into side and corner pockets at a single shot--or as the cue ball hopped over the eight to knock a neighboring ball into a corner pocket.

"Billiards is a great way to relieve tensions--or to make them, sometimes," laughed Paul Gerni, professional billiards player and 1975 European Champion.

He casually tossed his microphone aside, and spun 10 balls into two lines across the table. He upended the rack and laid it across the two lines, then prepared to shoot the cue ball between the ten, over the rack and across the table--to knock three other balls into corner pockets. The crowd held its breath as the cue ball smacked into the three, sending each into its proper place.



Gerni was the 1974 Trick Shot Champion. On Thursday, January 29, he gave two exhibitions sponsored by the C.A.C. He demonstrated game strategy and situation shots, plus a collection of trick and fancy shots.

Gerni informed the crowd that in trick-shot competition, players must perform a set of compulsory shots, then are judged on their accuracy and number of "makes and misses". They then begin to shoot their own creations--either old standbys, or fancy versions of conventional shots.

Gerni's demonstration preceded a billiards tournament at Wichita State University, at 6 p.m. in the C.A.C. recreation area.

The Tournament was one of several hundred local contests held on college campuses across the nation in the qualifying round for the Pabst Blue Ribbon National Intercollegiate Billiards Championship.

The Wichita State champions played in the Associated College Unions-International, Region XI tournament, which was held February 6 and 7 at Southwest Missouri State University in Springfield, Missouri.

Winners of the regional competition met next at the National Intercollegiate Championship at the University of

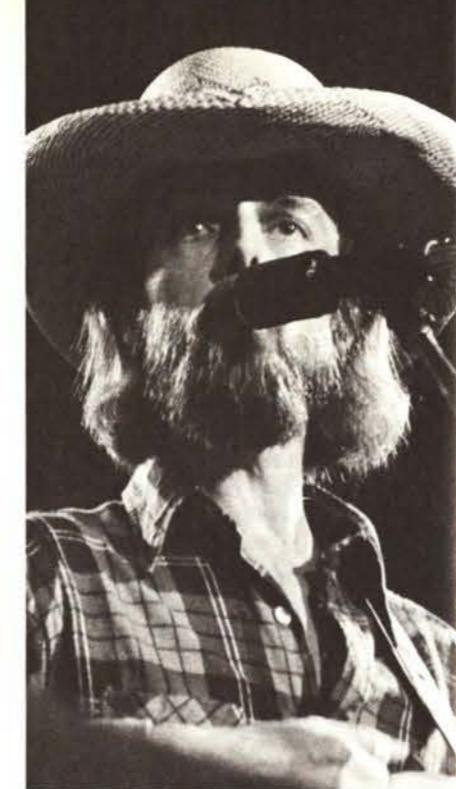


Wisconsin-Milwaukee on March 23-26. Men's and women's collegiate champions automatically qualified for a berth in the U.S. Open Pocket Billiards Championship.

The participants played 14.1 continuous, generally called straight pool. In the men's competition, play was up to 75 points; in the women's, to 35 points.

Billiards fans seem to be a special breed--they don't cheer or whistle during a game, but watch intently. The calm is broken only when some enthusiast runs up to the table to get a better view of a difficult shot.

One pool-lover said stubbornly, "Anybody can do those shots if they set the balls up right--but it sure is hard."



## Ozark Mountain Daredevils

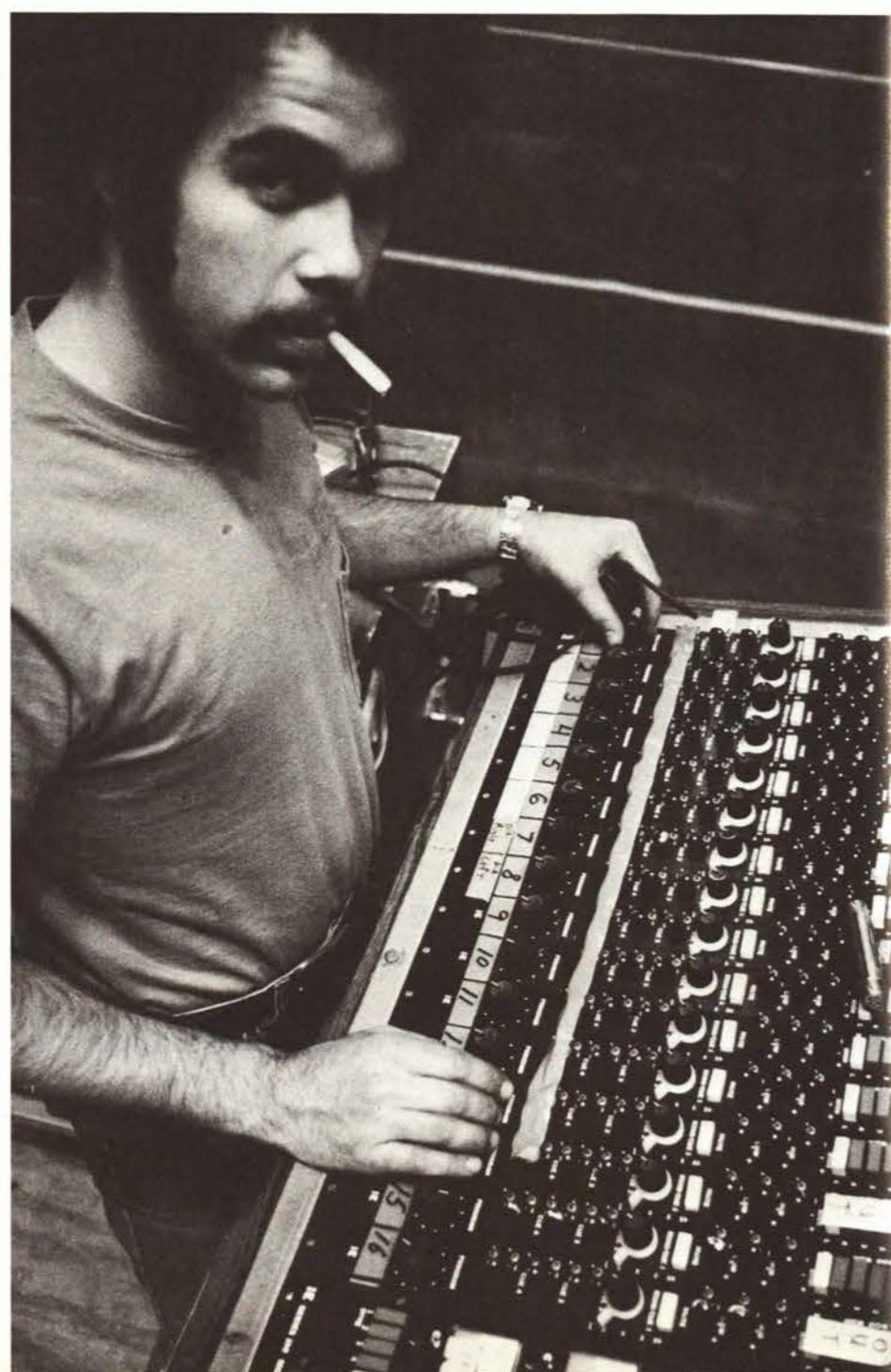
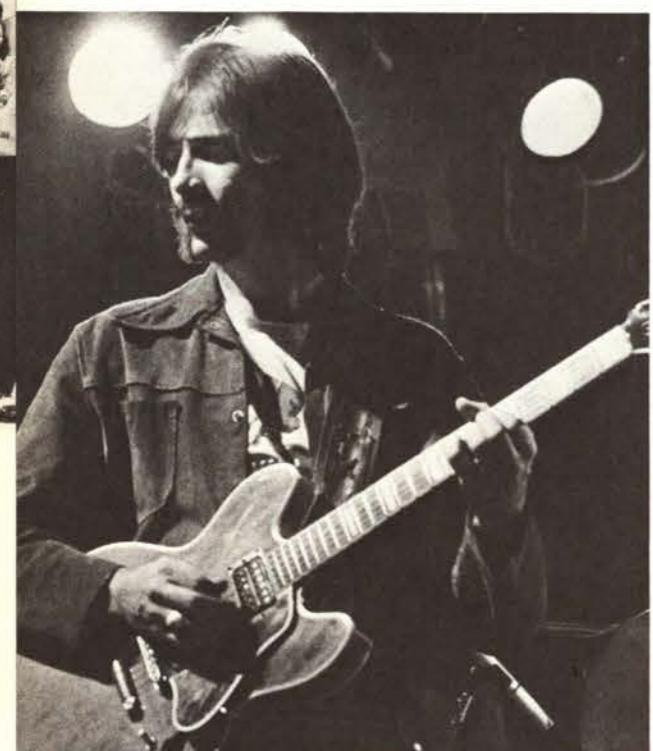
A mellow blend of blue grass and country rock blew into Wichita State University, October 19, 1975, when the Ozark Mountain Daredevils preformed for the Homecoming Concert.

Two albums to their credit, the Daredevils had recently returned from a critically acclaimed tour of the British Isles.

Members of the band include John Dillon, Steve Cash, Randle Chowning, Michael Granda, Larry Lee and Buddy Brayfield.

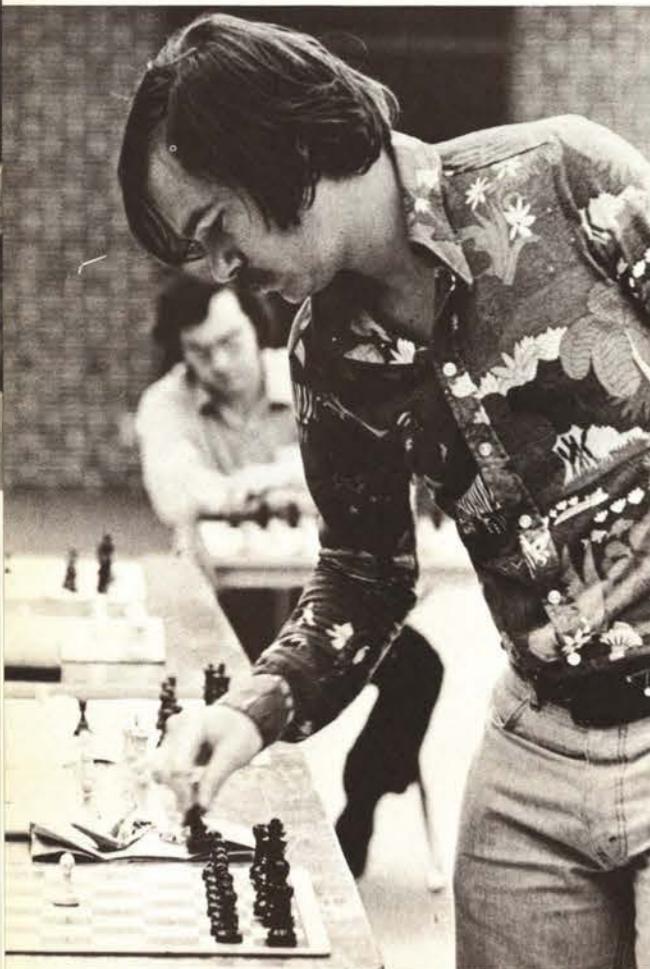
Appearing with the Daredevils was the acoustic country sounds of Brewer and Shipley, and the classical blues of singer-guitarist Danny Cox.

Reactions of the crowd ranged from a constant bob of the head, to dancing in the aisle. Commented one satisfied fan, "Very nice. It's music, instead of noise."

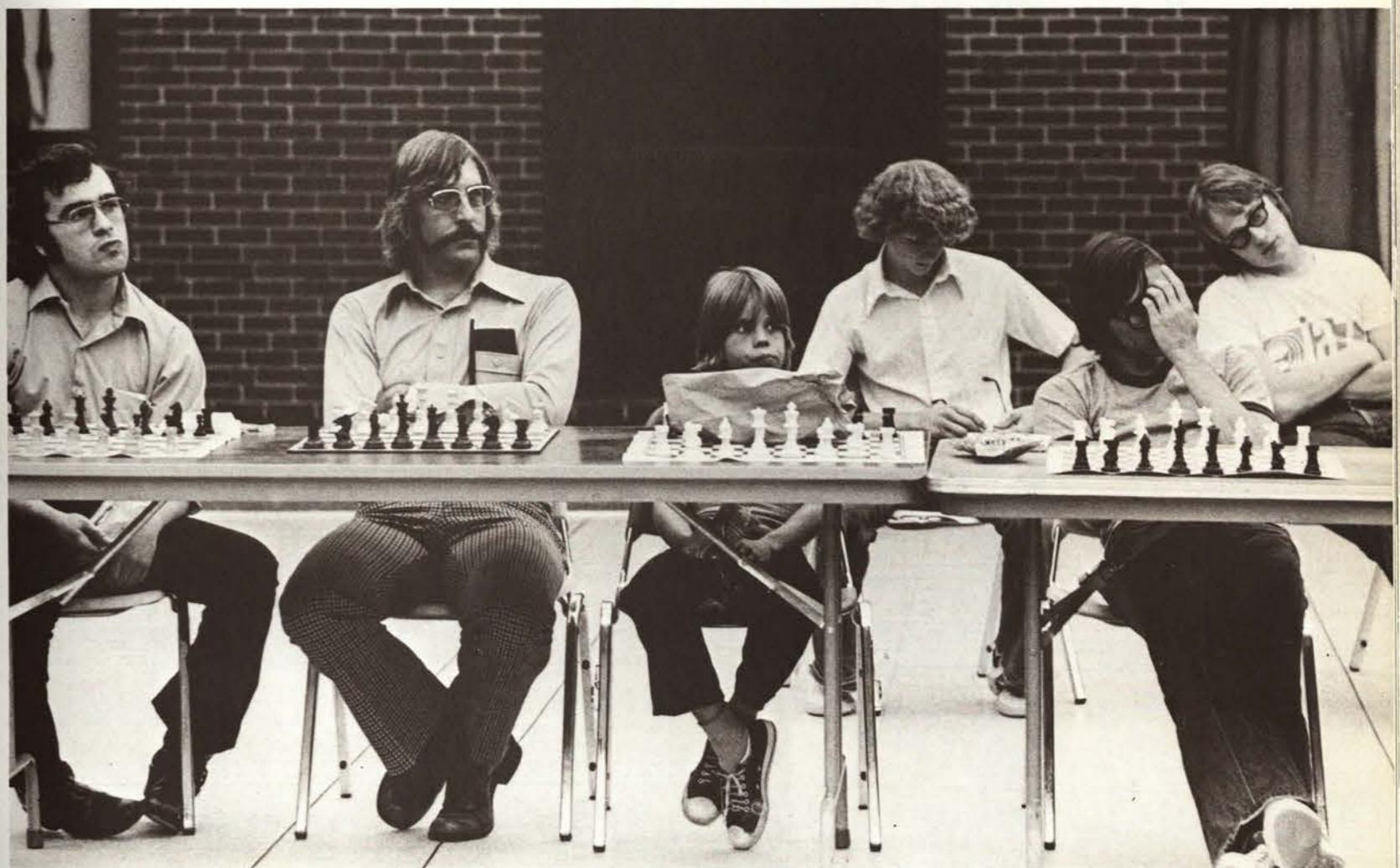
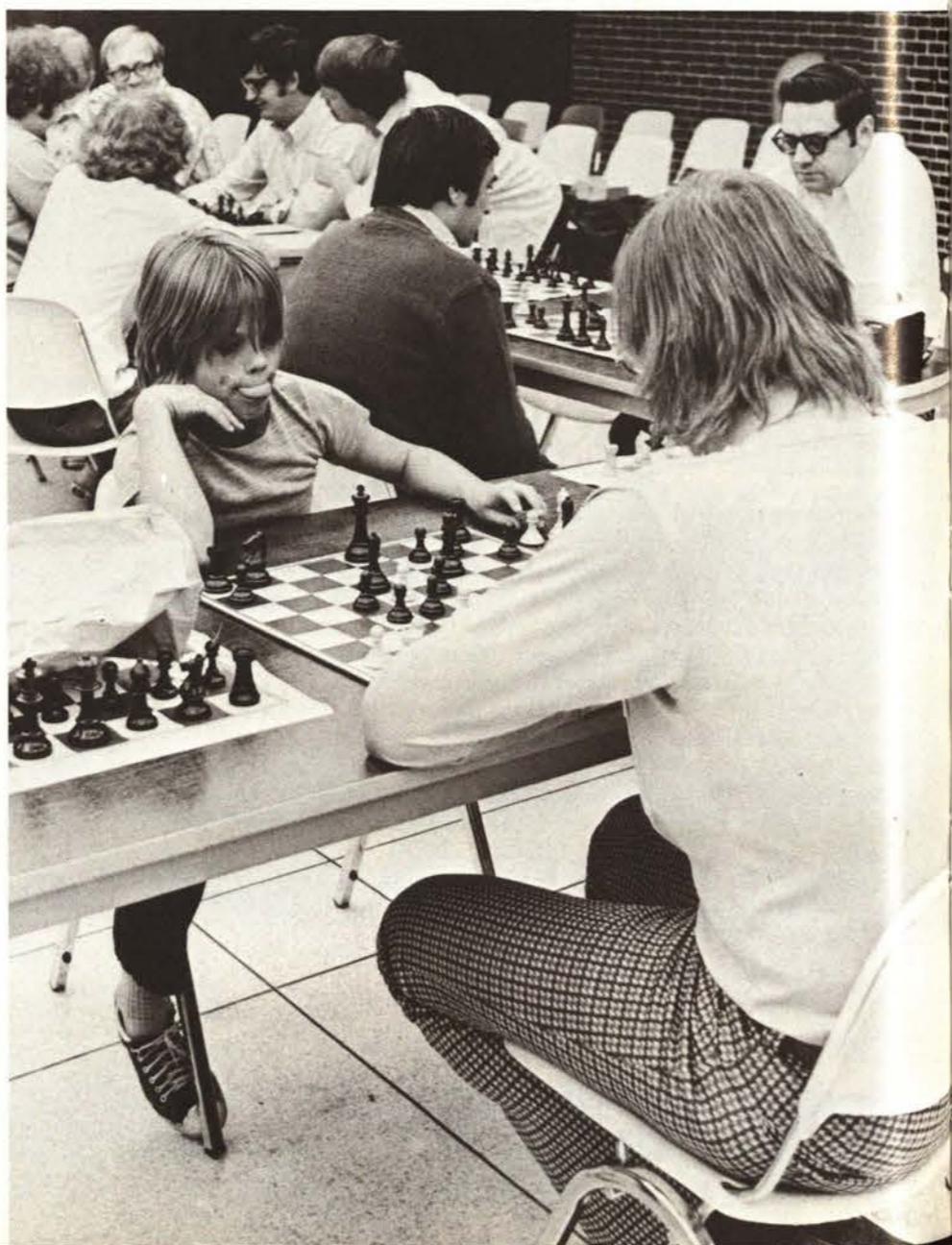
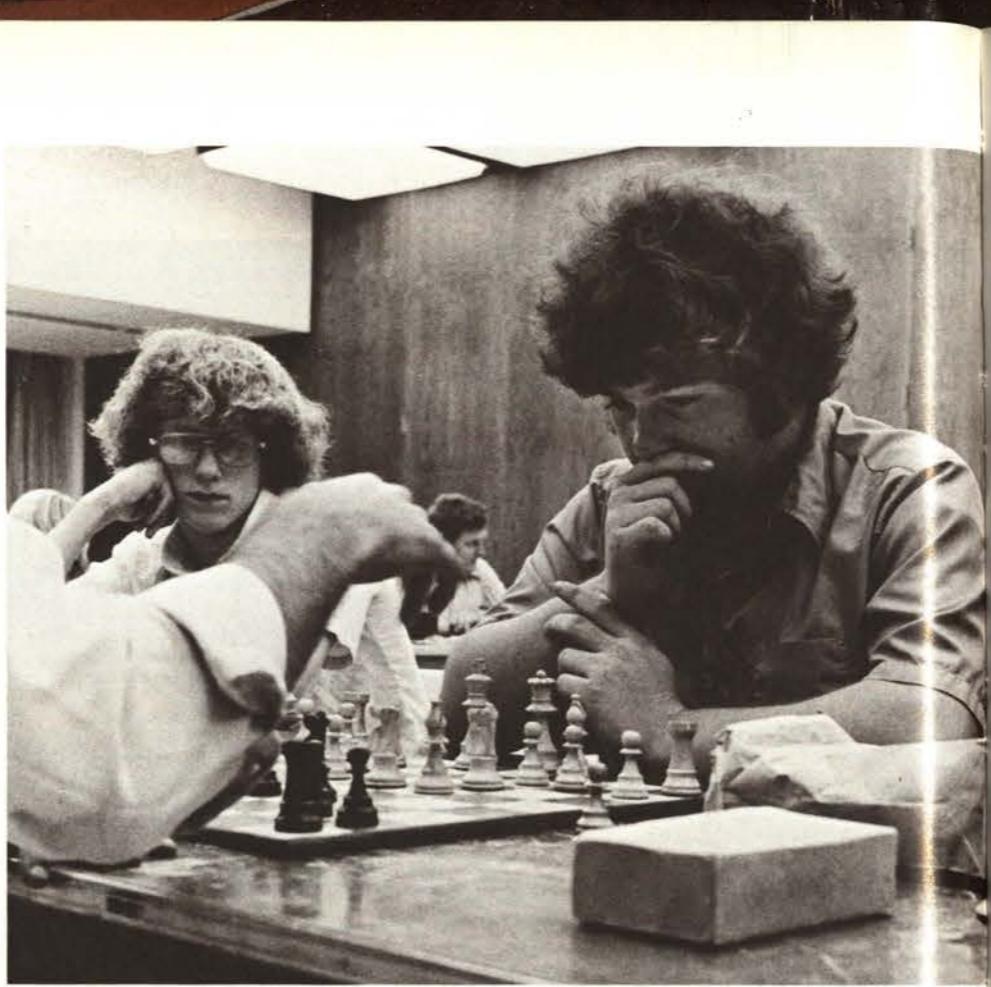


## Check-Mate

Walter Brown, 1974-75 United States chess champion and international grand champion, appeared on campus October 23, 1975 for a lecture and chess exhibition. During his exhibition he played thirty-one students at the same time--29 ended in defeat. The other two matches ended in draw. The lecture and tourney was sponsored by the WSU Chess Club.



210/Features



Features/211

## A Reflection....Five Years Past

Tragedy jolted the peacefulness of a lazy fall afternoon October 2, 1970, when Wichita learned that a plane had crashed carrying members of the Wichita State University football team and team supporters.

An explosive collision against a Colorado mountainside took 31 lives--13 members of the football team, head coach Ben Wilson, and 17 Shocker supporters and staff members. Only nine survived.

Activities on campus and in the Wichita community halted that following Monday, in commemoration of the lost lives. Flags flew half-mast over the state until after the funerals.

A Football '70 Memorial Fund was established to help survivors and families of the dead with expenses.

A benefit show was planned to raise money for the fund, featuring top entertainers. Entitled the "WSU Night of Stars," it was slated to air on more than 100 television stations across the country.

The show evolved into a benefit for two schools when a similar tragedy befell Marshall University of West Virginia. 95 persons

including 48 members of the football team died in a plane crash enroute to a game.

The benefit received contributions from across the nation. Donations included \$50,000 from Carroll Rosenbloom, owner of the Baltimore Colts and \$500 from former President Nixon.

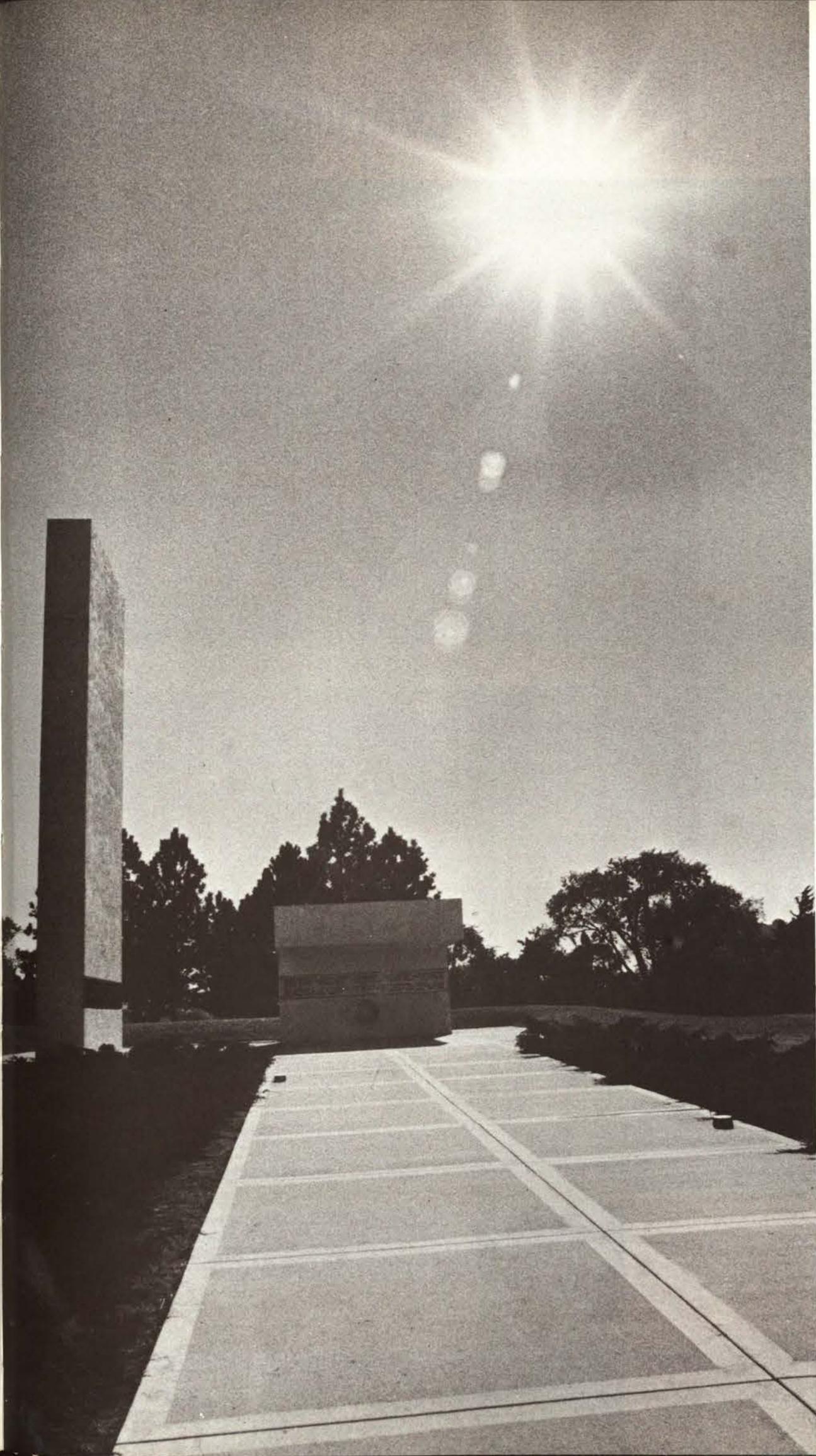
The Federal Aviation Administration uncovered several inconsistencies in the agency's policy governing charter aircraft. It was also discovered that the plane was 2,900 pounds overweight on takeoff. Other violations were also found.

Outcomes of the investigation left Jack Richards Aircraft Co. with a \$50,000 fine, and Golden Eagle Aviation without a license.

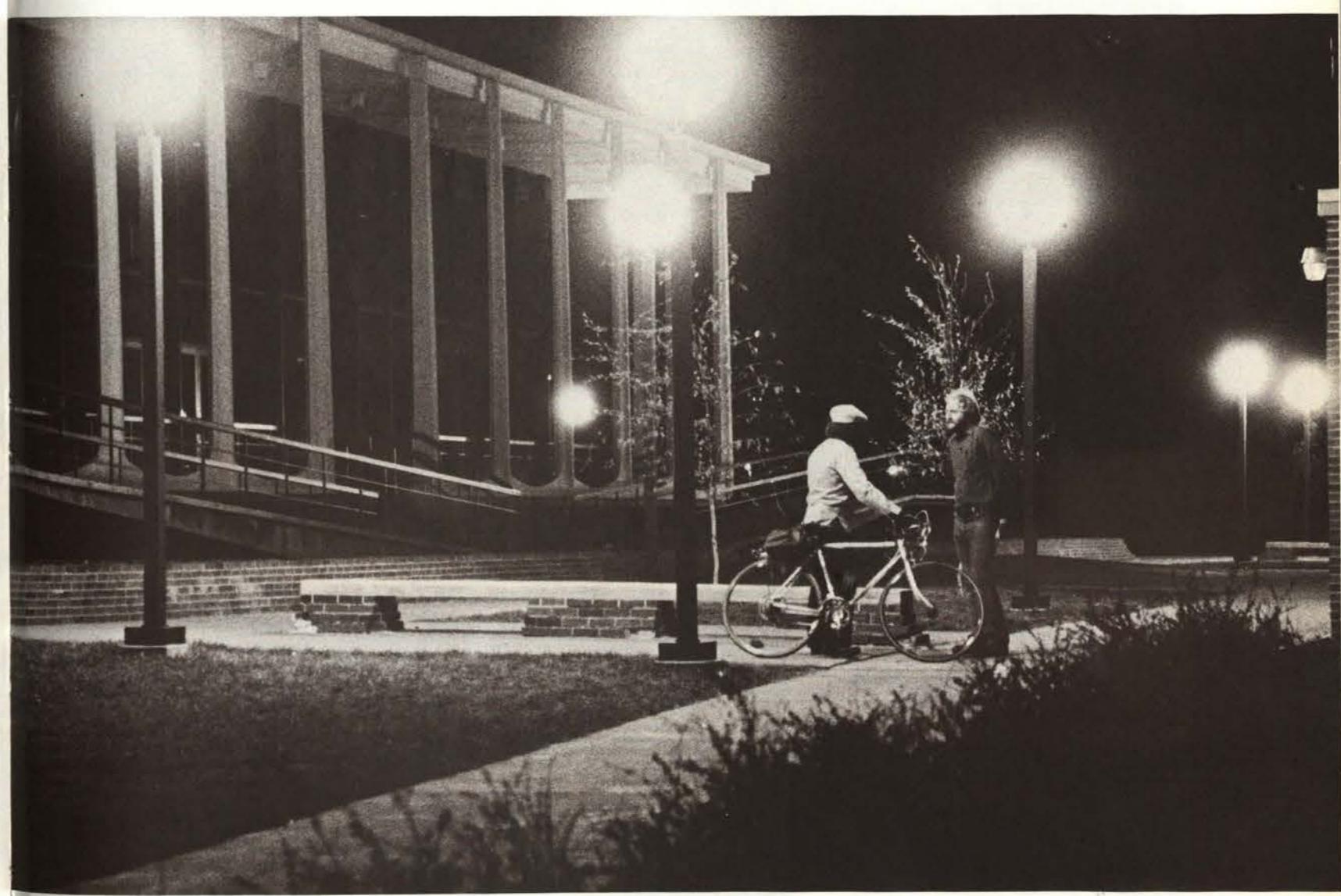
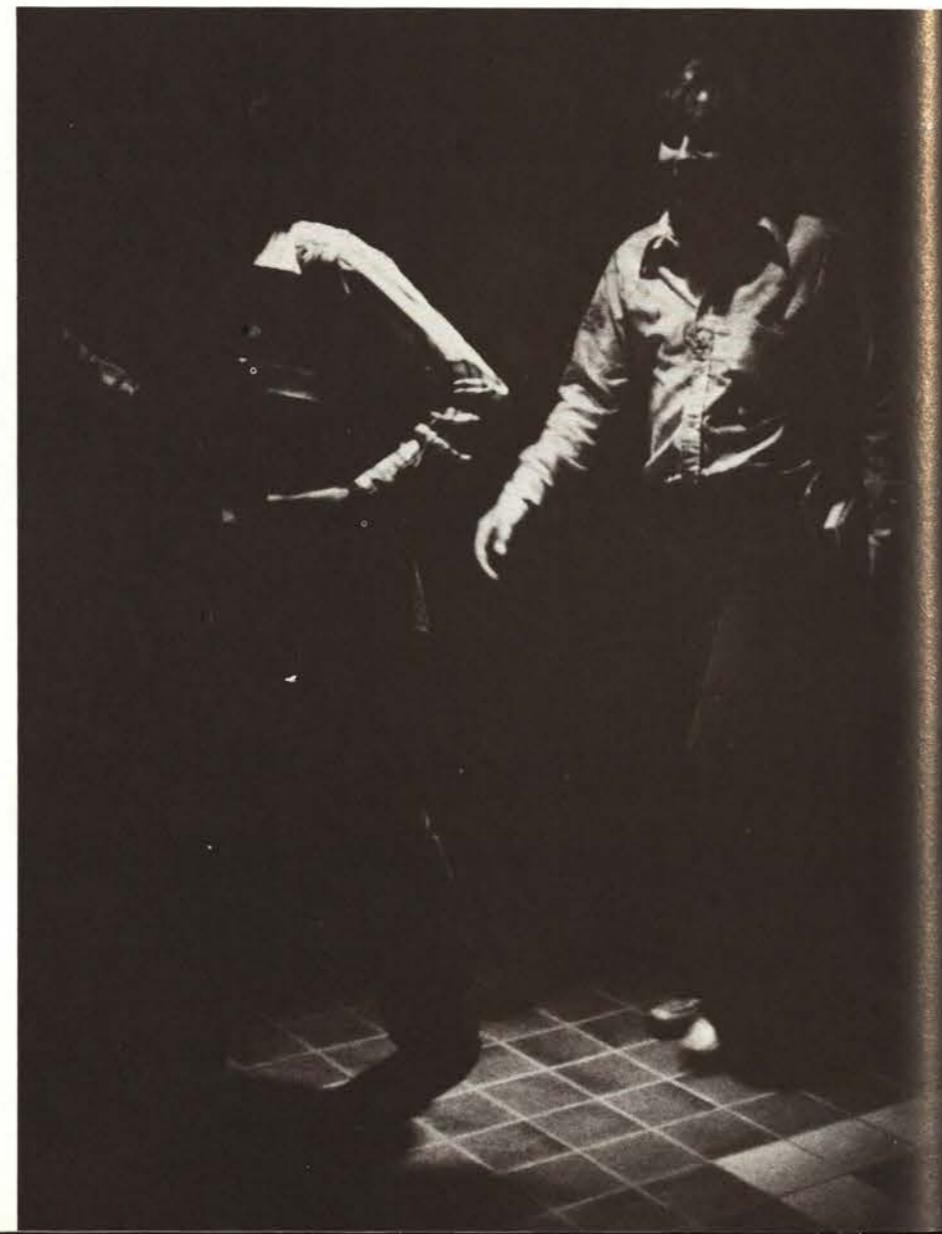
Lawsuits continue to haunt the University and Athletic Department.

Five years have past since that fateful day--October 2, 1970.

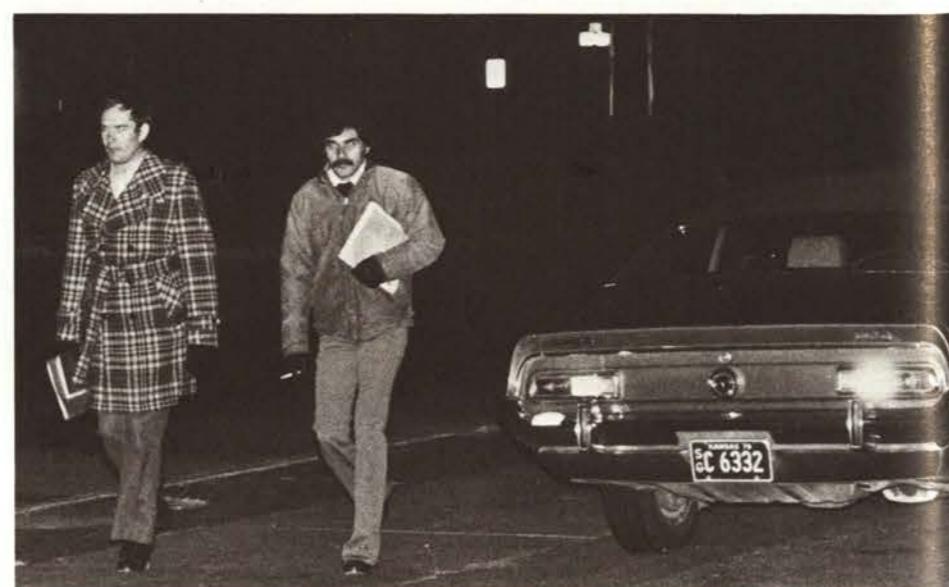
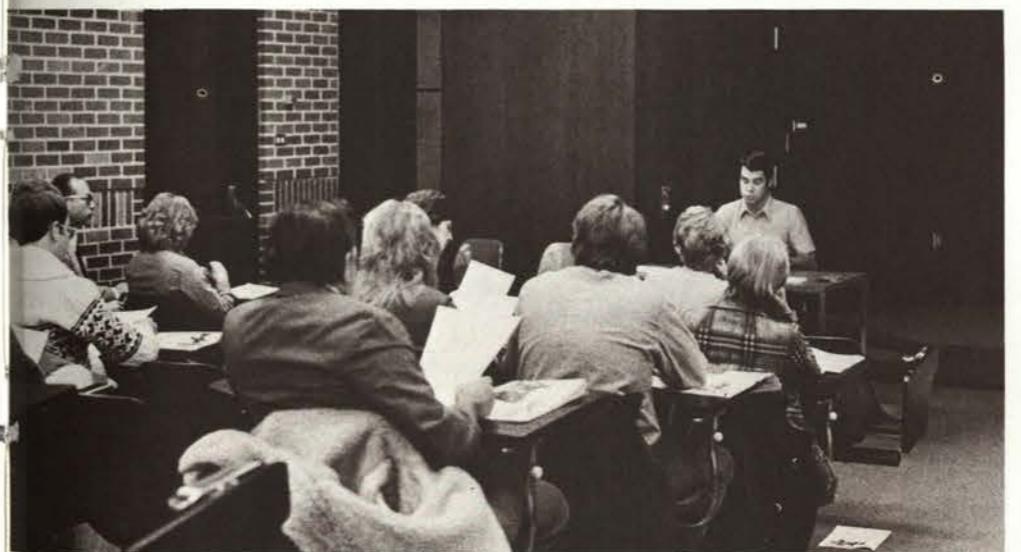
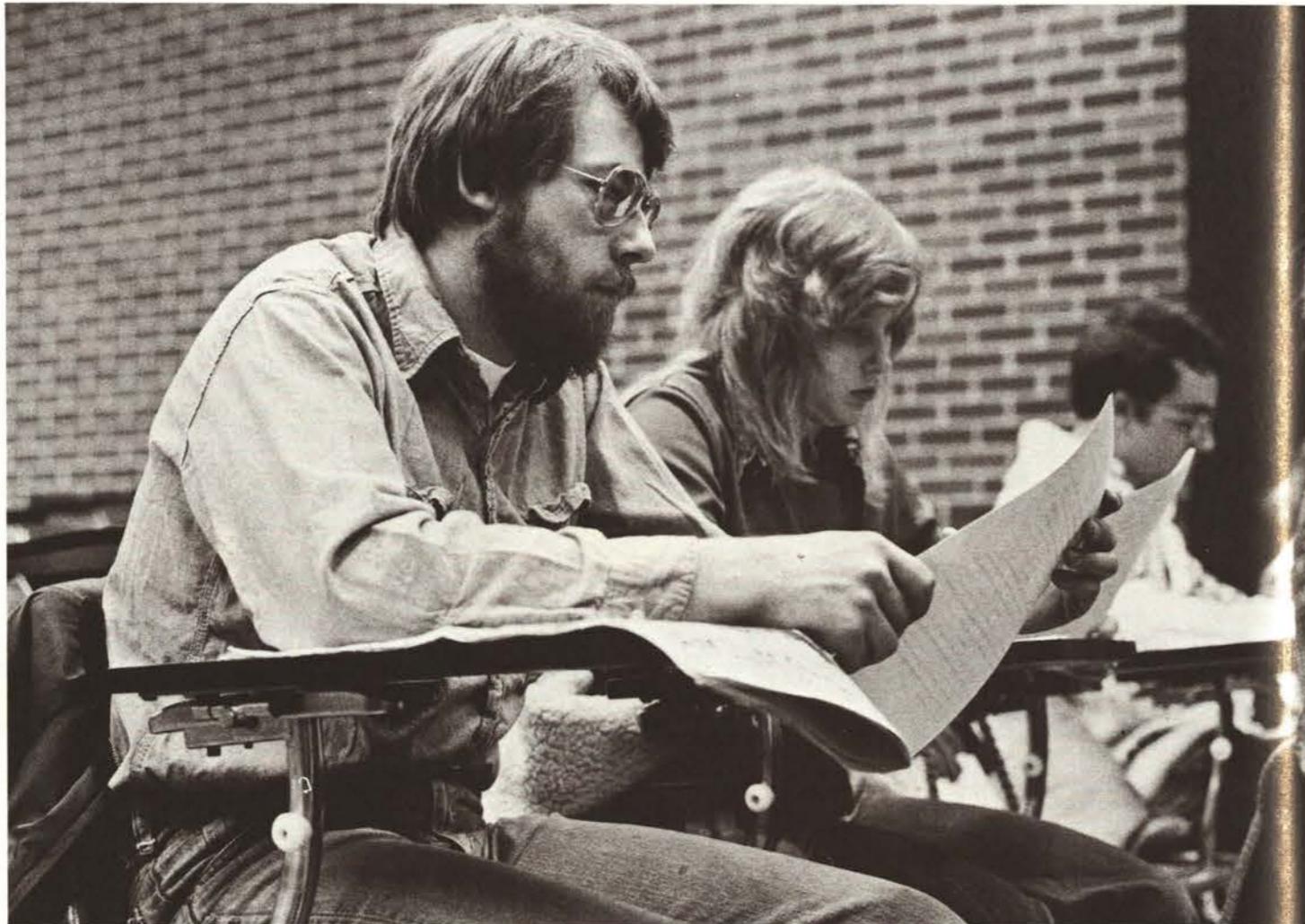
Many on campus have not known this sad story or reflected on the memories of this past. But on a peaceful site in the southwest corner of campus, Memorial '70 remains a silent commemoration to those lost.



## Evening Images...



## Evening Voices



"What kind of advice can people like me who work during the day, get out of this school at night? I had to work five years at night to get my answers, and I had to get them the hard way—for myself. The college offices should be open at night!"

"I don't know how I am supposed to work full time and support my family, and obtain a degree, if there are not enough courses offered at night to fulfill the major requirements for that degree!"

"I think our very presence at this

meeting shows that there are problems within the school and problems in communication involving the evening students. Does anyone here know what can be done about that?"

This is the scene of the second formational meeting for The Association of University Evening Students, held at Wichita State on a Friday night in Mid-December. 25 tired faces are eager to hear what, if any, solutions will be offered for the problems they, as evening students, have met at this school.

The students discussed the formation of a student association limited to evening students, as well as a separate honor society that was to be for night students only. Problems and complaints were aired, then developed into organizational goals.

The small group elected that "The Association of University Evening Students" should be its name. A constitution was also voted upon.

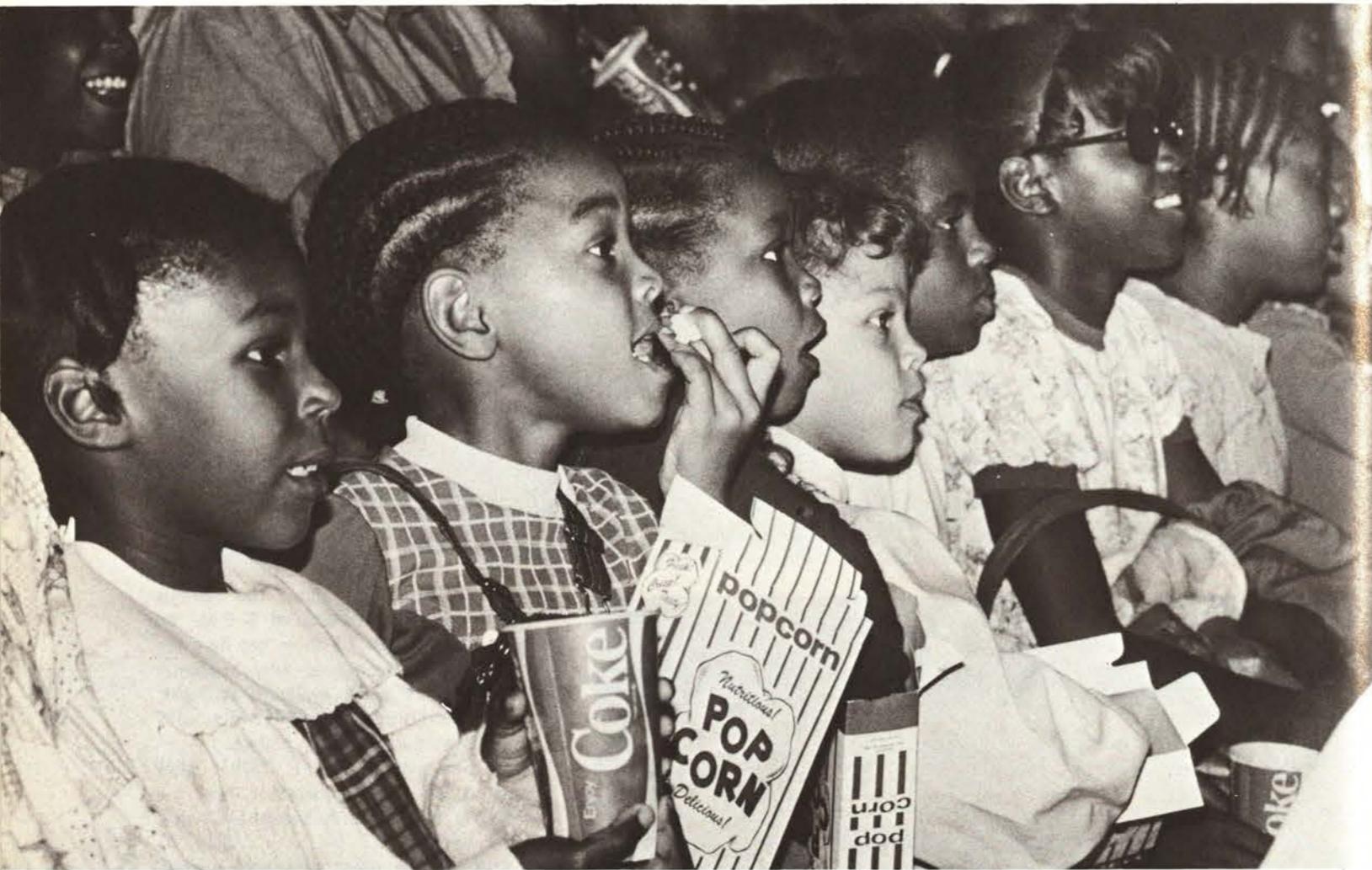
Many of the night students said that they never knew about many campus activities and events because the copies of the Sunflower were always depleted by the time they arrived on campus. This group would like to have closed communication links open to them, and eventually be recognized by the Student Government Association as a campus organization.

Other students who were present at the meeting complained about the campus rolling up its sidewalks at 5 P.M., an hour before most of them get here for classes. Many wondered why academic advisors were never available at night. One student proposed a night office, with a representative from each college.

As one member put it, "What good does it do to pay student fees for activities that are only available when I am at work?"

Still another asked why he pays the same price as a day student, yet receives a fraction of the services that the latter gets forty hours a week.

## Progressive Year For BSU



On a campus where many students complain that 'nothing ever happens', Larry James and the Black Student Union decided to 'make it happen'.

And happen it did.

Slowly but surely, ideas developed into realities as student interest in the kindling organization gained momentum.

The BSU not only got students involved in campus activities but extended its efforts to the community. BSU project 'Ghetto goes to the Circus' enabled 200 youngsters from low income families to attend the Shrine Circus. Hardworking BSU members were able to buy the tickets by appealing to the community and businesses.

"It was a struggle," James remembers "But we did it."

And that's not all the BSU did.

A week of activities were held in observance of the Kansas Black Heritage Week during November 14-22. Activities

included a simulated historic debate between Booker T. Washington and W.E.B. DuBois, alias Gary Crooms and John Gaston. Hank Smith, painter, lecturer, printmaker, and sculptor, exhibited his work and conversed frankly with students. A modern dance group performed for students in the CAC lounge.

In an effort to widen the scope of Black campus awareness, the BSU published a campus newspaper. A minorities committee of the SGA was formed and open rap sessions were held with the SGA to discuss existing and potential problems.

"We are simply trying to help some students," James stressed. I'm really happy that we were able to raise enough money to give away two scholarships."

"Black students seem to be closer together," concluded Barbara James. "More involved and friendlier--They're able to be a little more real."



BSU Royalty, Queen Elaine Robinson, King Rocky Herman

# Short-changed by the Quarter-Eater, Again

"Give me back my money," screamed one student after losing 50 cents in the drink machine. She kicked its side viciously, then walked away, muttering.

"I'll show you how this is done," one tall, blond youth bragged to his friend. He began his ritual--pushing the coin return lever three times, tilting the machine on its side, then quickly putting in a quarter. Coughing and sputtering, the machine poured out a Coke while clinking 60 cents into the coin return.

"Works every time," he said smugly.

Vending machines, scattered randomly throughout the campus, often provide breakfast, lunch or dinner to hundreds of hungry students. They may be hidden behind brick partitions in the Life Sciences building, or may be displayed near the front door of the Math-Physics building.

Running to the vending machines is a favorite sport of the "go-fers"--the most gullible people in any group. Carrying a cardboard box and a long list of first, second and third choices of candy bars, potato chips and soft drinks, the go-fer walks across campus to discover he has no money at all, or single dollar bills. After bumming change from a passer-by, he re-reads his list:

2 Cokes and 1 orange, or 1 Dr. Pepper,  
1 Sprite-or-Teem, and 1 Diet Pepsi,  
1 BBQ potato chips, and 1  
anything-but-Cheese Curls

2 Zero bars or a Payday and a Mr. Goodbar

1 package of Twinkies, cheese crackers,  
or a cherry pie

1 "something sweet, but not a candy  
bar or pastry or a Coke"

After discovering the soft drink machine is out of order, and the candy machine has no Zero bars or Paydays, the go-fer trudges back to his friends, empty-handed.

Vending machines are also good aids to study. Homework always seems to go better with some kind of junk food.

With a pocketful of change, a person is home free. However, with limited funds, a student plays the math game.

For instance, one may want a 20 cent Coke, a 15 cent candy bar and a 20 cent

bag of potato chips. The problem--he has only 50 cents and falls a nickel short of the bill.

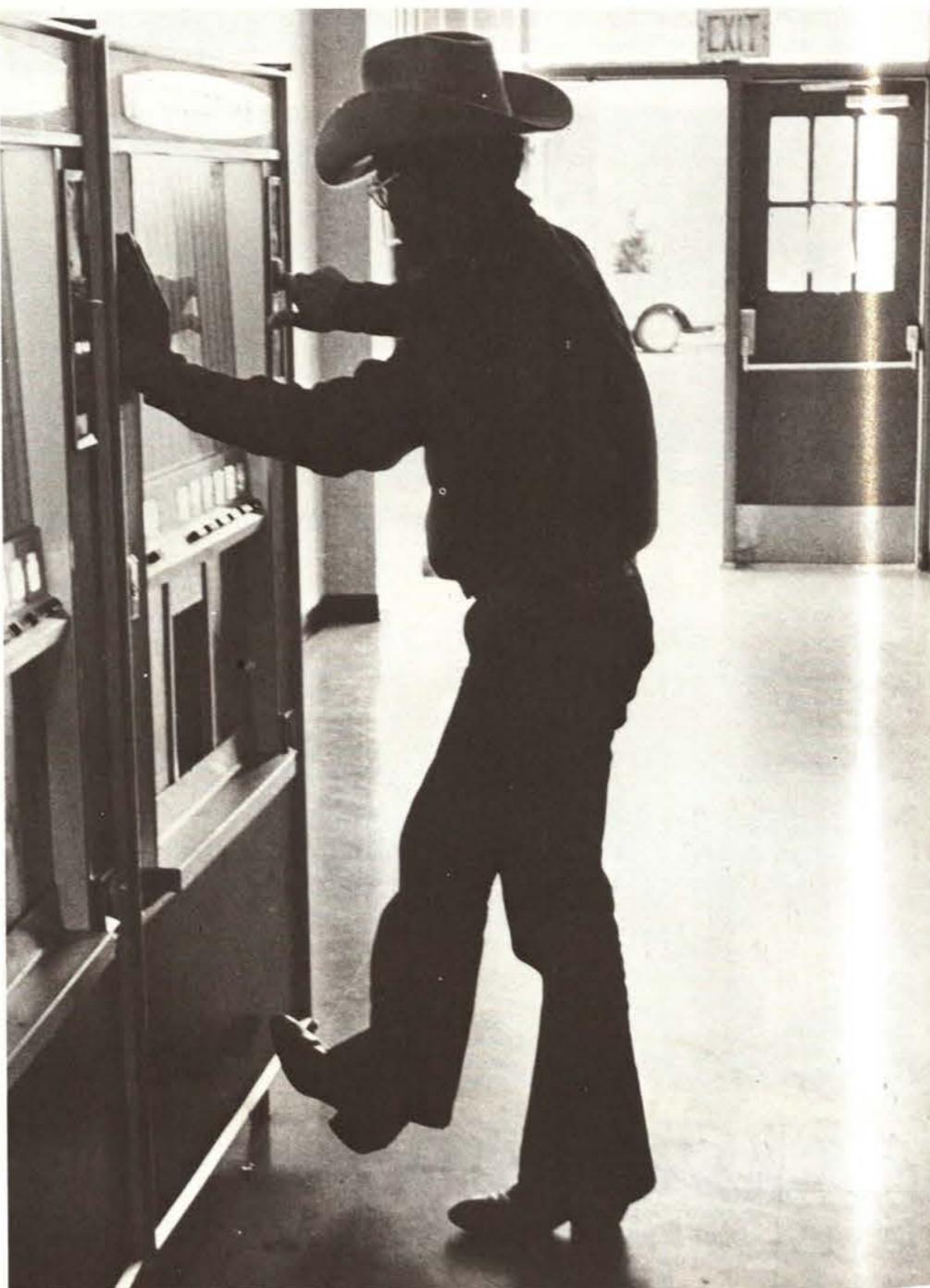
Regretfully, he calculates the alternatives. Substitute 15 cent coffee for the 20 cent Coke, or 10 cent crackers for the candy bar? Or just forget something entirely? Somehow, that just won't do.

He finally does the only sensible thing, and begs the money from a friend.

Getting your money's worth from the machines is a lot like playing pinball. First, shake the machine only back and forth, never from side to side, or it tilts,

and you've lost your money for sure. Also, watch the lights as you score. A little red light on the left means "correct change only", and you lost the game. When the white lights above drink choices aren't on, there's no more of that drink. If you push that button, score one for the machine.

Vending machines are a great way to goof off. Anyone can gamble for hours with them in a slot machine-like routine. After putting in money, you may hit the jackpot, and be rewarded not only with change, but with something to eat.



## Spring Fever In February

(Mess Press)-The Wichita State University campus was besieged with a highly contagious disease during February, commonly known as Spring Fever. It was a phenomenon for the area, as the fever had never been reported so early in the year.

February, usually described as a yucky month with its' overcast skies, cloudy days, drizzle, and snow, descended on the

Midwest with temperatures peaking between the high sixties and middle seventies.

There is no-known cure for the Spring Fever virus, which is known for its magnetic ability to repel students from class. Those inflicted with the disease have an uncontrollable desire to bask in the sunshine.

The first casualties from the



out-of-season disease lay sprawled across the campus lawns, soaking up the rays of the sun.

Other symptoms ranged from barefeet and short-shorts, to class tardiness and habitual class skipping.

The wisest instructors controlled the situation by holding class outside.

Motorist were warned continually to stay away from 17th and Fairmount. Many students inflicted with Spring Fever had also succumbed to the Frisbee Mania virus.

These sickies, unable to control themselves, flung frisbees frantically across Fairmount in front of the Communications Building.

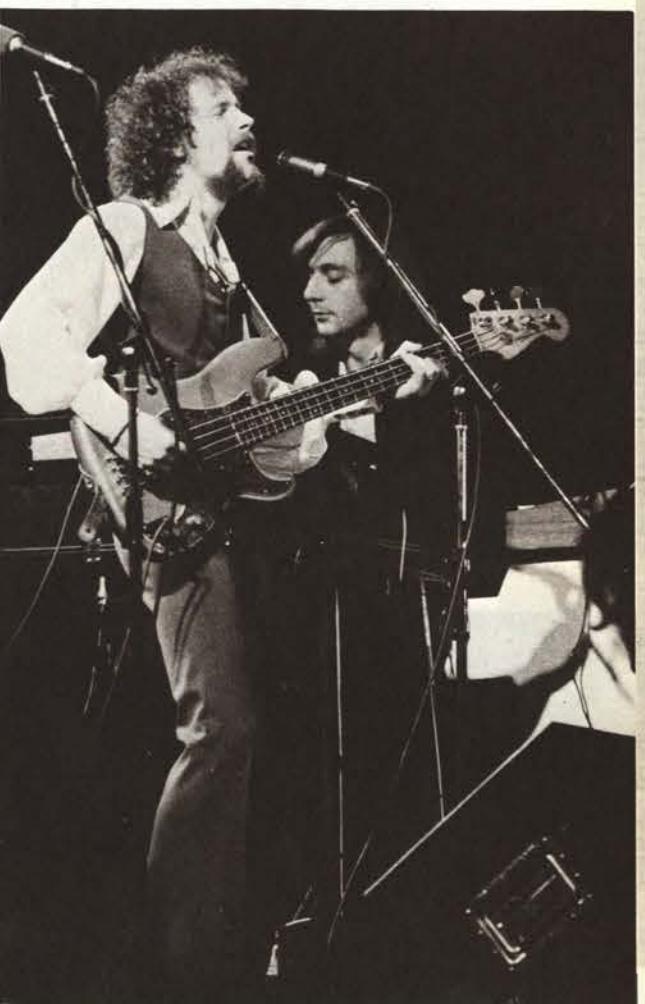
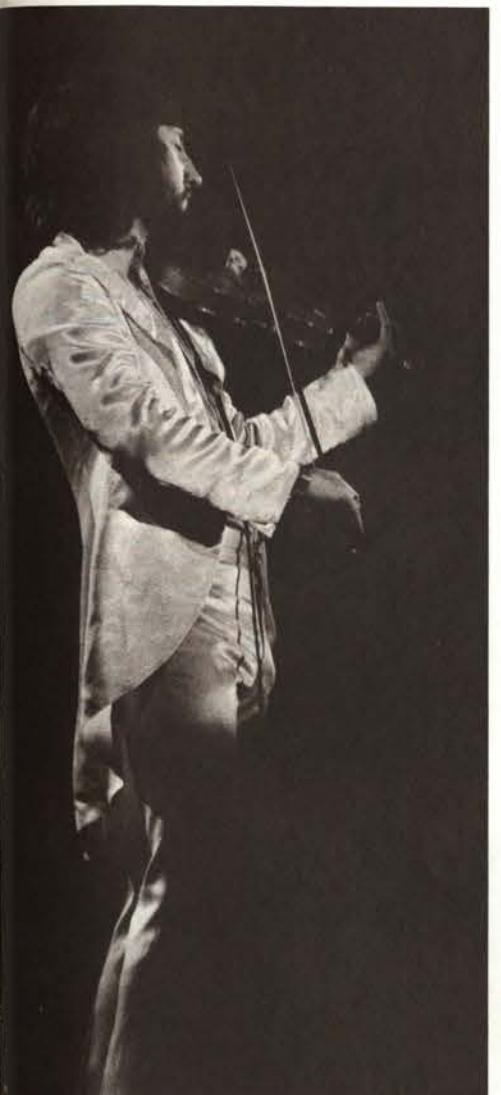
# Electric Light Orchestra

The lights dimmed in Henry Levitt Arena as the air became filled with curls of smoke. Tense anticipation was evident as the loud, rhythmic clapping of the jean-clad audience sounded across the floor. The arena brightened with hundreds of small flames from cricket lighters.

Then, suddenly, the quiet exploded into wild cheering and clapping, as everyone jumped to their feet. The concert had begun.

The Electric Light Orchestra, Journey and Roxy Music appeared in concert on Tuesday, February 24.

Electric Light Orchestra, from England, was the featured act. They employ strings as a means of transcending the traditional rock format. Known for their popular version of "Roll Over Beethoven", the Orchestra has become one of the most popular bands of the seventies.





## Spectrum of Spirit

Clad in distinct black and gold, three spirit groups were present this year supporting Wichita State athletics.

Although Joe Spectator may not have seen much difference between the Shockettes, Cheerleaders and Wheatland Dolls, each group feels there are unique characteristics which distinguish them from the other two.

In their first season, Julie Stallard explained that the Wheatland Dolls were a performing group that did choreographed dance routines during pre-game and halftime at football and basketball games.

"We're strictly entertainment instead of cheering. I guess you could even say we're there for the mothers. They really don't like football or basketball that much, but they come to watch half-time," she said.

Scott Mamary, captain of the cheerleaders said, "We're cheer-leaders and representatives of our university." He felt the squads main function was to keep the crowd cheering, involved and add an extra dimension of entertainment at the activities. Although they and the Shockettes are joint in chants and cheers, the cheerleaders may be more prone to doing "nutty things" than their counterparts.

"We're primarily a pompon squad," said Karen Lewallen of the

Shockettes. "We work with the band and are working on a chant that incorporates music to use with the band during basketball season."

Lewallen emphasized that she thought the Shockettes were unique because they do all the facets of a spirit group, including chants like the Cheerleaders and halftime routines like the Wheatland Dolls.

However, countering the idea that the Shockettes and Wheatland Dolls do the same type of shows at halftime, Stallard said she felt the Shockettes performed pompon routines as opposed to the dance or drill type numbers the Wheatland Dolls executed.

"Sometimes we do use pom poms, but we use them as props for a drill routine and then put them down."

Aside from on-the-field activities, all groups participated in functions both athletic and non-athletic.

The Shockettes worked at the MD telethon, taught cheers to Girls Scouts during a council skills day and hosted an All-Star City League pom pon squad which preformed at a basketball game halftime. They also served as hostesses during recruiting.

The Cheerleaders spent time organizing pep rallies and also participating in local radio station KFH's "Melt the Ice" contest. Working at the USTFF meet and helping with ticket sales kept the Wheatland Dolls involved.

In addition, all three groups have membership on the VIP Host Committee, which might as well be renamed the Spirit Organizing Committee. The Spirit Keg, a keg of beer given each home football game to the organization displaying the most spirit, was initiated by this group.

All agreed there is a difference in crowd involvement between the last two years.

Lewallen felt a lot more crowd enthusiasm was present, but not response, indicating the fans didn't react as well as had been hoped, to the groups' cheers. She cited the need for a better P.A. system and maybe more male voices in the Cheerleaders as possible remedies.

"We just can't relate to a crowd as well because girls' voices just don't carry very far," she said.

Disagreeing, Mamary thought crowd response was "just great." If a group started a cheer on its own, he thought it was good to follow.

"It's just great when a crowd starts to cheer on its own. You can't fight a crowd. Our job is to get things going if it gets quiet."

When asked about the opinion that the groups were cheering only in hopes of winning the spirit keg and not in support of the team, Mamary denied this was true.

"I don't think groups were there only for that competition. Maybe it took something like the spirit keg to get going, but in the games where the keg winner was announced near the beginning, the spirit didn't decrease," he felt.

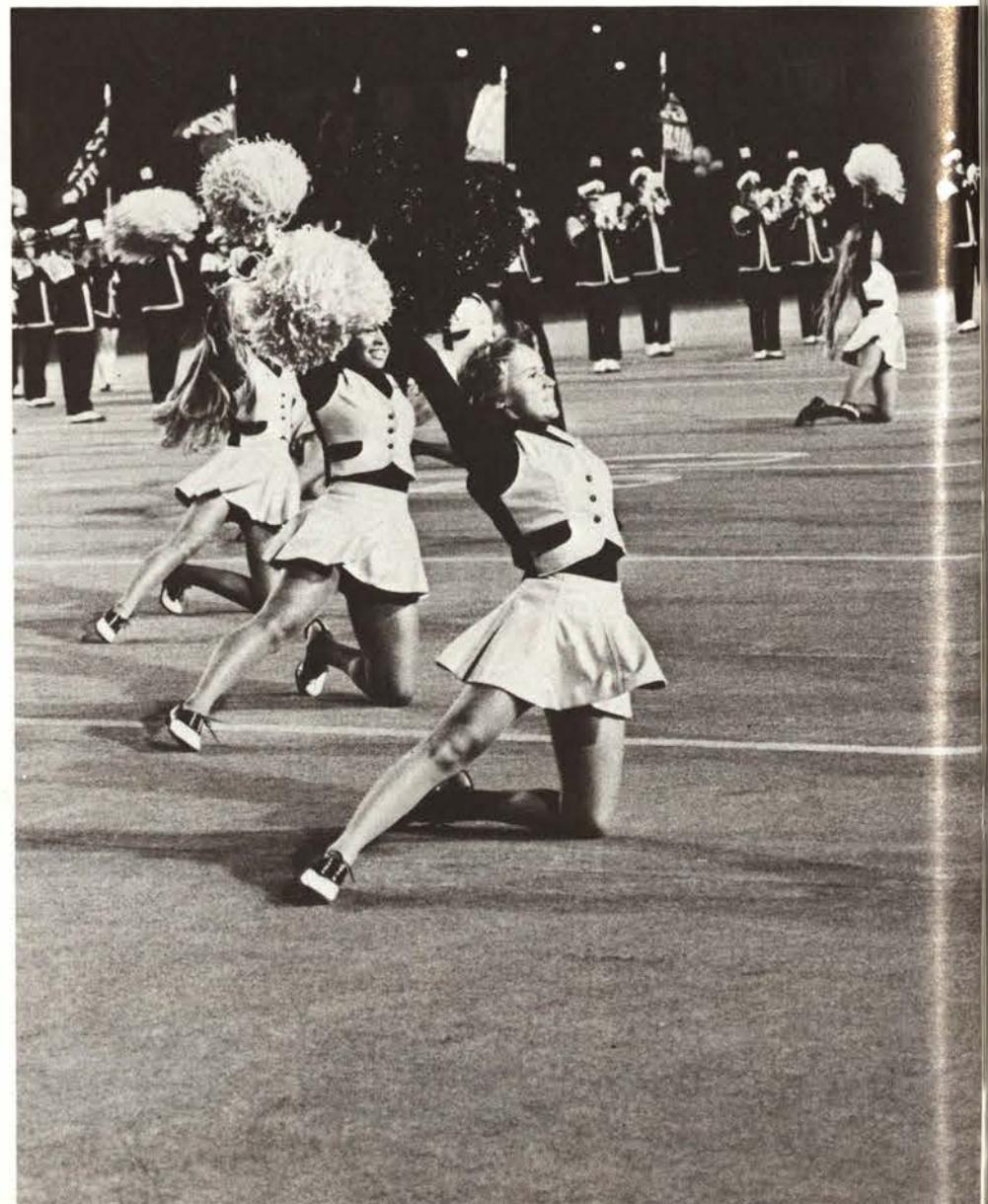
For a group to elicit spirit and enthusiasm it must outwardly display the same.

The Wheatland Dolls feel that putting on a good performance warrants 7:30 practices each morning. Being a new group, they felt they must be as good as possible to be accepted. Stallard said they were extremely pleased with the good audience response they received, and although they were only vaguely aware of applause during a routine, it made the girls smile more and work harder.

Mamary indicated some organization problems at the beginning of the season with the cheerleaders.

"Tryouts were badly publicized and not very competitive. This tended to cause some handicaps because the squad wasn't physically matched to handle the stunts required. However, throughout the year our group membership has been changing and by building physically we can do so many more stunts and are more uniform as a squad. Things are looking great."

Lewallen thought the different aspects of being both cheerleaders and a performing group required lots of enthusiasm and hard work. "Maybe in the last couple of years we seemed to go downhill because we didn't emphasize this, but this year is much better and we try to support WSU not only in athletics, but more importantly, as a university."



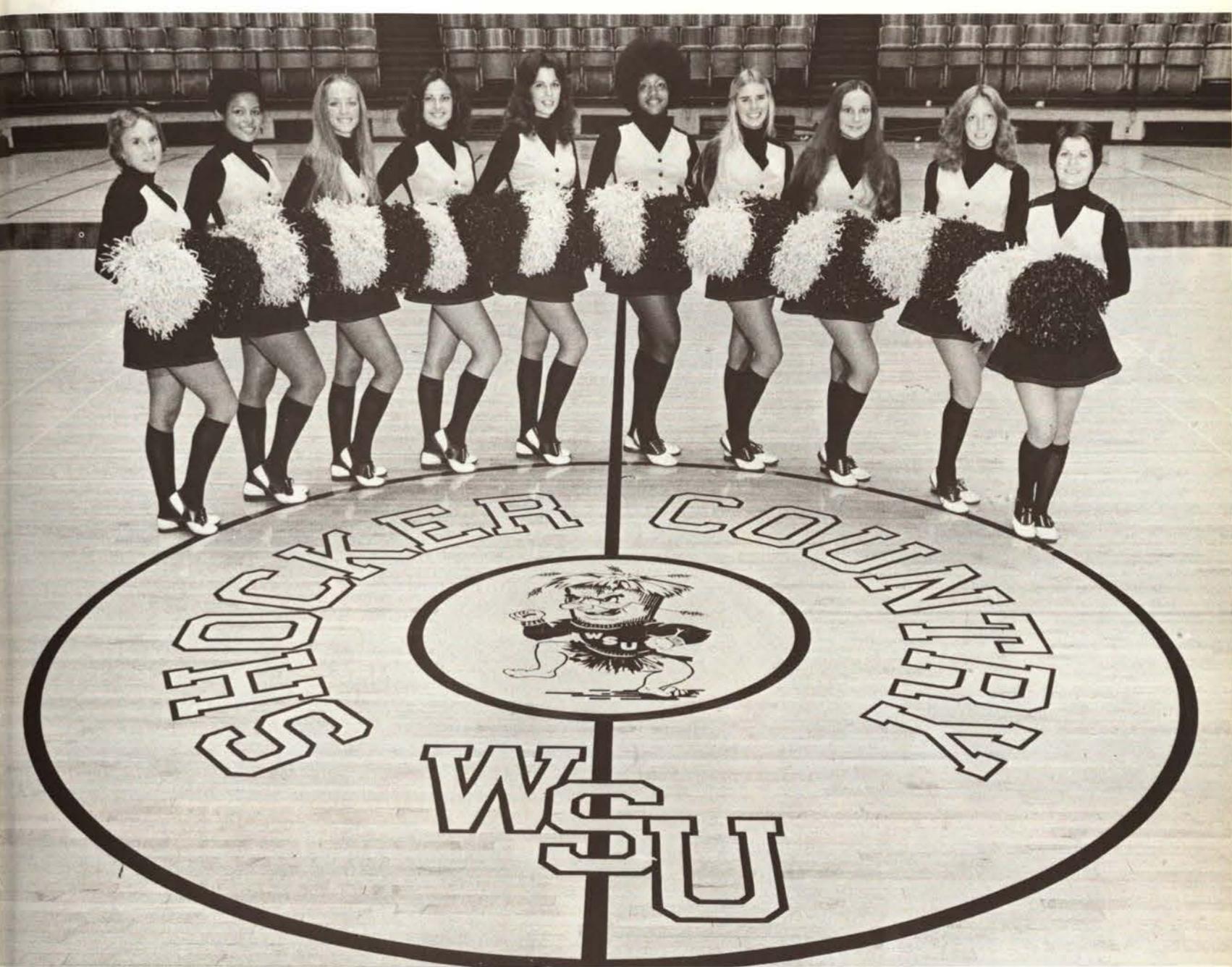
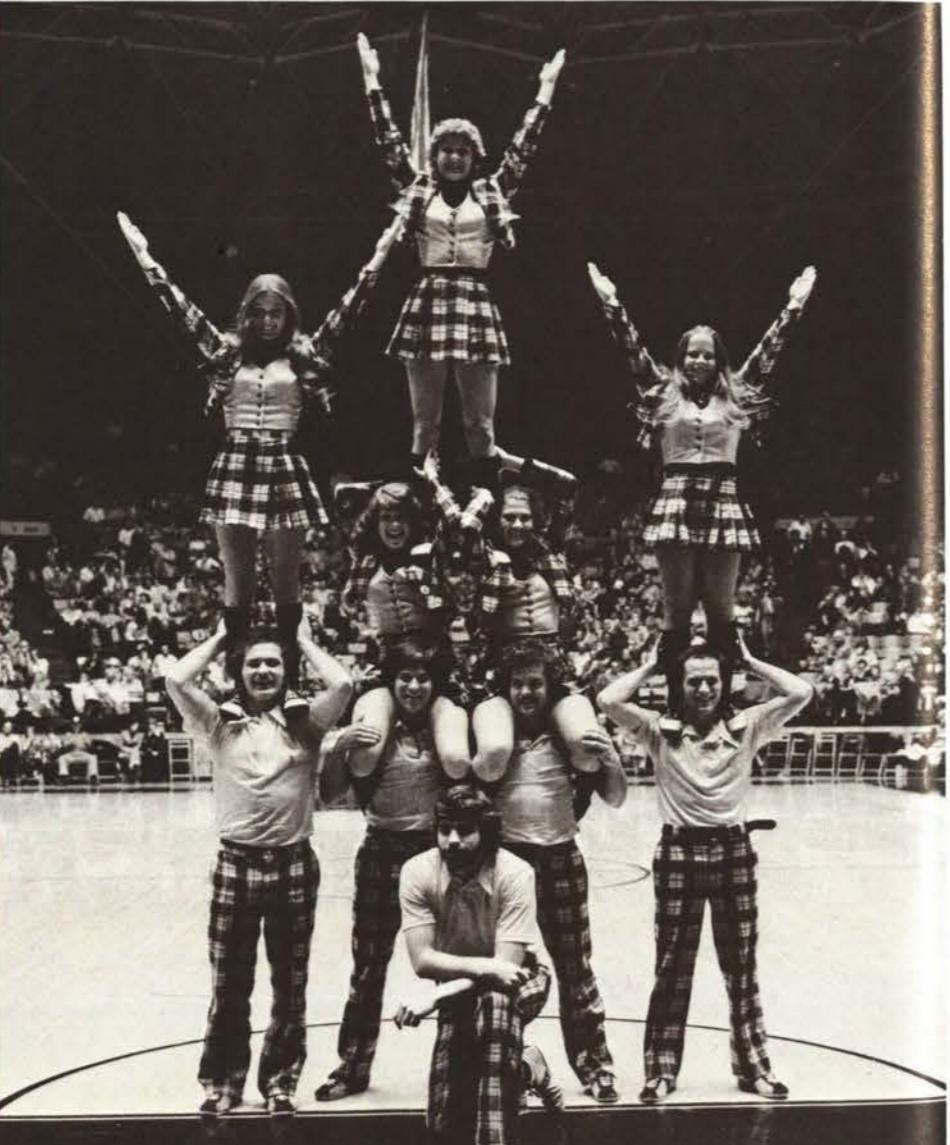
## Wheatland Dolls

1st row, L-R: Tricia Seidl-Lieut., Julie Stallard-Capt., Sharon Walker-Co-capt.  
2nd row, L-R: Suzy Hendrix, Cynthia Goodwin, Bridget Wilde, Sheilah Wells, Cathy Buss, Terri Williams, Anna Christena, Penny Jones, Beverly Spain, Fay Clowers,  
Not pictured: Paula Cox



## Cheerleaders

bottom to top, L to R: Scott Mamary, Leroy Austin, Craig Kadel, Brent Hinde, Dan Meyer, Becky Kirby, Kerry Barnes, Debbie Carrithers, Candy Ward, Carol Kroening



## Shockettes

from left to right: Patty Zandt, Francine Ford, Dana Hilger, Arloa Veh, Brenda Gerleman, Karen Lewallen, Becky Bachrodt, Tona Veh, Susie Deardorff, & Darcie Wise.



## Blisters, Sweat, and Spirit

Starting with a pre-season drill in the 100 degree plus August heat, the 80-member group survived marching an hour and a half three days a week, and all day Saturday--only to go home at night discovering muscles they never knew existed.

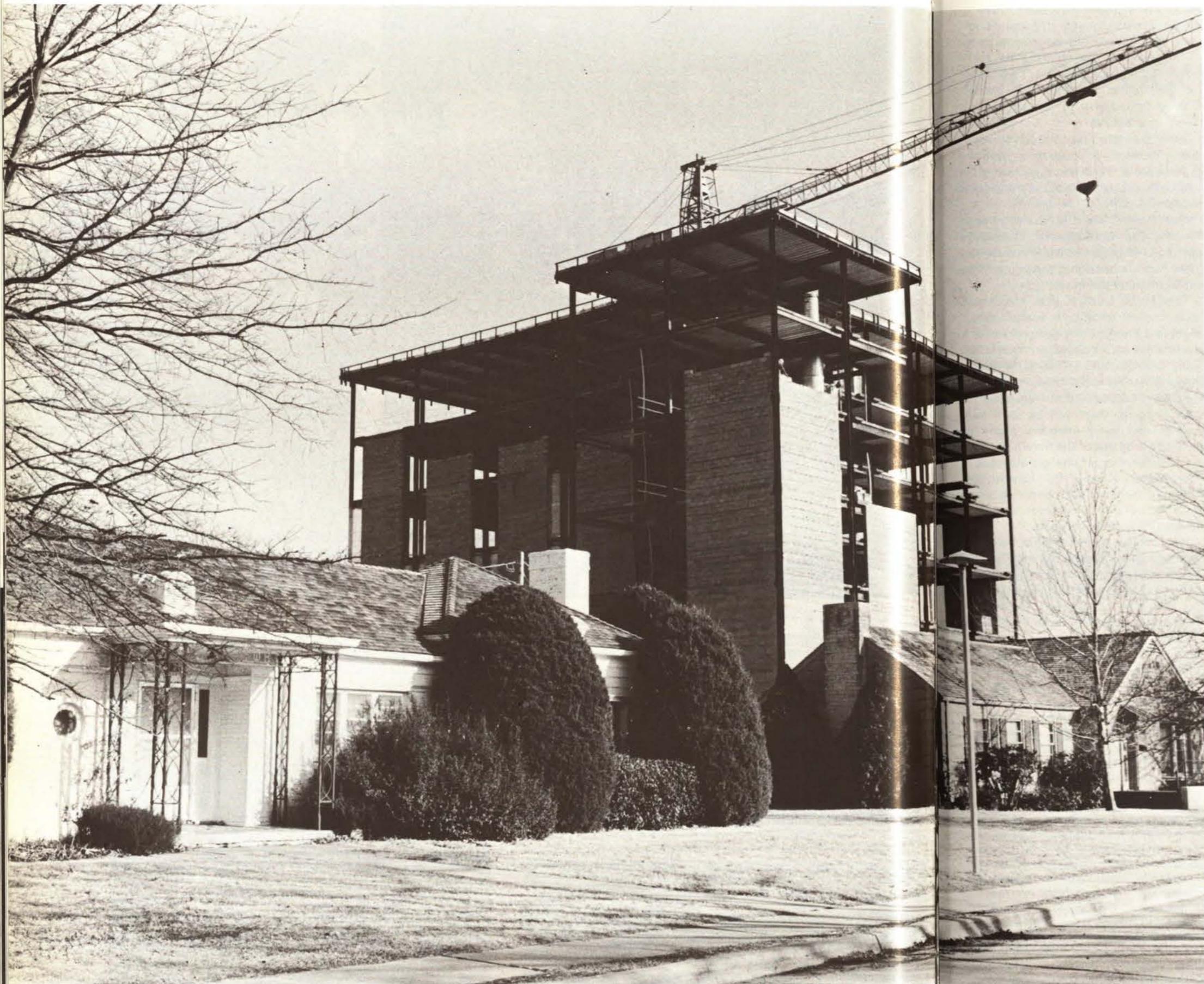
There were demanding squad leaders and a drill sergeant type band director, Dave Catron, who never seemed pleased with anything the band did. Sometimes one felt more like he'd enlisted in the Marines rather than Music 211B.

Spirit and excitement are very important factors in executing good drills. Any spectator at WSU football games could see and hear the enthusiasm generated by the small-but mighty-group off the field as well as on.

This enthusiasm was transferred to the field as hamminess and showmanship pre-empted conditions like extremely hot or rainy weather. In fact on Mass Band Day, the turf was so hot, that the heat from it burned blisters on members' feet right through their shoes.

The season highlight came at the last home game. Presenting a show of Cartoon favorites created entirely by Cheney, the band received a standing ovation from the student section fans.

It was the first ovation in Wichita anyone could remember and it made the sweat and tired feet somehow all worthwhile.



## The Death of Sorority Row

Next fall the Alpha Chi Omega sorority won't have to watch the Liberal Arts building basement being dug in their backyard, and the Gamma Phi Betas won't have to contend with a trench running through theirs. Each of the five sororities along Sorority Row have formulated plans for new houses to be constructed on a site north of 21st Street and west of Bluff. Sorority Row, nearly unchanged in appearance since becoming nationally affiliated in 1958, will no longer stand.

With the promise to correct a problem with a pond and spillway in order to meet city and state requirements, a zoning okay was obtained from the Wichita City Commission in December 1975. Construction began in spring 1976 and is hoped to be finished in time for the sororities' fall rush.

A lot of girls are pretty sad about moving felt Beth Harlenske, newly installed president of Panhellenic Council. "The longer we wait is all right with them."

"It seems like everything happened on Sorority Row. Like that's where the two streaks were and I don't know if it will be the same at the new houses," she added.

However, Harlenske feels all the advantages of the new houses should outweigh the sentimental value attached to the existing ones. She said they really needed the extra room available in the planned structures, and noted that all the houses

will be able to locate in the same area instead of being scattered about the campus like, for example, those at KU.

In addition, some of Sorority Row's tradition has waned with the present construction.

"We're pretty sick of the mess caused by the construction, and in some ways, really ready to move. The north side of the street is blocked off and you can't even park your car in front of your own house. It's not the same Sorority Row anymore," Harlenske said.

"It's getting to the point where if something goes wrong in the house, we won't bother fixing it because of the move."

As the new houses are completed, the Alpha Chi Omega, Gamma Phi Beta and Delta Delta Delta houses on the north side of Clough will be torn down, leaving the Alpha Phi and Delta Gamma houses for temporary office space needed while the Liberal Arts Building is being finished.

Presently, the Liberal Arts facility is the only building in the area under construction, and according to George Platt, Director of Planning, any others are "down the line quite a few years."

Space gained in the destruction of the houses will be used to build a mall area between the Life Sciences Building and Clinton Hall.

# Alpha Kappa Psi vs. the Opposite Sex

At first, everything in Alpha Kappa Psi appears normal. There are still the spirited keggers. Pledge initiation still haunts innocent recruits. And bank presidents still come to meetings to talk business.

But changes, deep changes, are taking place. The Wichita State chapter of the professional business fraternity is agonizing over a painfully simple decision to admit women to the organization. While such a move is clearly in line with national trends toward equal opportunity, personal implications are often overlooked when the psychology of the law gnaws away at established tradition.

"Change is painful sometimes," explains Ken Frevert, an articulate business administration senior and president of Alpha Kappa Psi. "Who knows what is right or what is wrong. What's right for me could be wrong for someone else."

The pressure is on. In July, Congress approved the final guidelines for implementation of Title IX of the Education Amendments of 1972. On paper, it decreed that no educational institution shall receive federal aid which discriminates on the basis of sex.

Alpha Kappa Psi doesn't receive federal funds, but it does receive university recognition and uses campus facilities and mails. These privileges could theoretically be revoked.

Tough questions were being asked by women business students. "If they call themselves a professional organization then I as a woman want to join the

organization of my choice," stated Jean Hilborn, a business student at WSU.

In August, the WSU chapter sent a delegation to the national convention with a proposal to change the national charter to allow women in. The convention, heavily weighted with alumni chapters, balked. Instead of changing the charter, they voted to hire a lobbyist to seek an exemption from Title IX from Congress. If no exemplary legislation is forthcoming by next June 30, 1976, the Board of Directors was authorized to change the constitution to allow women.

Some chapters, impatient with the national organization, began admitting women anyway. Their charters were promptly revoked.

With this in mind, Alpha Kappa Psi faced increased pressure on campus from women and student government. Four women students, Diana Love, Pat Youngquist, Jean Hilborn and Betty Huff asked WSU President Clark Ahlberg and Dean Lawrence McKibbin of the College of Business Administration, that the university withdraw its support from the organization completely.

Frevert responded with diplomacy and aplomb, convincing the women that the local chapter had no choice but to follow the constitutional requirements at least until June 30. When the student government association threatened to withdraw recognition in the fall, Frevert again averted a crisis by delaying any action until there was time to change their membership status on their own.

While most Alpha Kappa Psi members see the admittance of women as

inevitable, the organization remains deeply divided. At stake is a zealously guarded social fabric that some men claim will be torn apart if women are allowed to join.

One member described the effect as an "interaction breakdown." Friendships developed through the fraternity, he said often forms a bond that carries over into extra-curricular activities.

"You must realize that some guys joined simply because it was all male," cautioned Frevert. "My personal belief is that I'd like to see women in. Women are going into the business world. Why split men and women at the college level?"

Frevert admitted that regardless of what happens, there will be some hard feelings and some members might be forced to drop out of the fraternity.

Until permanent changes are made in the Alpha Kappa Psi constitution, fraternity members and women business students will likely continue walking a tenuous line of cooperation.

Jean Hilborn expressed the feeling of most of the women students seeking membership. "We are willing to work. I don't like the idea of being put off, but I like the idea of working together so there's no hard feelings down the line.

"We'll wait a bit longer; work a bit longer. But we can't work forever. If nothing happens by June, then I'm going to request that they lose campus privileges."

With that deadline, Alpha Kappa Psi will be forced to come to grips with its future.

Dan Bearn

HEW recently passed a ruling that professional organizations cannot discriminate on the basis of sex and/or race as a criteria for membership. This signifies that some recognition has been given to the adverse effects that nonadmittance of women and minorities can have on their professional careers.

However, little action has been taken on college campuses to enforce this ruling. At WSU a position of passiveness has been taken. There seems to be the lack of understanding as to why women and minorities would want to become a member of an organization that traditionally has existed for the white male.

Professional organizations serve a number of purposes that are advantageous to its members. It allows for participant-member interaction because of their common interests and goals. As a result of this interaction, it is still yet an avenue for intellectual growth. There is the opportunity to meet with

and learn from potential employers, which is beneficial to the member when entering the job market. Membership to a professional organization is often used as a tool for evaluating the extent of a person's interest in their chosen field by potential employers.

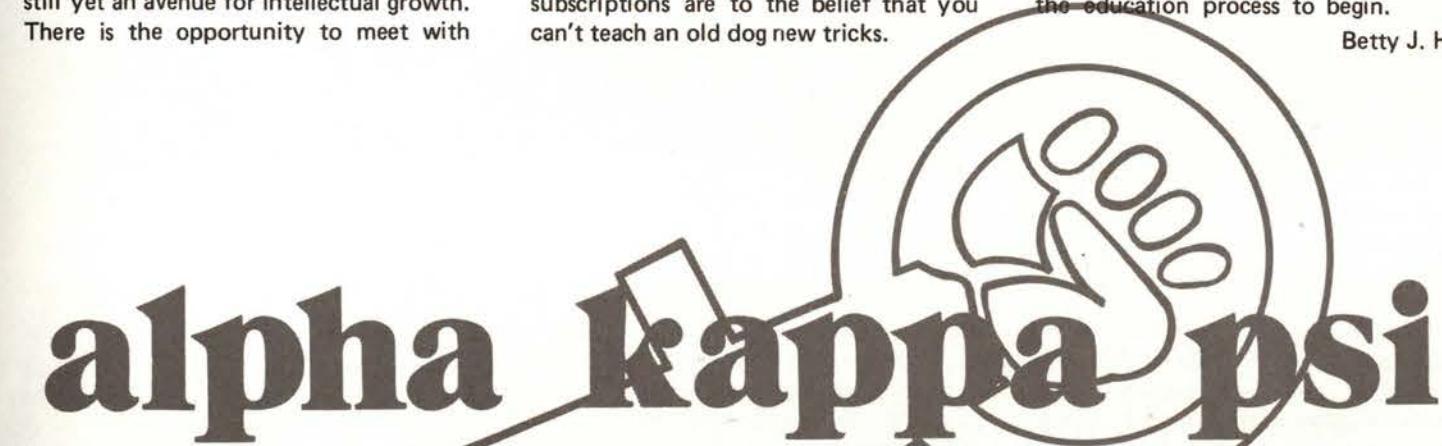
As of now, Alpha Kappa Psi, the most prestigious professional organization for business students still discriminates on the basis of sex. No consideration is given to whether I meet the qualifications to become a member of the organization because I am a woman. It is ironic that these will be the same people in the business world who will be expected to enforce "equal opportunity". The time for attitude change is while a person is still in an institution of learning, not after certain biased values have been condoned and reenforced. It is not probable that a sudden attitude change will occur because society expects it to happen. After all, our subscriptions are to the belief that you can't teach an old dog new tricks.

I personally feel that the position taken by many professional organizations of using sex as a criteria for membership is one of the major barriers to opportunity for women. I cannot believe that my qualifications alone will be the determining factor for a position, when my qualifications alone are not the determining factor for professional recognition by an organization of men who primarily dominate the business world.

These are prejudices that I am concerned with because they will have a bearing on my professional success. Until these prejudices cease existence, "equal opportunity" will remain on paper and not in practice.

I learned in a psychology course here at WSU that prejudices can be attributed to the lack of education. If the answer then lies in education as being able to untangle human prejudices, then it is high time for the education process to begin.

Betty J. Huff



Throughout its long history, Alpha Kappa Psi has been confronted by numerous problems, but none have compared in scope as the issue facing it today; that being the subject of admitting women into its membership. Many problems, obviously, arise from so simple of a statement.

One must consider the membership's feelings on this matter. True, this organization states it is a professional business fraternity interested in, among other things, furthering its members' knowledge in the skills required for effective dealings in the business environment today. But it too has the characteristics of a fraternity. That is, being an entity interested also in generating the feeling of brotherhood between its members while being of one sex. While these beliefs remained relatively unchallenged in years past, they have been questioned both by people inside and outside the organization.

Along this vein, whenever ideas and beliefs of long standing are questioned, many ideas on the matters considered from both sides become highlighted.

Positions are formed and qualifications in one's mind are developed from them.

Outlining the major argument of the women who wish to gain membership, the concept can be most readily be agreed on by both sides. That being the fact that Alpha Kappa Psi is, first of all, a professional organization and as such should be willing to accept women as members. Another idea expressed is the fact that more and more women entering the business world today so why should men and women not organize together at the college level to express and exchange their ideas.

Problems arise, however, because along with this aspect of professionalism Alpha Kappa Psi was also founded on being of all male in membership focusing on brotherhood. And too the reason many men joined was because of the all male status.

Gamma Upsilon Chapter has taken a definite stand on this issue and the majority of the membership is in favor of accepting women into the organization. Even though Gamma Upsilon has accepted this view not all members are

satisfied with this action and the other college chapters that could have voted to change Alpha Kappa Psi's constitution this year declined to do so.

The real issue at hand is the different ways that can be used to resolve this problem at the national level of Alpha Kappa Psi. One alternative is to be forced to admit women at HEW's request. Some others are the possible exemptive legislation that might be acquired by the National Headquarters such as that of social sororities and fraternities to remain one sex. Or, taking it upon ourselves to change our constitution ourselves not because of being forced to do so but because of the change itself.

Being able to look at the other side's point of view objectively is a definite quality needed on any issue. There are no clear cut answers and only by cooperation between the two parties will any agreeable solution be found to women membership in Alpha Kappa Psi.

Ken Frevert

# Bicentennial

1776-1976. A time for reflection on 200 years of America's history—its people, its work and production, its complete story, good and bad.

Students at Wichita State University contemplated on the Bicentennial and told how they felt about the upcoming birthday.

"The Bicentennial year is a time for Americans to become aware of the true spirit of freedom and individual choice for which the Revolutionary War was fought," Paula Kopecky said.

Agreeing was Rob Haberlein, engineering major, "I had the standard response of scoffing at people who were patriotic and talked about loyalty to their country. Last semester I took a history course about America and never realized the causes of the war. It was through the studying I did in this course that I developed a real pride in our country, especially our constitution."

One student, Jane Archer, excited about America's 200th birthday said, "It could really turn out to be neat because of upcoming activities on campus such as the Heritage of Frontier America Festival and different arts, crafts and speakers."

"I haven't become involved in a project but I'm interested. It's important that a country take pride in itself and its heritage although some of it is bad," she said.

But for some students, it's the worst of America's history and the exclusion of their history that moves them to not participate.

Reggie Webb, education major, said, "I'm not excited nor thrilled about this at all as a black person. They're only presenting the white side of 200 years of progress—the white man and woman viewpoint. This is suppose to be our country too, but the way white people deal, it makes you feel as if this is not your country."

"If we do participate as blacks," he continued, "we have to have our own Bicentennial because we have been excluded so far."

Yolanda Barrera, a sophomore in

education, said that she thought her feelings could be expressed in a poem by Che Luera called "I sing about Amerika."

I sing about Amerika

The country with a birthday in mind

...Sing about Amerika but remember it started with  
the slaughter of the Red Man,

Hurrah for Amerika but not if you're Black, because

chains of slavery are unbreakable until death

Long live Amerika, but the hell if you're Chicano

They raped our lands, degraded our culture, shamed us of  
our language

Now how can we celebrate 200 years of misery

Wake up people in Amerika

Many students felt that the Bicentennial was simply a time to celebrate. It did not affect them positively or negatively.

Mary Ann Becker, ceramics art major emphasized that everything had a birthday and celebration. "It's just like any other celebration. I guess 199 years was just as important as 200 years although I have enjoyed the historical value."

"If you feel strongly about the Bicentennial, then celebrate it the whole year," James Alley, sophomore, said. "And if you don't feel anything, then don't celebrate it."

Ronald Anderson said, "I'm glad we made it 200 years and I'll celebrate because this country is America."

Dianne Adams, graduate student, stressed the importance behind celebrating. "Although I'm not particularly interested in the activity, a person should know the true meaning why we're celebrating the Bicentennial—freedom for our country—even if they just consider it a time to have a good time."

Although most students have not been involved in Bicentennial activities, Wichita State University, declared a Bicentennial University, has actively developed and promoted the Bicentennial in campus and community activities for students.



# Hippodrome

...Late night practices, lines to be learned, music to dance by, black on white, white on black, and so Hippodrome begins...An annual school-wide event-or is it?

In the early 1900's, Hippodrome developed out of the annual May Day celebration when "winter was tossed aside to make way for spring". Events included an all school walk-out, athletic games, Maypole winding, and the coronation of the May Queen and May Chancellor. The all-school dance grew out of the "noon-mixer".

A few years later, the Y.W.C.A. and the Y.M.C.A. collaborated to sponsor an annual Hippodrome in which "all organizations of the school participate and cooperate". According to the 1938 Parnassus, Hippodrome was heralded as "the only social event on the University calendar which brings all campus organizations together in a cooperative project".

By the 1950's, the May Day celebration of Hippodrome grew to include the tapping of Mortar Board and Spurs members, announcing of Senior Honor Men, and the awarding of various Greek scholarships and pep trophies. Also by that year the Student Council began to sponsor Hippodrome.

The skits of Hippodrome have changed with the times. In 1936, the groups initiated silent movies in their skits. One group presented a renovation of Lon Chaney's "Hunchback of Notre Dame". In 1942, a live burro walked unassisted through the auditorium to the amusement of the audience. In the 1950 edition of Hippodrome, everything from talking animals and vaudeville satires to choral and instrumental novelties was presented on stage. Also in 1950 a benefit performance was given at the Institute of Logopedics. Hippodrome's themes paralleled the mood of national unrest and dissatisfaction of the late 60's.

According to the 1966 Parnassus, "Hippodrome afforded the opportunity to satirize various problems and pretensions of campus life and activities. For some groups, it allowed certain sociological or political situations to be torn apart on stage, or recent movie or play to be portrayed in a campus setting." Even in the 70's Hippodrome has been a reflection of campus humor.

Although the Hippodrome we know now has performed to full houses and has expanded from one day into a week, the peripheral events of the past have dwindled. Now, many students can not participate in full time performances that

entails hours of practice, planning, and devotion. Other commitments such as work, families, school and daily survival prevents these students from volunteering their time and effort into a 30 minute production.

Hippodrome is one of the few school-wide events that the Student Government Association at W.S.U. has to offer in which all students may participate. Besides being a tradition, Hippodrome is an activity that can be built upon to include more University peoples as it was intended to be.

If Hippodrome is to survive, it will be up to you-the student.



## "Censorship...unjustified"

The Student Senate unleashed a storm of controversy when it voted to censor the 1976 version of Hippodrome.

Hippodrome, the annual spring theatrical competition, had not been popular with faculty members because many skits in previous programs poked fun at the faculty and university administration.

Another criticism of Hippodrome was that most students did not attend performances on the day classes were dismissed for that purpose.

But the most emotional issue of the Hippodrome controversy evolved around allegations that some groups used Hippodrome only as an opportunity to display their vocabulary of profane language and slam other organizations.

Thus, the stage was set for the imposition of censorship. In November the Student Senate took it upon itself to regulate Hippodrome. An Ad Hoc Committee was formed to set rules and

guidelines for Hippodrome 1976 with emphasis placed on entertainment rather than competition as in the past.

The Committee then voted that a Hippodrome Appellate Court draw up a list of standard (obscenity) guidelines for participating organizations to follow. The court was given authority to suspend subsequent performances by groups found in violation of the obscenity guidelines.

Meanwhile, Student Ombudsman Jan Bush was busy leading a pro-censorship faction in an effort to railroad the censorship resolution through the Student Senate in December.

In the December ninth senate meeting, Bush said she wrote 200 letters to individuals and organizations to get a cross section of students. She said she was surprised to learn that a majority of the group wanted censorship.

Surprised indeed! Who received those letters? Nobody I talked to regarding this

matter knew anything about the mysterious letters of Ms. Bush.

To add fuel to her fiery drive for censorship that evening, Ms. Bush said she was "grossed out" by a skit she witnessed at a previous Hippodrome performance.

Bush claimed the skit, performed by members of Kappa Sigma fraternity, was a gang-bang on stage! Gee!

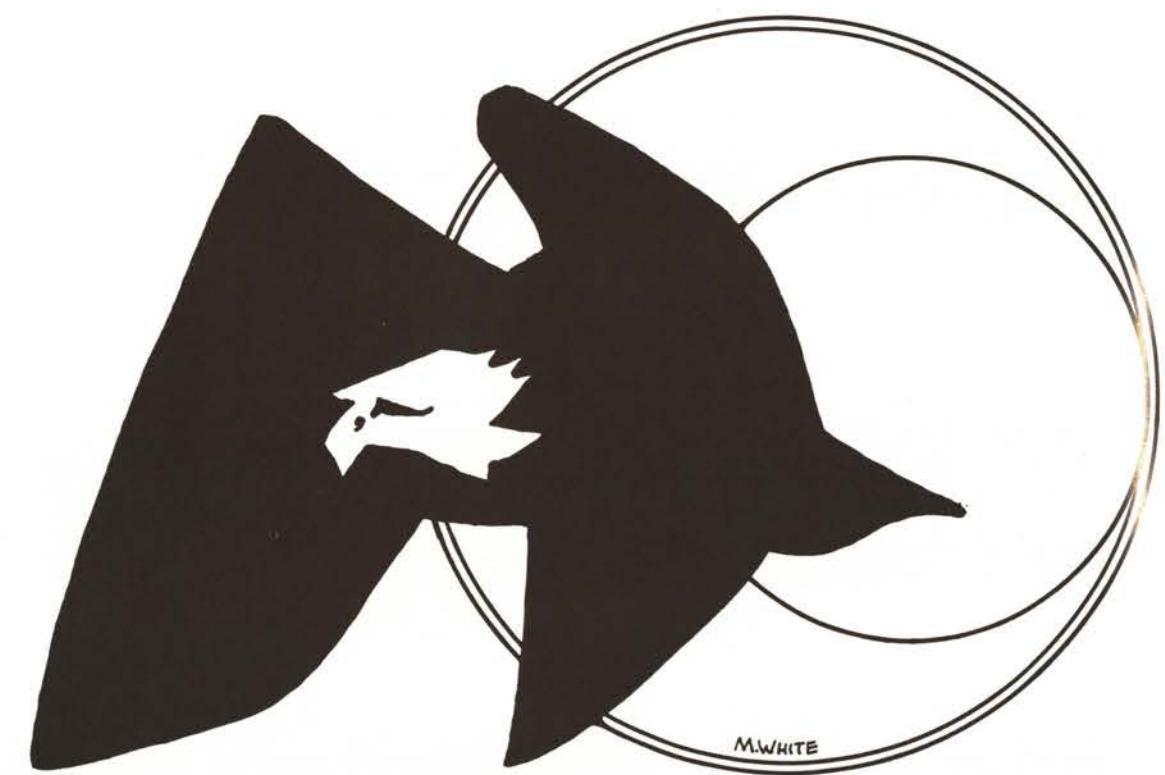
This allegation was subsequently denied by fraternity members present at the senate meeting. Obviously somebody was not telling the truth. If there really was a gang-bang on stage, why didn't somebody call the cops? Apparently everyone present at that "gross" performance enjoyed it or the act would have made headlines in the Eagle-Beacon, not to mention the Sunflower.

But that was not the case. The furor about Hippodrome and the need for censorship waited until last November and December to be presented. Not only is censorship contrary to American tradition, it was totally unjustified in the case of Hippodrome.

Hippodrome had traditionally been a comic relief for various campus organizations to have a little good-natured fun. Though some of their acts had been rude in the past, they were not as offensive as some people suggested.

Various members of the Student Government Association clearly exceeded their authority by attempting to change Hippodrome into a show for the whole family by imposing censorship. Since the majority of previous Hippodrome participants and audiences had been composed of fraternity and sorority members, there was absolutely no need for the SGA to step in and change the format of the program.





## Free University

Spreading its wings, Free University tried flying away from the Student Government Association's protective nest last fall.

The program which started as a fledgling SGA project in 1969, boasting six classes, has grown to 110 classes. Two-thirds of its participants are from the community while one-third are WSU students. Also, two-thirds of the instructors are non-university personnel, with one-third associated with WSU.

The Free U was initiated as a SGA project, as a result of the Free Speech movement in California.

Jackie Kannan, coordinator of Free University, said the program was begun as an alternative way of learning.

"It's a way of learning for the sake of knowledge; without worrying about tests or grades," she said.

A problem arose last fall in determining to what extent the Free U was free to set its own goals and guidelines without answering to SGA.

Kannan and fellow coordinator Andy Allen felt the Free University Act of 1975, a SGA statute, indicated a low level of trust in their staff.

Certain portions of that statute specify when Free U should hold registration and how many classes they should seek to create each semester.

Debbie Haynes, student body president, doesn't feel those portions are restrictive.

"They are basic guidelines for us to evaluate Free U by so we can have something to go back on to hold them accountable for their positions. We needed something to judge and expect of Free University," she said.

Kannan felt it "was irrelevant to put those sections in the statute. SGA should really stick to policy rather than the nuts and bolts of organization."

Allen said the basic reason for this was the way in which Free U was formed.

"It was set up as an arm of SGA, a special project, and because one-half of our budget comes from Senate (the other 50 per cent coming from advertising and donations), they feel we are directly responsible to the academics committee and Senate."

While it is true that half their funding comes from SGA, Allen thought they should have been represented more fairly on the Academics Committee.

"When they were drawing up the statute and budget, Jackie and I were consulted, but all we could do was sit in on the committee and put forth a point-of-view. They didn't have to listen to us. We didn't have a vote," he said.

Further, although two-thirds of Free University's participants are non-students, Kannan said that SGA didn't want to appoint community people on the temporary Board of Directors. She and Allen felt they should have appropriate representation on organizing committees.

"With so many non-students involved

in Free U, they should have some say. We need to be an organization in our own right with a Board of Directors made up of actual Free U participants," Allen reasoned.

"Student Senate and the academics committee didn't see it that way," he added.

When asked about why they thought the problem arose in the first place, Allen said it was the way Free U was initially set up as an extension of SGA.

Kannan added that, also in the past, student coordinator jobs were one year stints.

"They were there for one year and then left. Because both Andy and I have been here longer, we have developed an identity with the program and started thinking about its potential."

Growing pains, then, it seemed, initiated the struggle and it was culminated November 4 when a resolution was introduced in Student Senate to remove both Allen and Kannan from their positions. The final vote was 29 against and 3 for this action. This essentially quieted the matter and compromise began.

Haynes said "Our big problem was a lack of communication; making assumptions without going back to Jackie and Andy. Now, we've sat down and talked at length about goals. We're still working at that."

"Right now we're still trying to agree on to what degree we should be a community project and on our own. Free U is in a transitional period," said Kannan.

## Collective Bargaining

The idea of collective bargaining in higher education—the right of faculty to be represented equally with administrators to negotiate the terms of their employment—is one of the most controversial issues facing educators, administrators, and in a lesser sense, students.

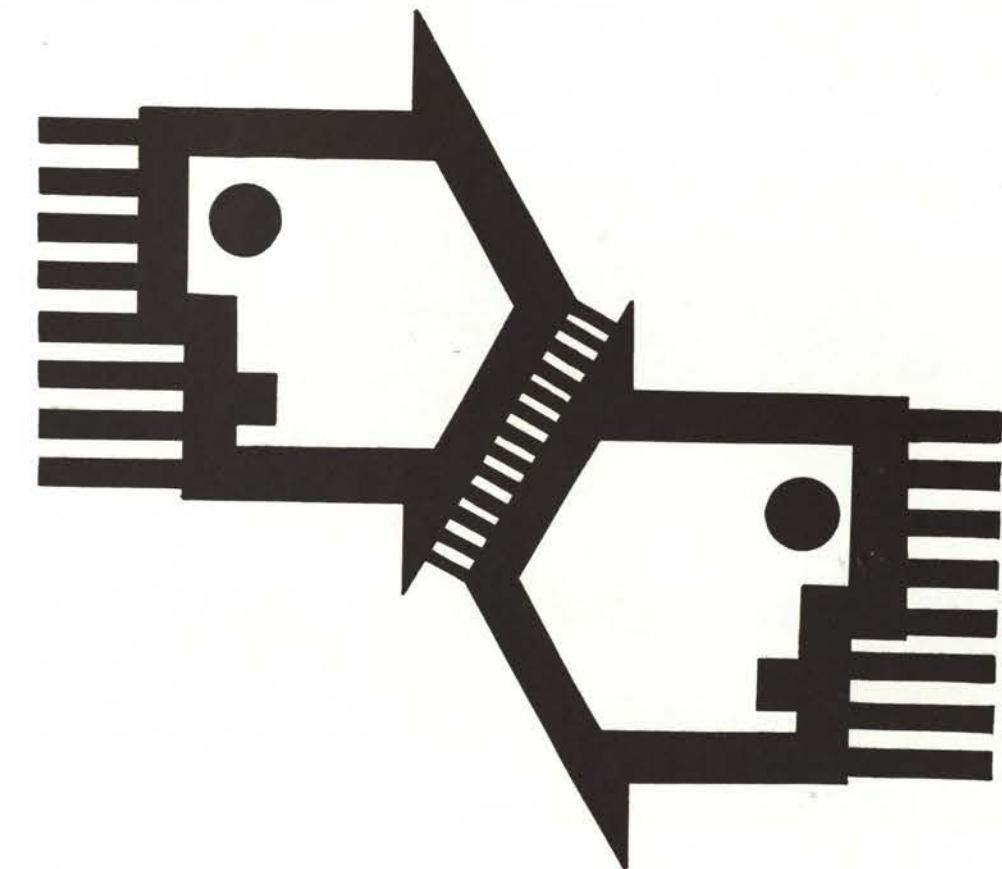
Faculty members are wondering whether unionization will help or hinder them in terms of tenure, promotion, salary increases, work loads, sick pay and other related issues.

Administrators are concerned over a loss of control over faculty, and the maintenance of a smooth running institution with the ghostly possibility of strikes haunting them.

Students are in the process of evaluating what part, if any, they should play in what is traditionally a management/labor, two-party process. And, indeed, what role should students have in negotiations. Traditionally, the student has, by payment of tuition and fees, been considered the faculty's employer.

Such was the case in Bologna, Italy in the 16th century, where the students were, in all respects, employers at the University of Bologna. Students controlled the instruction, hired all the professors, and wrote the equivalent of the faculty handbook. No faculty member was allowed to leave the confines of Bologna without the express written permission of the students. When a professor was late to class, or the students didn't like the way the course was being taught, they would throw stones or spit or jeer at the instructor until they believed the situation had been remedied.

Of course, no one can logically expect such a situation to exist today, but it highlights a point being made more and more around the country, as faculties increasingly turn to unionization to protect their jobs and positions that



students, by payment of tuition should have a stake in major decisions that will affect their education.

Precisely what role students should play in academic collective bargaining is difficult to say.

Students can be (and probably will be) affected either directly or indirectly by what happens at the bargaining table. For instance, if faculty bargain for wage increases, the first pocket to be picked will likely be the students.

Donald Walters, Executive Director of the Board of Governors of State Colleges and Universities of Illinois, said at a recent regional conference on collective bargaining, "Many faculty members believe that if students are let in at all, they should take as their model, the corpse at the wake - they should look natural and not make any sudden moves that would alarm either of the two other parties."

Organized labor, as a rule, also wants to prohibit student participation in faculty/administration bargaining. Students are seen as disruptive to the process and are generally unwanted.

Sam Bottone, Executive Secretary of the American Federation of Teachers (AFT) said recently, his union would accept students at the bargaining table,

but, "If they cause too much disturbance, or break the confidentiality of the session, we'll just schedule the meeting elsewhere and not tell the students where it is."

Although the issue is a hot one in many states, Kansas, with its Governor an outspoken opponent of academic collective bargaining, is slow to follow the lead of the majority of states.

Kansas State College of Pittsburg, represented by the Kansas Higher Education Association is charging in court that state and local college officials failed to confer in good faith at recent negotiation meetings.

WSU Dean of Students, James Rhatigan recently said he does not expect collective bargaining procedures to take place here in the near future.

"Higher education has been among the freest institutions remaining in society," Rhatigan said. "In my view (if unionization occurs) we'll become just another institution with an adversarial base rather than a collegial one."

"This is an area where we deserve to go slow," Rhatigan said. "Because when the system we have now is lost, the reminiscence that it was better won't make the slightest difference. What is lost, is lost."



## Student Profile 1947-1976



They ran down Douglas, single file, holding hands in their snake dance, and cried wildly for "Big W's victory at the game TONIGHT!"

This was 1947. Students were filled with a new energy—an energy launched by the end of their country's second world war and restlessly born for the same reason. Or so the literature says.

Though, WSU's Director of the Campus Activity Center William Glen, who attended the Municipal University of



Wichita at this time, simply remembers such spirited-filled group activities as something everyone did.

"There was really a lot less to do then," Glen explained, "So the things at school became the real things to get involved in a social outlet for everyone."

"It was nothing for a parade to be organized downtown before a game. Or to hold a big rally, complete with a glowing bonfire made up of the most combustible materials that could be found."

Another "big way to spend the evening" Glen said, was to go out to the town's only night club the Blue Moon. Here, with a student activity card and 40 cents, students could drink cokes all night and listen to music.

But mostly, these former WSU students found their own campus to be their most enjoyable activity center.

Why? Because no one, but no one, had any money.

Glen, himself, worked at the "New Library" in Morrison Hall for the first two years of his education and at a dry cleaners for the last two. He believes that most of his fellow students were, likewise, working 15 hours per week for

40 cents an hour. That is if they were lucky enough to find "school jobs."

On the campus, it didn't matter if a student had money or not. But the fraternities and sororities called the shots, planned the action. And any man or woman that wanted to be invited, to anything that was anything, knew they'd better join up.

Then the guys could take their dates to the aftergame dances in Henrion Gym and attend all the important parties.

Campus parties were always "dry", however. Prohibition had swept the country. And students coming to campus parties with liquor on their breath were quickly ejected.

\* \* \*

That was the 1940's. Different, yes. They were commuting on the bus to school. We commute in our cars. They attended one-shot, robust group activities. WSU students in 1976 still attend campus activities—with more on campus activities than any other time in history. But they are held as smaller, departmental, residence hall, special interest gatherings. They worked summer jobs to earn \$75.00 tuition fees. Three out of four WSU students today now work during their education.

In short, their education was socialized by their culture. Just as modern society has effected our educational process.

Thus, WSU students of the 1970's can be called "clam" in their political ideologies, simply because the 1960's are behind them.

The Free Speech Movement at the University of California has already given students a voice, the campus government. Minority students have emerged. And the Vietnam War dissonance has been removed.

No, we're not building bonfires. Or running around in other big, enthusiastic groups—revitalizing a common country bond that carried onto the college campuses and said: "America has emerged from World War II as a free child." Gone are the 1940's. Nor, are we

dissenting against political and college authorities in an attempt to reshape our society. Gone are the 1960's.

Then how is our present society affecting our educational pursuits?

Could it be shaping us up, moving us along, grooming us to live in a world that progresses in every direction with each minute of time. No wonder we don't have time for bonfires or dissent in the 1970's.

As Dean Rhatigan, Dean & Vice-President of Student Affairs pointed out, students are effected by their environmental circumstances, just like everyone else. And everyone is having trouble keeping up with today's pace.

In fact, WSU students of 1976 are faced with a problem that didn't exist in the early 1970's. No longer are there two jobs for every graduating college student. So they keep their noses to the grindstone. Competition increases. And society has once again affected college activities.



## The Mad Dash



242/Features

Catching the bus is a lot like competing in "Almost Anything Goes." The object of both is simple--to run an unbelievable obstacle course, do it in record time, and meanwhile, look as foolish as possible.

Any student can play the game. All that he needs is speed, quick thinking, 30 cents, and a sense of humor.

The race begins immediately after a class. Any class will do, so long as it's dismissed at least 10 minutes late.

First, the runner picks up his books, being careful not to leave any behind. He then sprints around desks and chairs, and heads for the door. He must wait a minimum of two minutes, until those ahead of him leisurely stroll out of the classroom.

Lap two involves a quick stride down the hall and maybe down a flight of stairs. The race may be won or lost here; if the runner smacks into an irate professor, or meets a long-lost friend, he may be unavoidably delayed.

Outside the building, the runner encounters further hazards. He travels along a winding trail of sidewalks, or, if he feels daring, he hurries across the grass. Either way, his route seems about  $\frac{1}{2}$  mile long.

Balance and skill are tested here, as the contestant weaves figure eights around

unhurried students, or practices the broad jump across flower beds.

The race nears its end as the runner comes to the bus stop at 18th Street and Yale. While hurrying along, he must balance his books in one hand while digging through his pockets with the other. If he fails to do this, he loses the race. If he drops his books, he loses, too.

Finally, the successful runner finds 30 cents. If he doesn't have enough money, he must surrender the race. If he doesn't have the right change, he must donate the extra to the bus company--even if it's the remains of a five-dollar bill.

Clutching his money in one fist and his books in the other, the runner heads for the bus's front door. If he is quick enough, he makes it inside, and he has won the race.

More often, he is a fraction of a second too late, and the bus rolls off, leaving him behind. If he is desperate, he'll run behind the bus, hollering and waving an arm. Pounding on the bus' back window usually merits the driver's attention, and the runner climbs aboard to face the angry man.

The bus race is rigorous. It requires endurance, patience and a sense of adventure. Some think it's worth it, though. After all, who wants the quiet boredom of a chauffeur-driven limousine?

## "That Special Magic"

A magical force pulled me like a magnet from Hamburg across the Atlantic back to Wichita State University in 1973. The catalyst? People, commonly referred to here in academic circles as professors or instructors.

I call these people friends. This is what they have grown to be, although many of them might not even know of our special relationship.

These friends-as disseminators of information fulfilled obligations far beyond their requirements to me.

To fascinate a student by reciting Sappho's poetry in Greek and to motivate her to read Homer's Iliad in one stretch demands more of a teacher than knowledge in his or her field. To stimulate a student into reading all of William Blake's work after assigning a few poems has nothing to do with academic requirements. And to provide the confidence of putting out a magazine after some basic courses in journalism goes beyond a professor's "laying the ground work."

Something else makes them worthy of my warm affection. As friends they were always there even when the burden got a bit too heavy. Whether the trials of student life challenged me with poverty or unemployment, hepatitis or a broken heart, administration hassles or computer mistakes, midterm blues or the nervous-breakdown syndrome right before finals, I always had somebody on my side.

Friends let me share their beautiful home and family life for a while. Others did not hesitate to spend time and effort when the mills of bureaucracy reached out to make me feel like Kafka's famous petitioner.

The friend who did not lose faith in me when the threat of deadlines crushed my own faith deserves equal mention. Without his endless encouragement my transcript would not have as many A's (something welcome when trapped in a system competing for grades).

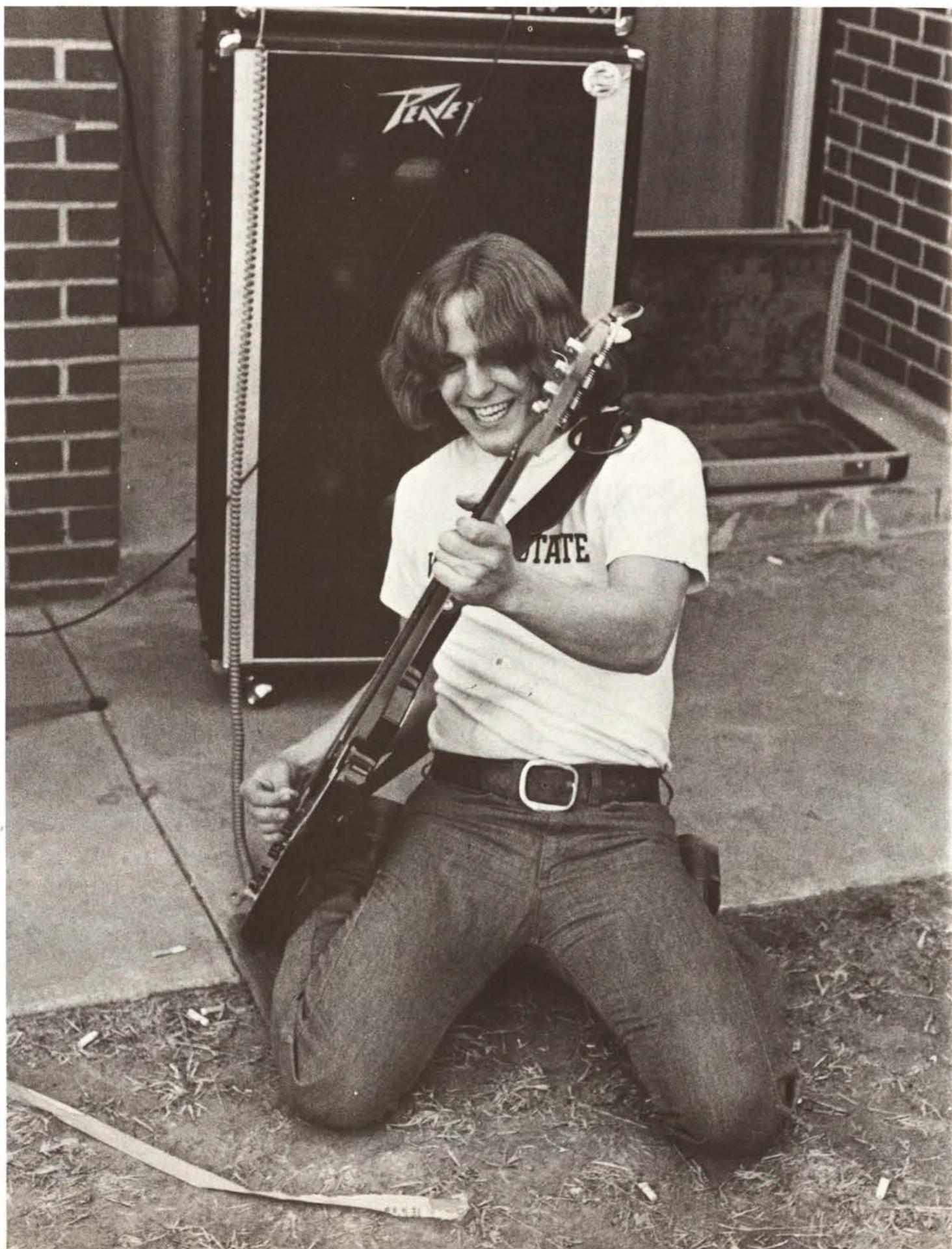
Credit also goes to many friends who never got tired of listening. My stories? Neither the most interesting nor the saddest. Amazing though, how many problems my friends solved by offering a chair in their cubicle and allowing my frustrations to evaporate with the smoke of a cigarette.

Almost at the end of my struggle at Wichita State University the answer to why I came back here and settled for a university at the navel of the world crystallizes at my fingertips--it was that special magic.

Hannelore Borchers



Features/243



## Storm

### TGIF

It was unbelievably warm for February. I tugged at my turtle neck sweater and continued to type.  
A person could catch pneumonia in whisky-washy weather like this.  
Clickity-clack clack clack clack...raggedy typewriter, Why don't they give me an electric? For that matter why don't they give me a raise?  
...Sitting, lonely like a broken man, spend my time the best I can...

I hummed along with the radio...stereo

What was that anyway?

"I think I'll take a break, I mumbled as I passed the office secretary. "Be back in 15."  
Down three flights of worn stairs and out into the crazy May-like February day.

Mellow rock and soul sounds floated by due north.

Turning south towards the source, I wanted to run and feel the warm breeze against my face.

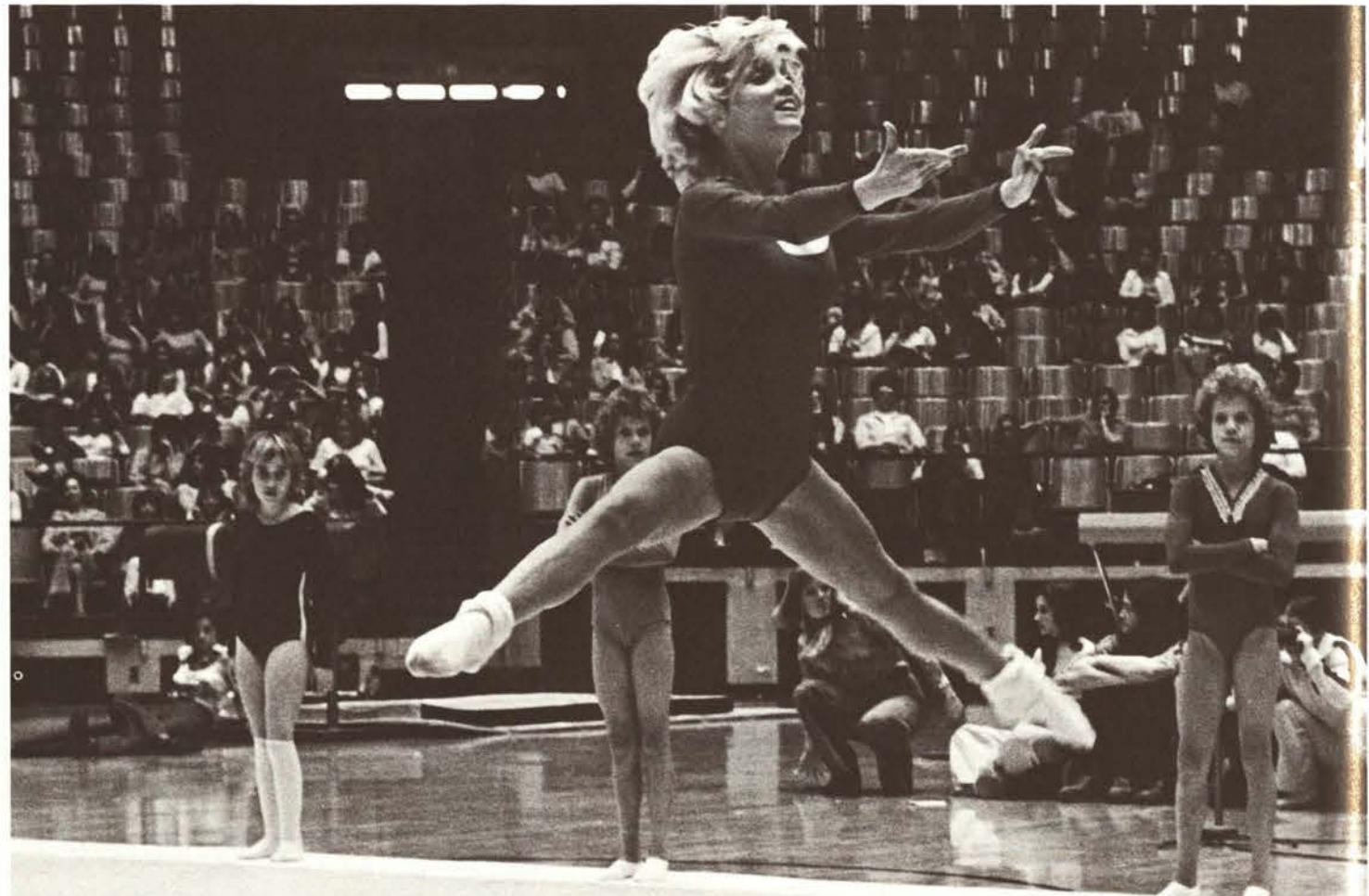
Uncool however, so I walked.

...When you walk, you talk, you really set me off...Fire, Fire...  
Jaywalking 17th street, I found myself on the back porch of Sigma Phi Epsilon with about 50 other people.

"Who are they?" I nudged a friend.

"Storm, that's Bob Freeman, on bass," he pointed. "Arthur Glass on drums, and Allen Banta on guitar. They've been together about three and a half years. Pretty mellow, huh?"

"Yeh," I agreed, checking my watch to see that my 15 minutes were up.



## Rigby Critiques Wichita Gymnasts

The floor of Henry Levitt Arena was filled with about 75 gymnastic hopefuls, carefully imitating the graceful movements of Cathy Rigby, who has accumulated 12 medals as a gymnast in international competition.

Cathy Rigby was at Wichita State University February 20, 1975, to hold a clinic-critique. The program began with a dance-composition clinic for gymnast high school age or younger.

During the second half of the clinic college gymnasts had their performances critiqued by the former Olympic competitor.

Cathy Rigby remembers her life at age 15 and the youngest member of the U.S. Olympic Gymnastic team in 1968, as exciting.

"There was no pressure being the

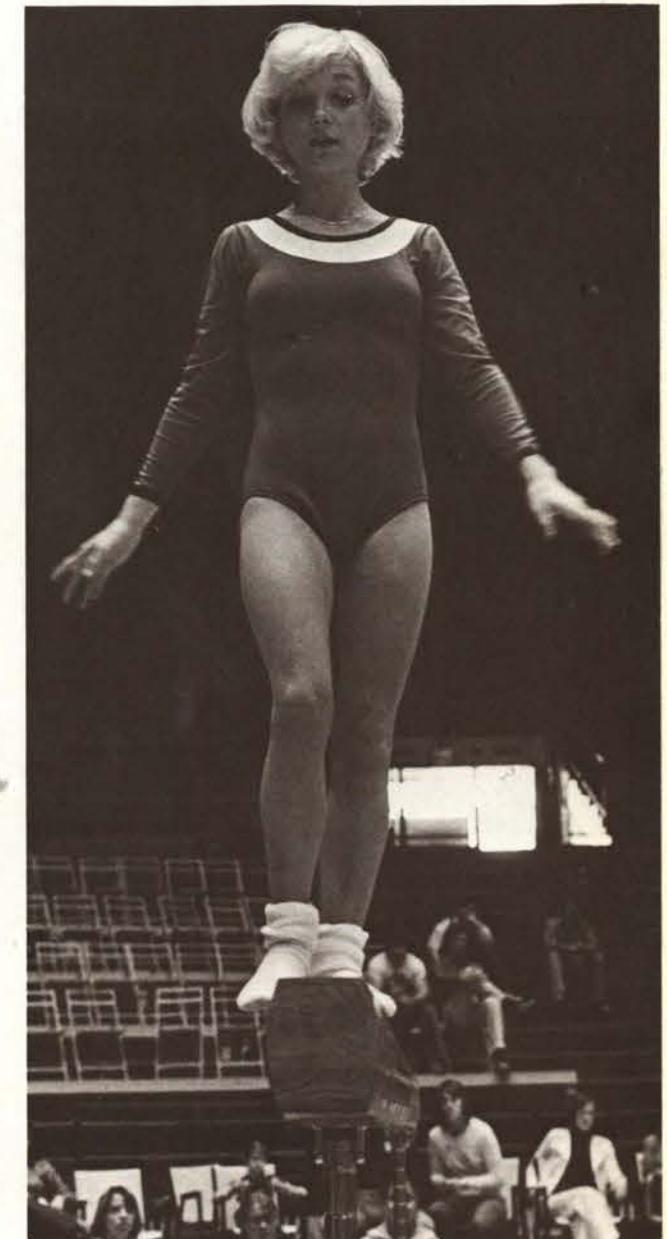
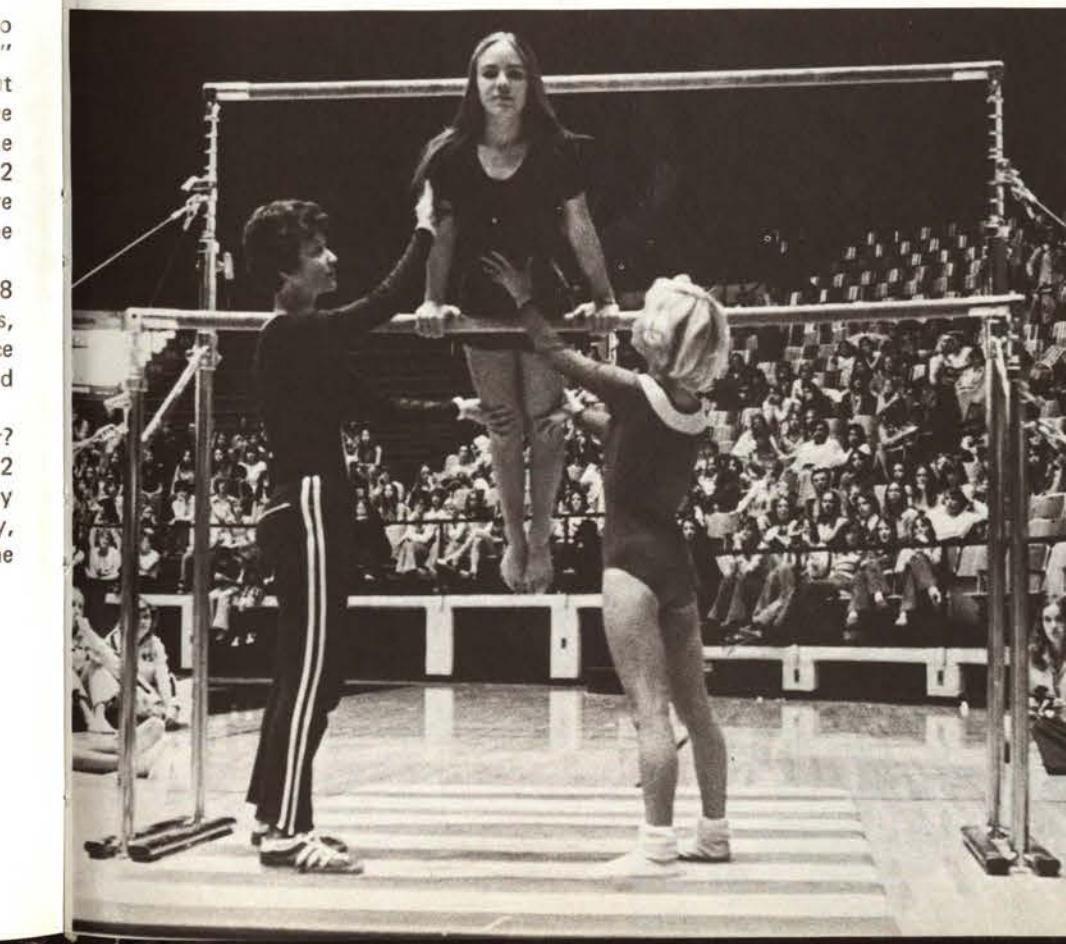
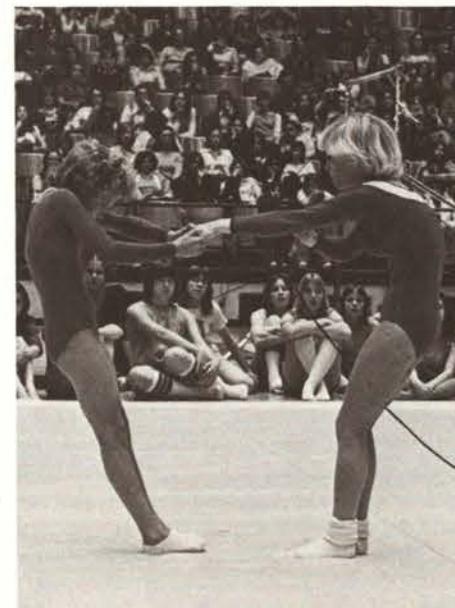
youngest. I was not really expected to do as well. It was all a learning experience."

"I trained six to eight hours a day. But there was no where else I would have rather been. It really didn't seem like work. It was probably near the '72 Olympics that it became a little more strenuous. As the years go by, the pressures became more intense."

Rigby placed 15th in the 1968 Olympics, 10th in the 1972 Olympics, and had won a silver medal in the balance beam competition in the 1970 World Games.

Does she miss her competitive career?

"Not at all," she laughed. "After 12 years, it was enough for me. I enjoy watching it now and doing commentary, but I'm glad I'm on the other side of the fence."



## 5 Days on the Slopes

The trip to Breckenridge, Colorado lingered 14 hours, but no one seemed to notice. The 44 students packed in one bus turned the trip into a party on wheels.

There was dancing in the aisles, and marathon length card games. Snores could be heard among the chatter from students who could not keep up with the all night festivities.

Breckenridge met the skiers with three days of snow and overcast skies. But that didn't keep anyone off the slopes.

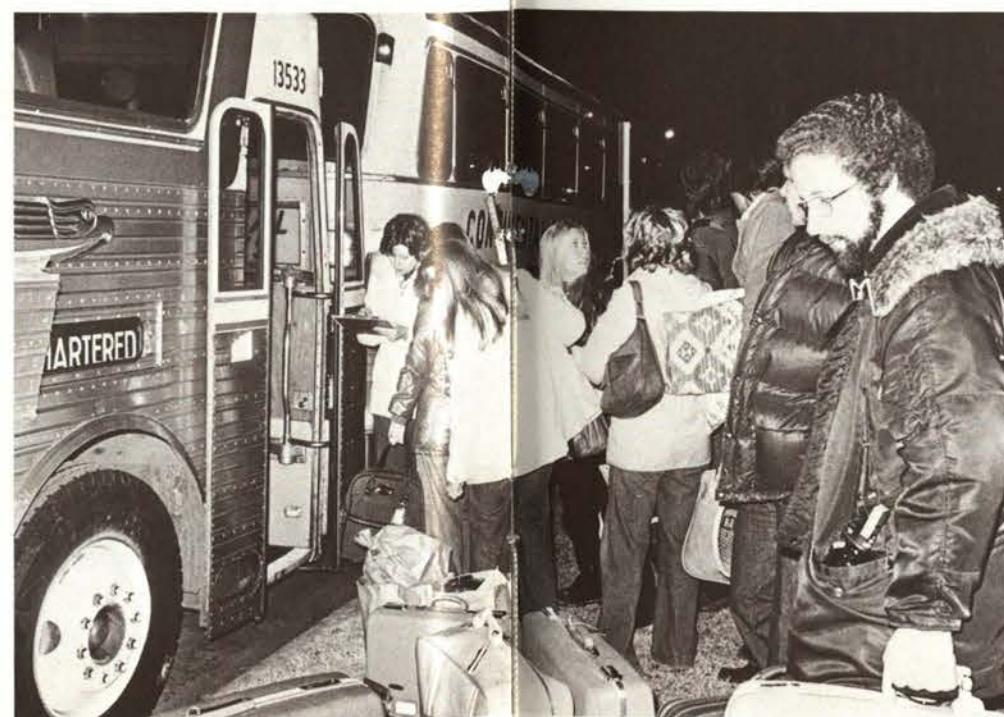
Veterans handled the slopes with ease, while beginners suffered all the stereotyped difficulties. Sympathized veteran Gary Dunbaugh, "Skiing to the



beginner is a venture of many unknowns. With shaky knees they listen to instruction given by teachers with years of experience. The first sensations of going down the slopes are strange and at many times comical."

"What starts out as discontent and unhappiness from the many trials of their errors produced by fall after fall in a matter of a few minutes-will later turn into sheer ecstasy when they have mastered a few skills and completed a run without falling."

"And if the beginner stays with the sport he will go from a clumsy clown to a beautiful instrument of expression, creating his will upon the slopes."





250/Features



## A Chilly Affair



Features/251

# Guest Artist Series

Complementing Wichita State University's own talented faculty artists, guest musicians took center stage as the College of Fine Arts' Division of Music presented its 1975-76 Guest Artist Series. Six international performers gave concerts and conducted master classes, designed as clinic sessions for students of their respective instruments.

Oct. 16 brought The Eastman Quartet to Duerksen Fine Arts Center. The group, which is a piano quartet, is considered distinct in music circles since it is the only ensemble currently touring this country performing works for piano, violin, viola and cello.

Gary Burton has established himself

as an excellent jazz vibraphonist. Performing at the Wichita Jazz Festival and as a soloist in the 1973-74 Guest Artist Series, he is no stranger to Wichita audiences. His concert Nov. 6 was sold out far in advance, and many disappointed fans, unable to get tickets, were turned away. Before forming his present quintet, Burton played with George Shearing and Stan Getz.

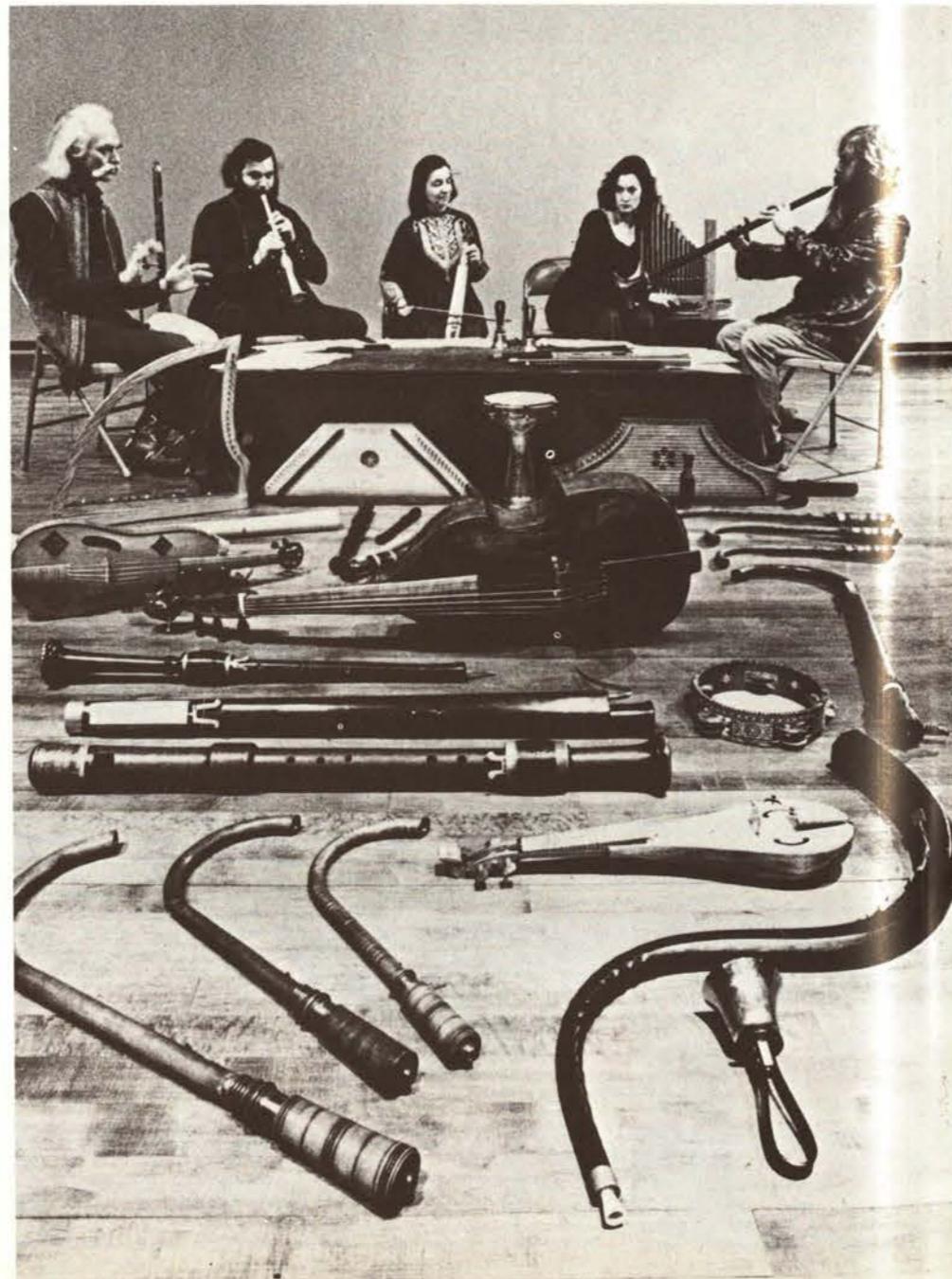
A duo-piano team, Yarbrough and Cowan appeared at WSU Nov. 20-21. The husband and wife duo have toured extensively in America, Europe and Mexico.

Rolf Bjorling, a Swedish tenor was the first Guest Artist to appear after the

winter break, Jan. 29. He established his name singing Italian opera throughout Europe and the U.S.

An ensemble of America's leading brass players, The American Brass Quintet performed here April 7. The group is noted for its repertoire of works which are representative of five centuries of music. Their master class was especially interesting for WSU's many fine brassists who make up several brass quintets.

Music For A While was the last offering of the season. The five-member ensemble presented a program of early music, using ancient instruments like veilles, recorders and krummhorns.



## Kato Havas

"There is no violin; there is no bow!" the small Hungarian woman stated flatly to her audience of intranced music students.

World-reknown string pedagogue was explaining her approach to playing in a week-long stint as Artist-in-Residence at Wichita State University from October 6 to 10.

She described her concept in terms of balancing the support of the musician's instrument.

"If you coordinate balance, the violin becomes weightless-as if there is no instrument. Dancers and acrobats do the same thing with their bodies," said the petite, but forceful clinician.

In demonstrating her ideas, Havas had a clarinet student, Scott Palmer, close his eyes and hold his instrument while she supported the weight of the horn herself. Telling Palmer to relax, Havas moved it into a position where the horn was so balanced between Palmer's two hands that he was unable to tell when Havas took her support away.

With control and coordination of the body, the musician no longer need worry about the physical characteristics of playing. She said that physical tension could mentally block the communication of the music.

Havas teaches the concept of actually projecting the music from within the individual, indicating the need to send impulses from inside the body out.

The Hungarian violinist is also the author of a book on the related subject of

stage fright.

She explained that stage fright is caused by being unable to trust the body and memory when performing in front of an audience.

The musician may become so overwrought that his mind shorts circuits. "It is really a lack of systematic organization," she said.

"While performing, the thing to keep asking yourself is 'how can I be in a state of giving all the time?'

Giving her first recital at the age of seven, Havas was a child prodigy. After training at the Royal Academy at Budapest, she debuted in Carnegie Hall at 17. Since, Havas has lectured throughout the United States, Canada and Great Britain.

She spoke encouraging words about the WSU Symphony Orchestra.

"Lately," she said, "All over the States and even in England, I've been hearing about what a wonderful string section the WSU orchestra has."

"This is my first Wichita visit, and after hearing them I agree they really are wonderful."

## Milton Glaser

Milton Glaser, co-founder and partner of New York's Push Pin Studios, design director and chairman of the board of New York Magazine, consultant to Art Horizon Books and a member of the faculty of the School of Visual Arts, spoke and exhibited his work at the Ulrich Museum of Art at WSU. He also presented the Milton Glaser Best-of-Show Award at the national conference of the University and College Designers Association, with WSU as host.

The exhibition of his posters, books, magazines, record jacket illustrations and

other examples of his designs were at the Ulrich Museum. This is the retrospective which opened at the Museum of Modern Art last June.

The Milton Glaser Award presented at the designer's conference was the Best-Of-Show-Award selected by Glaser from among the more than 200 award-winning college and university publications.

In 1969 three of his posters were selected for the "Words and Image Show" of the Museum of Modern Art, and his designs and drawings relating to the performing arts have been exhibited in

the Amsterdam Gallery of Lincoln Center.

In 1970 Glaser and the Push Pin Studios were honored with a two-month retrospective at the Louvre in Paris. This is the first time an American graphic arts studio has been invited to exhibit at the museum. The exhibition later appeared in Amsterdam, London, Lausanne, Vienna, Milan, Belgrade, Tokyo and San Paulo.

Glaser is involved in restaurant and observatory projects for the World Trade Center in New York and has recently completed the redesign of Paris Match Magazine and Le Figaro.

Glaser is considered one of the country's foremost contemporary designers.



## Edward Catich

Mr. Edward Catich is one of the few stonemasons who still letters in the traditional manner, with hammer and chisel. His work is considered unequal by any contemporary stonemason, in a day when most stone work is done with power tools.

Catich, the head of the art department at St. Ambrose College in Davenport, Iowa, and the artist who chiseled the slate plates that mark the Ulrich Museum of Art and the McKnight Art Center visited W.S.U. to present various lectures and workshops on calligraphy. He lectured on the origins of Roman letter shapes, tracing the genealogy from their beginnings. He also discussed materials concerning the creation of the acrophonic alphabet, shaded writing, Roman brush writing and its inscription craft, and the invention of movable type and copper-plate engraving and their impact on today's handwriting.

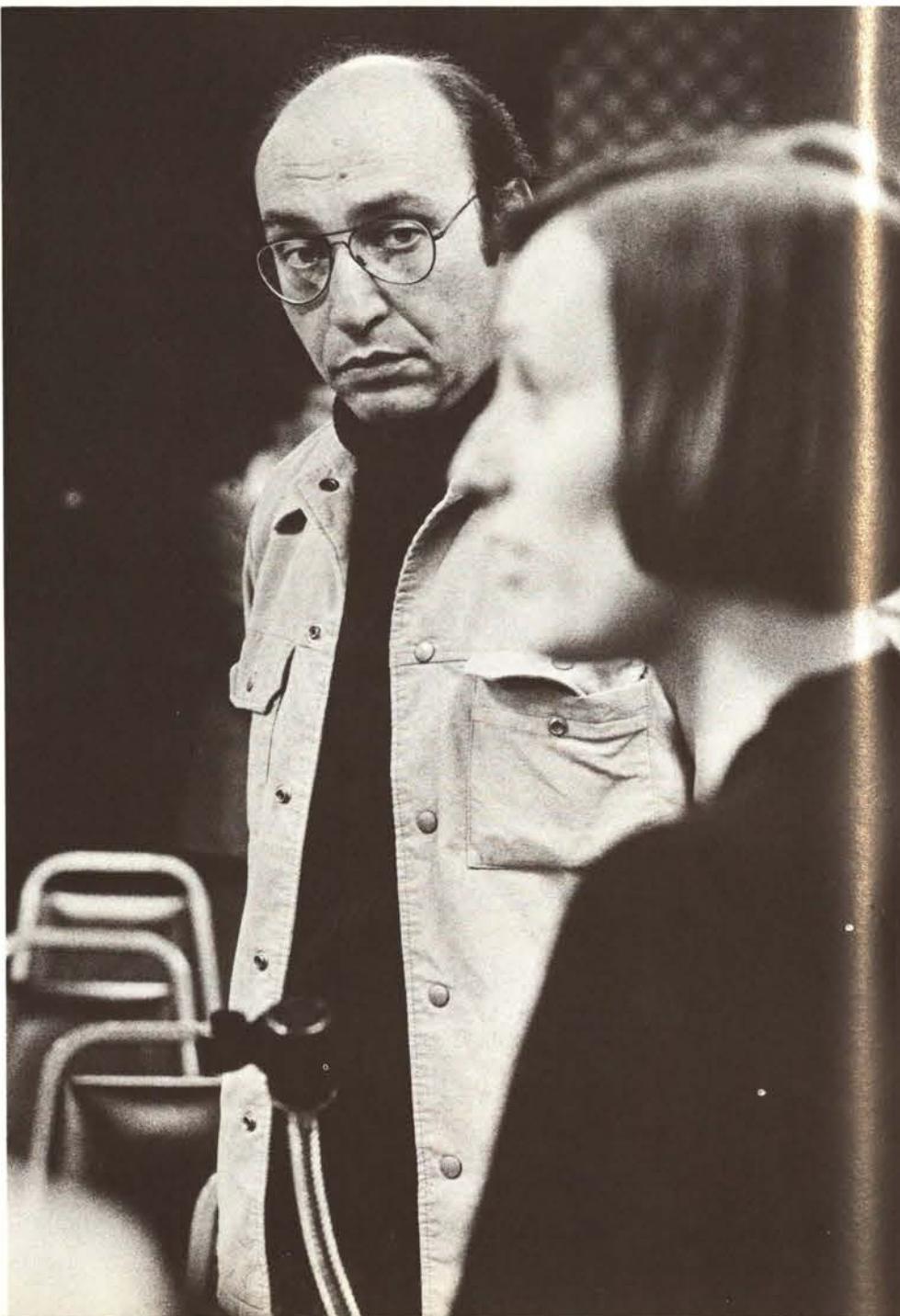
He demonstrated with the use of a blackboard and drawing pad the art of

brush writing and Imperial and Roman lettering and how inscriptions are cut into stone, using stonecut slates to illustrate his lecture.

Catich is the permanent consultant for the Los Angeles County Museum of Arts, where he chiseled the letters on the walls of the Museum. He is considered an authority on the Trajan Inscription, the eulogy to the Emperor Trajan cut in the Classical Roman letters, which are the basis of all Western alphabets.

He began his studies of letters and their proper formation at the Chicago Art Institute. After receiving his degree at St. Ambrose College and master's at the University of Iowa, he was accepted into the priesthood in 1935.

His books "Trajan Inscription in Rome" and "The Origin of the Serif", are considered definitive works in the field. The largest single collection of his work, including the original manuscripts of all of his books, are now in the Houghton Library at Harvard University.





## John Kearney

"I was gathering a bunch of steel and happened to pick up some car bumpers. I tossed them down on the ground and their shape just suggested a ballet dancer," explained John Kearney, well known sculptor.

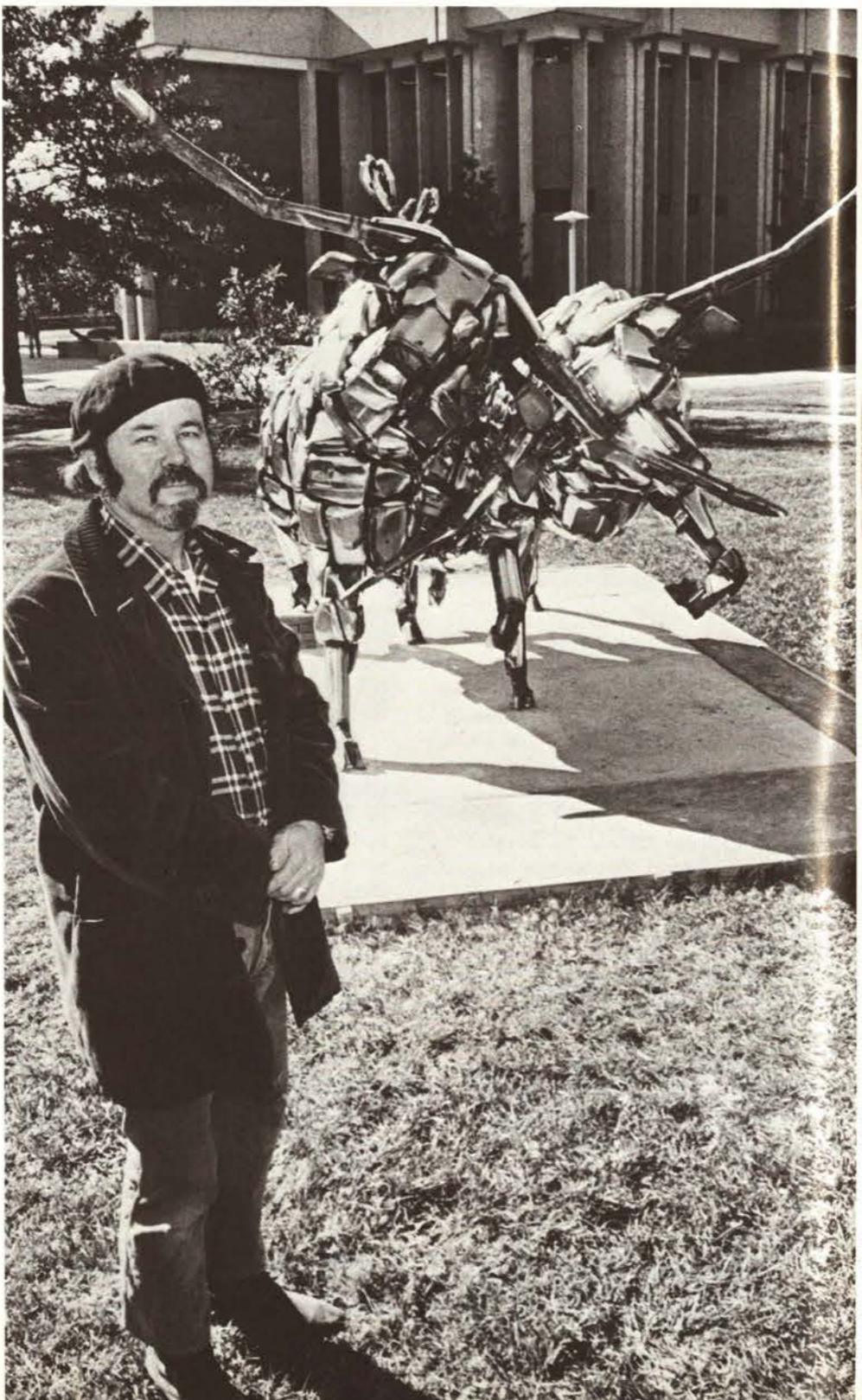
WSU commissioned Kearney to make the sculpture of the two Texas longhorn cattle, located between the Ablah Library and Clinton Hall. The cattle were purchased to commemorate the early settlers crossing the Chisholm trail in Kansas.

Kearney constructed both the steers and the "Grandfather's Horse" from car bumpers, but the new structure is 15 to 17 feet long with the span of the horns on the steers seven feet long. Kearney used 20,000 pounds of automobile bumpers for this one.

He began making sculptures from car bumpers twelve years ago, and this is the first piece he has ever done in motion.

Three years ago he held an exhibition in New York City called "The Alphabet Zoo." He made one animal for every letter of the alphabet ranging from an anteater, to an elephant, to an onyx, to a zebra.

Kearney attended Cranbrook Academy of Art in Bloomfield Hills, Michigan, and founded the Contemporary Art Workshop in Chicago when he was 25 years old. He taught painting, silversmithing and sculpture there for 22 years but for the past three years has only worked on his own sculpture.



## Arnold Newman

"Portraiture is the recognition of symbols, practice, control and discipline," stated Arnold Newman during his public lecture at WSU.

Newman is the photographer known for taking the portrait out of the studio and into the subject's world, and pioneered the approach of environmental portraiture that radically changed the field of portrait photography in the last 30 years.

The one-man exhibition of 50 photographs spanning his career from the late 1930's opened at the International Museum of Photography at the George Eastman House in Rochester, New York, in 1972. This exhibition was displayed at the Ulrich Museum when Newman lectured.

Beginning his career as a photographer in Atlantic City in the late 1930's Newman began experimenting with

environmental portraiture when he moved to New York in 1941. Many of the photographs from his early work include such notable world figures as Max Ernst, Piet Mondrian, J. Robert Oppenheimer, Igor Stravinsky and Andrew Wyeth.

During his talk Newman commented that one does not have to be famous for him to do a portrait of them, just look interesting.

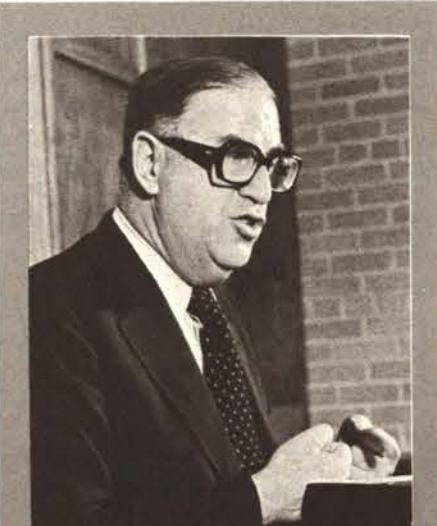
Newman had his first one-man show, "Artists Look Like This," in 1945. He is now one of the most widely exhibited and collected photographers, with work included in the collections of many museums, including the Museum of Modern Art, Chicago Art Institute, Metropolitan Museum of Art, Smithsonian Institute.

His work as a free-lance photographer has appeared regularly in numerous magazines including Life, Look, Holiday, Time, Fortune, Harper's Bazaar, Travel & Leisure and Esquire.

Books of his photography include "Bravo Stravinsky," published in 1967 and "One Mind's Eye, the Portraits and Other Photographs of Arnold Newman," published in 1974.

Newman stated, "A preoccupation with abstraction, combined with an interest in the documentation of people in their natural surroundings was the basis upon which I built my approach to portraiture. The portrait of a personality must be as complete as we can make it. The physical image of the subject and the personality traits that image reflects are the most important aspects but alone they are not enough... We must also show the subject's relationships to his world either by fact or by graphic symbolism. The photographer's visual approach must weld these ideas into an organic whole, and the photographic image produced must create an atmosphere which reflects our impressions of the whole."

# University Guests



**Abba Eban**

Abba Eban, former Israeli Minister for Foreign Affairs, was the first international figure to appear in Wichita State University's Eisenhower Lecture Series. With the October 16th appearance occurring so soon after the Sinai pact of September, Eban devoted his speech to the prospects for peace in the Middle East.

Eban cited a difference between the Arab-Israeli conflict and the conflicts of other nations; such as the India-Pakistan boundary dispute, the Turkey-Greece Mediterranean claims or even the U.S.-Russia power race. This intense difference arises from the fact that one

party in the conflict rejects the very existence—even the identity—of the other. Eban explained that two contrary visions of the Middle East in history exist. The Arab vision of an Arab world leaves no provision for non-Arab elements such as Israel; while the Israeli vision is that of a diverse land—a “tapestry” in which a variety of people and cultures are interwoven—a land in which Israel should play a major role.

“There has not been, there is not, and there is never going to be a middle eastern history without the sovereign state of Israel at the very heart and center of its life,” was Abba Eban’s conclusion.

Eban defined “Israel” as a decision of the Jewish people to be itself; to achieve its total fulfillment; to live renewed within its own environment, memories, and social visions. This identity Israel wishes to be recognized and accepted by all nations.

The Sinai agreement was indicated by Eban as not being a “peace agreement,” but rather just one more step toward a peaceful balance in the Middle East. The role that the United States is to play in the settlement was commended by Eban. He did point out however, the misunderstandings and truths. The U.S. technical role bears no parallel to the Indo-China war. The financial agreement involving \$3 billion for military aid is not a part of the pact, and thus its “price,” but rather the usual U.S. assistance to smaller countries in need. None of this money will enter the Israeli economy.

The brief question and answer period which followed Eban’s lecture gave Arab supporters a chance to voice their differing views of the Middle East.

situation. In response to questions dealing with past injuries of the conflict, Eban urged people to look to the future because the irreparable past and its ill had been shared by both sides.

Questions concerning the Palestine representation and refugee problems in Israel were appropriately met as Eban claimed that it was not the resolution of these problems that would bring peace but that “peace will bring the solution of the refugee problem and of the Palestine problem.”

It would appear that peace in the Middle East is not possible until one or both of the conflicting parties undergoes major changes in historical and social attitudes. Abba Eban proposes that the Arabs accept a “Palestine side by side with Israel.” A Palestine speaker might have a varying proposal.

Abba Eban is a native of South Africa, but studied at Cambridge University where he specialized in oriental languages. Following World War II, Eban served in the Jewish Agency in Jerusalem, acting as its liaison officer to the United Nations special commission on Palestine.

In 1948, Eban was appointed Israel’s representative to the U.N., and was instrumental in his nation’s acceptance to the international body in 1949. He became the permanent representative to the U.N., and in 1950 was also appointed Israel’s ambassador to the United States.

Returning to Israel in 1959, Eban was elected to the Fourth Knesset. He has served as Minister without Portfolio, as Minister of Education and Culture, as Deputy Prime Minister, and, from 1966 until early last year, as Minister for Foreign Affairs.



**Edith Green**

Author of several higher education bills, Edith Green, a former congresswoman from Oregon, spoke to a small audience of about 25 people December 9, in the Eisenhower Lecture Series.

She was a major voice in support of education in the House, and for the last years of tenure she authored most of the education legislation.

At WSU, she said she felt there was a deterioration in the nation’s school systems paralleling that of society as a whole. She cited an uprise of crime, permissiveness, and other problems. The classroom is turned into a battleground she felt.

“I do not think that is an atmosphere where teachers can teach, students can learn,” she said.

Apparently there is a widespread feeling that the U.S. is “over-educated.” Green said this could be the

disillusionment of college graduates who are unemployed. However, with more emphasis placed now on technical education, she felt it was a mistake to think a “degree is the only road to happiness.”

Green spent three weeks in China viewing its educational system.

For ten and one half months each year, for six days a week children attend school. After graduation from high school they work for two years before beginning college. At that time they must work for one month per year.

Green told of the tremendous effort to produce a highly motivated society in that country; something taken for granted in the U.S.

She is very sympathetic to the idea of high school graduates working before college. She said they very seldom know what they want to do and after working, can combine theory and practice into their higher education.



**Fergus Clydesdale**

that we may, in good health, continue to eat.

An animated and humorous speaker, Clydesdale has the knack of making an audience laugh at its eating habits while he is explaining how people would eat.

Fad diets are worthless, he stressed. The descriptions of which caused the laughter to drown out the explanation at times. Food, he explained is not magic. Food does not cure or change anything, but it is necessary for good health.

The first guide to eating Clydesdale believes, is to eat as close to nature as possible. Prepared foods should not be avoided because of processor’s additives, however. In this day they are difficult to avoid.

A preservative serves a purpose. There are natural preservatives that occur in amounts, in nature, that the Federal Drug Administration will not let food processors use in like amounts. Cranberries for instance contain a natural preservative in far larger amounts than the government will permit the processors to use.

There is no such thing as an empty calorie, Clydesdale began again. A calorie

is a unit of energy, and one unit of energy is just like the next.

Clydesdale’s second major dietary rule is to eat a varied diet, to eat as many different things as possible. It is necessary to get all the different things that the human body needs to continue.

Although Clydesdale is an expert on the chemical changes involved in food processing and colorimetry of foods he has not limited himself.

As a member of the panel on nutrition and the consumer for the United States Senate Select Committee on Nutrition and Human Needs, he is actively involved in the solutions to the problems of the world food crisis.

Population makes the problems of world food almost insurmountable, he explained. Food volume in and of itself is not a major problem however. As a nation the United States is able to contribute a great deal of the necessary amounts.

“But we should not do it alone. There are five nations who are more wealthy than the U.S., and there is no reason for us to do it all. “It is,” Clydesdale says, “A matter of human responsibility.”



**Kate Millett**

"Literature without sex is like life without sex, imagine one without the other," said Kate Millett, second speaker



**Lawrence-Hilton Jacobs**

"Say it again, I'm not going to bite," the movie star said to the bashful WSU coed.

She repeated her question and Lawrence-Hilton Jacobs answered,

in the Forum Board Lecture series.

A more than capacity crowd filled Wilner Auditorium to hear her discuss sex in classical literature, aspects of sex repression, heterosexuality and romantic love.

Seasoning her speech with some descriptive four-letter expletives, Millett tried to link our society's brutality with sexuality. Describing a scene where, in a prelude to a fight two drunks were shouting obscenities at each other, she said she found the word for sex and kill was one in the same.

Author of *Sexual Politics*, a book that defines the relationship between the sexes as a political one, she felt that our society lets "one group of persons be controlled by another," saying that men as a class, have dominated women as a class, in our patriarchy type political system.

She indicated that she believes the ERA will be passed, but only if "women bond together; only then does it (the system) change."

"I don't believe the ERA rights would infringe upon masculine vanity. The real progress will be in employment."

flashing a friendly smile.

He looked relaxed sitting on the table in the middle of the CAC lounge, despite the bombardment of questions from the hundred or so students gathered around him.

Jacobs joked freely with the group, as the half hour visit stretched quickly into 45 minutes.

"Mr. Jacobs...", a student began trying to get his attention.

"Call me Larry."

"Larry, do you sing?"

"Bathtub...I've sung in a lot of shows, but I've never trained and I'd never call myself a singer."

When questioned about his lifestyle Larry said that he lived within his means, and had not let his good fortune go to his head. "I'd rather have a bedroom apartment with nothing in it, than to worry about how I was going to pay for a big piece of property."

Then the conversation came around to 'the college education'. In a fast paced eastern accent Jacobs explained his views.

"When the time is getting close to high school graduation a lot of people automatically say they are going to college because that's what everybody else says."

*Sexual Politics* also uses violent examples to state Millett's position. She thought this was necessary to indicate how inhumanly men treat and act towards women.

"All I was trying to say was, look brother, I'm human," she emphasized.

Millett contended that our society spends most of its time acting out established sex roles instead of just enjoying sexuality for its own sake.

She said attitudes formed in the nation's schools help create this role playing. According to Millett the support of gays in high school is "one bad trip"

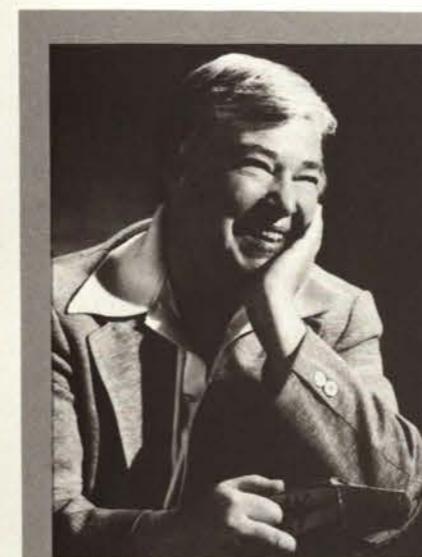
As early as kindergarten sex roles are enforced.

Millett, who taught kindergarten in the New York City public school system said it "is so segregated and so stupid. The kids are entirely brainwashed. They couldn't play with all the toys because half of them were taboo."

Millett wrote another book entitled *Flying*, a memoir of sorts. Saying that being a public figure "was sort of like being in Disneyland. It's embarrassing" Millett said she wrote *Flying* to show the Kate Millett that Kate Millett knows.

"We must begin to seriously consider energy alternatives," says Dr. Dixy Lee Ray, former chairman of the Atomic Energy Commission. She believes energy self-sufficiency in the United States will extinguish our supply of petroleum within six years.

Ray, first speaker of the fall semester Eisenhower Lecture Series, discussed



**Dixy Lee Ray**

"Science and Government Policy" on Thursday, September 4 at 10:30 a.m. in Wilner Auditorium.

She advocates the use of several alternate energy sources to relieve the current crisis. Geothermal, coal, solar and thermal energy should be investigated, she said as well as atomic energy.

Ray advocates establishment of a board of scientists to inform both the government and the public of scientific progress. She suggests that the board operate similar to the Supreme Court, but should advise and instruct rather than judge.

One of the board's first duties could be to alleviate unwarranted fears about alternate energy sources, especially atomic energy.

"When people hear the phrase atomic energy all they can think about is that giant mushroom cloud of an atomic bomb, and right away they feel it is unsafe," she says.

One major objection to atomic power has been the disposal problems with radioactive wastes. Ray states that the wastes may be used constructively. Radioactive cesium, a by-product of atomic waste, when exposed to stored grain, reduces the amount lost to fungus and rodents--which is often as high as 40 per cent.

The public also fears the construction

of atomic bombs by terrorist groups, says Ray. However, she feels such activity would be "virtually impossible" because of rigid security surrounding the fuel and the intricate expertise necessary to construct such a bomb.

Communication is needed between science and government, according to Ray. She believes the relationship is uncomfortable because few scientists hold administrative positions.

"At this point in time," she said, "half of the public thinks scientists can do anything, and the other half is afraid they will."

She added that better communication would help to ease public hesitancy concerning atomic energy.

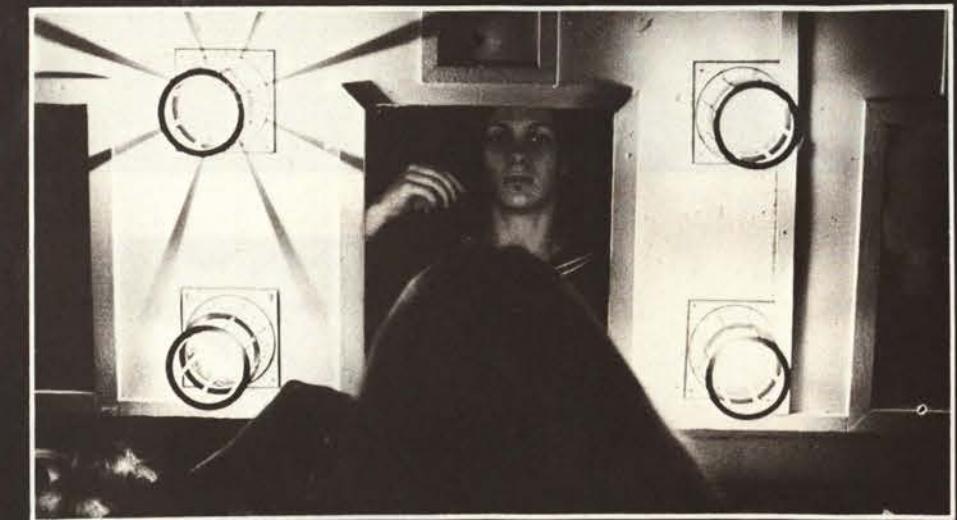
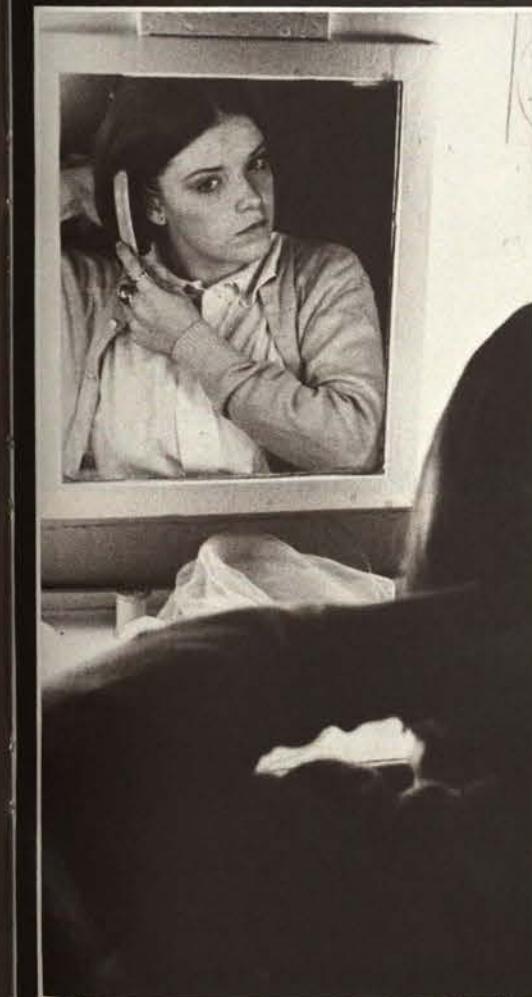
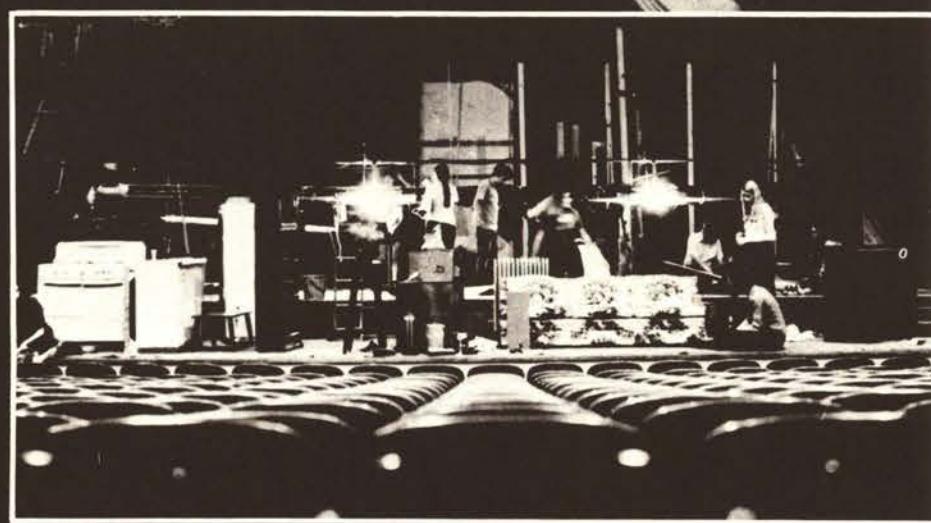
Dr. Ray was associate professor of zoology and director of the Pacific Science Center at the University of Washington at the time of her 1973 appointment to the Atomic Energy Commission. She became the first woman to chair the commission.

Ray is working to improve public understanding of science. She acted as a special consultant in biology and oceanography to the National Science Foundation and was chief scientist on the Stanford research vessel during the 1964 International Indian Ocean Expedition. She was also a member of the Presidential Task Force on Oceanography in 1969.

# University Theatre

And what is University Theatre made of?

"Energy!"...lights, techys, shoppies, rehearsals, "Encore!"...'The Man'...butterflies, Pit Shows, Upstairs, Y-Not, rehearsals, read through, "Get the rhythm of the character"...tech dress, "Joyce, not The Dolphin, again, tonight!"...drop-a-line, miss-a-cue, expletive...designers, make-up crew, "Who's got the clown white?"...walkons, The Lead, 'break a leg', "Play it!" Y-Not...



## Summer Theatre

Summer Theatre '75 began with the Neil Simon sensation, *Sweet Charity*. The musical comedy centered around Charity Hope Valentine, a happy hooker.

The funniest Broadway hit of the past two seasons followed. In *6 Rms Rv Vu*, the comedy was set in six rooms of an apartment with a river view.

The Secret Affairs of Mildred Wild was produced over the Fourth of July

holiday. The Summer Theatre troupe brought to life this insane farce about a movie buff and her whimsical friends.

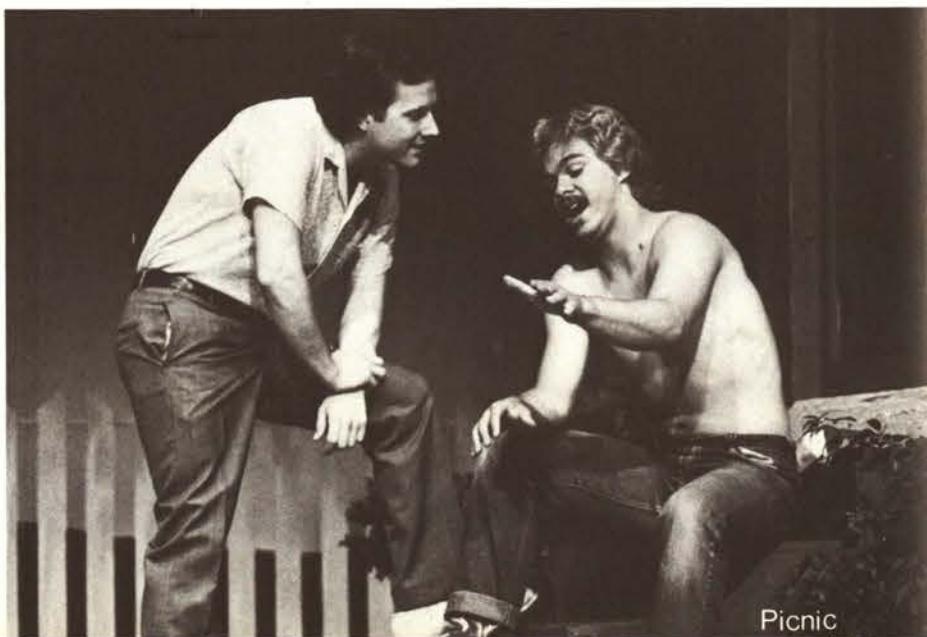
Featured next in the production of *Picnic* were Joyce Cavarozzi and Dick Welsbacher. The 'picnic' was staged in a small town in Southeast Kansas on a warm Labor Day in 1953.

The *Owl and the Pussycat* was a sensation with Streisand on the screen, a smash with Diana Sands on the stage, and a sizzling hit with Rebecca Siegel in Summer Theatre '75. It combined a self-appointed spokesman for Mankind and a happy-go-lucky prostitute to produce a fast-paced and moving comedy.

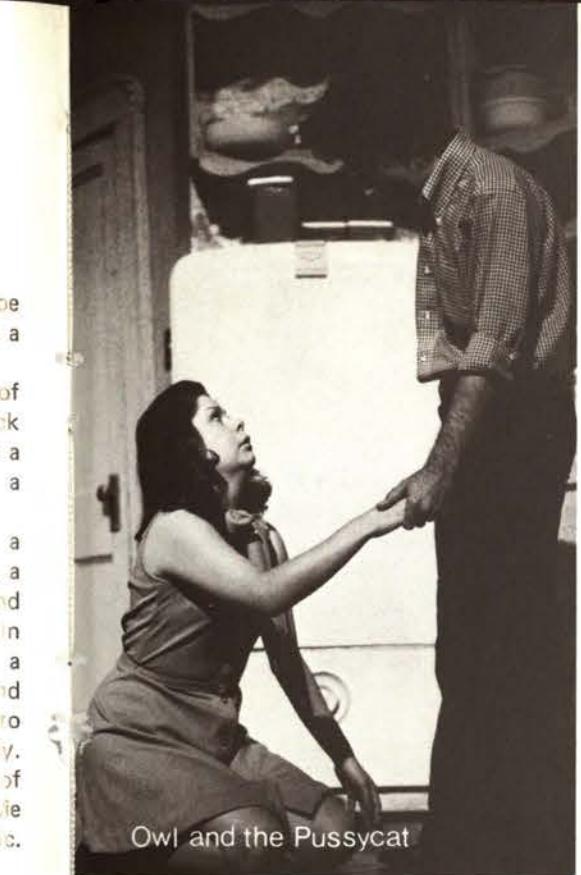
The twelfth summer season of University Theatre closed with *Kiss Me Kate*, the Cole Porter musical classic.



Picnic



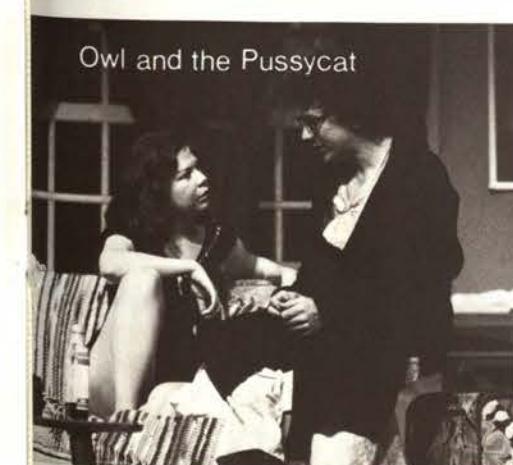
Picnic



Owl and the Pussycat



Picnic



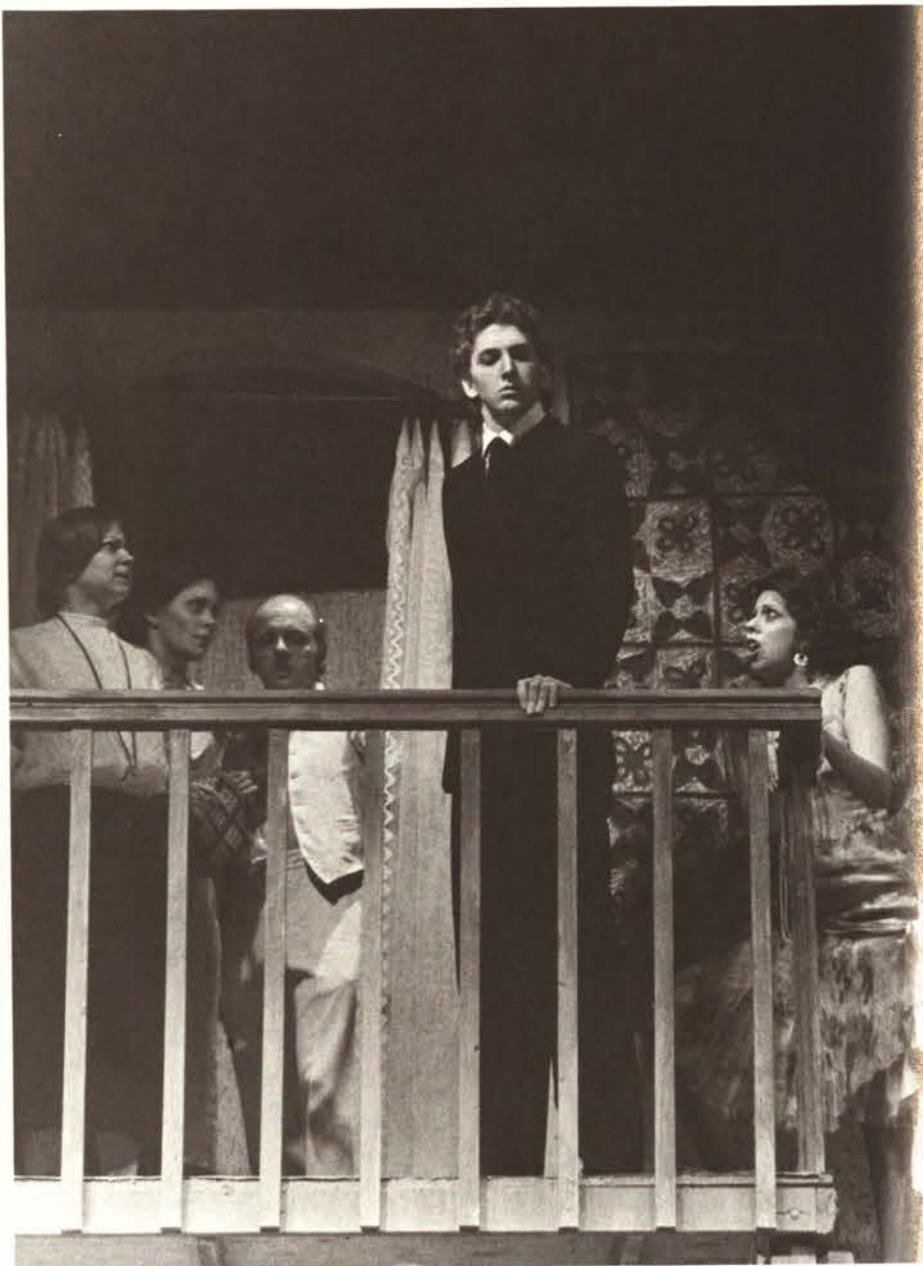
Owl and the Pussycat

## Rain

The unlikely combination of a devil-may-care prostitute and a pair of earnest missionaries provided the theme for W. Somerset Maugham's sensational novel, "Miss Thompson". The story was promptly dramatized, re-titled "Rain", and became a Broadway hit in 1925.

Over the decades, the play has starred Gloria Swanson, Joan Crawford and Rita Hayworth. Jeanne Eagles created the role of Sadie Thompson on Broadway and was identified with it throughout her life.

Wichita State University Theater presented "Rain" on February 27, 28 and March 1 of 1975. Cindy Lair starred as Sadie, the Kansas farm girl who escaped from the law and the Honolulu red light district to tangle with the fanatical Rev. Davidson. Stan Cunningham played the zealous missionary who was in constant search of converts—whether they liked it or not. His radically religious wife was

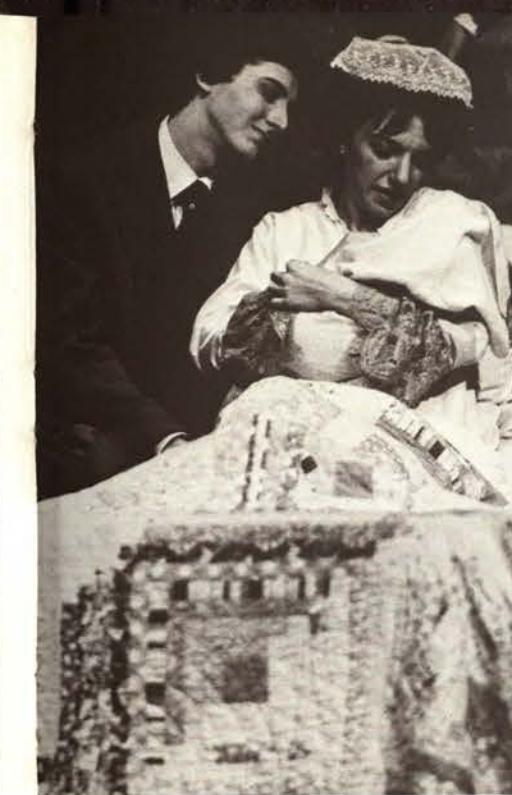


played by Virginia Creamer.

Pat McElmurry played their Pago Pago host, and Karla Burns was his native wife. Mike Tatlock was Tim O'Hara, hopelessly in love with Sadie, who attempted to save her from deportation. Jerry Battley played the wry American doctor, and Kim Newby portrayed his agreeable wife.

The set was created by Jeff Coleman, Joyce Cavarozzi designed the costumes. Lighting was created by Alan Donahue.

"Rain" tells the story of the struggle between Sadie and Rev. Davidson over her soul. Fundamentally, it deals with her inner struggle, her weaknesses and her attempt to cope with them.



## Allegro

Unstructured...fluid... free-floating through time and action, the Broadway musical "Allegro", by Oscar Hammerstein II, abandons ordinary theatrical and musical conventions.

Singing and dancing is plentiful in the production, with ballet and a Greek-mode chorus.

Wichita State University Theater has revived the Broadway musical as its final production of the academic season. "Allegro" appeared on April 17, 18 and 19 of 1975. The principals were Jeff Coleman, Judy Dorrell, Ned Berry, Janie Jenkins, Stan Cunningham, Marlene Flood, Margaret Mackay, Alan Baker, Virginia Creamer and Bill Hanshaw.

Audrey Needles directed the production, and Virginia Creamer was choreographer. Alan Donahue designed the settings. Cindy Witherspoon patterned the costumes, and Dean Cleverdon lighted the show.

"I think possibly 'Allegro' was influenced by 'Our Town'", said Needles. She regards both Thornton Wilder's classic and her production as fluid. "'Allegro' has that 'Our Town' feeling, and we're trying to play it in period."

The play covers a time span from 1905 to 1935, as the hero is born, grows up and becomes a doctor in the big city. He then discovers that he actually wanted a practice in a small town.



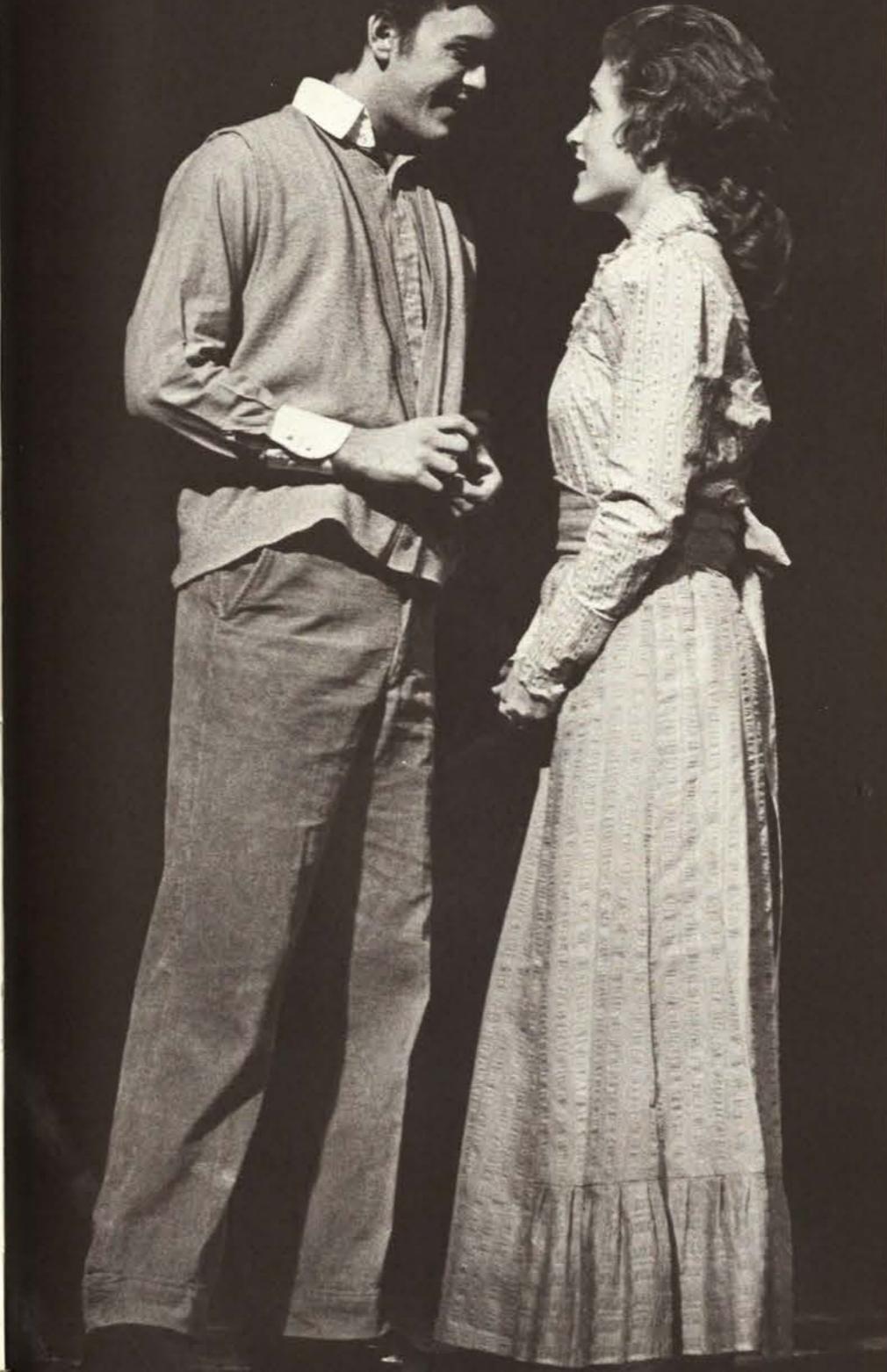
## A Little Night Music

University Theatre's 1975-76 season began with the 1972 American musical "A Little Night Music".

Set in Sweden at the turn of the century, "Night Music" traces the lives of three couples on a weekend in the country.

Robin Salem and Stan Cunningham held the major roles as a pair of long lost lovers. Mary Law and Craig Bray portrayed a young couple discovering that they are really in love. Richard Campbell and Judy Dorrell were cast as the arrogant soldier and his abused wife.

The Tony-award winning musical featured the hit "Send in the Clowns". It is based on Ingmar Bergman's 1955 film "Smiles of a Summer Night".



## Our Town

"Our Town" is simple and idealistic, as it draws audiences to watch the life of a small town community. It bridges the gap between fantasy and reality, and lives for awhile in a world where America still believes in mom and apple pie.

"I think the play illustrates the values in which, if we don't believe, we'd like to believe," says Dick Welsbacher, director of this Wichita State University Theater's production.

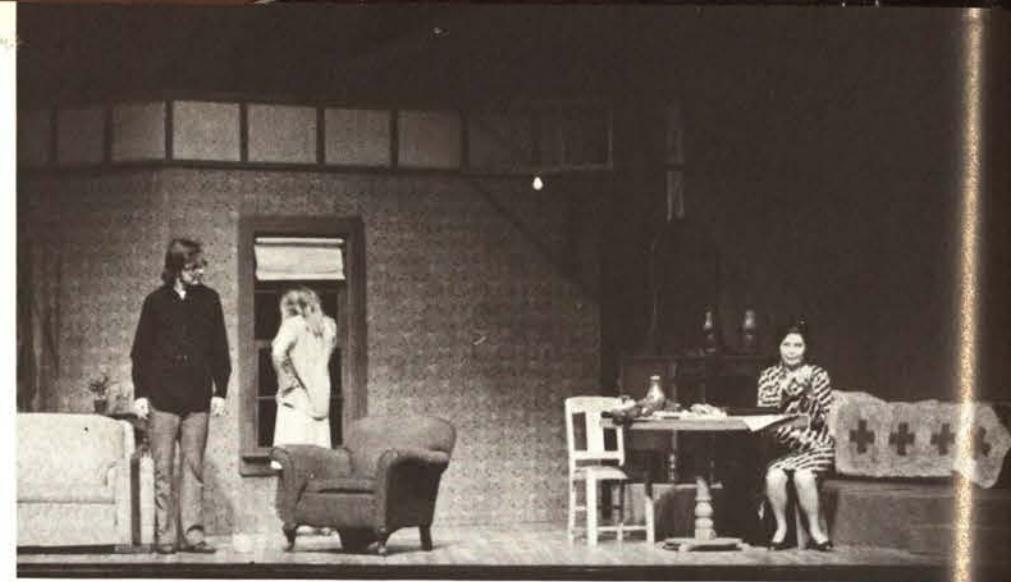
The play, appearing on November 13, 14 and 15 of 1975, was the second of the season.

The show was somewhat of a curiosity at its appearance in 1938, and audiences still may be startled by innovative writing and stagecraft. A stage manager-narrator, for instance, ambles onstage frequently to cue in the cast and explain the turn of events. Several chairs and an arbor set the stage--the entire play is in pantomime, with only the bare brick and skeletal structure of the theater for background.

Welsbacher believes his cast's emotions must be "real", since the simplicity of the play does not allow for deception.

"Honesty is the word I keep harping on with the actors," he states. "It's the emotional nakedness on the stage that's a problem. It's all got to hang out there."

Cast in the principal roles of the Wichita State University production were Charlie King as the stage manager, Donna Brown as Emily and Bill Johnson as George. Others were Lisa Perry, Mike Brandenburg, Bill Hanshaw and Teri Schaefer. Scott Weldin designed the set and lights, while Joyce Cavarozzi created the costumes.



## A Taste of Honey

Effort and concern are important in a mother-daughter relationship. When love is less important to a mother than the bottle and numerous lovers, she may discover that her little girl has grown into a lonely and cynical adult.

A study of one such case was the subject of "A Taste of Honey," a play written by Shelagh Delaney. It was first produced in 1958 by Joan Littlewood's Theatre Workshop, then played successfully in the West End and on Broadway. In 1961, the production was turned into a film.

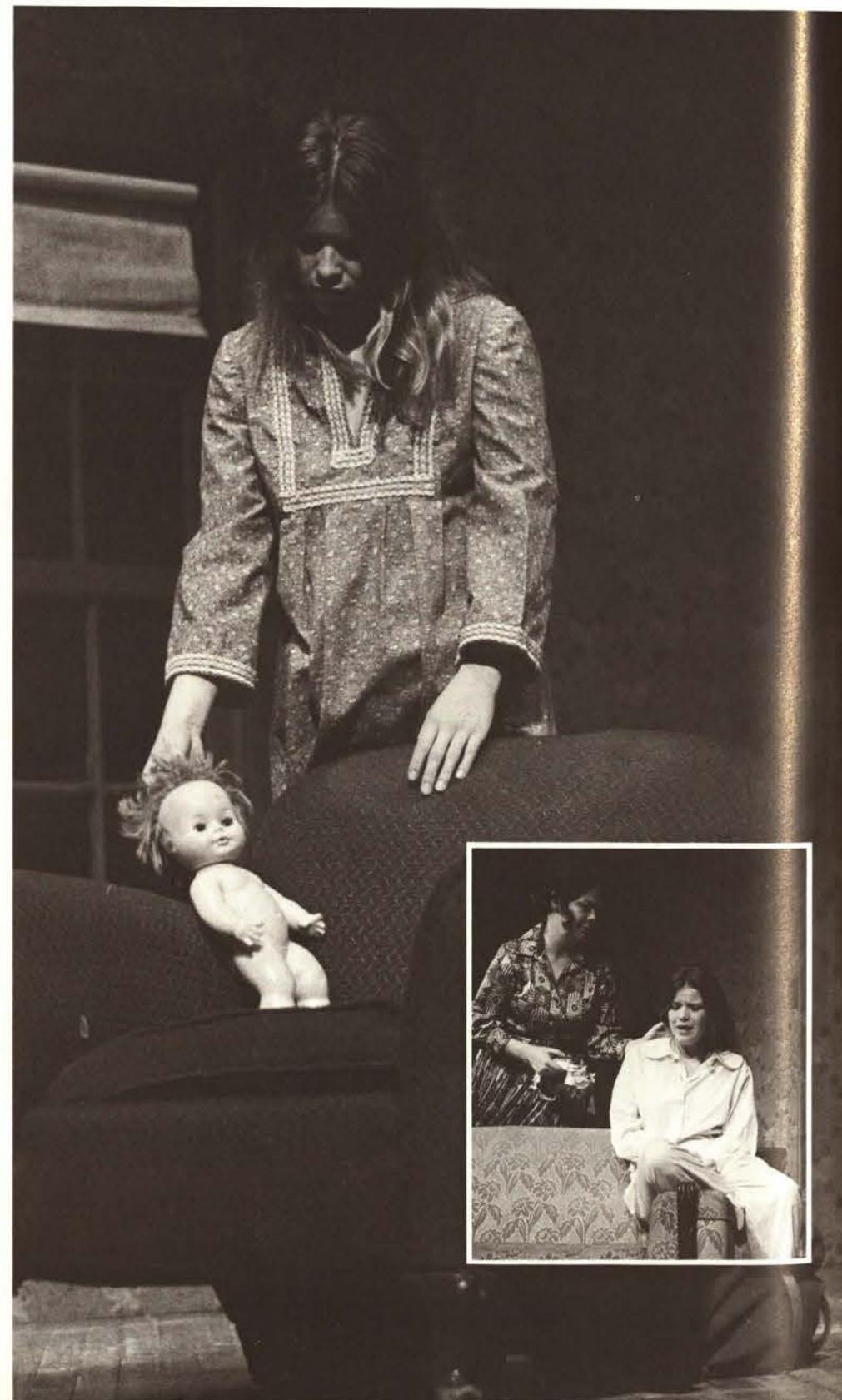
On February 5, 6 and 7, 1976, the Wichita State University Theater staged their interpretation of the play.

The emotions of both mother--Helen, and daughter-Jo, were displayed in an engrossing study of humanity. The production traces Jo's life as she falls in love with a sailor, sets up housekeeping with a gay friend, and endures an unwanted pregnancy.

"A Taste of Honey" is directed by Bela Kiraiyfalvi. Liane Burwell stars as Jo, and Rebecca Siegal plays Helen. Bruce McKinney portrays a shy boy who stays with Jo when Helen leaves her alone, and Ron Tallman plays Peter, Helen's latest lover. Paul McIntosh is Jimmy, the father of Jo's baby.

Scott Weldin designed the set, and lighting was by Tony Criss. Joyce Cavarozzi created the costumes.

"A Taste of Honey" has done well with the problem of educational vs. professional theater. It is more than a dramatic production--it emphasizes emotions and reactions to provide a superb study of humanity.



## Experimental Theatre

Experimental Theatre began its 1975-76 season with a double feature. "Games People Play" started the evening, a mild mix between the Media legend and modern day soap opera.

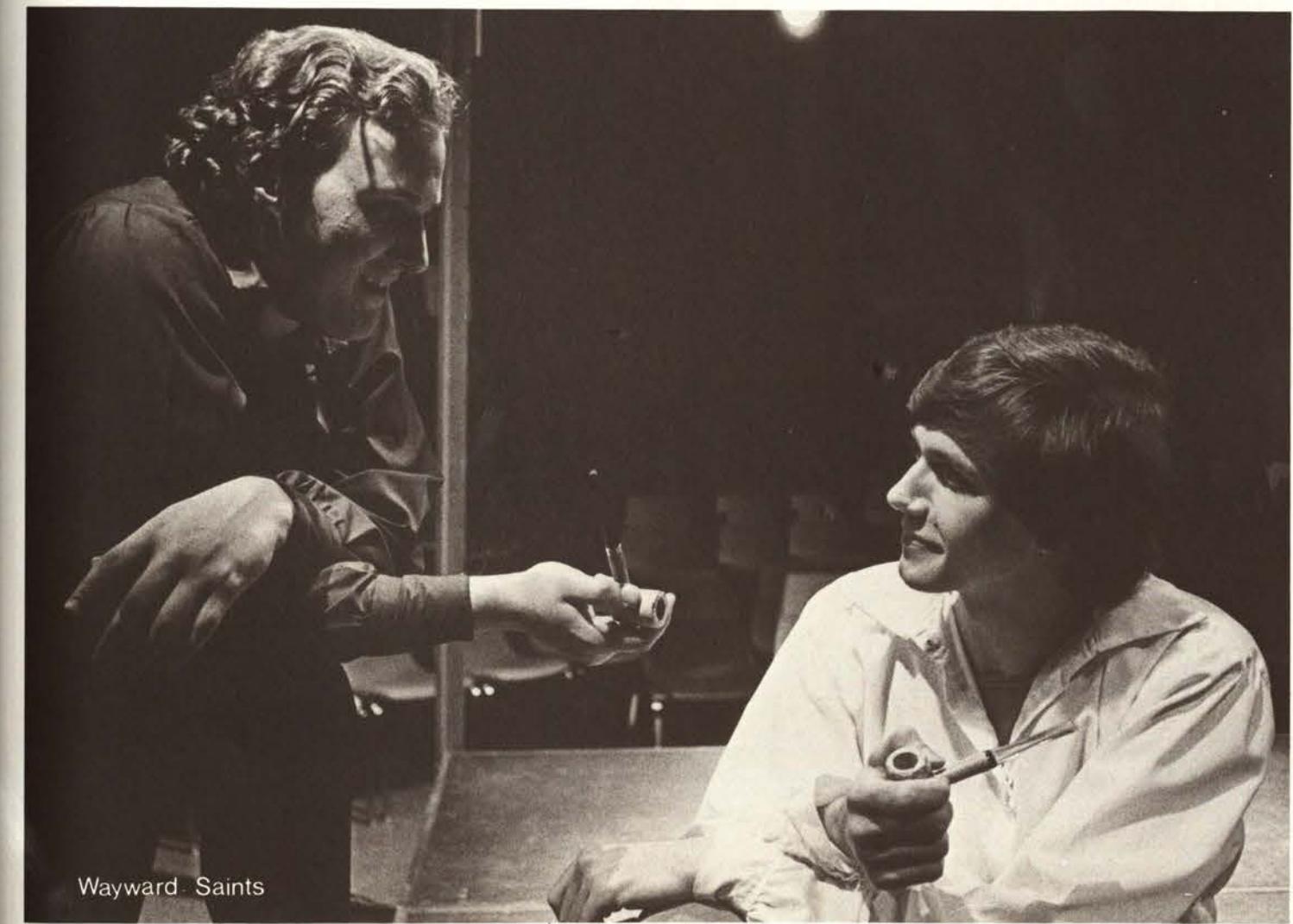
"Room Service" contrasted its counterpart, being a down to earth story about a prisoner accused of murdering a

penitentiary guard. The combination of WSU student Lloyd Striplins' script, and a believable cast created a solid movement and a success.

October 29-November 1 marked the production of "St. Joan of the Stockyards". The theme behind the play combined the emotional impact of Joan of Arc with the Chicago Stockyards directly following the Wall Street crash. Its plot lingered somewhere in the absurd, slipping back and forth between poetic moralizings and modern terminology.

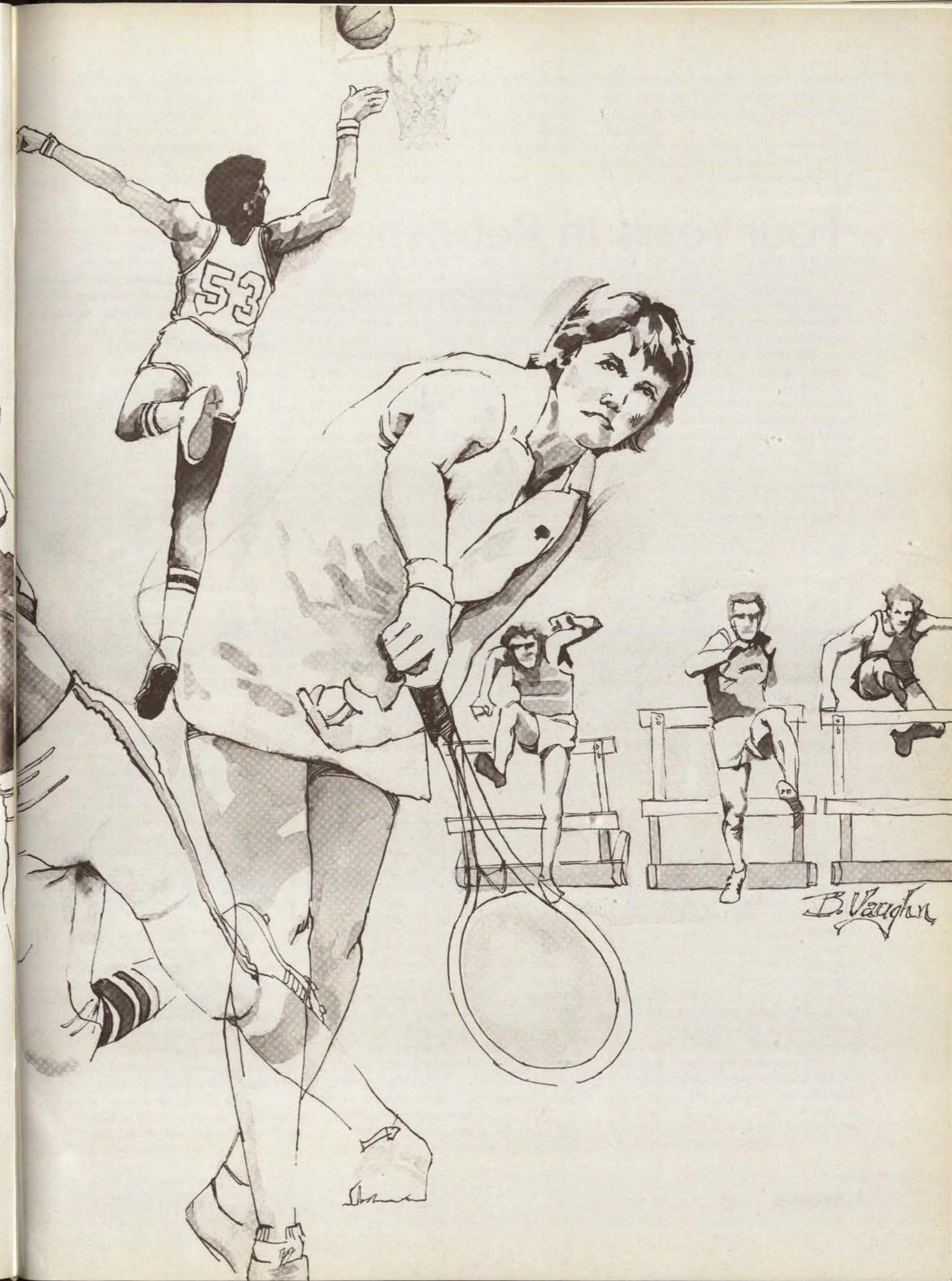
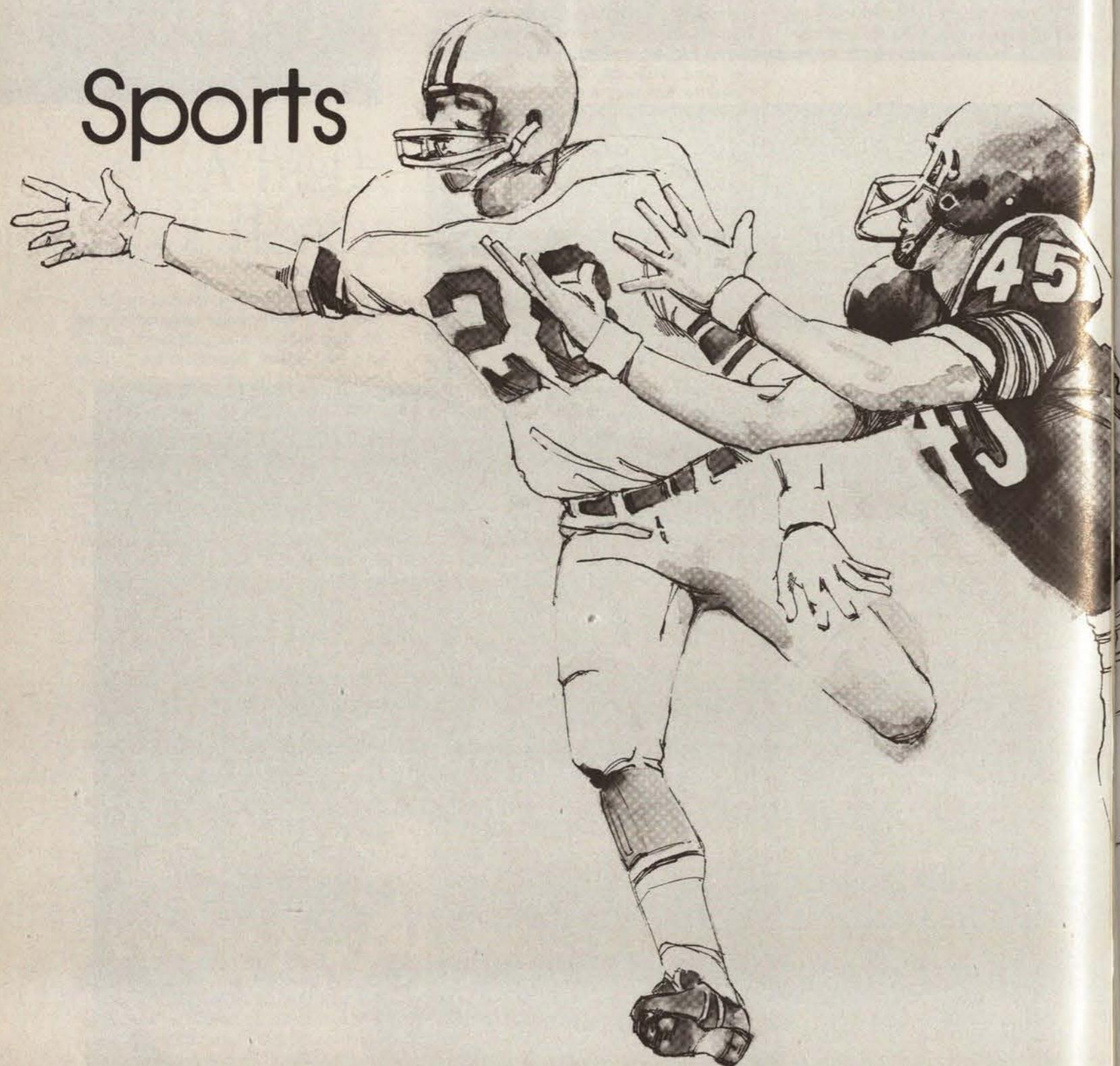
"The Company of Wayward Saints" was produced at WSU as a 'theatre-in-the-round'. The show involved a spectrum of comic exaggerations ranging from stock titles to sketches.

Experimental Theatre closed with "When You Coming Back, Red Ryder?" April 7-10.



Wayward Saints

# Sports



# Four Years In Retrospect

"Jeez, those jocks got it easy. Free food, free room, free school...fancy trips and wild parties...all for tossin' a few balls around for a couple of months a year."

The above can be heard at least once a day in bars, lounges and student commons areas all over the country. It is one of several typical snide remarks made against the college athlete.

Pudgy, pasty non-athletic types sneer at their muscular counterparts; others scoff not so much at the athletes themselves, but at the "big business machine" they represent--that of organized intercollegiate athletics.

Too many "civilians" forget that these creatures in uniforms are not million-dollar puppets which thrive on glory and function on frolic.

But as those who sold their bodies and souls to intercollegiate athletics will vouch, life in a uniform isn't always as glittery as we civilians sometimes imagine.

This year, some 30 athletes at Wichita State closed out their college careers. Many achieved national recognition for their endeavors on the field or court; others performed more brilliantly in the classroom. But perhaps the most important statistic shared by all these

senior student-athletes is the fact that they "stuck it out"--endured and upheld their commitments to intercollegiate athletics, despite the sometimes unforeseen hardships and inconveniences.

Glancing back over the past three or four years, an array of emotions might overcome these veterans. Memories of fatigue, frustration, defeat and loneliness mingle with those of good times, new-found comradeships, exciting places, victory. Social and academic pressures still weigh heavily on their minds, as they recall those tedious schedules and the forfeited vacations, week-ends, and study time.

Some awaken each day to physical reminders of their careers, ranging from broken noses and smashed teeth to scarred and stiffened knees and feet. For others, the reminders are psychological: the rejection by both coaches and fans, the inequality, the lack of playing time, the unexplained subordination to "rookies."

Representatives from Wichita State's group of senior athletes voiced their sentiments regarding athletic participation as they reflected upon their four-year careers.

## Cliff Fanning

Cliff Fanning, the 1975 Shocker Football Co-Captain who was an All-Missouri Valley Conference Honorable Mention pick this season, says that he has been "fairly satisfied" with his experiences.

"I was glad I stayed at WSU," Fanning said. "Somebody's got to try and make it a place for winning athletics. At times, I wish I hadn't stayed...but for the most part, I'm glad."



Cliff cited a few hardships he encountered in his experiences, such as "no publicity" and a career-hampering injury sustained in his first year.

But there was another problem mentioned which dealt with the lack of harmonious relationships between the football team and the coaching staff, and between the players themselves.

"There was a problem with the coach-player relationship," Fanning admitted. "Also with fairness to all players."

Several of his colleagues agree with Fanning that winning attitudes cannot be nurtured when there is intra-squad strife or poor player-coach relationships.

Fanning pointed out, "When players and coaches reach that key of 'togetherness,' the good things come to you-like winning seasons."

Fanning, a social work major, conceded that his education at WSU takes the priority over athletic participation.

"Although it seems like some athletes come to school to participate (rather than the other way around), my education comes first. You can't play sports all your life."

What has been the most rewarding aspect of Cliff Fanning's involvement in intercollegiate athletics?

"Learning to get along with all kinds of people, and getting more involved with my own people."

## Jeanie Hiebert

Jeanie Hiebert is probably one of the sincerest athletes on the WSU campus. A performer in women's volleyball, basketball and softball, Hiebert has offered her talents to athletics for the sheer joy of it. Jeanie Hiebert is not on scholarship, nor does she receive any financial incentives for her participation.

The enjoyment she gets from playing, coupled with the experience of seeing different places and meeting new people, motivated Hiebert to participate these four years.

Of course, there were hardships for her.

"There was the pain of practices...the warmed-over dinners...not getting to go out nights because I had to stay home and do the studying everyone else did while I was practicing," reflected Jeanie.



"And then there were the looks, the laughs, and the put-downs from guys who thought we were using 'their' gym."

But Jeanie stuck it out for four years.

"I love sports too much to let little inconveniences bother me."

Since Jeanie was not a scholarship recipient (scholarships in Women's Athletics were dispersed this year for the first time at WSU), she attended college solely for her education in the field of Health Related Professions.

Her experiences were a 'sidebar' to her scholastic training. Jeanie found, though, that much could be discovered about life through athletic participation.

"I just wish everyone could be involved in sports. I hate to sound philosophical or anything like that, but my involvement has helped me prepare for the future. But I also learned that when I'm in trouble, there is someone there to help."

## Doug Yoder



Doug Yoder's college career has been a perfect balance of athletic and academic success. Yoder was a member of the undefeated junior varsity basketball team of 1972-73 with comrades Neil Strom, Jim McCullough and Mike Edgar, and has performed valiantly as a forward for the Shockers for four years.

But Doug has also maintained an excellent record as a Business Administration student, and will most likely graduate with honors.

It hasn't been easy for him though.

Playing basketball at least five months of the school year, undergoing grueling three-hour practice sessions daily (Sundays and holidays, too), and hitting the road during finals week have been among the pressures placed on Doug Yoder as athlete.

"Missing classes has caused some problems," he admitted.

Yoder also pointed out that the continuous winter schedule of basketball

competition causes the athletes to forfeit their semester breaks, and prevents those from out-of-town from seeing their families.

Doug's main gripe as an athlete has been the treatment from local "fans." The attitudes of the crowds assembling at Henry Levitt Arena have been almost "schizophrenic," with regard to their treatment of some of the Shocker players.

"There are a lot of people who think they know all about basketball and the people involved here, when they really don't know (anything). These are the 'fans' that say you're great and they love you if you win, but if you should happen to lose the next day, they say 'They never were worth (anything)'--rather two-faced."

Of the two types of student athletes, those who participate to attend college and those who attend college to participate, Yoder places himself in the former category.

"If it wasn't for basketball, it would have been very difficult for me to go to college," he explained. "I have received a fairly good education, because I've put some time and effort into my school work."

The most rewarding aspect of Yoder's four years involvement in intercollegiate athletics was a trip to Brazil with the Missouri Valley All-Star team. This experience was a great and meaningful one for Yoder, a personable diplomat and "people-liker." The chances to exercise these qualities were among the attractions to athletic participation.

Of his four years, Yoder concluded:

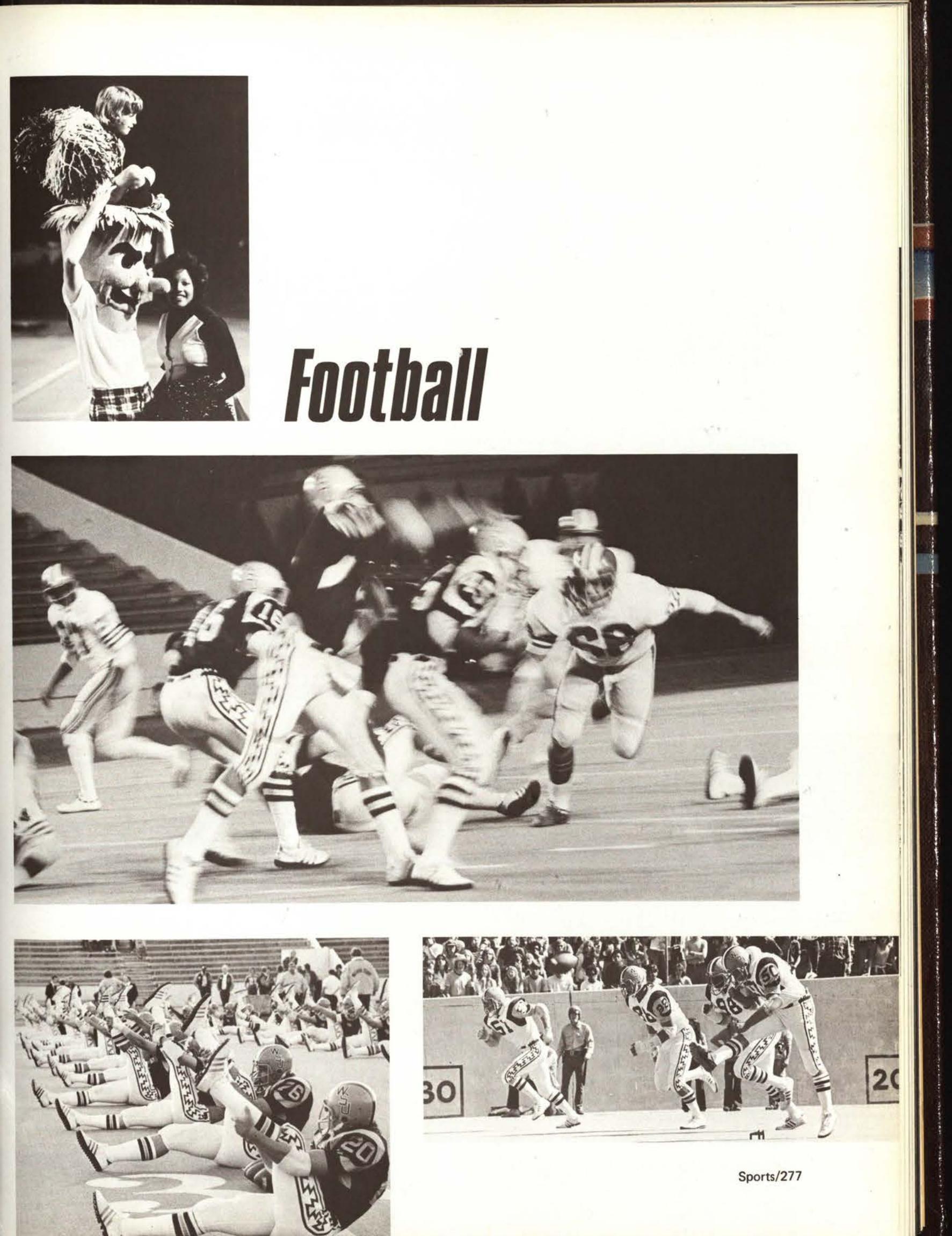
"It was worth it. The travel and people-places we've been, people we've met--made it worth it."

★★★

Nearly all the senior athletes concur with the opinions of Cliff Fanning, Jeanie Hiebert and Doug Yoder--if not for the stated reasons, for reasons of their own. The fact that they fulfilled their terms is proof enough that the experiences of involvement were worth their personal sacrifices. Likewise, their sacrifices over the years were a fair trade for the benefits they reaped.

Hopefully, these seniors will attain the goals in life which they have set. Some may reach professional athletic stardom; others will seek other outlets in life.

But whatever they strive to do, the experiences encountered in intercollegiate athletic participation have offered an education to these men and women never to be learned from a textbook.



# Football

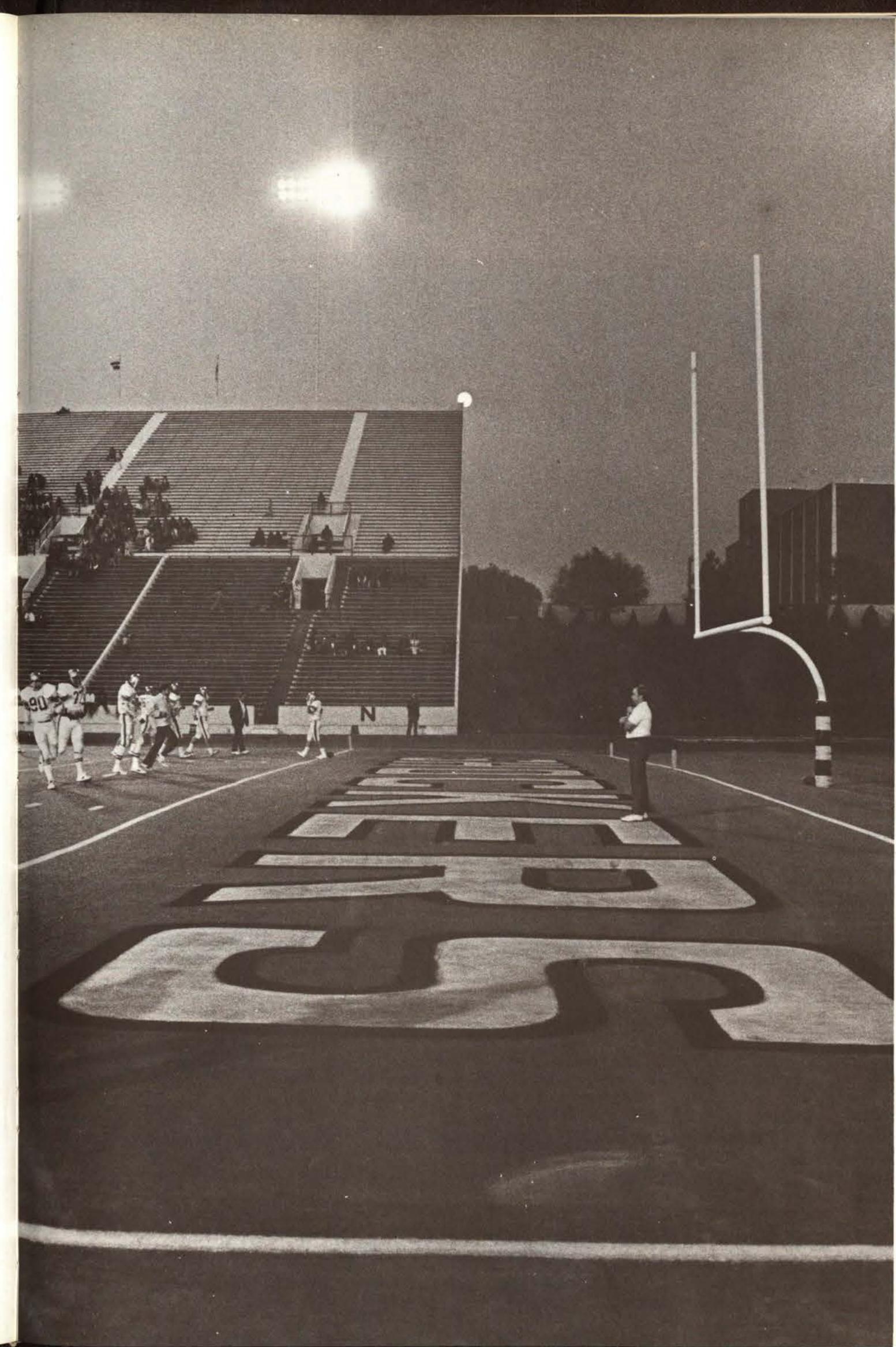
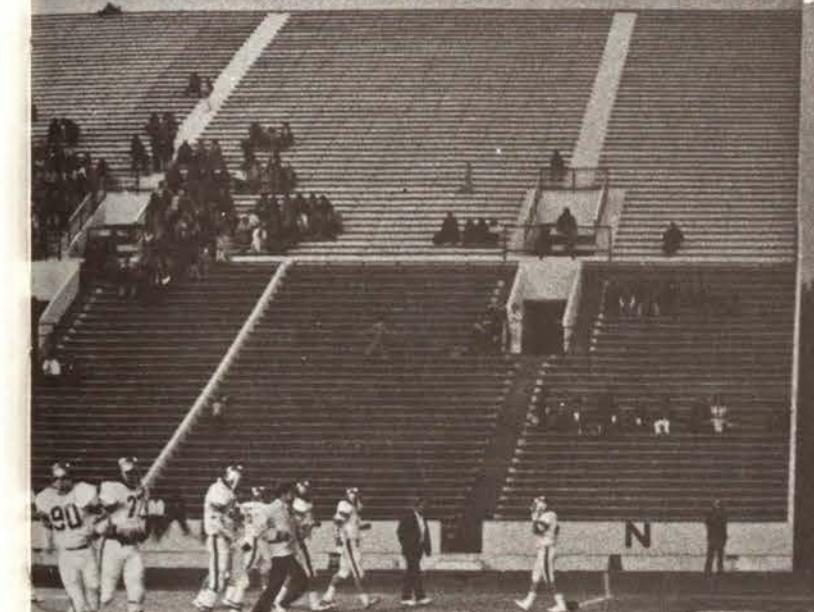
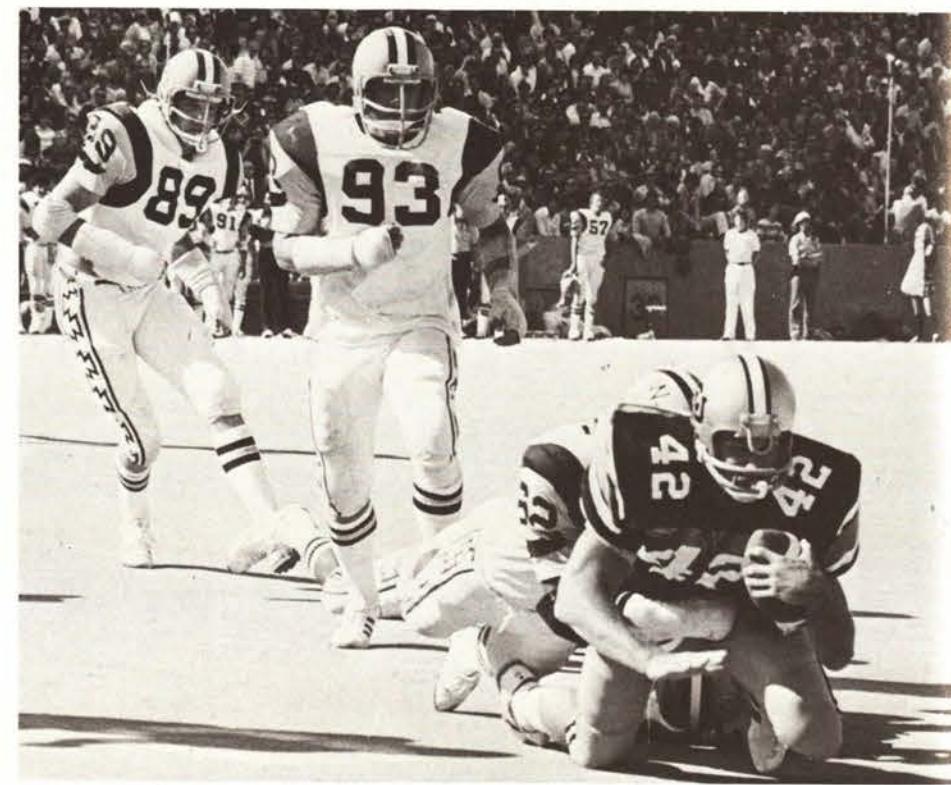
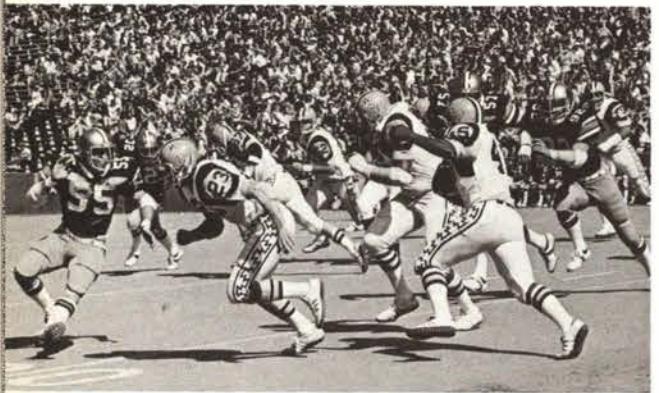
The key thing that football coach Jim Wright was looking for entering his second season at Wichita State was improvement. The Shockers were coming off a dismal 1-9-1 season, so anything would have been viewed as just that—an improvement.

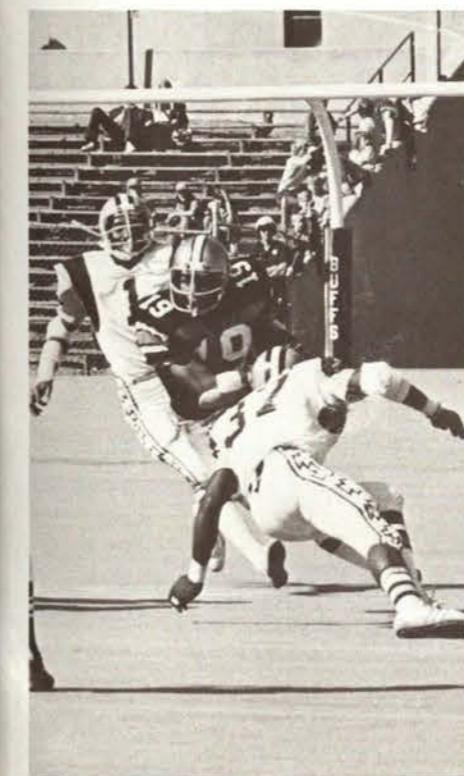
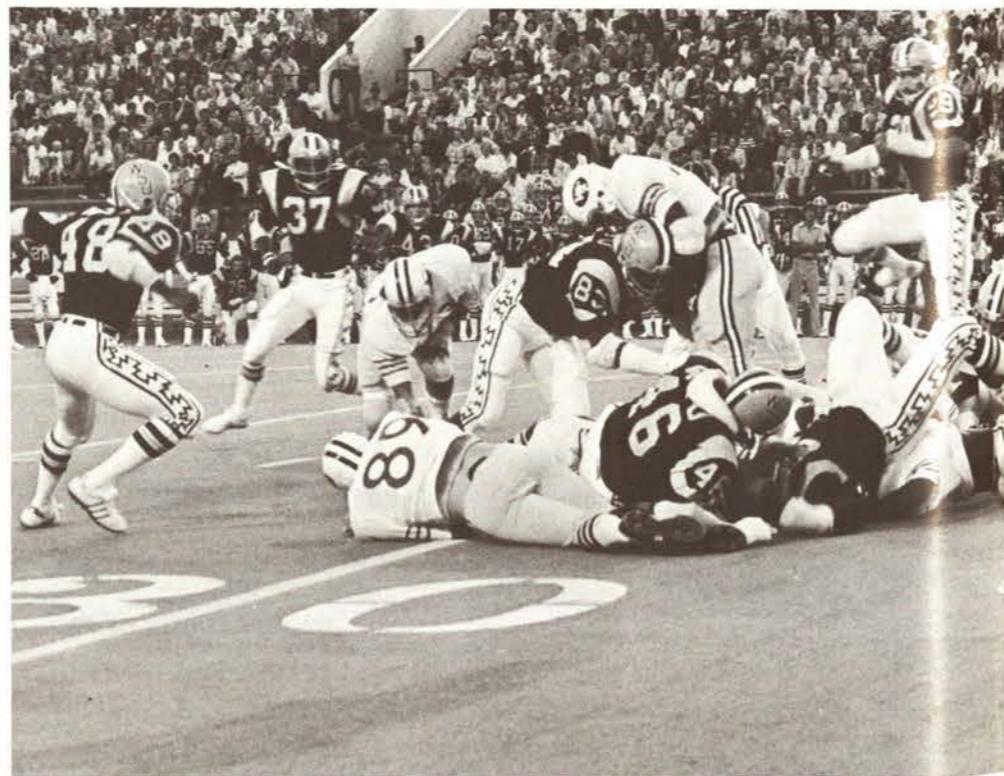
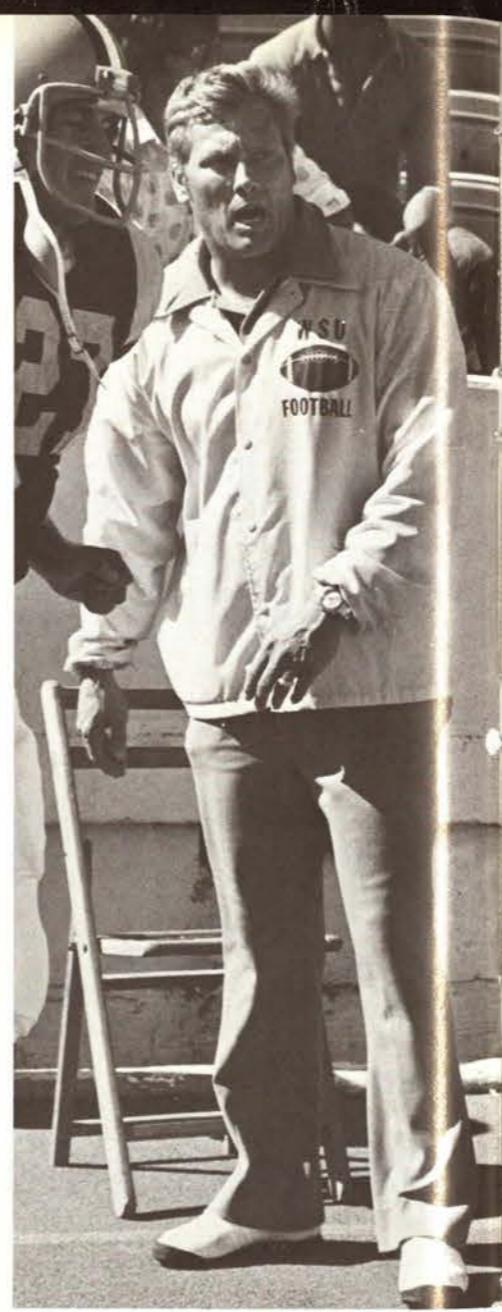
The Shockers compiled a 3 win, 8 loss record in 1975, but certain things pointed to an optimistic outlook for 1976—especially the fact that next year's schedule is Big Eight-free.

The season started with some good news—and some bad news. The good news was an impressive 13-7 upset win over West Texas State at Cessna Stadium before over 20,000 enthusiastic fans. The Shockers forced some key turnovers in the second half following a scoreless first half, and went on to victory. The game featured some fine defensive play by the Shocker backfield, and a 10 for 14 passing game for quarterback Sam Adkins. The Shockers kept the Buffs out of WSU territory for over two plays in the second half.

The bad news on opening night set the tempo for the whole season. The shocks were hit with an injury sieve which refused to let up for the remainder of the season.

Kicking specialist Kent Van Vleet and tight end Bob Cicero were seriously injured and lost for the season. Van Vleet's injury





came on the kick-off following his first-ever field goal, and both he and Cicero were granted another year's eligibility by the Conference.

The Shocks then embarked on what was to be a disastrous three-game swing through the Big Eight. The three road affairs produced the three expected losses, and the Shocks didn't score a single point while giving up 125.

Oklahoma State beat WSU 34-0 in a game in which the Shocker defense played valiantly, but played too much. The following week was just as bad, as they were dumped by Kansas State, 32-0. The third week was the worst--the Shocks took a 52-0 drubbing from Colorado.

Wright said he wanted to win the K-State game, but was glad his team was still in one piece (even though the injury list continued to grow).

"I was hoping to be 'two and two' after four games," he said. "But I think we can still have a good season."

The Shockers turned it around at home the following week against Louisville. With Elbert Williams gaining 127 yards on 24 carries, and Dave Warren playing another outstanding game at linebacker, the Shockers beat the Cardinals 13-10, to move their record to 2-3.

The next weekend brought another home game--and a big one--against New Mexico State. A couple of questionable officials' calls helped the Aggies come back from a 14-0 first-quarter deficit, to take the lead at the half and go on to a

26-24 win. The loss was a crusher for the Shockers.

"We were looking forward to playing Tulsa next week for the conference championship," Wright said.

But Tulsa came to town loaded for bear. The Hurricane blew open a close game in the second half to take home a 41-10 win, and the Shockers were 2-5.

Next was a game the Shockers were supposed to win-a road game against the winless Salukis of Southern Illinois University. SIU was coming off a 52-12 loss to Northern Illinois, but was ready for the Shockers. Despite giving up 423 yards to the Shocks, the Salukis dumped WSU 33-22, and it became apparent the Shockers were in trouble. Word came from Tulsa that Memphis state, WSU's next opponent, had dumped the Hurricane on a last-second field goal.

The Shocker defense played another good game at home against MSU, but the offense didn't score until the last 64 seconds, and Memphis won, 13-7. The record was now 2-7.

Fresno State was next, and the battlin' Bulldogs came to town with an identical 2-7 record. The final home game saw the Shocker offense wake up and the defense play well for a 28-11 victory.

Elbert Williams gained 133 yards on 23 carries against FSU. Warren once again led the defense with 15 tackles.

The home season was over, and all that remained was a road battle with Drake at Des Moines. The Shockers fought back from a 23-point deficit, but dropped a 27-23 decision and ended the season 3-8.

Sam Adkins broke a school record for total offense in the drake game. Sam gained a total of 439 yards, including 329 through the air and 110 on the ground. The performance bettered that of John Eckman's 407 yards, which was gained back in 1966.

So, the season ended with only one win in the last six games, and some disappointment on the part of Shocker fans.

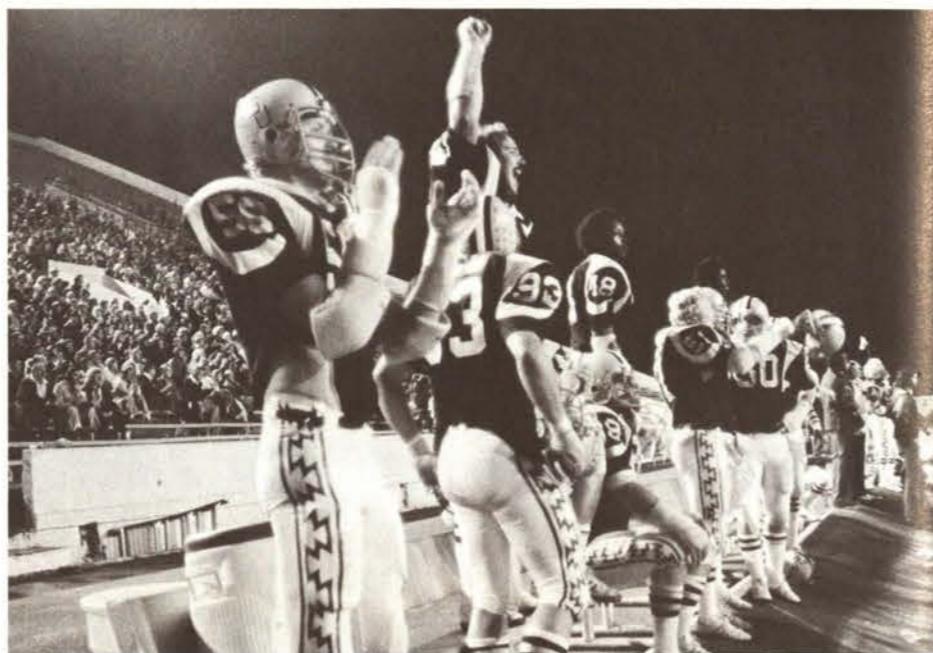
There were some outstanding individuals for the season. Warren led the team in tackles with 139, followed by Ronnie Shuman, with 95. On the defensive line, Willie Smith and Steve Seminoff played well all season, and Mike Landrum did a good job of hitting in the defensive backfield.

Williams gained 635 yards to lead the offense. He was followed by C.J. Peachlyn, who gained 202 yards despite missing the early part of the season with torn thumb ligaments.

Adkins hit on 105 of 207 pass attempts for 1,217 yards, while back-up quarterback Clay Richardson connected on 24 of his 50 attempts. The leading receivers were freshman tight end Tim Blackwell and junior split end Leon Dobbs, with 21 receptions apiece.

Pat Fox took over the punting for Van Vleet and did a commendable job with a 38-yard average. John Blazek did the place-kicking, and chipped in with 25 points.

The Shockers came up with three wins in 1975--two more than the year before. The team lost only 13 players to graduation, and Wright will welcome back the bulk of the team next season. The 1976 schedule is a decent one, and we should see some victories in Shocker Country.



# Womens' Athletics

The old cliche "leaps and bounds" justly describes the growth potential of the Women's Intercollegiate Athletic Department at Wichita State University.

Now in its second year as an organized department, the Women's Athletics program has achieved the long-anticipated recognition and prestige for which it has strived in past years.

Financial allocations for the 1975-76 season reached proportions never before attained, thanks partly to the reallocation of funds voted by the Student Government Association and Wichita State's Student Body by 10 cent per credit hour. This reallocation, plus additional State funding, provided more than \$78,000 to the program, a 50% increase over the previous season.

These additional funds made possible the inclusion of tennis to the roster of competitive sports, as well as a proposed golf program for the near future.

The department has also formed its own sports information outlet, with Jim Myers as its director. Myers, a Business Administration major, has given the program a great boost by keeping area media supplied with brochures, press releases, and general information concerning Women's Intercollegiate Athletics.

Probably the most meaningful "first" for the program this year was the assignment of partial scholarships to several of Wichita State's promising women. But the amount granted for such financial incentives for student athletes is still quite diminutive,

compared to other State schools.

"It's better than nothing," remarked Women's Athletic Director Natasha Fife. "But we still have quite a ways to go before the scholarship situation can be declared 'adequate'."

Fife laments the fact that if Wichita State does not offer more financial incentives to women athletes, the growth of the program will be stunted.

"After all, athletes will sign with the schools offering the scholarships. Without scholarships, how can we attract the many excellent young women athletes of the area to our program?"

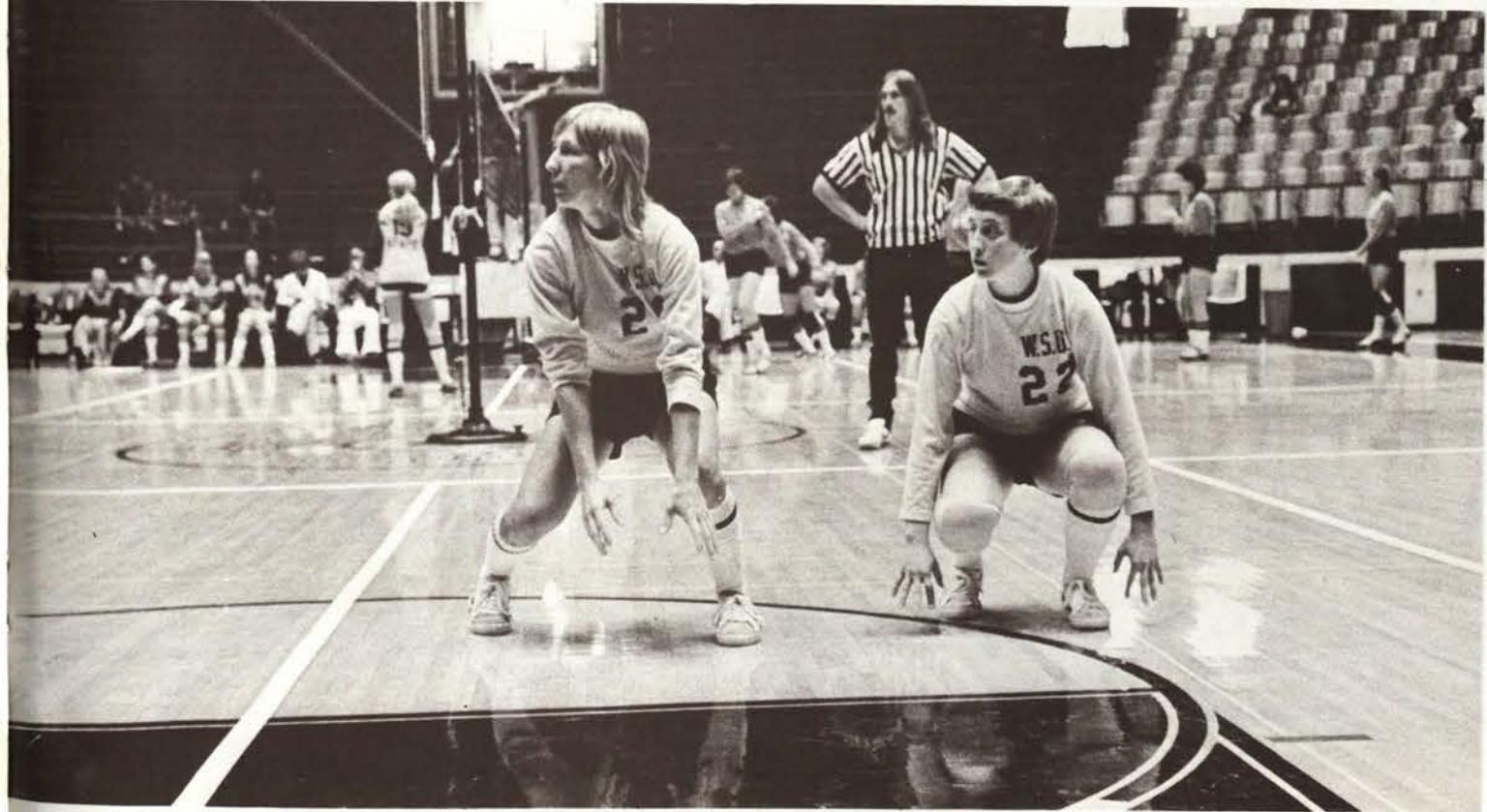
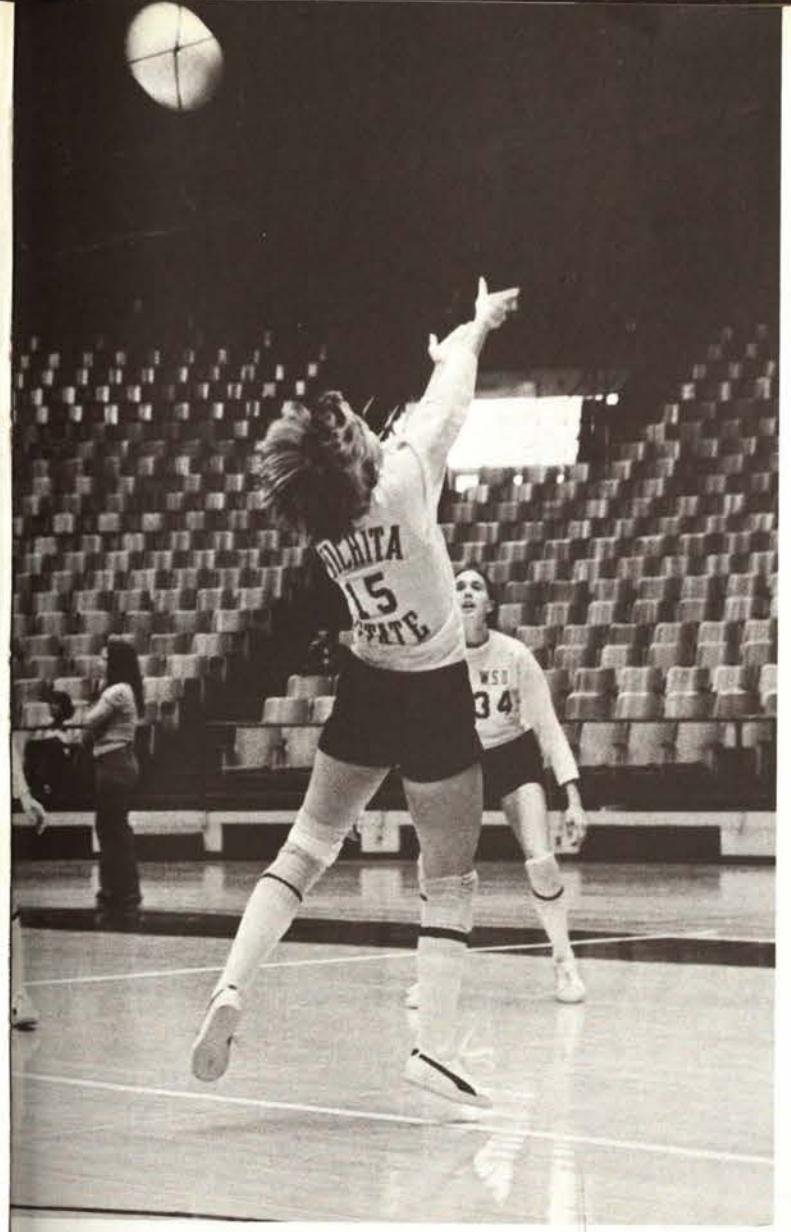
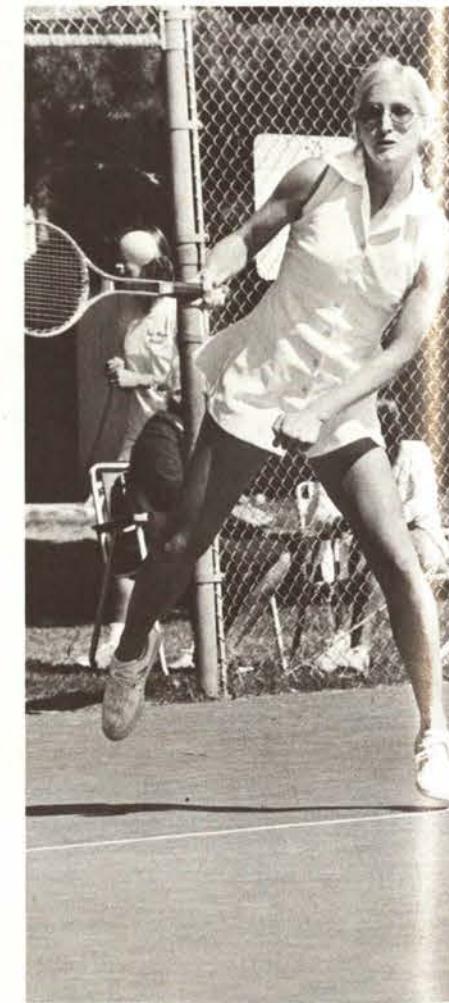
One solution which is under consideration is the development of a fund-raising committee which will recruit public and Alumini sponsors. Hopefully, these sponsors will pledge additional scholarship funds for the program. With such public support, growth within the entire program is virtually unlimited.

The athletes also voted to charge admission to home contests, with proceeds going to the scholarship fund. WSU's many fine teams and their featured performers should continue to stimulate increased attendance, as was proven this season.

Since its genesis as a full-fledged department in 1974, the number of athletes has more than doubled, from 24 participants to over 50. Athletes from all over Kansas and surrounding states are strongly attracted to WSU's strong young program.

Women's Athletics has blossomed at Wichita State.

But only with the interest and financial support of the community to nurture it, will the program continue to grow.



## Fall Competition

As the 1975-76 school year opened in August, two of Wichita State's Women's teams were hard at work, training for their respective upcoming seasons.

The Women's Volleyball and Tennis teams began competing in September.

The Volleyball teams captured third place in the Kansas Women's Intercollegiate Conference this year, posting a 6-7 record.

Lack of previous collegiate experience was cited as the blame for the season's mediocre outcome, as the team was comprised mostly of underclasswomen.

But the Shock Spikers were packed with potential, and more than held their own against the likes of Kansas University, Oklahoma State and other regional volleyball powers.

Among the outstanding performers for the Shockers were Sue Shreffler, Kim Strathe, and Jeannie Hiebert.

With Hiebert being the only senior on the squad, Coach Janet Ciccone expects a full return next year of a fine group of experienced veterans.

The Women's Tennis team, a new addition to Wichita State's array of competitive Women's sports, made an impressive debut in its first season.

The Netwomen compiled a fine 7 win-3 loss record overall, and an untarnished 4-0 slate in dual matches.

Strong performers were all-round athletes Theresa Lahey, Marcie Wiebe and junior college transfer Marguerite Keeley.

As this season's young team was primarily composed of sophomores and juniors, Coach Mary Ellen Warren will welcome back a strong group to carry on the winning tradition next year.

# Cross Country

Wichita State's Cross Country dynasty reigned once again this year, as the Shocker distance running kings captured their fifth consecutive Missouri Valley Conference title.

Led by Junior College All-American transfer Jim Gifford, the young Shocker squad squelched all "doubting Thomas" rumors which hinted of their subordinance in the Valley race this year.

The 1975-76 team was depicted by Coach Herm Wilson as "a tight squad." This tightness spawned the joint team effort which, reinforced by pride and infectious enthusiasm, ultimately captured the record fifth crown.

"That's the way cross country should be run!" exclaimed Wilson of his winning conglomerate. Five of the seven Shocker runners were among the top ten in the five-mile race. Gifford sparked the effort with fifth place, followed by Bob Christenson, sixth, Dean Hageman, seventh, Pete Orozco, eighth, and Kendall Smith, tenth, for 36 points. Completing the Shocker delegation were team captain Steve Shadd, 11th, and Alton Davis, 19th.

Drake's Boyd Nansel was the first place finisher, pacing his

team to 53-point second place tie with host Southern Illinois University, while pre-meet favorite Joe Tiony, the sophomore streak from Kenya performing for West Texas State, was crowded back to ninth place.

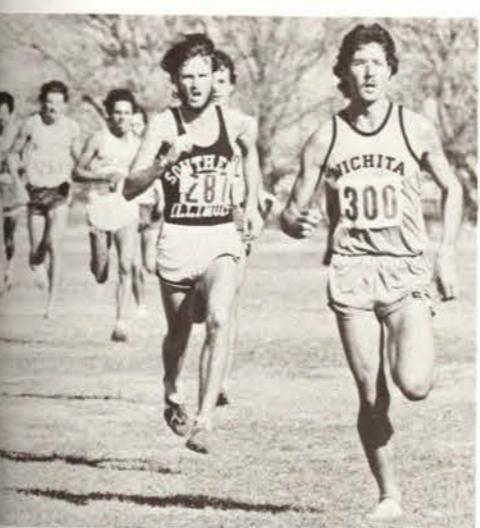
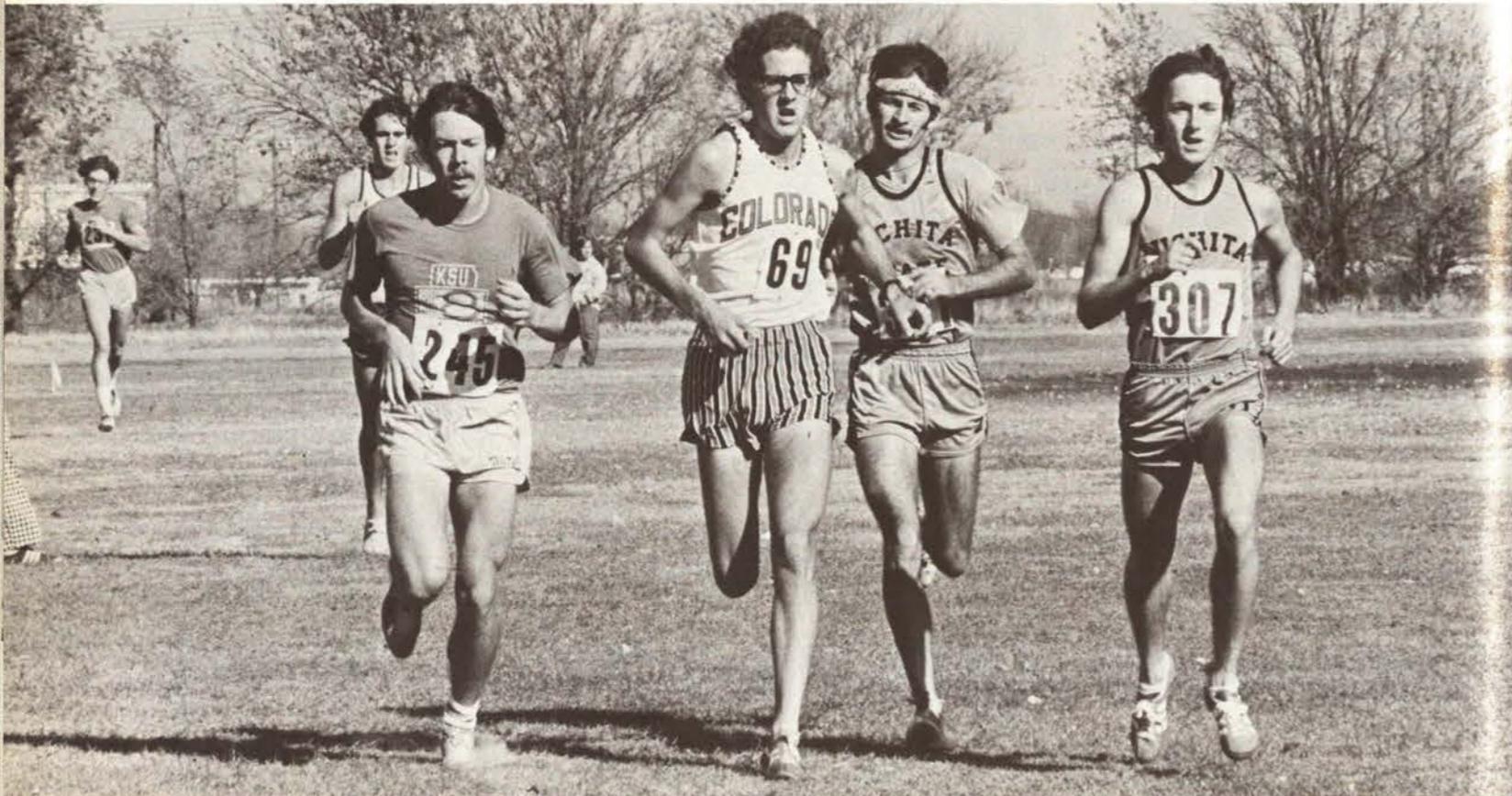
Bradley University and West Texas State closed out the Valley representation with 105 and 123 points, respectively.

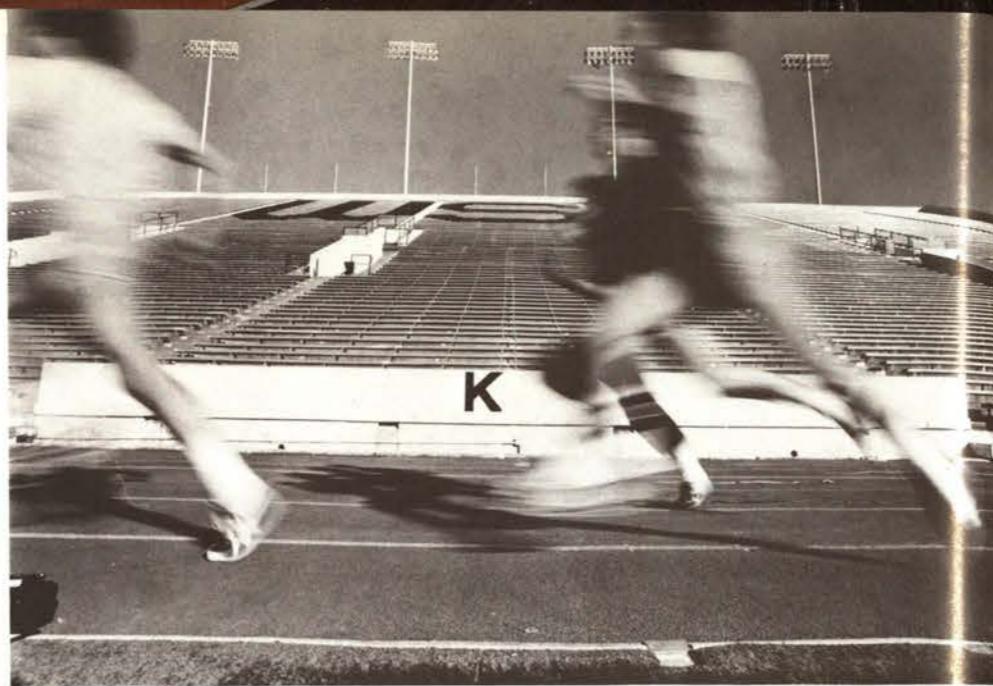
Throughout the valiant season, the Shockers competed with the likes of intra-state powers Kansas State and Kansas, in the annual Gold Classic race. Both Big-Eight rivals revenged a 1974 Wichita State victory by collaborating against the Shocks for first and second places. Wichita State, once again led by Gifford, was elbowed back to third place.

Wichita State competed against other regional powers in the NCAA Regional District Five meet in mid-November. The competition served as a "practice session" for the NCAA Championships, for which the Shockers had already qualified. The Shocks finished fourth in the relaxed run, behind Colorado, Iowa State, and Oklahoma State.

The Shocker runners then closed the 1975 season one week later with a somewhat disappointing 26th place finish in the NCAA Championships.

But with the entire Valley Championship squad returning next year, augmented by one year's maturity and a whole slew of talented underclassmen, the "power potential" of the 1976 Shockers is eminent once again for Title Number Six!





## Track

Track is one of those Olympic sports which hits its height of popularity every four years and is all but forgotten for the three in between.

The smile on WSU Coach Herm Wilson's face all spring has been living testimony that 1976 is one of those Olympic years.

Wilson has had more to smile about this spring than just the burst of popularity to his favorite sport. His Shockers have developed into one of the toughest teams in the Missouri Valley Conference, challenging last year's newcomer powerhouse Southern Illinois for indoor and outdoor titles.

In addition, Wilson has had the pleasure of watching several of his current and former Shockers work their ways into challenging positions for the U.S. Olympic Trials.

Excellence in track is not a new thing for Wichita State. In the past, Shockers track strength has come largely from Wilson's covey of fine distance runners. His squads have won the MoVal cross country title for the past five years straight, a conference record. In addition, WSU's two recent All-Americans, Alan Walker in 1972 and Randy Smith in 1975, were both distance runners.

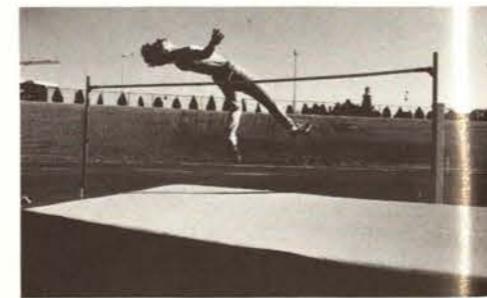
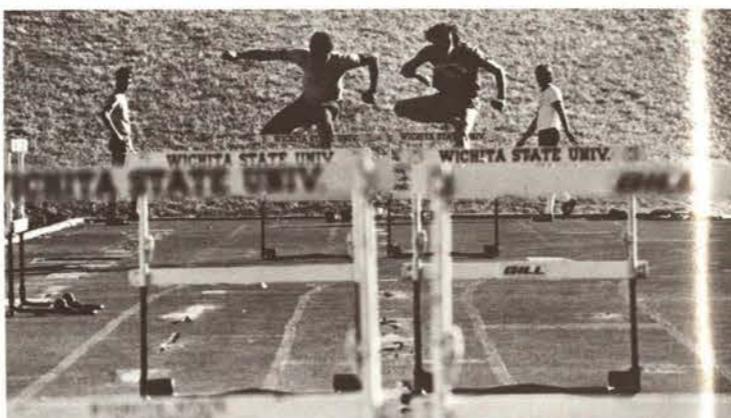
However, in recent years, Wilson has added a shot of fine quarter milers to round out the power of his squads and the result has been a team that can run on the same track with anyone in the Midwest.

Along with his distance runners and quarter milers, Wilson has individuals with great potential in nearly every other event, some of which reached excellence in 1976.

But it being an Olympic year, the competition across the nation has been fierce this spring. Wilson's troops have faced one of the toughest schedules ever by a Shocker squad.

After a brutal indoor season which saw the Shocks post a 7-3 regular season record with losses only to Big Eight powers, Kansas, Kansas State and Missouri and big wins over teams like Arkansas and Oklahoma State, the Shockers headed outdoors.

There they met once again with indoor rivals, facing Oklahoma



State in their first meet in a triangular at Stillwater with the University of Old Mexico.

"The competition with Old Mexico was a good experience for our squad," noted Wilson, "Especially in an Olympic year, I hope we can travel south in future years to continue such international competition."

From Stillwater the Shocks went on the relay circuit, traveling to the Arkansas Relays in late March and the Texas Relays in early April, and then returning home for our own WSU Relays April 8-10. Next they went back on the road for the Kansas Relays in Lawrence and the Drake Relays in Des Moines.

As school rounds out, the Shockers face the MVC Championships in Canyon, Tex., the USTFF Championships in Wichita, and the NCAA National meet June 3-5 in the Bicentennial City, Philadelphia, Pa.

And for those Shockers who have steadily improved and proved themselves, and perhaps for former Shocks Walker and Smith, there are the Olympic Trials at the end of June in the track capital of the U.S., Eugene, Oregon.

The women's gymnastics team overcame a couple of tough restrictions in a valiant effort this season.

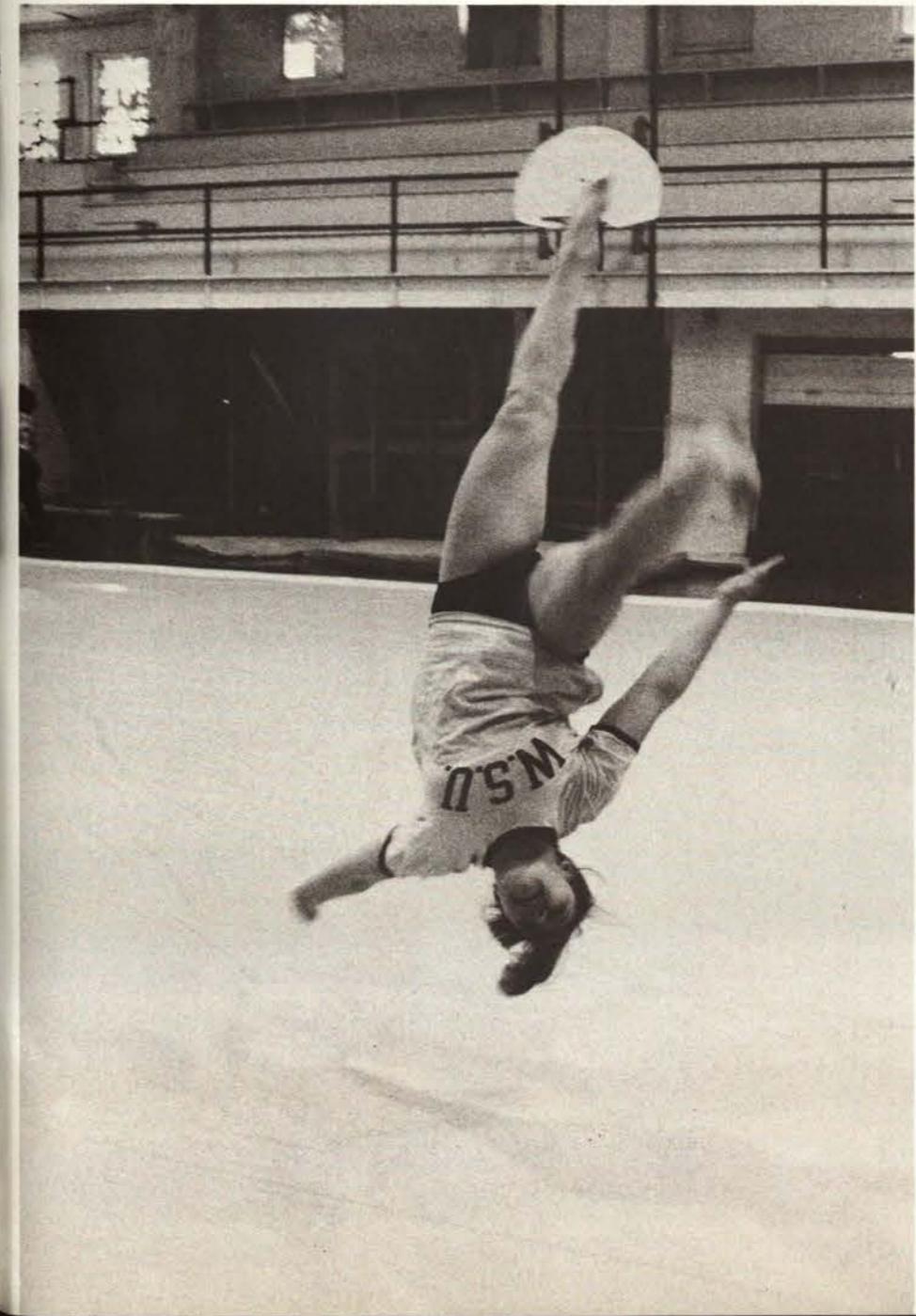
As with most of the women's teams this year, the squad was comprised of only a handful of athletes--six, to be exact. Three were veterans from last year's squad, the other three were relatively inexperienced at college-level gymnastic competition.

The chances for a more stellar showing were also hampered by a loss of personnel from the previous season--specifically, Pam Goodman, last year's AIAW Nationals contestant, who transferred to a full-scholarship university.

Pam Tatro and Candy Ward were the highlighted performers on coach Mary Ellen Warren's squad this year. Tatro's specialties included free exercise and balance beam; Ward participated on the parallel bars and all-around free style. Another good performer was Carol Kroening, who was hampered early by injuries but came around later in the season.

The team was scheduled to compete in eight midwestern meets this season, an extension of last year's shorter schedule.

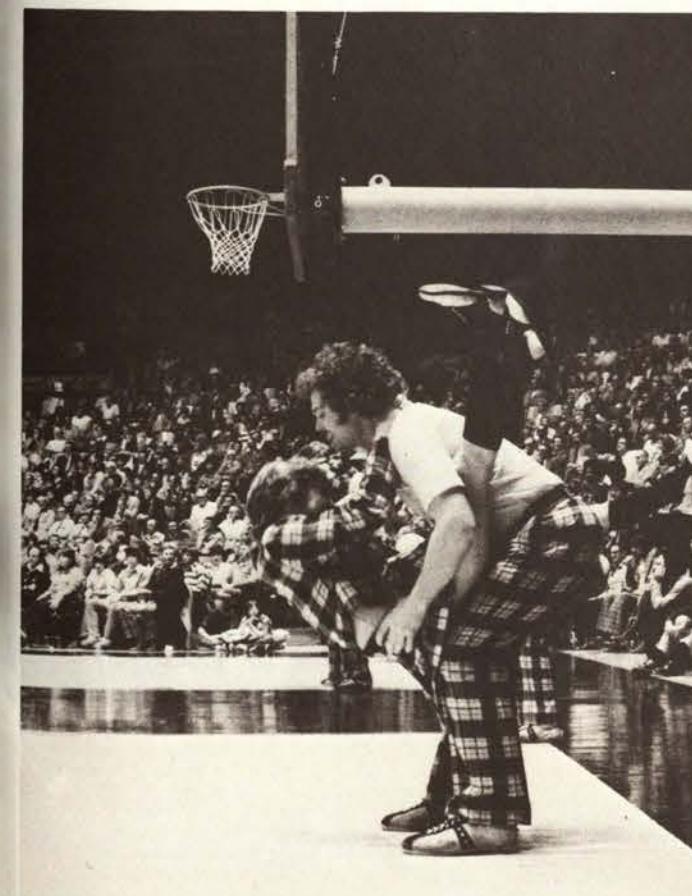
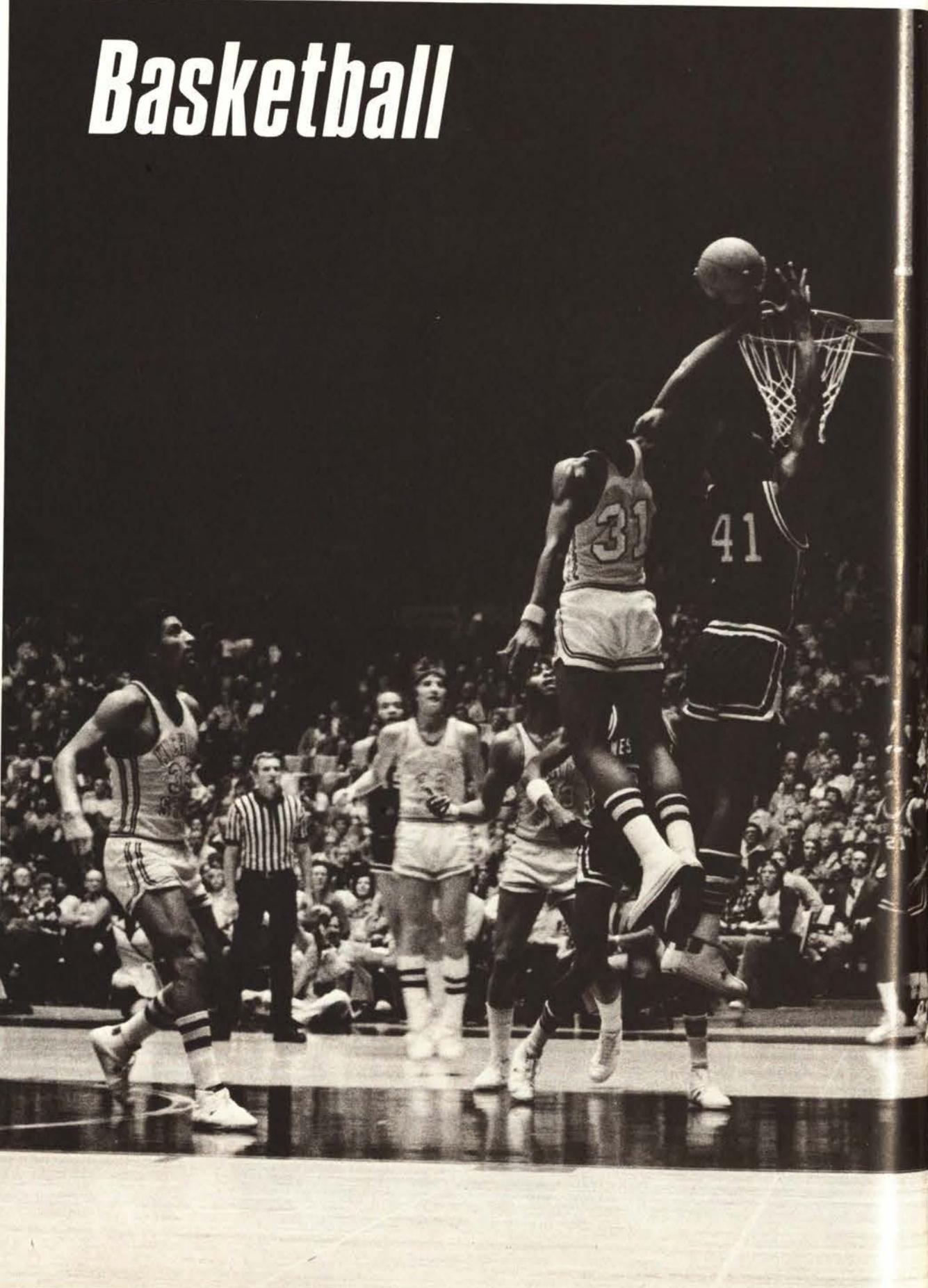
As with virtually all the women's teams this year, the gymnastics team was young, but ambitious. A year of maturity promises the fulfillment of their fine potential--a potential as great as that of the program they represent.



## Gymnastics



# Basketball



The perennial cries, whispers and pleas of "wait until next year" finally materialized from a nebulous cloud of hope to a shower of success for the Wichita State basketball team this past season.

And, as the saying goes, when it rains--it pours.

The Shockers garnered first place in the Missouri Valley Conference--an achievement which took a long 11 years(1965) to repeat. Dwarfed, by comparison, was the fact that it was the first winning season since 1971-72, coach Harry Miller's first year here.

WSU opened the promising season with a trio of easy home victories--107-65 over the University of Wisconsin-Milwaukee, 109-62 against Morningside College, and 96-62 past Eastern Michigan.

There were many questions answered in those first three showings--one of those "answers" was 6-foot-5 freshman Lynbert Johnson, who inherited one of the starting spots in lieu of injured senior forward Robert Gray.

Johnson--"Cheese," as the throngs grew to know and adore him--stepped into position with three consecutive double-figure

scoring endeavors in those home showings.

A potentially perfect ball player, Cheese developed in poise as the season progressed and retained his starting berth. For the season, the highly touted New Yorker(often called "Velveeta" for his smoothness) was worth 10 points and 7 rebounds per game.

The Shockers departed on the initial road engagement of the season in mid-December -first to Long Beach, California, where the 49ers nipped the Shocks 58-55 in the final seconds of play; then on to Memphis State, for an even tougher 75-68 defeat. The pair of losses was to set the general precedent for subsequent "alien territory" battles.

WSU contributed to the 20th anniversary celebration of Henry Levitt Arena with a spectacular 65-60 victory over Oklahoma University. Robert Elmore and Robert Gray led the Shockers' scoring attack with 20 and 16 points, respectively, but it was another freshman- 6-foot-3 starting guard Bob Trogele-who captured the spotlight (and the game) with a key steal and four quick points in the final minute of the contest. Trogele, too, matured throughout the season, and tallied nearly ten points per game. Equally important were his matter-of-fact ball-handling and defensive tactics-Trogele was second in assists and steals for the season, behind backcourt mate Calvin Bruton.

Another road loss was the result of a trip to Omaha against Creighton. Again, the final minutes of action revealed the ultimate outcome-CU-77, WSU-71.

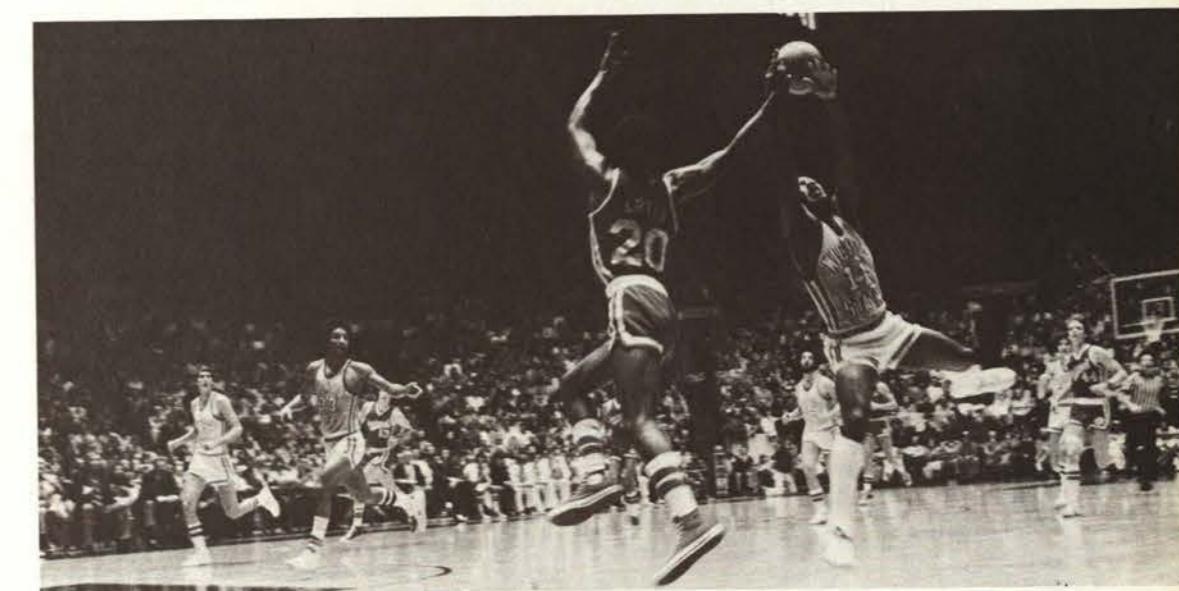
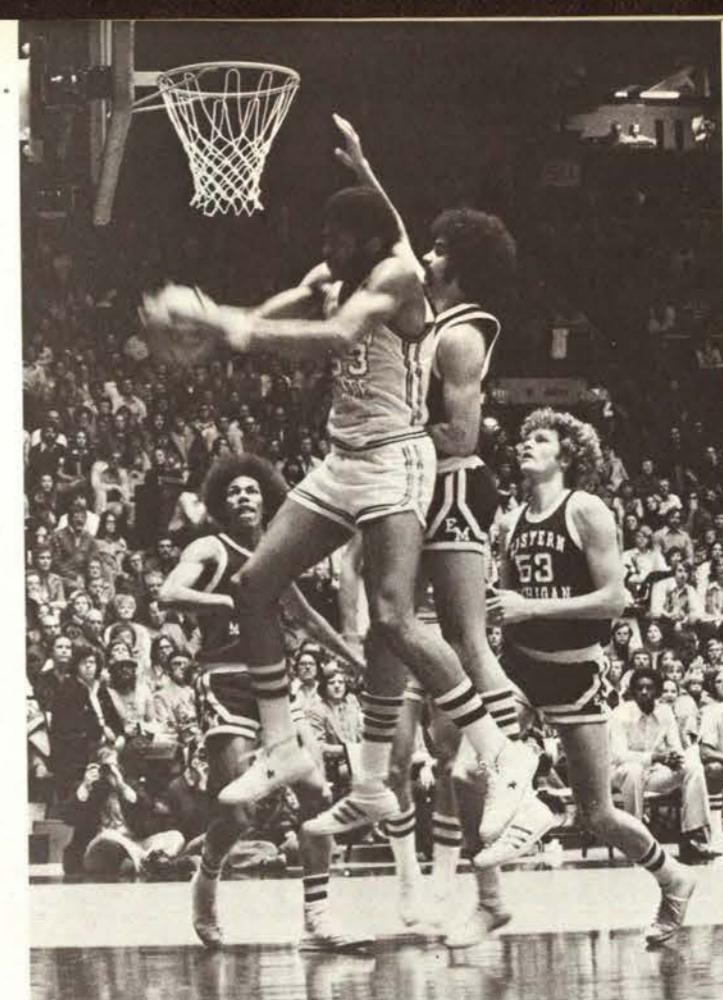
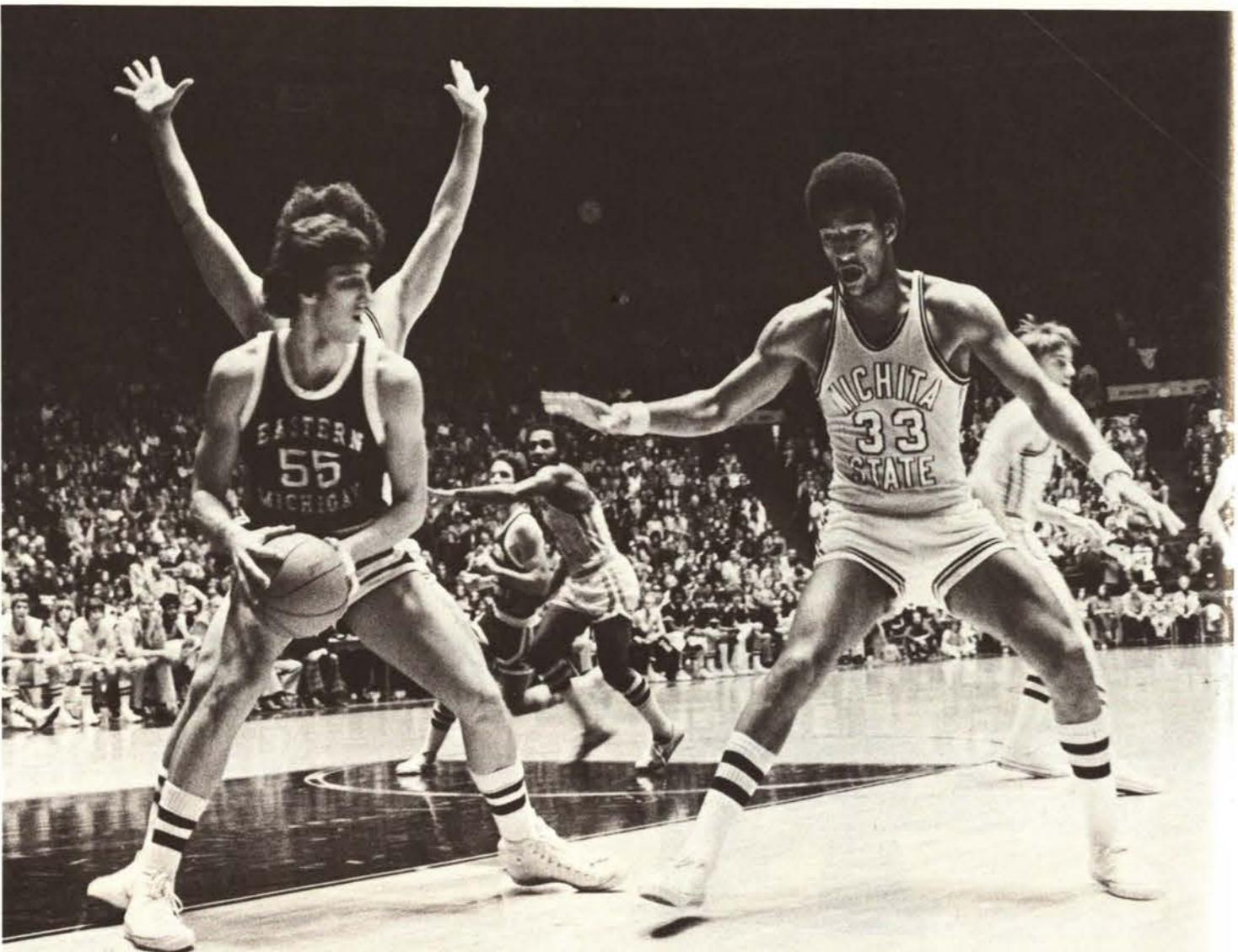
No sooner home again for an 84-65 win over Texas Christian University and a change of clothes, the Shockers were off to New Mexico for an eight-day "business and pleasure" stint.

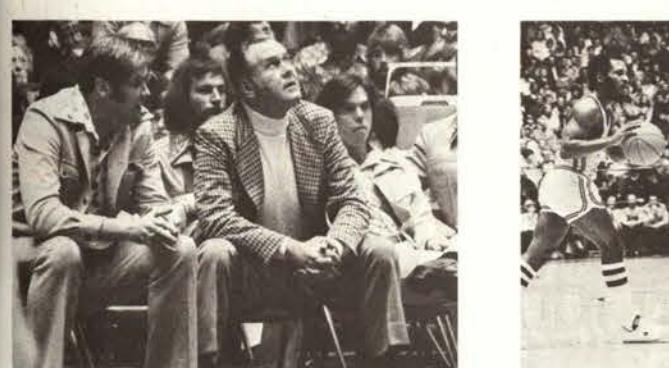
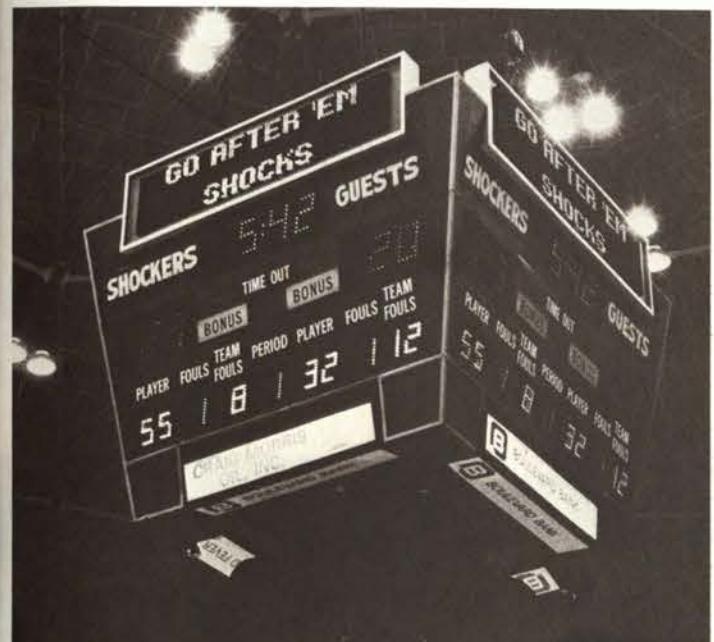
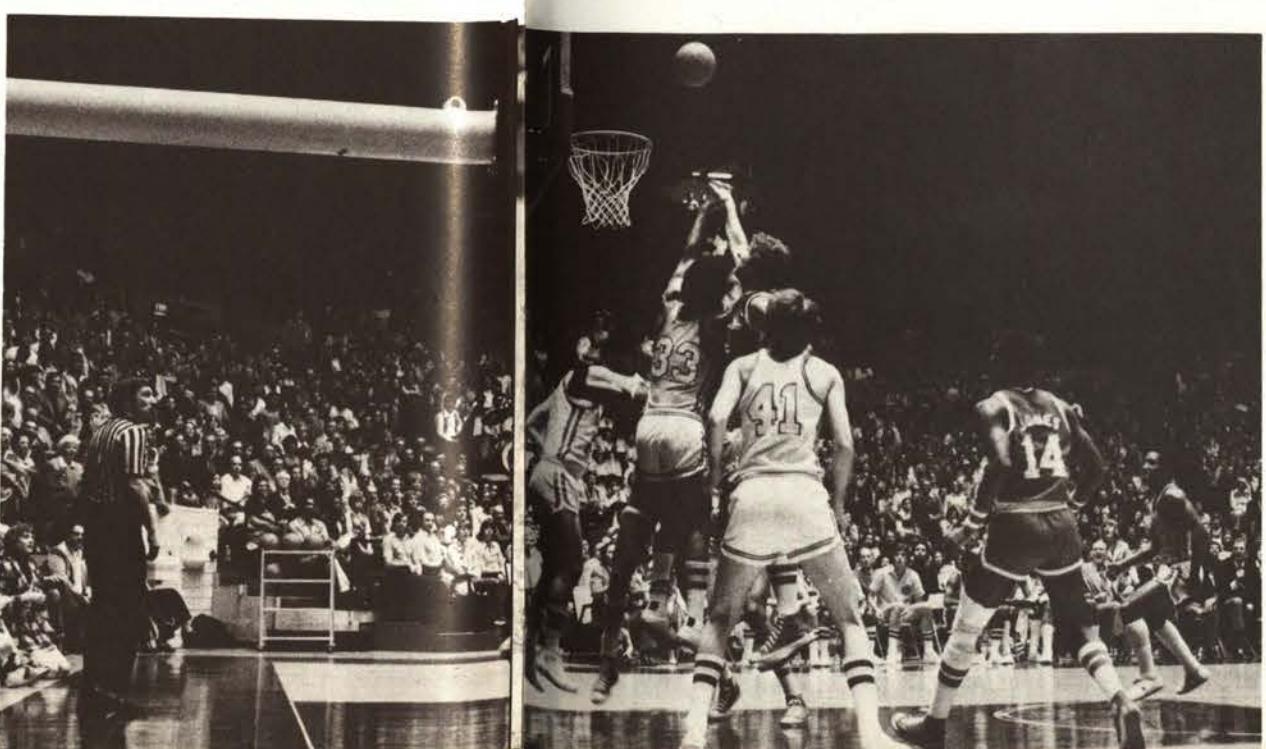
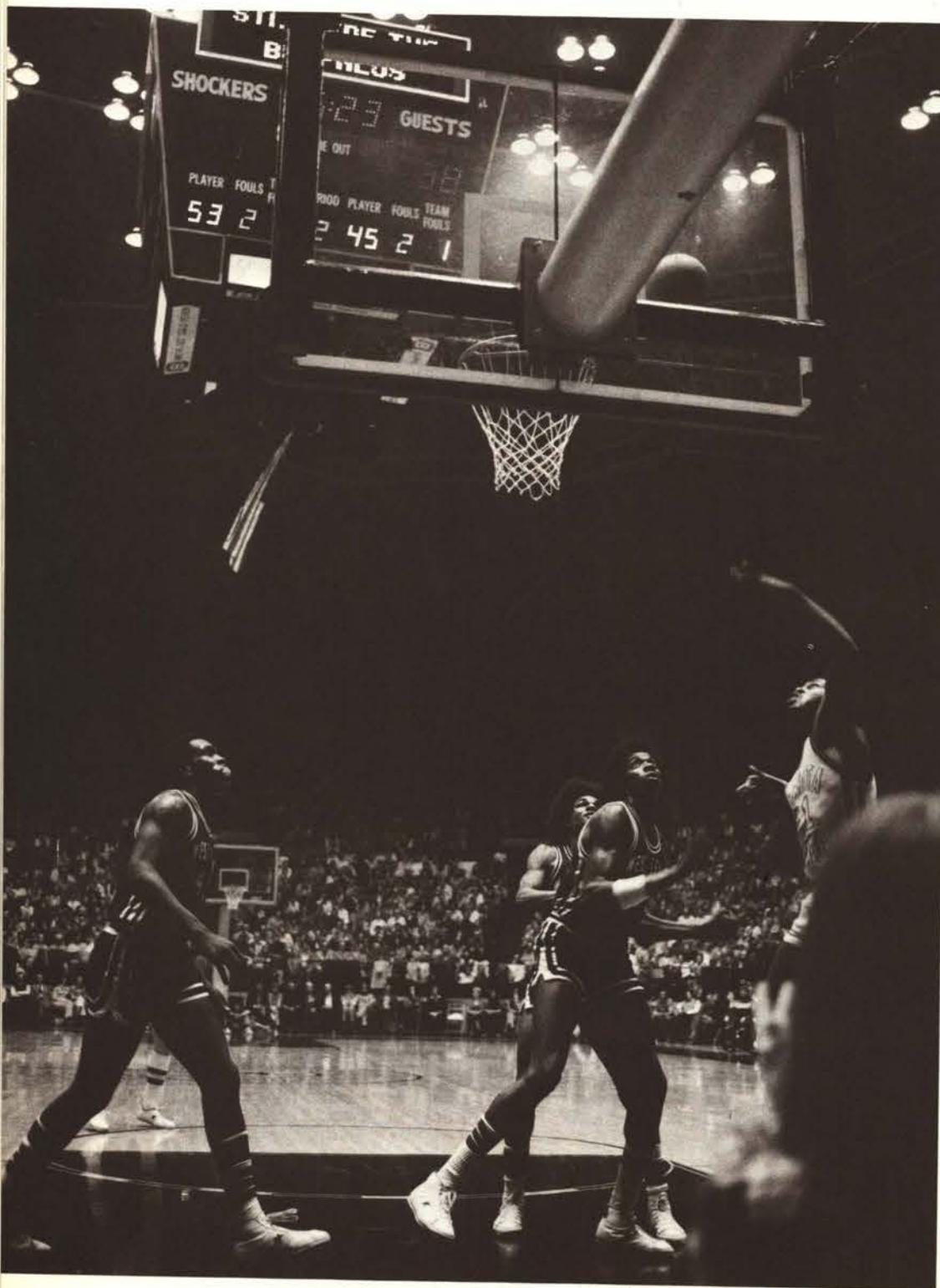
WSU dropped a pair of disappointers in Lobo Invitational Tournament in Albuquerque, for last place, losing first to the

California Golden Bears (75-68), then to the hosting New Mexico University Lobos in the consolation tilt, 86-80. But the pleasure part came at New Mexico State in Las Cruces, when the Shockers broke the road jinx-and embarked on the tough but glittery road toward the Conference throne-with a 70-61 win over the Aggies. Bruton led in scoring with 17 points, while Gray, Doug Yoder, Trogele, and Charles Brent added 10 each.

Brent was another of the four freshmen rookies who saw considerable action in his first season. A lightning-quick "perpetual motion machine," it was often rumored around the Shocker camp that "Charlie just burned out another pair of shoes." Brent was somewhat hampered early in the season by a hairline collarbone fracture sustained in practice ("It didn't even hurt") which sidelined him for three weeks. The NMSU effort marked the spontaneous comeback of the 6-foot-4 swingman for Camden, New Jersey.

The Shockers returned home to revenge the earlier loss to Memphis State, this time squeezing the Tigers 81-70. Trogele held





MSU's Bill Cook, whom Bob refers to as "one of the best," to 11 points--half his average. Trogele, himself, tallied 13; equally stellar in this contest were Gray and Elmore. Gray hit a career high of 24 points, while Elmore chipped in 19.

Gray was the "attitudinal strength" behind the Shocks this year. It seems as though when "Bird" was up, the whole team was affected likewise. In his two seasons at WSU, Gray helped mold the Shockers potential into a high-caliber ball club, leading in scoring with better than 13 points per game.

WSU fell to the hosting Southern Illinois Salukis, a team which chased the Shocks mercilessly to the top of the Valley rankings, in the two teams' first encounter in January. Of the tight 61-59 contest, Miller said, "From now on it's either feast or famine--we're either going to win this conference or wind up in the bottom."

But that conference loss was quickly balanced with another win, this time over Tulsa (75-71) in Wichita, senior Neil Strom gunned for 17 points in his few minutes of action, a typical performance from the reliable center.

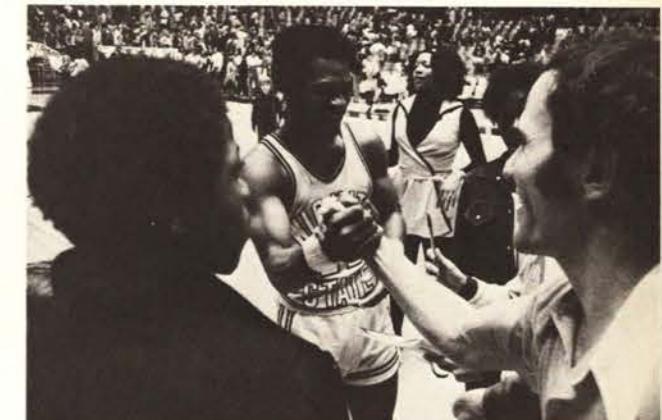
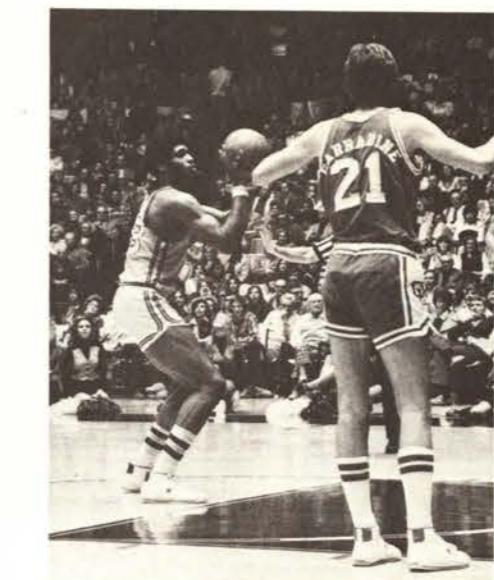
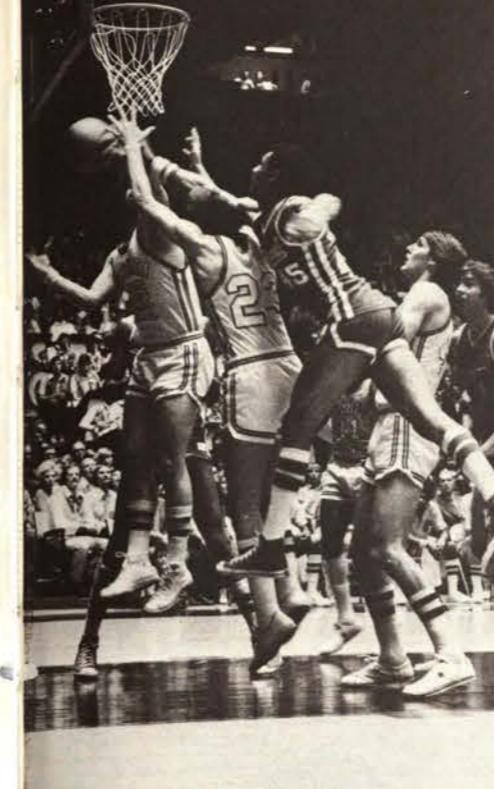
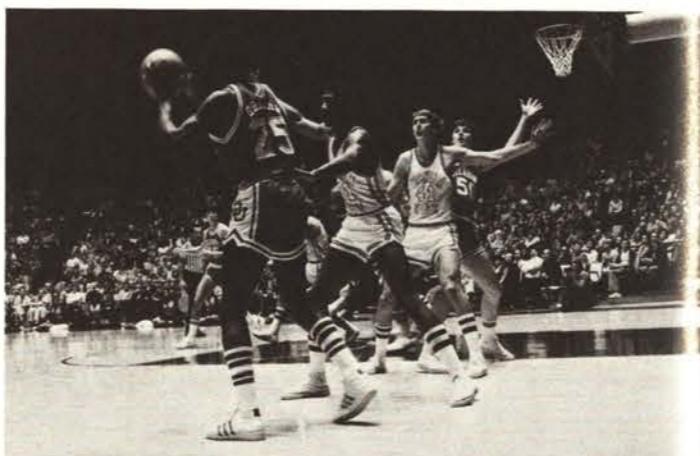
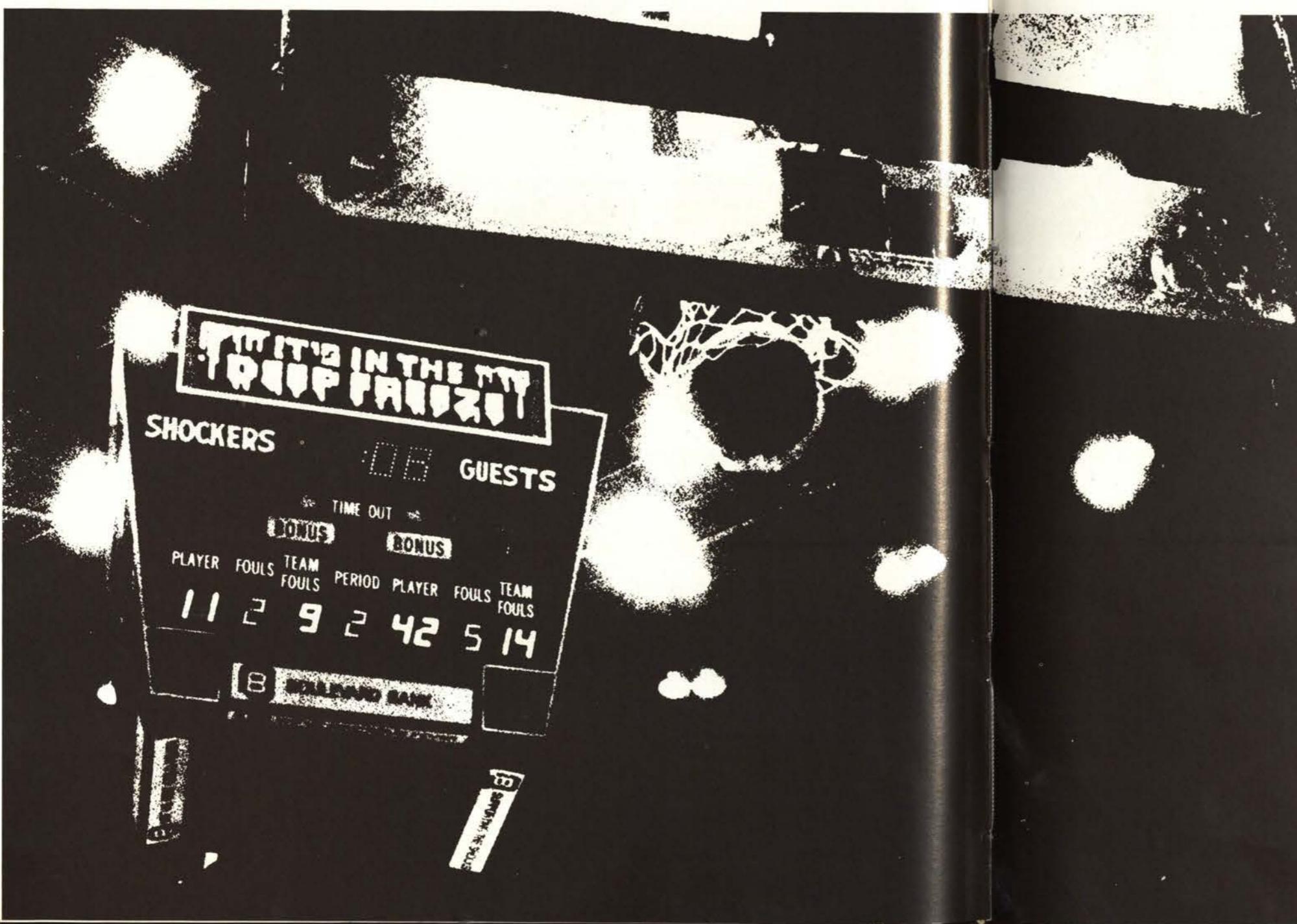
A departure from conference action handed the Shockers back-to-back losses from Metro Six foes Louisville and Cincinnati. The Cardinals squirmed past WSU 56-52 in a breathlessly close contest in Louisville. The nationally ranked Cincinnati Bearcats defeated WSU 92-85 in overtime, for the only loss in Henry Levitt Arena this season.

The Shockers then got down to real business as the meatiest block of conference action commenced with West Texas State, another strong title contender. With a 63-55 decision over WTS, WSU began a string of seven straight wins. Against the Buffaloes, Robert Elmore gave a superb performance of 16 points and 13 rebounds. "Mo" caught fire in the latter half of the season, especially, to spark the Shockers' board power. The 6-foot-10 center developed in poise and stamina in his second full season of college ball, and proved to be one of the finest big men in the country.

The real battle for the Valley title began as the Shocks clinched a third of the crown via a 78-70 victory over the visiting New Mexico State Aggies. Johnson was again the scoring leader with 14 points, while Gray and Trogele added a dozen apiece. Sid Ford, a 6-foot junior from Wichita, came off the bench to relieve Bruton in the point-guard position. Ford and fellow Wichitan Edwin Southern were called on frequently, and contributed 100 per cent effort in the Shocker cause.

The Shockers first gained sole possession of the Valley lead--at least, for awhile--with an 84-71 win over Bradley. Two days later, Calvin Bruton clinched the 70-61 domination over Tulsa in Fairgrounds Pavilion with his heroics and a rare six-point play (resulting from a series of technical fouls assessed the Tulsa bench).

"Cal"--the 5-foot-9 floor general and four-year starting guard--was once again the rallying force behind the Shocks this season. Throughout the season, he climbed the all-time Shocker scoring ladder, all the while commanding the game strategy.



igniting the fast break and prodding his teammates faithfully.

It was Bruton, again, who supplied the winning points in the most crucial Valley battle of the season against Southern Illinois. The visiting Salukis gave a tough fight in the 65-64 verdict, but their final efforts were thwarted when Doug Yoder heaved down the rebound from a Saluki miss.

Yoder, regarded as the best defensive forward in the Valley, was justly honored by Shocker fans as the defensive player of the year. He was relied on heavily to add to the board strength this season.

Against Drake, Robert Elmore supplied the punch for the Shockers with a brilliant 28-point, 18-rebound performance. Gray compiled 16 points, all in the first half, while Bruton tallied 15 and Trogele, 12.

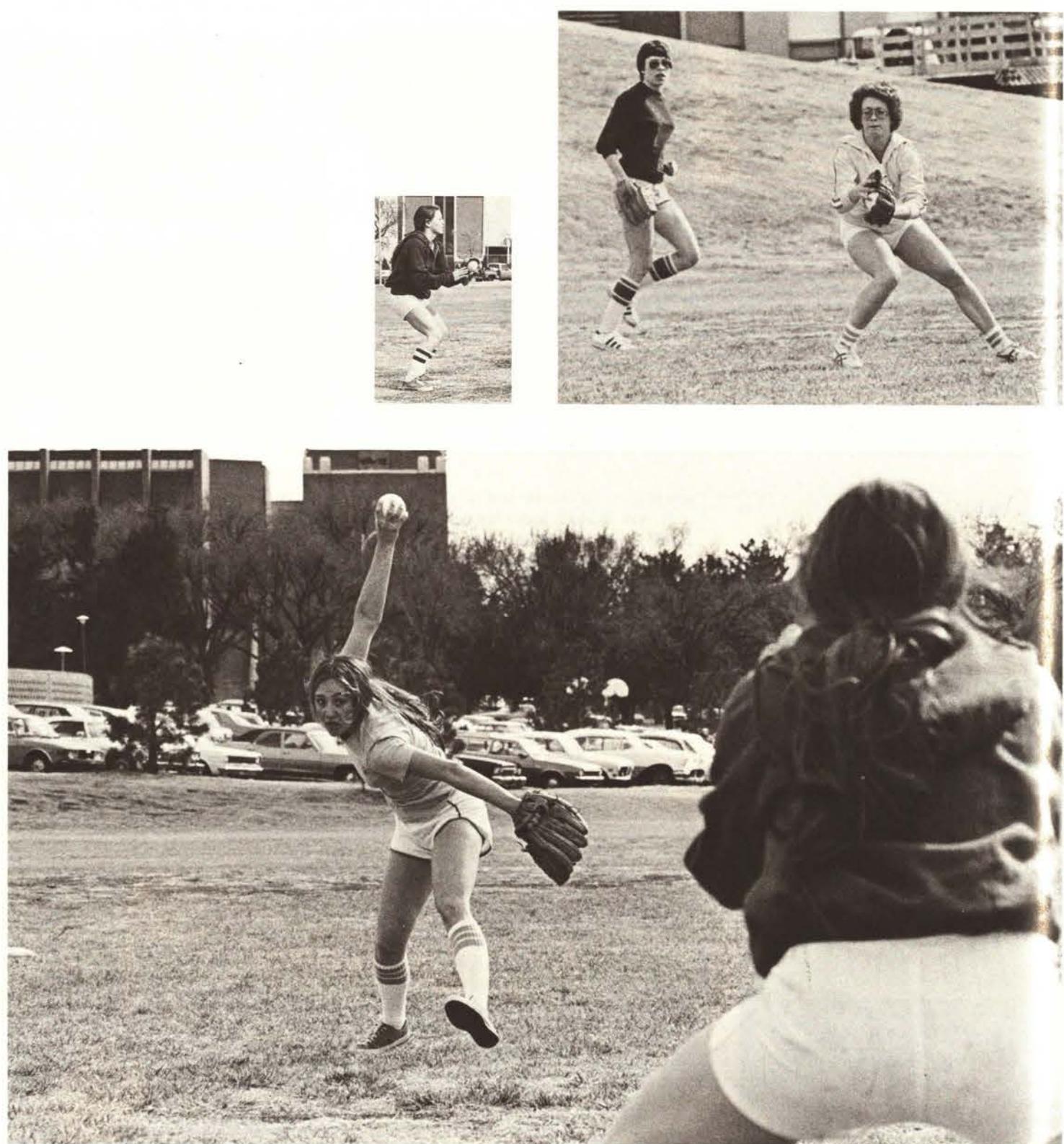
The toughest part of conference action came on the road, and West Texas State was no exception. The Buffs' 69-62 revenge over WSU was a rekindling of their title hopes in the three-way battle which smoldered to the very end.

The Shocker's final home game against Louisville was a honey-sweet victory, especially for the heralded seniors. For the first time in nine years, WSU swept past the Cardinals in overtime 78-74, revenging the earlier loss, and ending the Shocks' subordination to the 15th-ranked Cards.

The four seniors—Gray, Yoder, Bruton and Jim McCullough—were particularly overwhelmed by the fact that they had finally thwarted the Cards' dominance over the years. The win was as good as the whole season, and set the momentum for the final Valley tests.

There is no earthly inclination as to how far the Shockers can go next year. Despite their youth, the freshman rookies of today have rapidly snowballed into the powerful veterans of tomorrow. Steve Kalocinski, who saw considerable action relieving Elmore toward the end of the season upon Neil Strom's departure from the squad, will offer potent and reliable strength at the center position. Dave Przybylo, another freshman guard who returned to Wichita in the spring after withdrawing from the team before the season began, will also add thrust to the Shocker power.

Old habits are tough to break—thousands of voices throughout Shocker country are, once again, uttering "wait until next year." But somehow, the nuance is different. There is something ominous about those words: the apology of yesteryear is gone. In its place is the blazing and proud proclamation of a dynastic future.



# Softball

Nineteen athletes, predominantly freshman rookies, comprised Wichita State's promising women's softball team this year.

Coached by Sue Bair, the Shockers were predicted to offer quite a challenge in the Big Four conference, despite their youth.

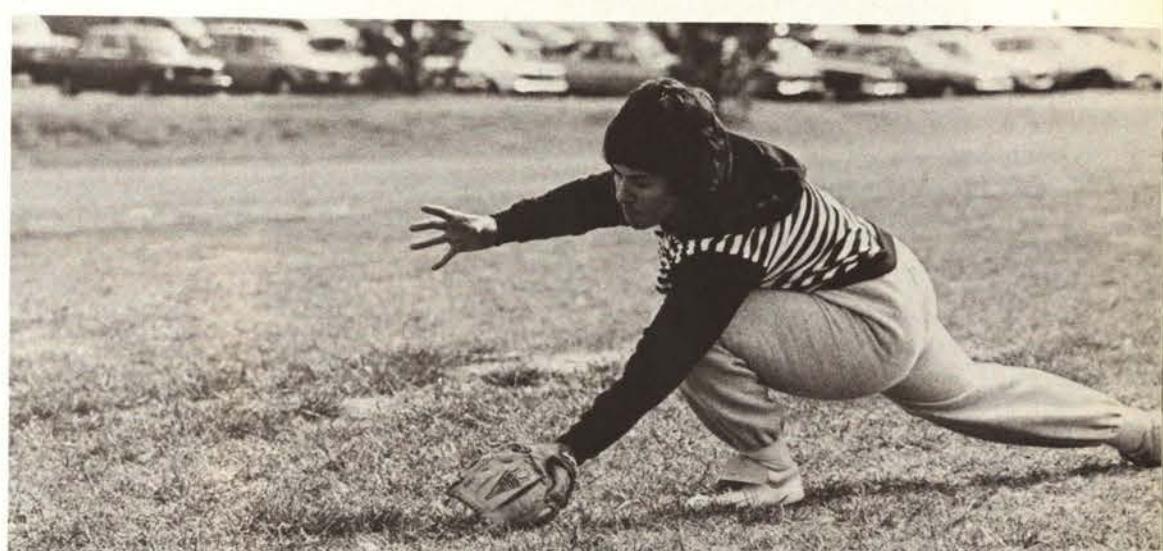
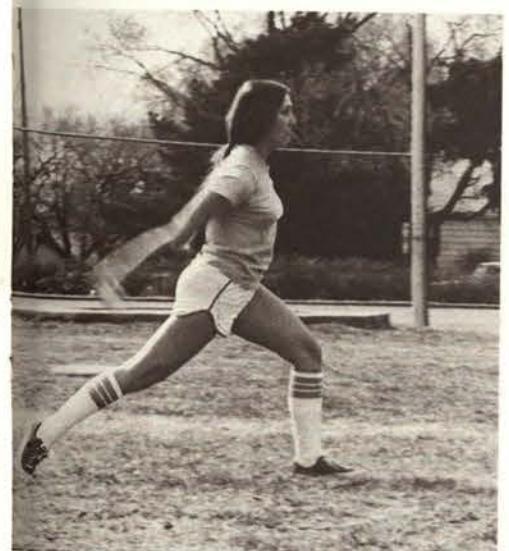
"I'll go all out and say that I think we've got a fighting chance to win the Big Four softball title," remarked Bair enthusiastically, in March. "Even though we've lost a lot of last year's veterans, and have some areas to fill, I can safely say that we might even give the nationals a fight. We'll be lucky if we get the rankings we deserve...but we won't know until we get there!"

The Shocker women's strength was focused in their pitching power. Three pitchers were expected to see considerable action for WSU: freshman Kim Baalman, veteran Terry Johnson, and southpaw Becky Nicholas, who Bair referred to as a "tremendous asset" to the squad.

Other performers included Sandy Hull, shortstop; Marcy

Wiebe, second base; and Linda Newman, center field.

In their bid for national recognition, the Shockers competed against such teams as Southwest Missouri State, Oklahoma University, Northwestern Oklahoma State and Washburn, besides Big Four foes Kansas, Kansas State and Fort Hays State.



# Crew

The city of Wichita is nestled--sometimes uncomfortably--in the brawny arms of Big Eight and Missouri Valley country. These two mid-American brutes of organized collegiate athletics are notorious for their supremacy and pugnaciousness--the Big Eight more so in football, the "Valley of Death," basketball.

Likewise, these tough tendencies are reflected and passed from



generation to generation, to the throngs which devoutly wed themselves to these athletic affiliations.

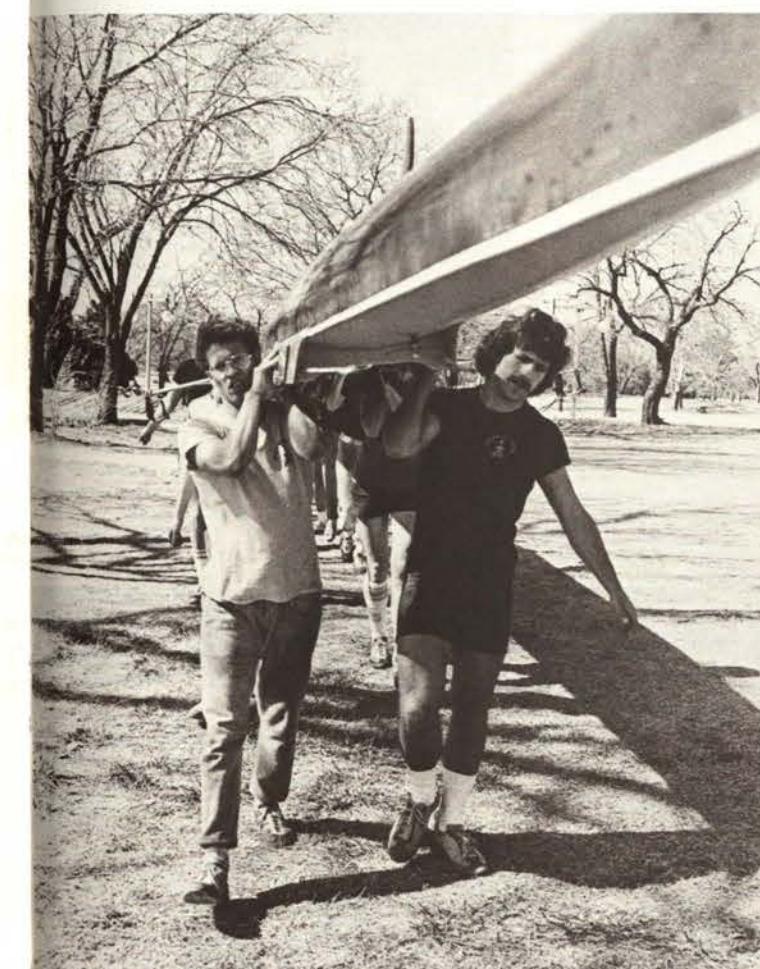
But rarely in the history of such a university has a "blue-blood" art/sport as rowing had such a magnetic and dazzling impact on a community--as has coach Mike Vespoli and his WSU Rowing Team.

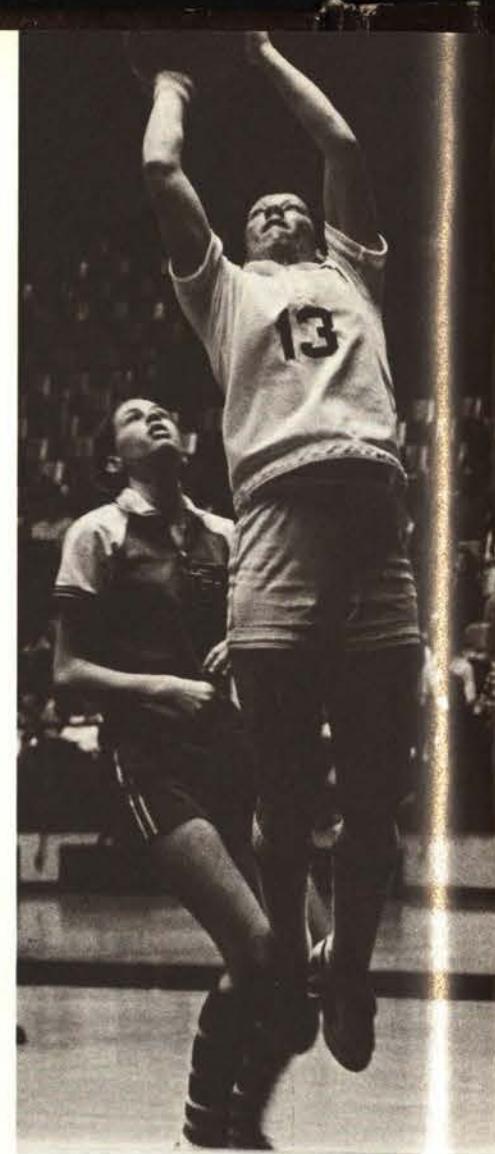
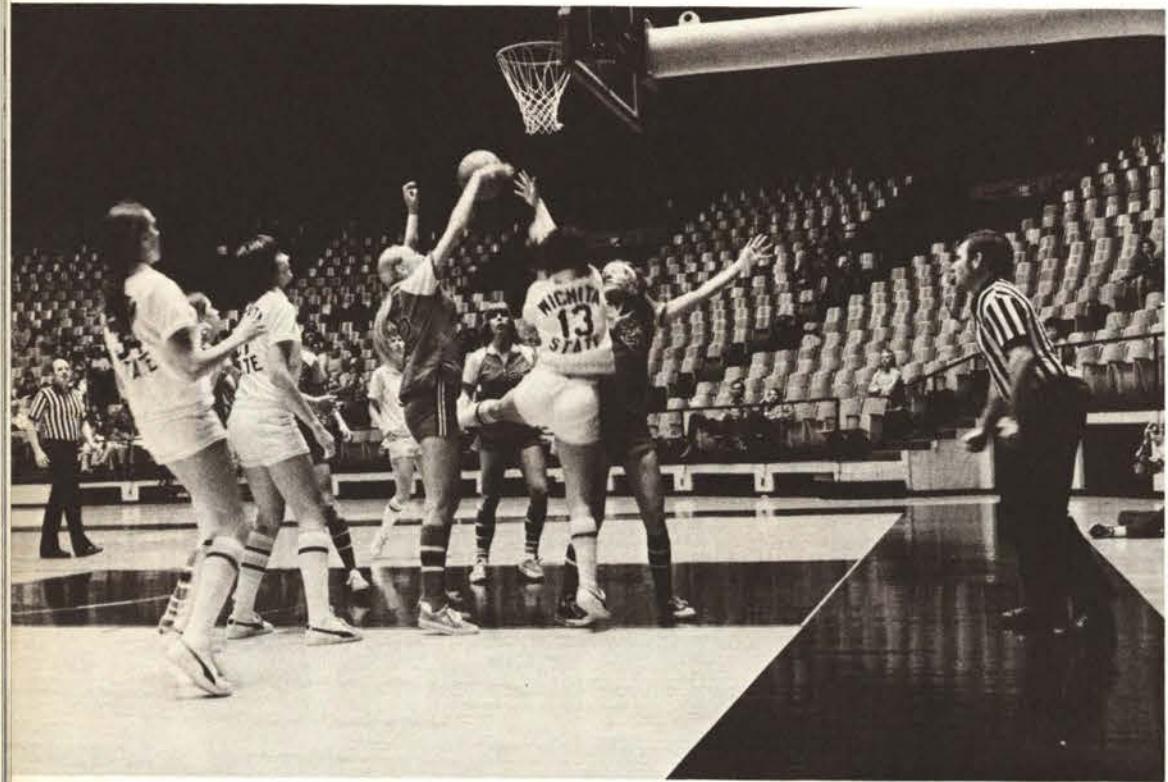
A veritable Pied Piper, Vespoli has molded a mere handful of resources from his first year, into a potentially dominant collegiate rowing power. Well-wishing contributors from all over the nation have assisted the "cause," donating both material and monetary gifts. Increased Student Government allocations, the sponsorship of the Wichita Rowing Association, and community support have further boosted the status of "the Crew."

This year's squad nearly doubled from the initial season's membership--from 40 to 70 men and women. All work and train together, and "pull their own weight"--figuratively and literally. Crew members purchase their own personal gear, and pay dues and extra expenses to make possible such luxuries as a one-week training camp in Texas and more elaborate road trips.

Competition for the Shocker crew this season included powerful Nebraska, Oklahoma State, Kansas State and a special Wichita visit by the Yale University Bulldogs. The Shocks also traveled to the Midwestern Sprints in Madison, Wisconsin, where one year ago they surprised the assemblage of crews by defiantly churning past all but the hosting Wisconsin team.

This summer, Vespoli and his coaching assistant, Tim Mickelson, will pursue still another facet of their involvement with rowing--that of international competition. Vespoli and Mickelson will be members of the United States delegation to the 1976 Summer Olympics.





Talent, depth and enthusiasm--three key ingredients every coach dreams of--formed the prize-winning concoction for Larry Thye and his women's basketball team this year.

Fifteen women comprised the team, which was tagged as "one of the best in the state." A strong nucleus of veterans was reinforced by several talented newcomers, including junior college transfer Marguerite Keeley.

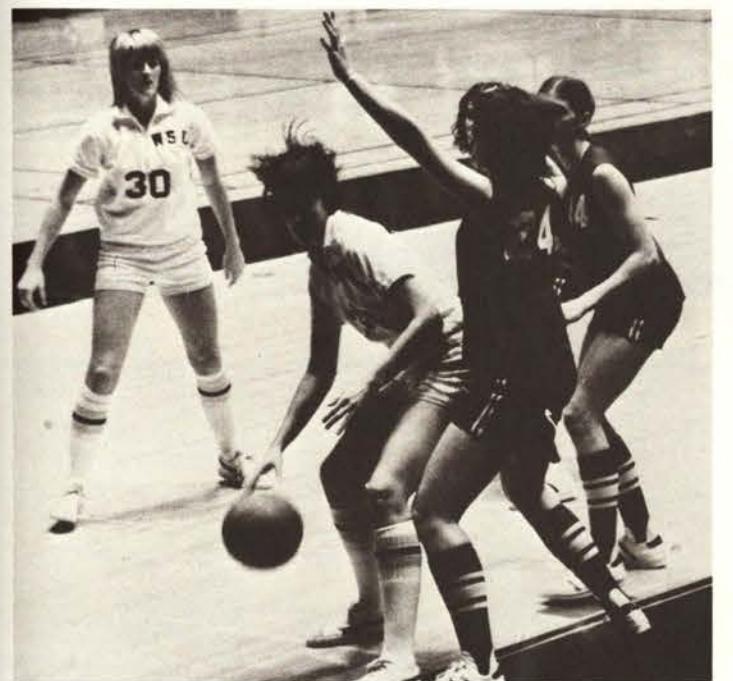
Keeley was the Shocks' leading rebounder this year, averaging better than ten per game. The 6-feet-1 center also scored in double figures nearly every outing.

Senior Jeanie Hiebert was "the gunner" for the Shocks, often good for better than 25 points per game. Hiebert, a 5-feet-8 guard, also added strength at the boards. Jeanie's college athletic career was probably one of the most active of all Shocker women athletes, as she participated in three different sports--volleyball, basketball and softball--in her four years at WSU.

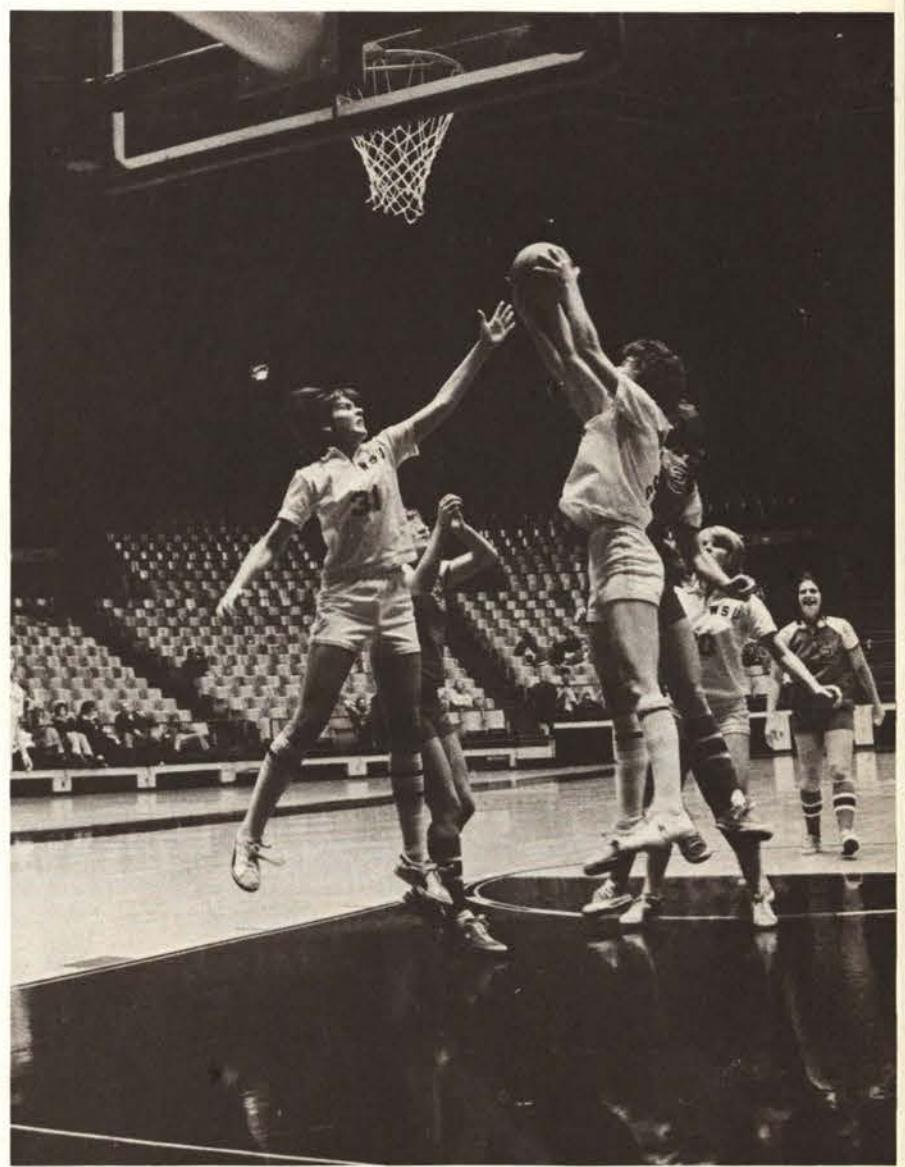
Other highlighted performers on this year's team were Susan Scholl, Marcia Olmsted, Marcy Wiebe and Kim Strathe.

The women faced ten different competitors in 17 contests this season. Conference foes included Kansas State, Kansas University, and Fort Hays State.

Coach Thye will welcome back the bulk of his squad next year. With the likes of Keeley and company, it looks to be another exciting and victorious season.



## Basketball



## Track/Cross Country



Dan Myers sprinted into his position as women's track and cross country coach at Wichita State this year with little more than a smattering of young athletes and a big dose of optimism to work with.

But all the factors reinforced each other, and the program was literally "off and running" with unpredicted speed and strength.

Less than ten women comprised the cross country and track squads, most of them freshmen and sophomores.

Leading both squads in their respective fall/spring seasons was freshman distance runner Tammie Gilpin. Gilpin competed in the National Junior Olympics cross country run for 11th place out of 57 runners in December. Tammie promises to be one of the Midwest's top collegiate woman distance runners. Her track specialties include the mile and 1,000-yard runs, and the mile relay.

Jan Beckham was the track team's only "veteran" this year, in her second season of competition for WSU. Beckham was strong in the 440 and the mile relay.

Claire Brewer and Gale Petry were the hurdlers for the Shockers this season, competing in the 60-yard hurdles. Brewer also specializes as a sprinter. Both Brewer and Petry added power to the mile relay.

Jean Alexander, another freshman, was the Shocks' only jumper this season. Her strength was in the long jump. The 60-yard dash is Jean's secondary event.

Like most coaches, Myers often dreams of "next year"--a year which might offer more resources and more experience. His goal is to develop a strong women's track program complementary to the men's dynasty here at Wichita State.

But this year, Myers and "his girls" went with what they had--ambition and talent--in pursuing a winning season.

## Bowling

What do you do after you've won it all? You go for it again. And that's just what the Wichita State University varsity bowling teams are doing this year. Both the men's and women's teams, which are sponsored by the Campus Activities Center, had outstanding records last year and the pressure is on this year to do just as well.

The Shocker women won it all last year enroute to a first place finish at the National Collegiate Team Bowling Championships. They lost three of their top bowlers from that

team, but seem to have built another national contender. Linda Whitaker and captain Karma Wagner are leading the women keglers through a tough schedule along with the sixth bowler from last year, Kris Garrett. Coach Paul Waliczek came up with two very capable bowlers to fill out the roster for the defending national champs, Debbie Chapman and Lolly Appling. On the basis of last year's win, the women are assured of a berth in this year's national finals in Oklahoma City.

The Shocker men may find the road to the national finals a little tougher, but they also have the makings of a high quality bowling team. Last year, the men won the regional tournament but were disqualified from further competition. This year they are being led by captain Gordon Vadakin, who has been tearing up the lanes in the early going. Four newcomers have forced their way onto the men's squad and appear to be improving rapidly as a team. Otto Beach, Glenn Etherington, Ron Drogemyer and Bob Jackson joined Vadakin in the big second semester push to gain a berth in the nationals.



# Golf

Wichita State's golf team was led this year by a strong senior duo and a talented crop of freshman and sophomore reinforcers.

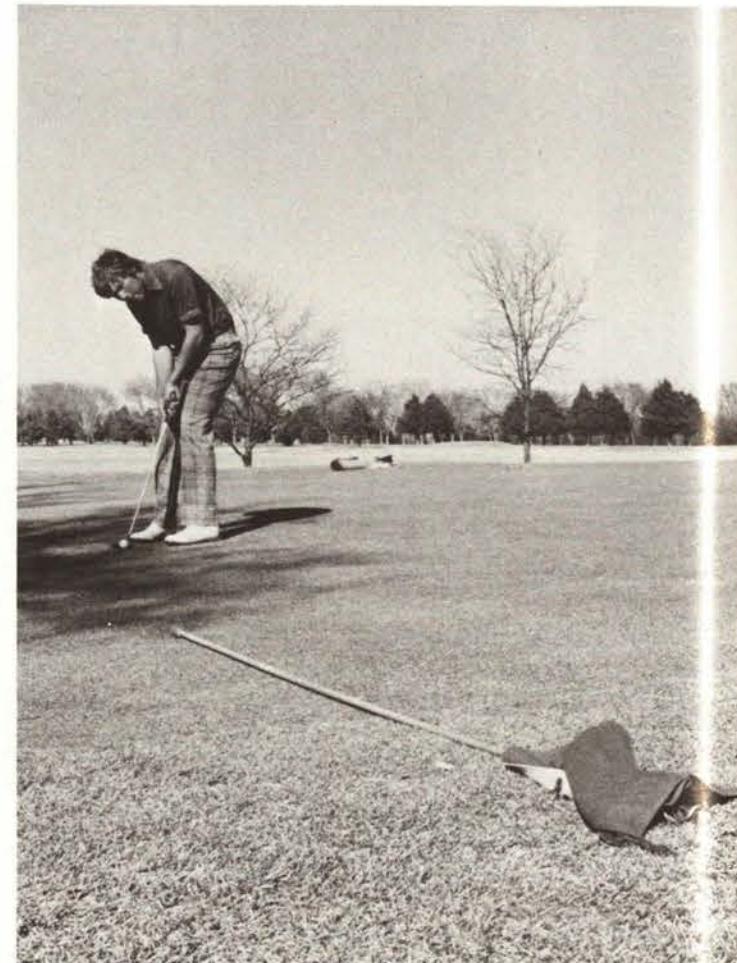
Steve Young and Blaine Knott, the squad's veterans, were the "generals" who set the pace for the Shockers.

"There's something about that senior year that makes a guy get out and do his best and push his teammates, too," said coach Al Littleton of Young. Last season, Young garnered All-Missouri Valley Conference honors and was expected to have an equally brilliant season this spring.

Other members included Matt Seitz, a freshman from Ellsworth who placed second in a national amateur tournament while in high school; Don Lee, who starred in a Kansas Junior Golf Tournament while in high school; and Eric Mork, a former Wichita Southeast standout.

The team saw competition in many major collegiate tournaments involving 10 to 25 teams. In April, Wichita State hosted a 13-team tournament including Big Eight powers Missouri, Oklahoma State (which was ranked fifth in the nation this year), Kansas and Kansas State. Arkansas University also participated in the event.

Of his team, Littleton said, "We have a good, solid squad. Our younger players complement our seniors; they're just now getting their feet wet in college competition." That "college competition," he added, is rated to be at least as top-notch in personnel as in professional golf.



# Tennis

A veteran squad with a true sense of direction made for another good showing by the Wichita State tennis team this year.

Led by juniors Rex Coad and Jay Louderback, senior Dave Broomfield, and sophomore Doug Glendenning, the Shockers were favored as "a real power" in Missouri Valley Conference tennis. Louderback and Glendenning took the Valley in doubles during the 1974-1975 season.

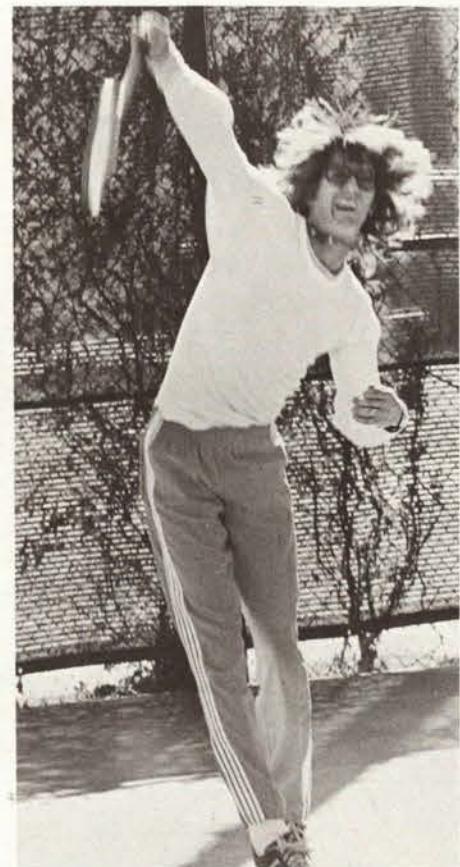
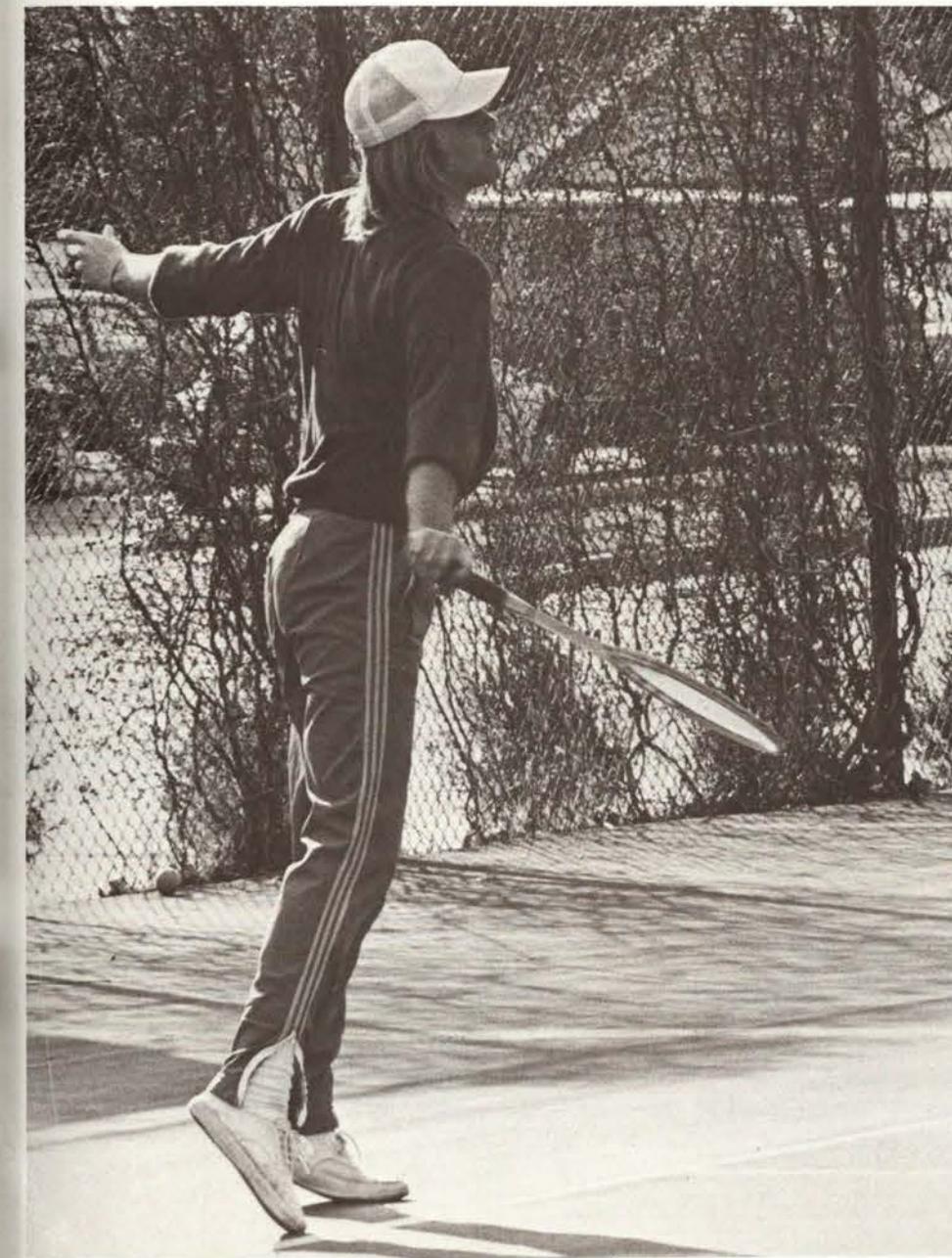
Other team members include Gary Foreman, Tim Lakey, Marty Anderson, Pat Williams, Calvin Ringer, Walt Allen and Jay Fulton.

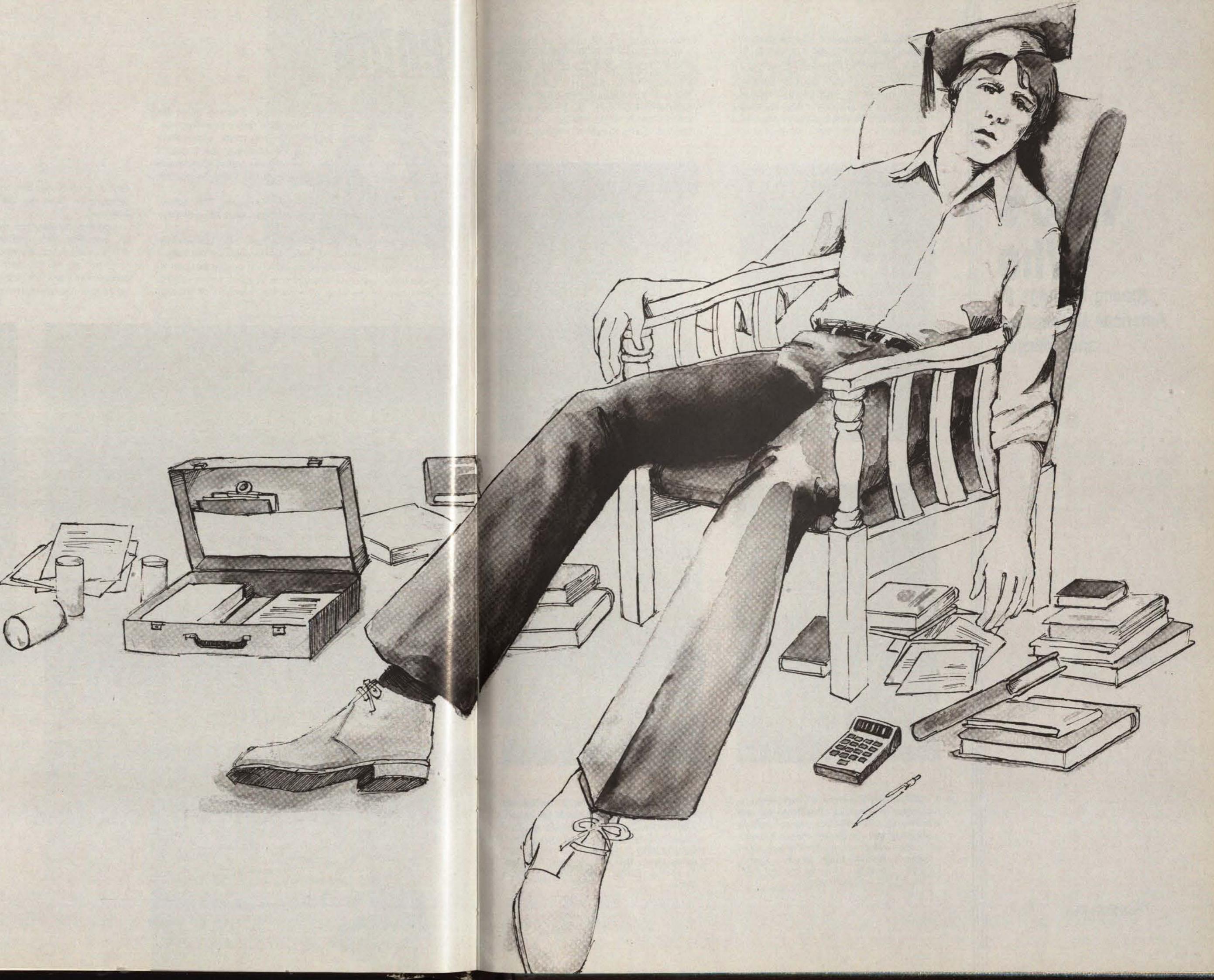
"We know where we're going---to the top!" said Louderback. The team worked together consistently throughout the school year in preparation for the spring competition season. But part of that preparation was done without coaching, as tennis mentor Rich Jantz became the latest of numerous turnovers of Shocker

tennis coaches in the past few years. Jantz's position was temporarily filled by John McKee, professor of English, in February.

Louderback admitted that Jantz's departure was a surprise to all, including Jantz, and that is probably did have some adverse effect on the team, as a whole.

"After all, we had been used to working with Rich. But as a competitive team, we're pretty tight and with the kind of talent we have on the squad, we can pretty much carry on."

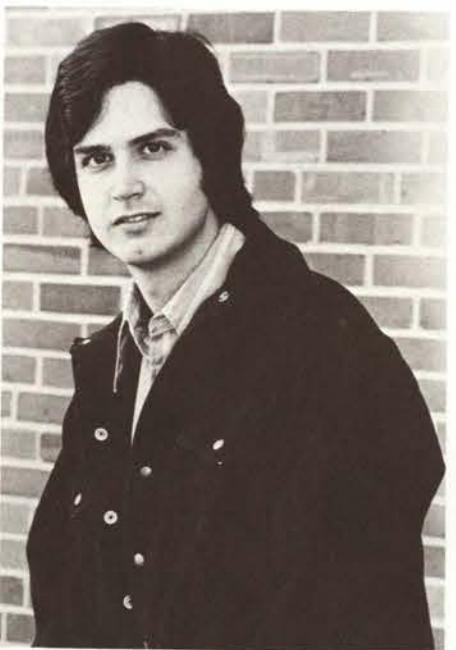




# Who's Who

## Among Students In American Universities and Colleges

Phil E. Bradbury, 22, completed a major in Marketing and a minor in Art. The Moundridge, Kansas senior's activities include Beta Gamma Sigma, Alpha Kappa Psi, Student Advisory Committee, AEISEC-Wichita, Transfer Students Orientation, Inter-Residence Council and Administrative Management Society.



Janice L. Bush completed a major in Ceramics. The Wichita Kansas senior's activities include WSU Potters Guild, Student Government Association, Student Ombudsman, Division of Art Student Council, Art Acquisition Committee, Delta Delta Delta, and Omicron Delta Kappa.



Boris E. Collins, 23, completed a major in Music Performance and a minor in Communication. The Kansas City, Kansas senior's activities include Student Government Association, Traffic Court, Kappa Kappa Psi, Omicron Delta Kappa, M.E.N.C., University Band and Kansas Intercollegiate Band.



Marlene Ann Flood, 23, completed a double major in Music-Voice Performance and Speech-Theater. The Wichita, Kansas senior's activities include A Capella Choir Singers, Madrigal Singers, Chamber Singers, University Theater, Touring Theater, National Association of Teachers of Singing and Dean's Honor Roll.



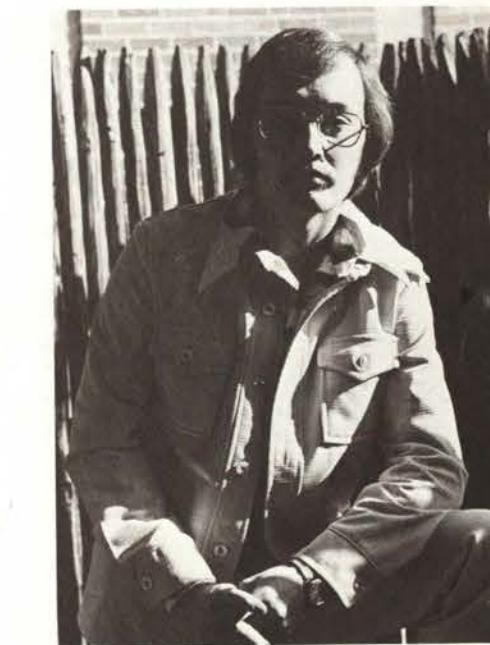
Alice R. Brown, 21, completed a double major in Psychology and Journalism. The Wichita, Kansas senior's activities include Senior Honor Women, Student Government Association, Glen Gardner Award, Black Student Union, Project Together, Orientation, and CAC Cultural Affairs Chairperson.



William Anthony Calvin, 23, completed a major in Music and minor in Education. The Kansas City, Kansas senior's activities include Omicron Delta Kappa, Band, Orchestra, Student Government Association, R.O.T.C., Project Together, Tutoring Center, and Black Campus Choir.



Jeffery W. Farley, 21, completed a major in Music Education. The Geneseo, Kansas senior's activities include Music Educators National Conference, Kappa Kappa Psi, Phi Eta Sigma, Omicron Delta Kappa, University Bands, Orchestra and Percussion ensemble.



Lawrence K. Goering has completed a major in Political Science and a minor in Anthropology. The Haysville, Kansas senior's activities include Phi Eta Sigma, University President's Honor Roll, Pi Sigma Alpha, Omicron Delta Kappa, Honors Program, Student Government Association and Senior Honor Men.

Debbie G. Haynes, 21, completed a major in Biology and a minor in Chemistry. The Concordia, Kansas senior's activities include Student Government Association, Mortar Board, Omicron Delta Kappa, Senior Women Honor Five, Alpha Lambda Delta, Associated Students of Kansas Board of Directors and Pre-Med Club.



Diane Jantz, 21, completed a major in English and a minor in Education. The Syracuse, Kansas senior's activities include Grace Wilkie Dorm Council, Inter-Residence Council, Midwestern Association of College and University Residence Halls, Dare Program, Parents Orientation, Kappa Delta Phi, Phi Kappa Phi.



Ramona D. Logan, 21, completed a major in Journalism and a minor in Marketing. The Wichita, Kansas senior's activities include Board of Student Publications, Black Business Association of Students, Honors program, Deans Honor Roll, Sigma Delta Chi and Alpha Lambda Delta.



Carla Mahany, 21, completed a double major in English and Music. The Kansas City, Kansas senior's activities include Mortar Board, Inter-Residence Council, Associated Students of Kansas, Student Senate Honors Society and Mu Phi Epsilon.



Betty J. Huff has completed a major in Business Administration. The Wichita, Kansas senior's activities include Project Together, Marketing Internship, American Management Society, Black Business Association for Students and "We Believe Scholarship".



Grace M. Lallement, 21, completed a Field Major and a minor in Accounting and History. The Wichita, Kansas senior's activities include Mortar Board, Omicron Delta Kappa, Spurs, Honors Society, Phi Kappa Phi, Alpha Lambda Delta and Kansas Senior Classical League.



Patty Loyd, 21, completed a major in Business Administration. The Wichita, Kansas senior's activities include Mortar Board, Delta Delta Delta, Beta Gamma Sigma, and Phi Kappa Phi.



Deborah K. Mehl, 21, completed a major in Biology and a minor in Chemistry. The Holyrood, Kansas senior's activities include Alpha Lambda Delta, AWARE/IAWS, Honors Program, Parent's Orientation, Mortar Board, D.A.R.E. and Omicron Delta Kappa.

Marci Melgren, 21, completed a major in Logopedics. The Minneola, Kansas senior's activities include Inter-Varsity Christian Fellowship, National Student Speech and Hearing Association, Inter-residence Hall Council and Admissions Advisory Committee.



Connie Kay Miller, 21, completed a major in Music Education. The senior's activities include division of Music Student Council, Mu Phi Epsilon, Music Educators National Conference, American Choral Directors, Choir Council, WSU Singers and WSU A Cappella.



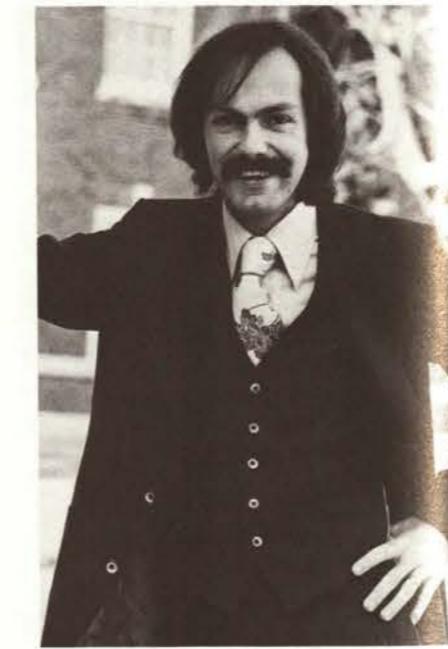
Nancy Shepard, 21, completed a major in Nursing. The senior's activities include Alpha Chi Omega, Alpha Lambda Delta, Phi Kappa Phi, Omicron Delta Kappa, Mortar Board, Brennan 3 Dorm Council and Spurs.



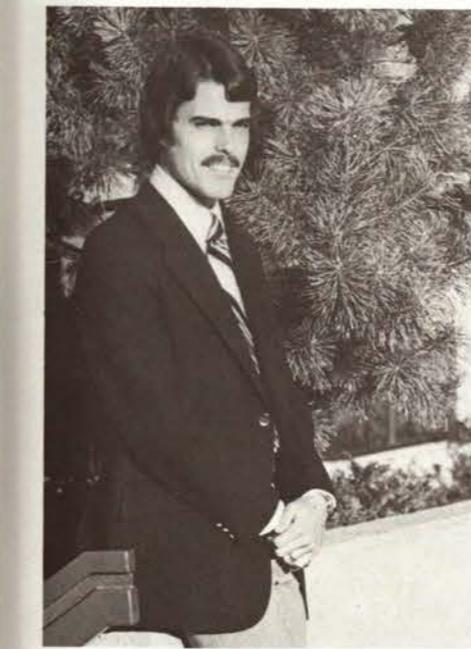
Gigi Spangler, 23, completed a major in Music Education. The Wichita, Kansas senior's activities include Delta Delta Delta, Student Government Association, Music Educators National Conference, Piano Teachers Organization, Honors Society, Scholarship & Financial Aids Committee and Sigma Alpha Iota.



Jane E. Mick, 21, completed a major in Elementary Education and a minor in Logopedics. The Beloit, Kansas senior's activities include Mortar Board, Spurs, Omicron Delta Kappa, Alpha Lambda Delta, Honors Society, Brennan 3 Dorm Council and Inter-Residence Council.



Charles Nellans, 26, completed a major in Psychology. The Newton, Kansas senior's activities include Psi Chi, Phi Kappa Phi, Omicron Delta Kappa, Honors Program, Student Senate, Orientation, and D.A.R.E.



Randall B. Smith, 23, completed a major in Business Administration and a minor in Marketing. The Wichita, Kansas senior's activities include Indoor Track, Cross Country, Outdoor Track and Christian Science Organization.



Annette Thornton, 21, completed a major in French Secondary Education and a minor in Spanish. The Overland Park, Kansas senior's activities include Pi Delta Phi and Dance Theater of Kansas.

Pamela Vandevere, 21, completed a double major in Music and Journalism. The Wichita, Kansas senior's activities include Delta Gamma, Mu Phi Epsilon, WSU Student Piano Teachers League, Phi Kappa Phi, Mortar Board, Sunflower.



Lucius C. Woodard, 24, completed a major in Music and Performing Arts. The New York City, New York senior's activities include the Northeast Wichita Free School, Community Theater, Wichita Upward Bound Outreach, Black Art Expo "76", Black Student Union, and Orchesis Dance Group.



Patricia D. Youngquist, 22, completed a major in Administration. The Wichita, Kansas senior's activities include Honors Society, Debate Squad, Administrative Management Society, Dean's Advisory Committee, Delta Delta Delta, Student Government Association and Mortar Board.



Lynette Rae Walts, 21, completed a major in Elementary Education and a minor in Library Science. The senior's activities include Honors Department and Student representative to the Kansas Association for Childhood Education.

Steven Lynn Walts, 21, completed a major in Elementary Education and a minor in Music Education. The senior's activities include Honors Department, Phi Kappa Phi, Undergraduate programs Committee and Student representative to the Kansas Association for Childhood Education.



Margaret Spies Zinn, 22, completed a major in English and a minor in Education. The Wichita, Kansas senior's activities include Delta Delta Delta, Honor's Program, Dean's Honor Roll, Associated Women Students, Kappa Delta Pi, Student Government and Orientation.

not pictured

Dan Bearth

Judith Dorrell

Dale A. Farmer

Robert M. Harman

Carolanne C. Matlock

Carolyn C. Myers

Jan Osborn

Susan Picotte

Sondra Leigh Purcell

Kevin L. Reiboldt

Elizabeth Searle

Kenneth Z. Sigler

Anthony J. Taravella

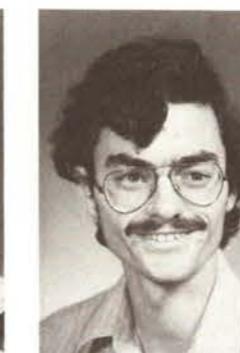
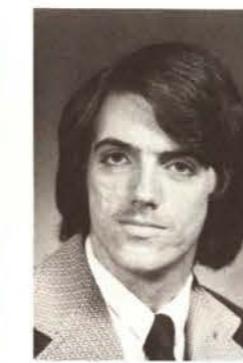
Becky S. Timmons

David E. Warren

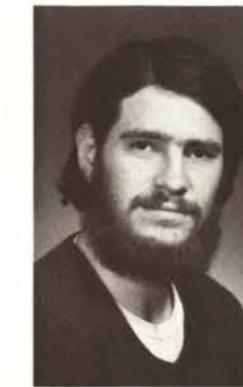
Jeffrey Wade Wright

# Graduates

Deborah W. Ackerly, Dental Hygiene  
Don F. Ackerly II, Electrical Engineering  
Robert L. Albrecht, Accounting



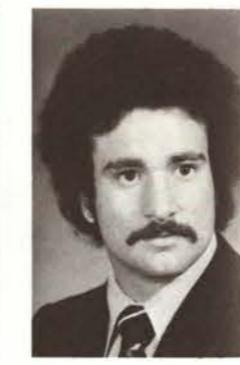
M. Clark Bastian, Administration  
James E. Baxter, Mechanical Engineering  
Dan P. Bearch, Journalism/Economics



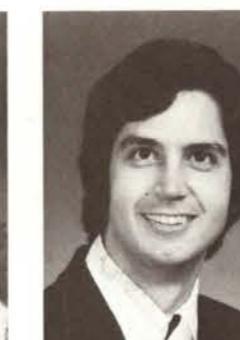
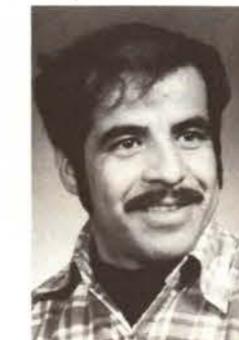
Shelley D. Becker, Music Education  
Marcia D. Bennett, Business Education  
Marcella R. Bentley, Psychology



Eric A. Bergquist, Graphic Design  
Steve W. Berndsen, Political Science  
Elaine D. Bernstorf, Special Music Education



Kathleen A. Bertholf, Physical Therapy  
Lynn E. Bertuglia, Engineering  
Benjamin J. Boaz, Nursing



Bob E. Bobbitt, Physical Education  
Lajuana J. Bobbitt, Elementary Education  
Philip E. Bradbury, Marketing

Martha E. Applegate, Logopedics/Speech Pathology  
Clarence E. Arens, Administration  
Mark G. Ayesh, Accounting

Martin M. Balerio, Spanish  
Philip A. Bangert, Business Administration  
Richard D. Barcus, Elementary Education

Mary M. Brennan, Logopedics  
Vaida M. Brooks, English  
Alice R. Brown, Psych/Journalism



Kathleen J. Brown, Journalism  
Deborah A. Brunson, Education  
Rosetta M. Bull, General Studies



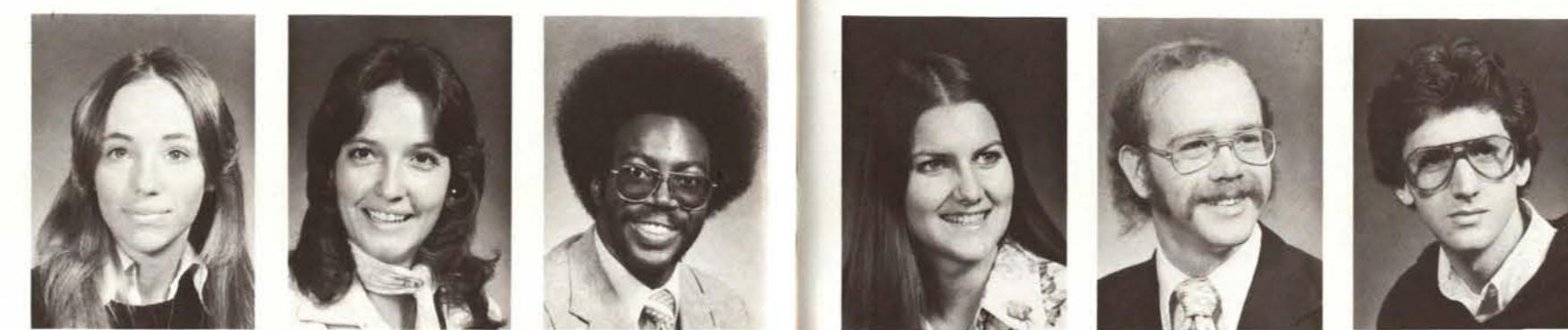
Moyer W. Bunting, Health Care Administration  
Burce R. Burns, Accounting  
Kristi Camien, Sociology



William G. Campbell, Business Administration  
Catharyne D. Campfield, Business Administration  
Jane L. Carruthers, Political Science



Floann E. Chapman, Business Administration  
Traca J. Cobb, Dental Hygiene  
Boris E. Collins, Music



John R. Combs, General Studies  
Jana R. Compton, Elementary Education  
Michael W. Conner, Art History

Elizabeth M. Conty, Mathematics  
Charles E. Cook, Administration  
Edwin H. Cooper, Health Care Administration

Charles H. Cope, Zoology  
David W. Cornett, Administration  
Terry A. Courtney, Business Administration

Ratana Covavisaruch, Business Education  
Colette Criger, Psychology  
Nora J. Crook, Education

Jean A. Crowder, Journalism  
Willard R. Crowe, Mechanical Engineering  
Stauton E. Cunningham, Theater/Speech

Sherri L. Davis, English  
Louis R. Dawkins, Accounting  
Ronald W. Deckert, Administration/Justice



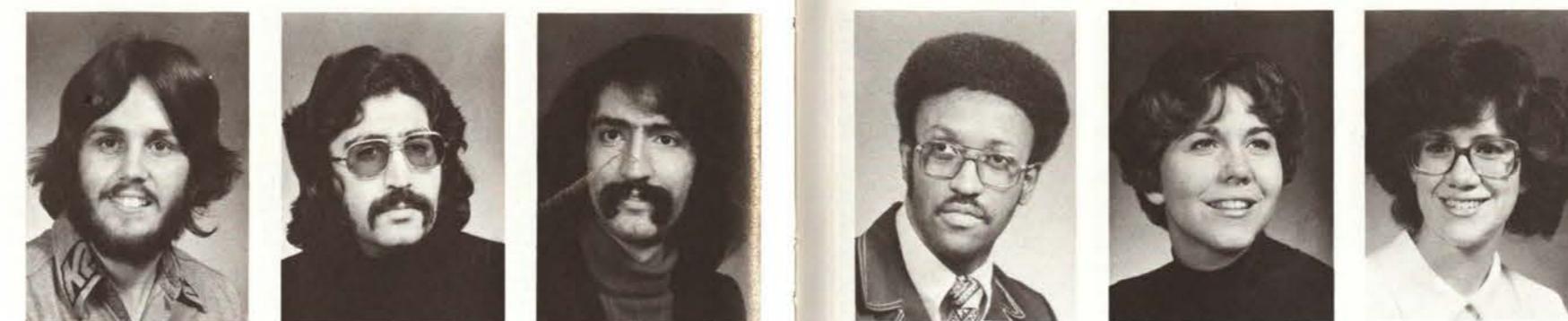
Deanna Deets, Physical Therapy  
Norman E. Deiter, Business Administration  
Clare N. Dodge, Physical Therapy



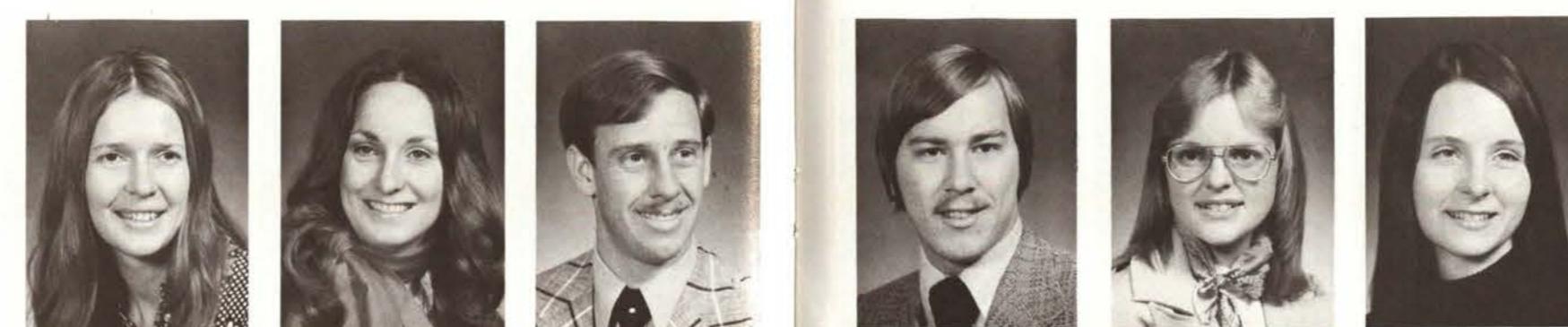
Daniel D. Dole, Business Administration  
Mary L. Domann, Music Education  
John H. Dooman, Computer Science



Gary L. Dunbaugh, Nursing  
Hossein Ebrahimi, Electrical Engineering  
Mustafa Ebrahimi, Industrial Engineering



Barbara A. Everson, Graphic Design  
Barbara T. Fannin, Graphic Design  
Richard L. Fannin, Administration



Hazel B. Fant, Economics  
Rebecca R. Fecchia, Nursing  
Richard A. Fecchia, Business Administration

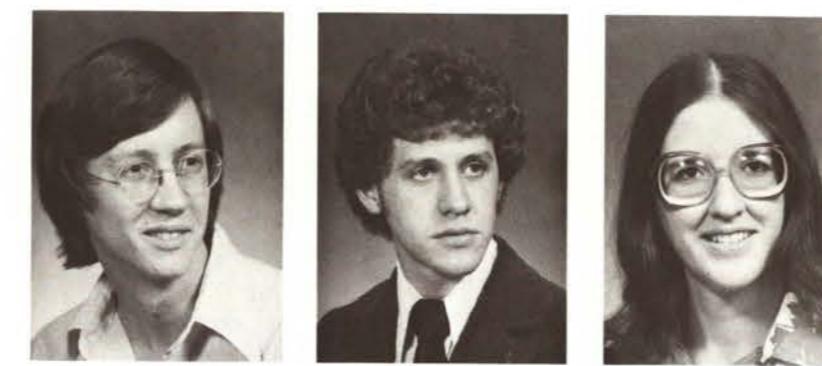
Rhonda A. Feldman, Elementary Education  
Greg W. Fenster, Business Administration  
Kenneth N. Ferguson, Sociology/Anthropology

Susan D. Flechtner, Business Administration  
Barbara A. Ford, Electrical Engineering  
Carol A. Ford, Administration/Justice

Jim Franklin, Business Administration  
Donna Y. Frick, Nursing  
Karen L. Fridblom, Social Work

David W. Friesen, Administration/Marketing  
Sandra M. Fry, Biology/Medical Technology  
Barbara A. Furgason, Nursing

Marsh D. Galloway, Journalism/English  
Randall L. Gantenbein, Marketing  
Ginger M. Gibson, Elementary Education



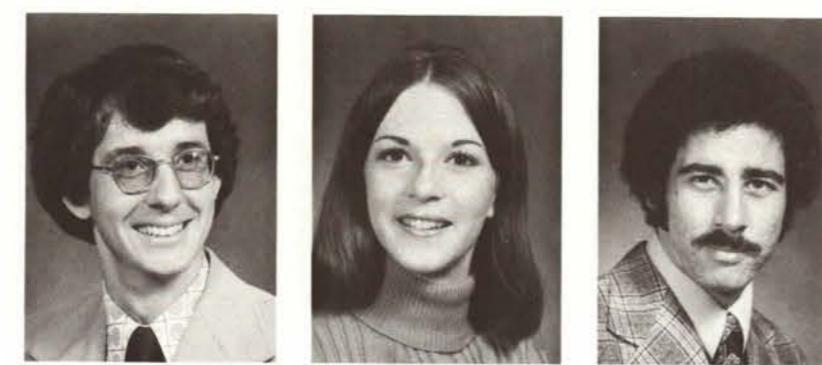
Howard J. Gibson, Business Administration  
Alan D. Giger, Business Administration  
Carol L. Giger, Nursing



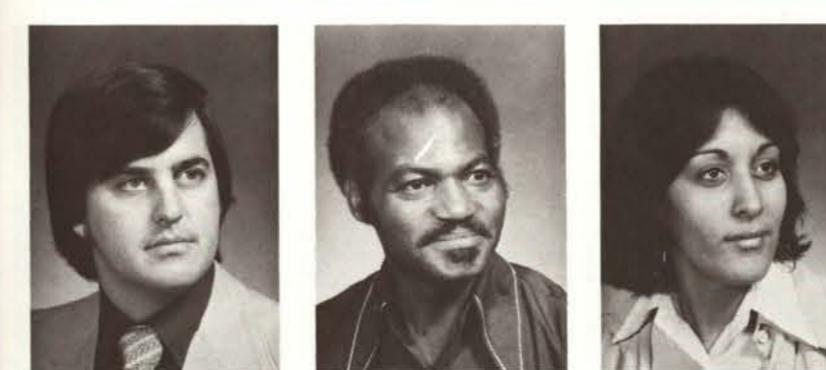
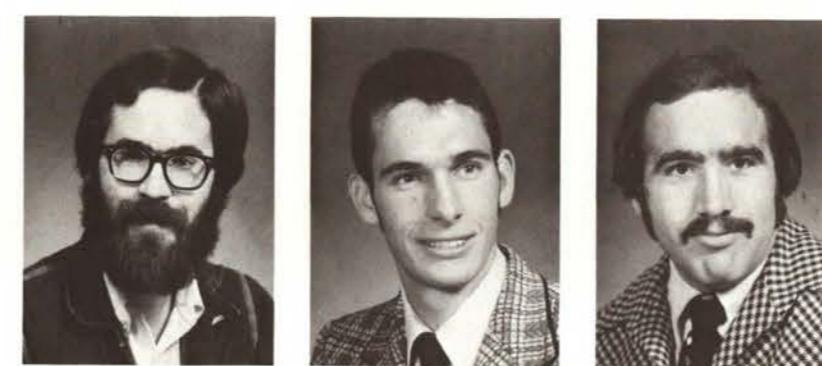
Donald J. Glenn, Accounting  
Brenda J. Goering, Nursing  
Diane L. Good, Anthropology



Norman W. Goodman, Electrical Engineering  
Susan K. Graham, Dental Hygiene  
Ronald W. Grasse, Biology/Zoology



John S. Green, Anthropology  
Michael L. Greenlee, Accounting  
Donald G. Grossardt, Accounting



Cheryl D. Haghigi, Elementary Education  
Jackie A. Hait, Logopedics  
Ann Hamlett, Logopedics

Karen L. Hands, Physical Therapy  
E. Ruth Harbach, Nursing  
Maurice A. Harley, Accounting

Robert M. Harman, Electrical Engineering  
Henry B. Harvey, Geology  
Basmeh A. Hasan, Speech/Linguistics

Farouq A. Hasan, Industrial Technology  
Deborah G. Haynes, Biology  
Harwood J. Henderson, Administration of Justice

Vicki L. Hensley, Spanish  
Claudia P. Herr, Speech Pathology  
Patrick J. Higgins, Economics

Gerald L. Hill, Marketing  
Garold D. Holcombe, Industrial Education  
Kathryn E. Holliday, Anthropology



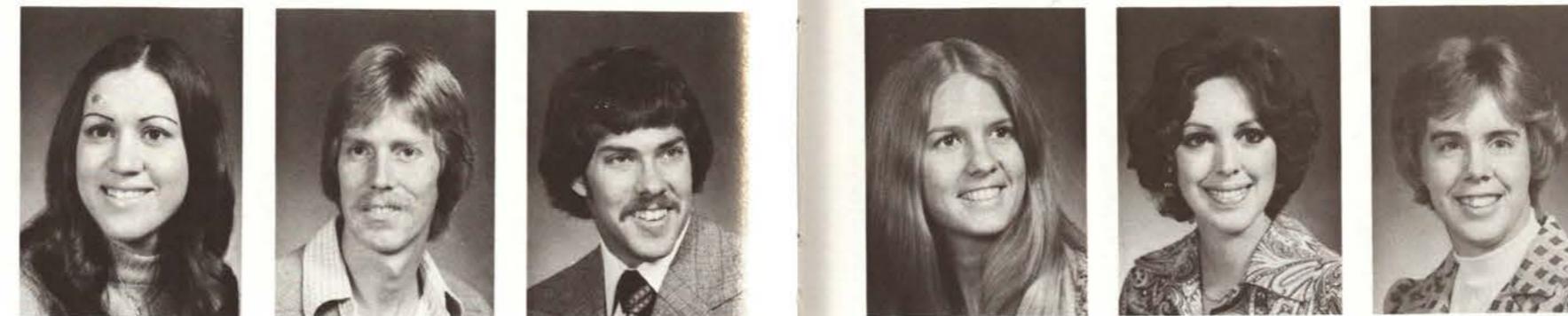
Sandra S. Hopp, Physical Therapy  
Dora A. Hoyer, Nursing  
Cindy L. Hubbard, Graphic Design



Betty J. Huff, Marketing  
Mary A. Inglett, Accounting  
Kathy A. Issac, Sociology



Marilyn R. Jenisch, Nursing  
David P. Jirrels, Political Science/French  
Alex C. Johnson, Accounting



Bonita J. Johnson, Journalism  
Ian B. Johnson, Chemistry/Linguistics  
Diane M. Jones, Elementary Education



Verona R. Juhnke, Nursing  
Jacqueline R. Kannan, Urban Affairs  
Greg M. Karst, Physical Therapy

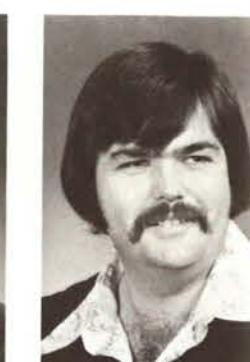
Mona L. Kauffman, Elementary Education  
Patricia M. Keefe, Math-Computer Science  
Keeneth R. Keehn, Accounting

James M. Kemp, Administration  
Michille A. Kinney, Accounting  
Janice L. Kircher, Dental Hygiene

Claudia M. Klein, Dental Hygiene  
Jacquelyn E. Knapp, Journalism  
Ruth A. Koch, Logopedics/Education

Glen A. Kohler, Art Education  
Michaeline A. Kohler, Art Education  
Laura D. Kolar, Dental Hygiene

Cathie J. Krehbiel, Dental Hygiene  
Grace M. Lallement, Field Major  
James D. Lane, Administration of Justice



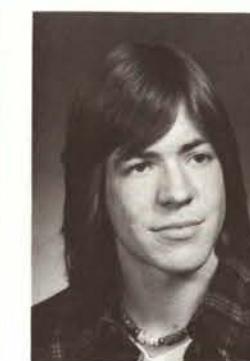
Larry L. Lewis, Business Administration  
Patricia S. Lewis, Social Work  
Gary T. Lindsted, Mechanical Engineering



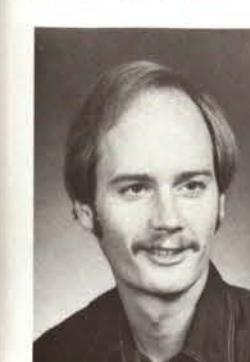
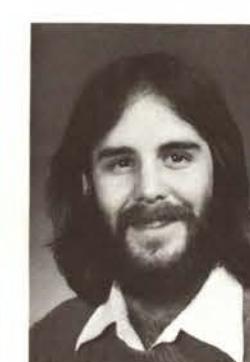
Clark P. Lindstrom, Political Science  
Ramona D. Logan, Journalism  
Patricia A. Loyd, Business Administration



Larry E. Luman, Accounting  
Ronald W. Lynam, Anthropology  
Judith A. Malone, Anthropology



Marcia K. Malone, Nursing  
Robert D. Maness, Graphic Design  
Carolyn S. Marcum, Journalism/Political Science



Fred M. Markham, Journalism  
Cindy N. Markwell, Elementary Education  
Julie A. Mason, Elementary Education

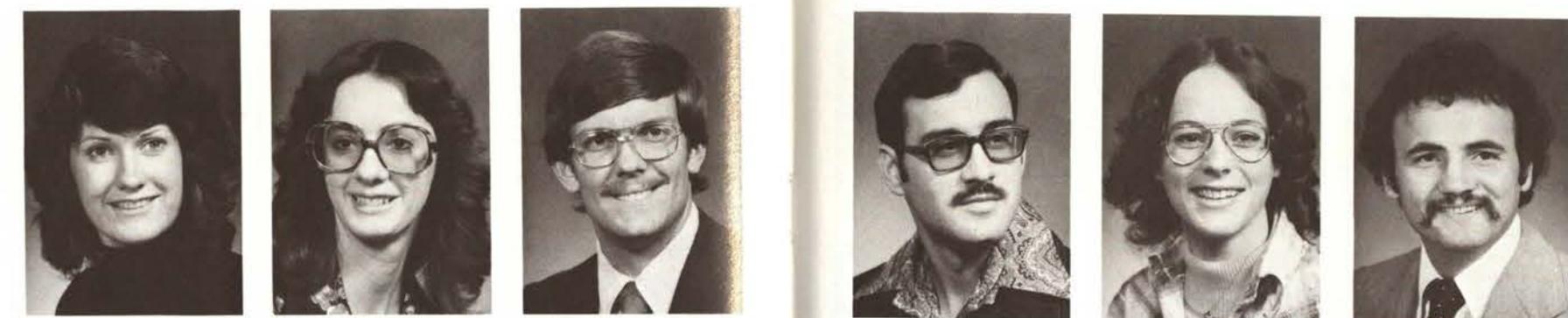
Steven C. Mason, Business Administration  
Patricia K. Maurer, English  
Janice L. May, Logopedics

James D. McKeel, Administration of Justice  
Deborha K. McKinney, Elementary Education  
Ralph E. McLaughlin, Administration

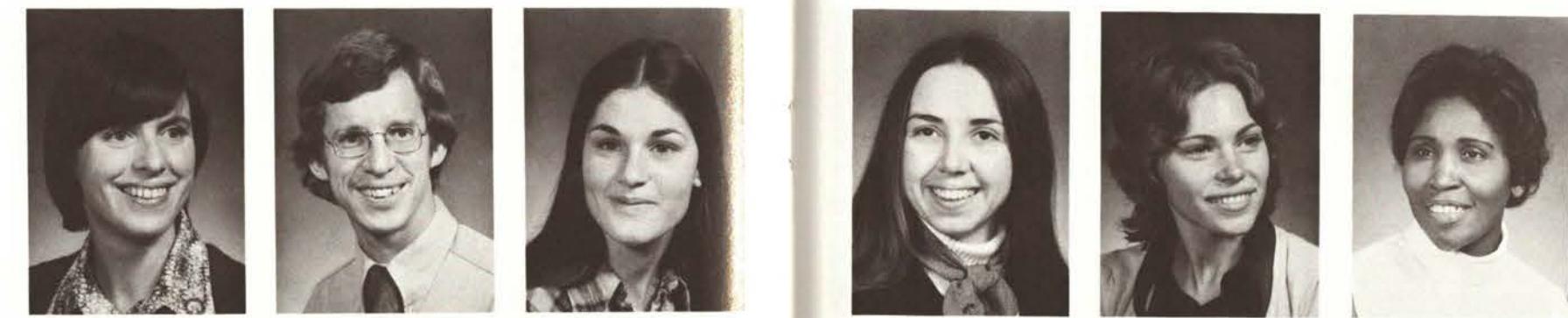
Garrett L. McQuiston, Industrial Technology  
Marci Melgren, Logopedics  
Jeanine M. Mentzer, Nursing

James A. Messman, Industrial Engineering  
Daniel P. Meyer, Computer Science  
Jane E. Mick, Education

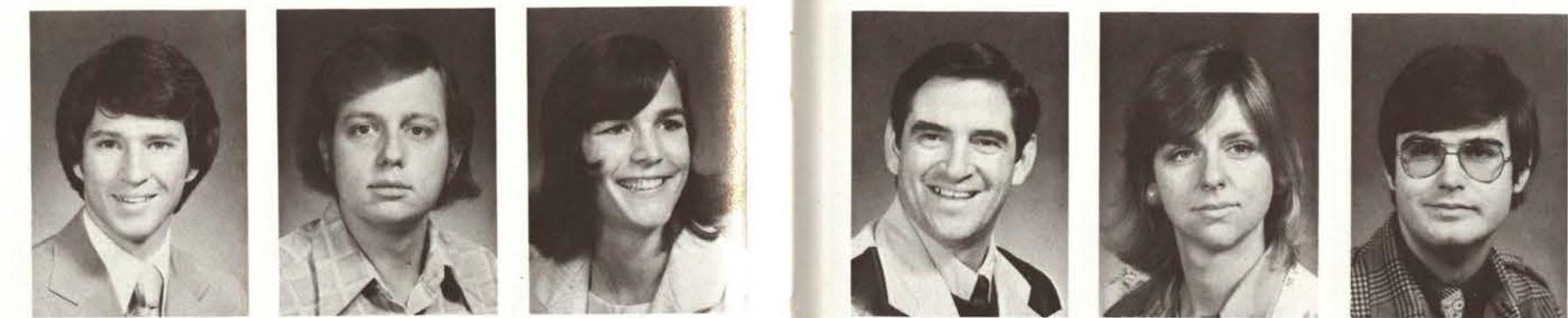
Connie K. Miller, Music Education  
Jo Ann Miller, Graphic Design  
Ronald L. Miller, Administration of Justice



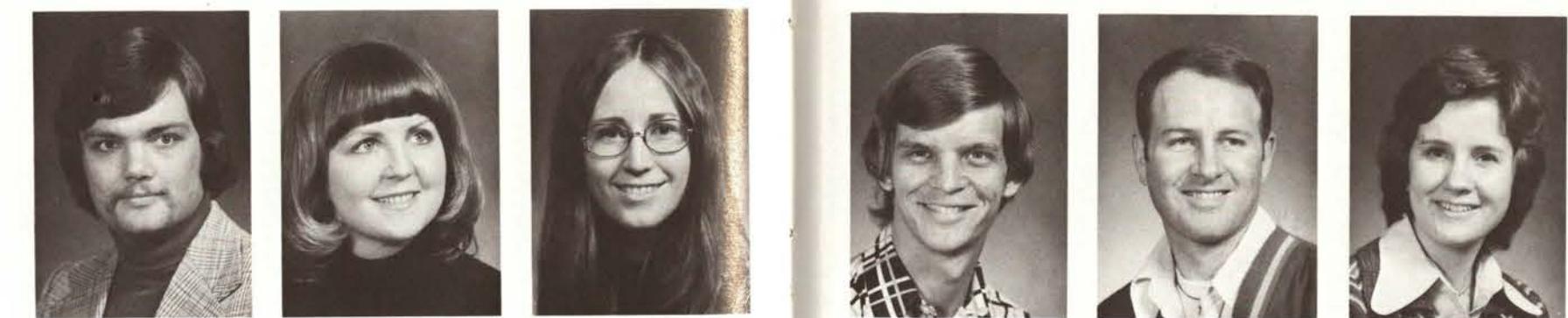
Vivien F. Minshull-Ford, English/French  
James G. Mintern, Performance/Music Education  
Susan S. Monier, Elementary Education



Patrick J. Moyer, Speech  
David P. Mudry, Administration  
Nyla B. Mulkey, Accounting



Michael D. Myers, Business Administration  
Marnie T. Neu, Journalism  
Sandra K. Newberry, Nursing



Danny L. Nicholas, Electrical Engineering  
Franklin C. Nichols, Graphic Design  
Norma D. Niles, Nursing



Keith L. Nivens, Administration of Justice  
Michelle K. Ojile, Psychology  
T. Rich Oliver, Business Administration

Brenda A. Page, Nursing  
Lu Ann Parks, Business Administration  
Mary T. Partley, Elementary Education

David V. Pate, Administration of Justice  
Beth C. Peachey, Social Work  
Craig C. Pearman, Accounting

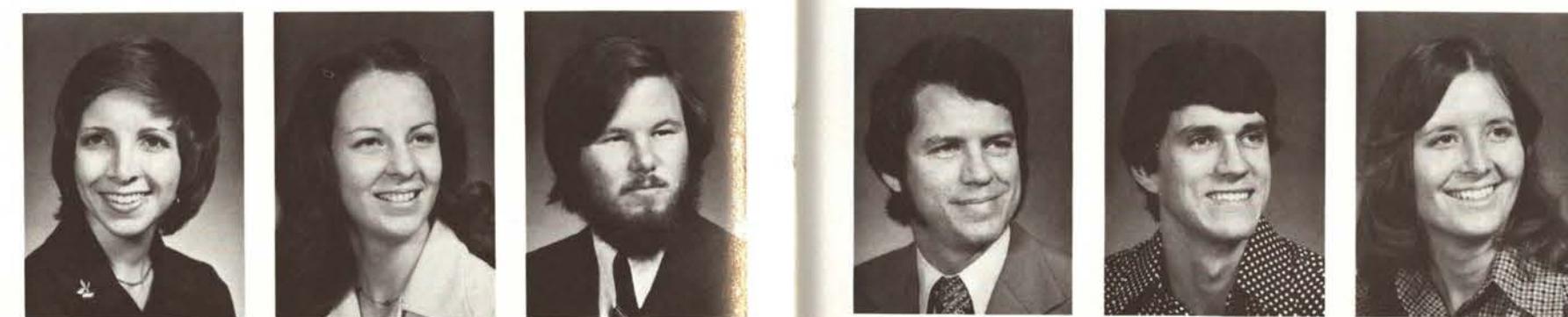
Brad K. Pendrak, Physical Education  
Ronald J. Penner, Psychology  
Cindy S. Pennington, Dental Hygiene

Jacqueline Pennington, Elementary Education  
Kathy A. Peters, Dental Hygiene  
Fred C. Pinaire, Business Administration

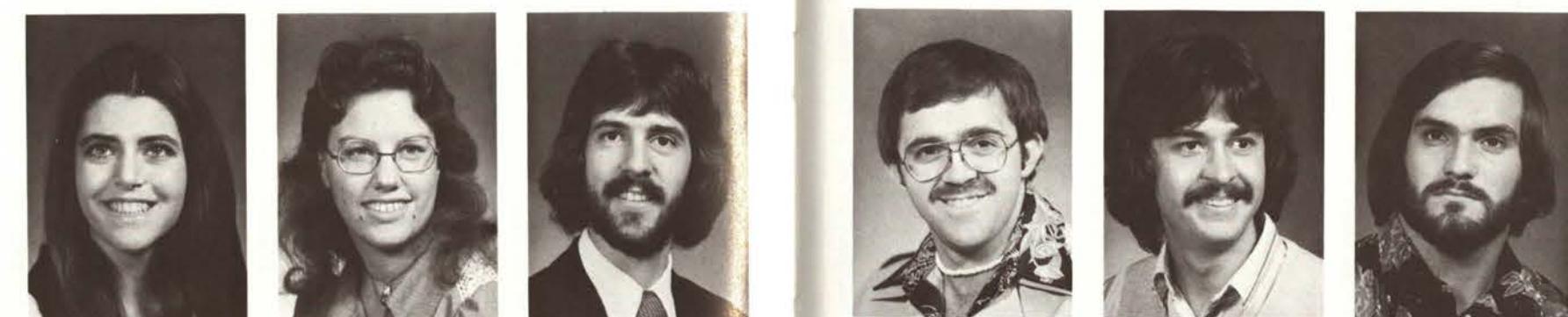
Evelyn Pittman, Political Science/Public Administration  
Robert E. Plumley, History  
Dolores M. Porter, Social Work



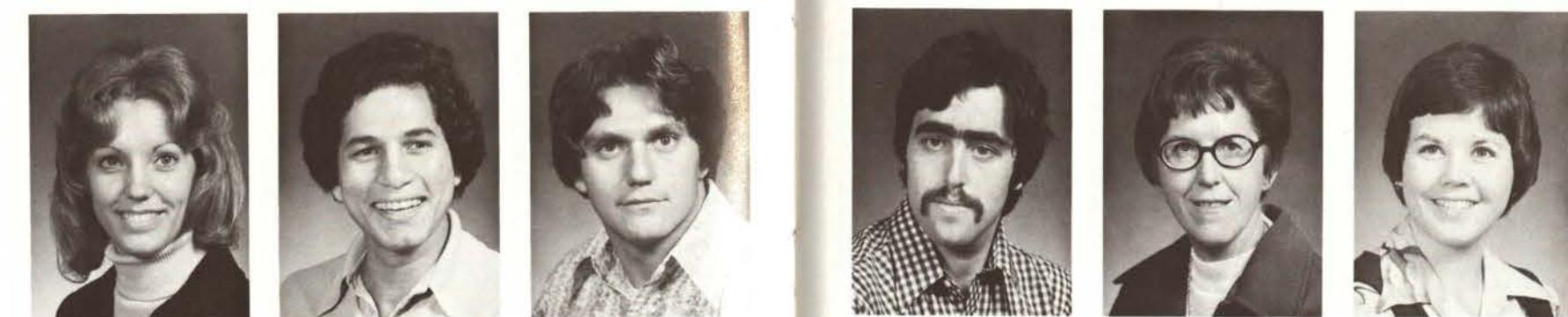
Carolyn M. Preskorn, Journalism/English  
Judy K. Price, Chemistry  
Richard L. Price, Urban Affairs



Miriam R. Pruitt, Spanish Education  
LaRue D. Rains, Journalism/French  
Steven R. Reinking, Business Administration



Dianna M. Ricke, Speech Pathology  
Jesus R. Rincones, Business Administration  
James M. Robbers, Business Administration



Mary L. Roberts, Social Work  
John A. Robertson, Administration of Justice  
Brenda J. Robinson, Social Work



Jack E. Rowden, Business Administration  
Mohammad A. Salimnejad, Electronic Engineering  
Larry D. Schmitt, General Studies

Harold Schukman, Business Administration  
Bradley J. Scott, Mathematics  
Judith E. Scott, English

Leslie B. Scott, Administration of Justice  
Stanley J. Scott, Political Science  
Stephen B. Semioff, Business Administration

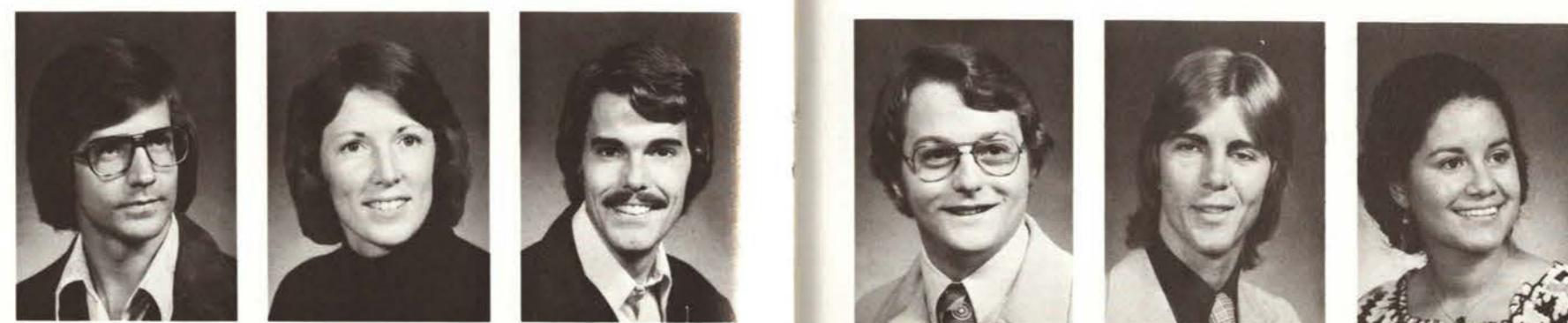
Michael S. Shalin, Journalism  
Mary E. Shaw, Nursing  
Nancy J. Shepherd, Nursing

Gary H. Sherwood, Business Administration  
Sharon M. Shonka, Mathematics/Studio Arts  
John L. Siemer, Mechanical Engineering

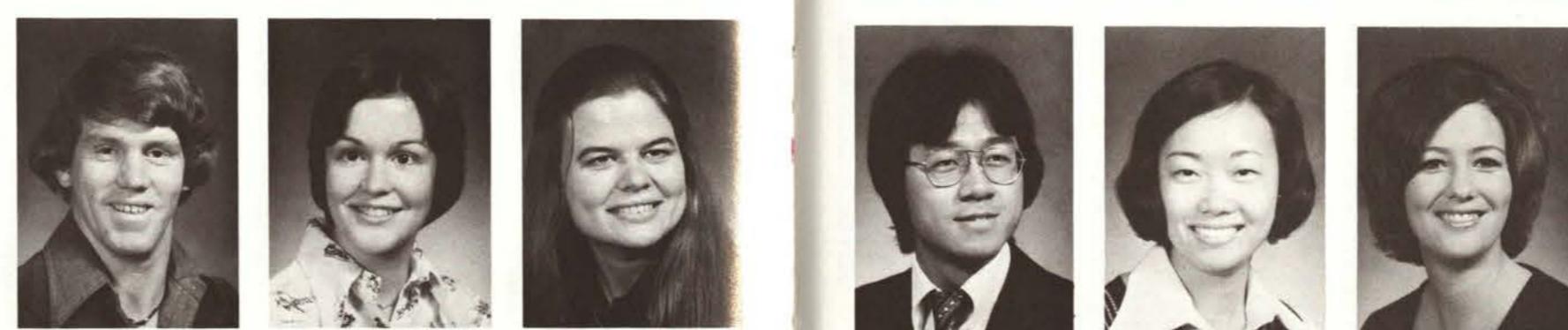
Timothy B. Sigwarth, Administration of Justice  
Susan M. Simon, Accounting  
Vernon M. Smart, Graphic Design



Jerry Allan Smith, Business Administration  
Penny C. Smith, Education  
Randall B. Smith, Business Administration



Paul V. Southerland, Aeronautical Engineering  
Ann E. Spangler, Biology/Zoology  
Virginia Spangler, Music



Edith R. Sparks, Biology  
Sally J. Spelman, Physical Therapy  
Vickie K. Steffey, Social Work



Donald L. Stewart, Business Administration  
James R. Stewart, General Studies  
Ronald F. Stork, Electrical Engineering



Terri L. Stoss, Math  
Tully S. Straight, Electrical Engineering  
Nancy A. Stratton, English Language/Literature

Timmy W. Stringer, Electrical Engineering  
Bill O. Stukey, Accounting  
Virgina A. Sumaya, Elementary Education

Aylwin Y. Tai, Psychology  
Bik-Man Tang, Business Administration/Accounting  
Galya J. Taylor, General Studies

Suthin Techasith, Business Administration  
Robert T. Thackery, Mechanical Engineering  
Thomas J. Thompson, Elementary Education

David Loren Timmons, Administration of Justice  
Patricia M. Vacek, Dental Hygiene  
Catana VanHecke, Dental Hygiene

Roger D. Voge, Accounting/Business Administration  
Mary R. Wadsworth, Journalism  
Vickie L. Wagner, Music Education



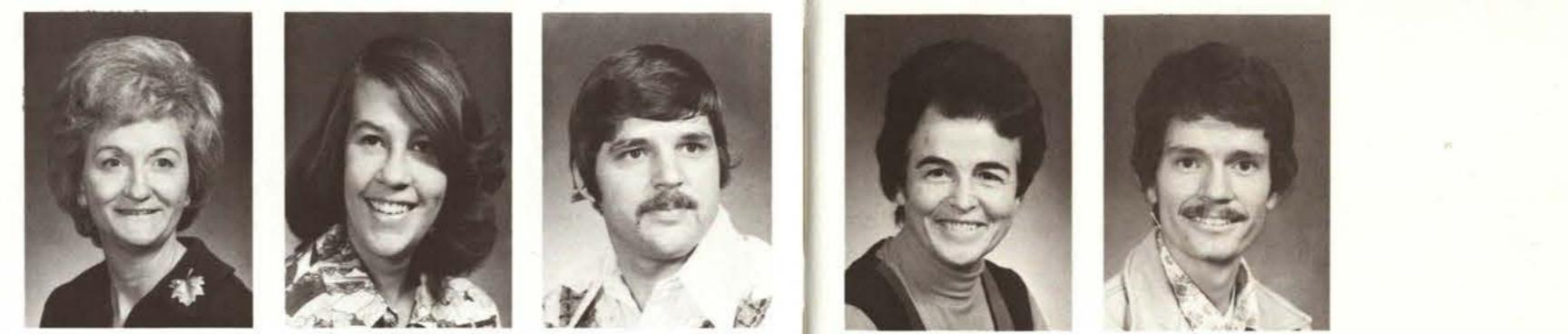
Robert A. Walker, Electrical Engineering  
Webster L. Walker, Philosophy  
Marilyn J. Wallis, Mathematics



Lynette R. Walts, Elementary Education  
Steven L. Walts, Elementary Education  
Richard M. Warren, Business Administration



Anna M. Wedan, Accounting  
Jill A. White, History/English  
David C. Williams, Administration of Justice



Karla A. Williams, Nursing  
Le A. Williams, Health Care Administration  
Gary L. Williamson, Business Administration

Margaret E. Wilson, Elementary Education  
Nancy R. Wisdom, Communications  
Steve A. Wisdom, Liberal Arts

Connie S. Wolford, Business Administration  
Jeffery W. Wright, Electrical Engineering  
Patricia D. Younquist, Business Administration

Evelyn M. Zielke, Accounting  
Ron L. Zuercher, Graphic Arts



Organizations

# Alpha Kappa Psi



Sitting L-R  
Mike Huskey  
Dale Heskett  
Harold Schukman  
Ron Teter  
Richard Fecchia  
Tom Woolems  
George Shadid  
Mike Sandstrum

Standing L-R  
Joe Speer  
John Kennedy  
Randy Gantenbein  
Larry Lewis  
Ken Frevert  
Steve Kruse  
Phil Bradbury  
Brad Grier  
Dave Etter  
Robert Bratton  
Randy Albrecht  
Fred Pinaire  
Mike Clifton  
Jesus Rincones

Alpha Kappa Psi is a professional business fraternity interested in the development and of the furthering of business skills at the college level.



Sitting L-R  
Joe Anderson  
Tom Voth  
Tim Hall  
Kenneth Turner  
Martin Brown

Standing L-R  
Phil Bradbury  
pledge trainer  
Mike Sandstrum  
pledge trainer  
Mark Moffitt  
Dale Blaine  
Don Adkisson  
Mark Ayesh  
Robert Warner  
William Wright

The pledge class is the beginning point for business students who are interested in joining Alpha Kappa Psi.

## AKP Pledge Class

# Anthropology Club



Mike Bahn  
Ethne Barnes  
Pat Bridges  
Bill Brogan  
Gary Buck  
Susan Bupp  
Chia-Chi (Nelson) Ho  
Rick Childers  
Linda Davis  
Alice Emerson  
Karen English  
Lyle English-Tres.  
Betsy Fine-Secretary  
Gerold Glover  
Diane Good,  
vice-president  
Joyce Goudarzi  
George Graybill  
Kay Harrington  
Kay Holliday  
Bonnie Hutchison  
Betty Jamison  
Anita Jantz  
Steve Johns  
Betty Johnson  
Marsha King  
Kim Knight-Pres.  
Sharon Knight  
Bev Larson  
Allen Leddon  
Judy Malone  
Irene Puskas  
Bob Schmidt  
Gary Tallman  
Dave Voran



Left to Right:  
Mark Noffsinger  
Carolyn Jergenson  
Mark Ayesh-Sec./Trea.  
Ann Wedan  
Paul Herr  
Dr. Moellenberndt  
Dr. May  
Rogene Hoagland  
Bruce Barrett  
Jeff Bryant  
Dennis Coley  
Dr. Sharp  
Randi Russie  
Fred Soper  
Stan Helmke- V.P.  
Allan Abrash  
Patricia Stoffel  
Dr. Poland  
Ann Kinney-Pres.  
Mark Hendrickson  
David Wallace  
Linda Wiedermann  
Philip Nichols  
Bruce Burns  
Alex Johnson  
Sidney Ford  
Pat Black

# Accounting Club

# Alpha Phi



Third row L-R: Janet Earnest, Lisa Winchester, Connie Wolford, Debbie Turner, Tarryn Jamison, Kathy Thomas, Nanci Booth, Sue Roth, Jan Northcutt, Karen Longhofer, Kim Campbell, Sharon Fisher, Mari Dunn, Terri Mayta, Patti Culbertson, Dianne O'Keefe, Janet Macy, Suzy Brane, Debie Kiser, Kim Jamison, Cheryl Hayes, Leslie Oder, Theresa Watts.

Second row L-R: Darcie Wise, Kathy Myers, Theresa Johnston, Beth Severt, Pat Dugas, Lori Wagner, Michelle Harwood, Marsha

Coffman, Therese McGill, Janelle Fornshell, Jonda Thomas, Nancy Fredrickson, Joanne Coleman, Cheryl Krone, Gretchen Brandt.

First row L-R: Connie Stroot, Ginger Thrasher, Elaine Forste, Cindy Zumalt, Carolyn Northcutt, Cindy Rabinowitz, Claire Brewer, Kim Ellis, Patti Kelly, Donna Progar, Leslie Nixon, Jean Armour, Martha Livingston, Cindy Quinones.



Front row L-R: Mark Davis, Mike Bolton, Rick Rentsch, Mike Rentsch, Tim Roberts, Scott Oatsdean, Dr. Worth Fletcher, Tony Taravella, Steve Ansel, Greg Norby, Pete Meitzner, Doug Kvassay, Pat Deenihan, Jim Overstake, Kyle Smith.

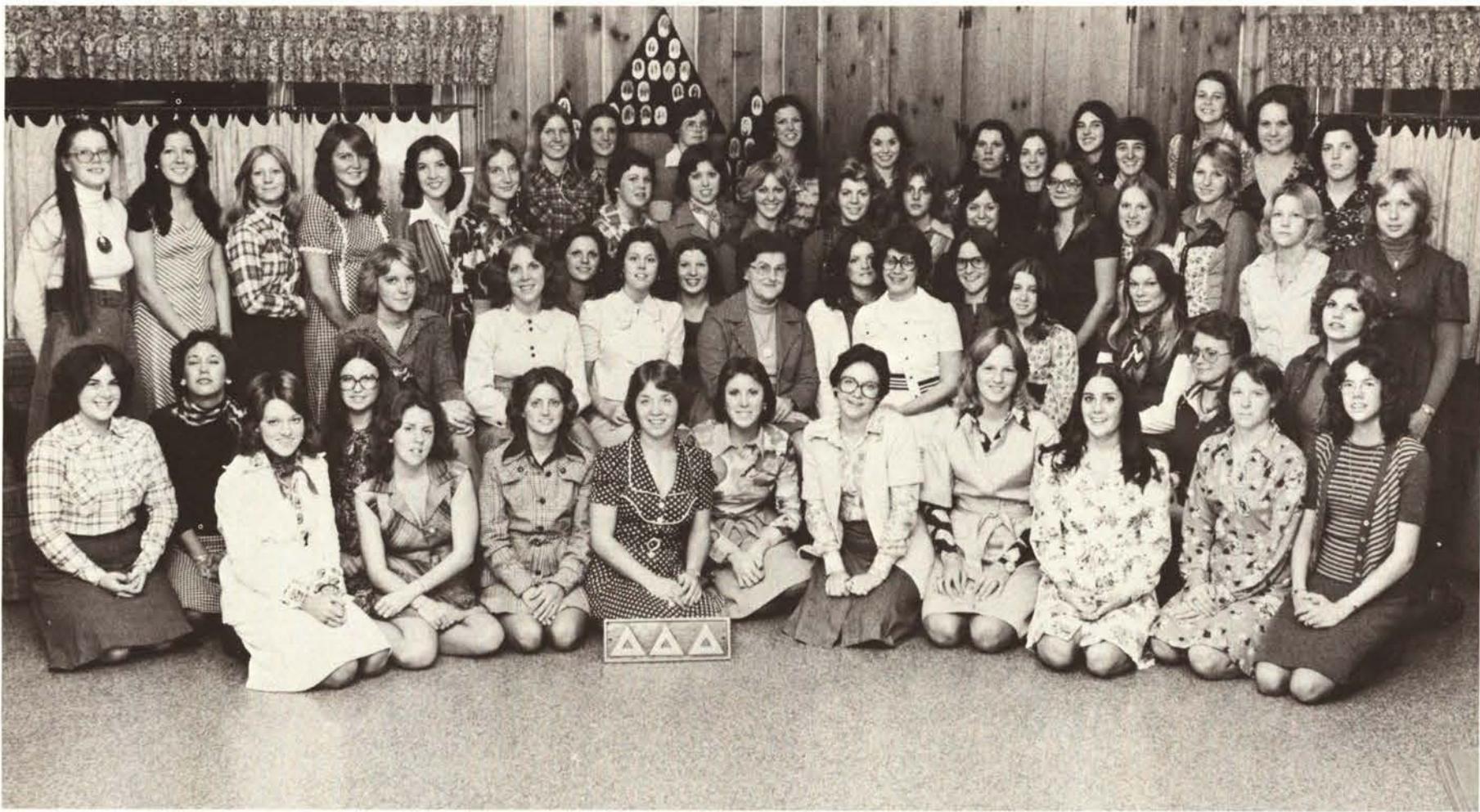
Second row L-R: Roger Bolton, Tom Kennalley, Bill Sutherland, Phil McKee, Mark Porter.

Third row L-R: Rich Perkins, Dave Callewaert, Joe Park, Tim O'Sullivan, John McMaster, Chuck St. Erne.

Fourth row L-R: Stan Wilson, Mike Loveland, John Fosse, Bill Gardner, Charlie Volk, Jeff Macauley, Dave Bennett, Ed Taravella, Kip Reiserer, Rob St. Erne, Jeff Norby, Mark Moore, Craig Coffman, Mike Meitzner.

# Beta Theta Pi

# Delta Delta Delta



First row kneeling L-R: Sharon Brown, Michele Foley, Tonie Gardner, Lauren Hagen, Mary Phillips, Ruthie Schmidt, Karla Palmer, Melinda Foley, Ann Kriewel, Jamie Wilson, Debbie Shellenberger, Jean Alexander, Daylene Brody, Jean Alexander, Debbie Martin, Sondra Davidson.

Second row L-R: Tracie Worman, Rhonda Land, Cheryl Kastens, Vicki Richardson, Julie Mears, Mom Martin, Vicki Wood, Pat Youngquist, Ann Reed, Shelley Farmer, Carol Walker.

Third row L-R: Jan Bush, Belinda Harlen, Leslie Vickery, Diane VanHuss, Sonya Turey, Kim Kasten, Lauri Jonas, Billie Alley, Kathi Lehman, Jill Fager, Darla Shank, Vicki McCall, Dee Foster,

Roberta Renfro, Kim Beardsley, Donna Francis, Sue Weigandt. Fourth row L-R: Terri Wells, Debbie Feaster, Susan Henline, Sarah Cooper, Debbie Ambergay, Kathy Bragg, Linda Lorg, Patty Momary, Rebecca Robertson, Becky Chambers, Denise Evans, Pam Hill.



First row L-R: Candy Kounovsky, Teri Worlford, Debbie Schmidt, Lonna Wright, Karen Willis, Patti Fahrbach, Ann Millsap, Sherry Bachman.

Second row L-R: Janet Smith, Mom McKay, Sharon Brown, Jackie Ratts, June Rivers, Susan Bond, Gina Williams, Jane Schroeder, Candy Loveland, Cheri Coffman.

Third row L-R: Donna Fox, Susan Fahnestock, Kelle Zorger, Mary McClure, Debbie Logue, Susan Justice, Kay Buckley, Cathy Buss, Chris Cohlma, Valerie Walker.

Fourth row L-R: Janis Farha, Pam Vandaveer, Janice Moen, Ann Mokler, Cindy Hubbard, Sherry Buss, Debbie Subera, Beth Deshler, Ann Cannon, Leslie Burk, Denise Xidis, Cassandra Ayer, Sherree Lynch, Charlotte Gray.

Fifth row L-R: Lori Wilson, Jeanine Burkman, Debbie Duncan, Brenda Beyrle, Marie Newton, Kyle Chapman, Mary Mitchell, Susan McMaster, Jayne Lindman, Kandi Kendall, Susan Palmateer, Lisa McClintick, Susan Schroeder, Linda Ralston, Susan Sherman, Debbie Cormelson, Kim Shirley.

Not pictured: Kerri Arnold, Dietrie Bilson, Joanna Jameson, Patti Kirkpatrick, Tricia Potucek, Liane Burwell.

# Delta Gamma

# Geology Club



First row L-R:  
Hank Harvey  
Bob Laymon  
Hal Clark  
Gary Seckman  
Second row L-R:  
Mike Spain  
Greg Cheney  
Debby Gagne  
David Keras  
Terry McLeod  
Janette Norris  
Dave Smit  
Scott Amos  
Third row L-R:  
Fred Harvey  
Eldon West  
Phil Hart  
John Gries  
Carol Webb  
Cris Dilts  
Doug Davis  
John Heitman



First row L-R:  
Gary Lindsted  
Tony Taravella  
David Metzger  
Second row L-R:  
John Sommers  
Joe Emming  
Brad Carr  
Kevin Reiboldt

Pi Tau Sigma strives not only to establish strong ties for friendship and loyalty among members, but to share and acquire knowledge from peers.

# Pi Tau Sigma

# CAC Activities Council



First row L-R:  
Paul Waliczek, CAC Programming Dir.  
David Crowder, President  
Jim Winton, Vice-president:

Second row L-R:  
Julie Stallard

VIP Hosts Comm. Chairps.

Paula Douglass, Flic Comm.

Bill Glenn, CAC Dir.

Michael Patton, Program Advisor

Jean Crowder, Secretary

Not pictured:

Jim Erickson,

Wichita Film Soc. Comm. Chairps.

Sandy Truex, Art Comm. Chairps.

Vicki Richardson,

Travel Comm. Chairps.

Robin Salem,

Performing Arts Comm. Chairps.

Jack McClurg, Chess Club Chairps.

The CAC Activities Council is a part of the educational program of the college.

As the center of college community life, it serves as a laboratory of citizenship, training students in social responsibility and for leadership in our democracy.

Through its various boards, committees, and staff, it provides a

cultural, social, and recreational program, aiming to make free time activity a cooperative factor with study in education.

In all its processes, it encourages self-directed activity, giving maximum opportunity for self-realization and for growth in individual social competency and group effectiveness. Its goal is development of persons as well as intellects.



First row L-R:  
Susan Fiechtner  
LuAnn Parks

Brian Luckinbill

Tim Alvarez

Steven Kruse

Second row L-R:

R.W. Parrish

William Sherow

Garret McQuiston

John Smee

Ken Frevert

Jesus Rincones

Betty Huff

Third row L-R:

David Friesen

Fred Pinaire

Mike Clifton

John Kennedy

Tom Woolums

The Administrative Management Society has three goals: to assist in developing interest in administrative management among students in this University; to determine the needs of the business community through lectures and panel discussions from business

executives, research studies, and office plant visitations; and to provide media for free exchange of information and ideas among its members.

# AMS

# Sigma Phi Epsilon



On ground L-R: Rob Rose, Fred Shigley, Kevin Brack

First Row L-R: Mike Taylor, Gery Fisher, Don Arnold, Sterling Larkin, Bob Freeman, Chris Anderson, Cary Peaden, Mike Farmer, Kerry Bottorff, Nels Hoadley

Second Row L-R: Jim Bergh, Terry McCulloch, Bob Thurman, Mark Metz, Mike Moore, Larry Smith, Lyle DeHaven, Matt McGuiness, Steve Gengler, George Suderman, Ken Gengler, Marilyn Raple

Third Row L-R: Dave Blakemore, Jim Busch, Art Willard, Steve Hayes, Dennis Marcotte, Greg Waples, Denis Dieker, Wayne Ireland, Bob Tollesen, Dave Monty, Gary Austin, Kenneth Milsap, Ted Shigley, Mark Newman, Jesse Soria

Fourth Row L-R: Gene Carr, Terry Pittman, Don Rowe, Bill Hall, Mark Davis, Bob Marron, John Hietman, Leroy Austin, Barry Metz



First Row L-R: (on floor) Marilyn Raple, Mary Ann Stepanich, Jan Faust, Mary Pulhamus, Susie Hitchcock, Patti Culbertson, Martha Livingston, Kim Shirley, Tony Gardner

Second Row L-R: Elaine Neal, Melodie Parcel, Chris Greco, Rosy Williams, Kim Beardsly, Patti Dugas

Third Row L-R: Leslie Oder, Ann Milsap, Gail Spiess, Cathy Thomas, Therese McGill, Julie Height, Marth Ublocker, Marilyn Hearld, Terry House, Darla Shank, Karen Longhofer, Terri Wells, Patti Keffe

# Sisters of the Golden Heart

## Little Sisters of Minerva



First Row L-R:  
Dianna Orth,  
Janet Smith,  
Pam Davis,  
Barb Lovejoy  
Second Row:  
Janice Moen,  
Judy Cornett,  
Carol Bell,  
Debbie Smith,  
Ann Reed,  
Leslie Nixon  
Top Row:  
Cecile Kellenbarger,  
Beth Harlenski

An honorary organization, open to all girls which aids Sigma Alpha Epsilon fraternity in Community Service Projects and social events.



Tau Beta Sigma and Kappa Kappa Psi are service organizations helping to promote spirit, musicianship and public relations for the Wichita State University bands.

First Row L-R: Richard Schwanz, Craig Schiller, Greg Urmey, Steve McLeland  
Second Row L-R: Randy Criswell, Mark Monroe, Jon Farley, Boris E. Collings, John Adolfs, Richard Shively  
Third Row L-R: Janice Trimmell, Sue Proctor, Debbi Hobson,

Marleen Dick, Beverly Bringolf, Peggy Thorpe, Dan Vernon  
Fourth Row L-R: Doug Cheney, Patty Richenburg, Ted Baird, Lisa Worl, Jim Bade, Rene Burns, Leroy Hicks, Keith Temaat, Bart MacMillan, Jon Moorhead, Chuck Elliott, Bob Carr, Tom Sooby  
Fifth Row L-R: Dave Catron (advisor), Joe Petersen, Lydia Thomas, Gary Nicholson, Rick Bell, Devery Dettweiler, Ellen Anderson, John Connor, Brad Bone, Gray Bishop, Wyatt Cox, Jeff Farley

## Tau Beta Sigma and Kappa Kappa Psi

# Student Music Council



Second Row L-R:  
Keith Temaat  
Bill Shelly  
Bart MacMillian  
Ban Zollars  
Blair Penny  
First Row L-R:  
Jo Elaine Copland  
Shelly Becker  
Connie Miller  
Laura Bergquist  
Nancie Shaw  
Not Pictured:  
Kim Kimball  
Sem Kegley  
Toni Absher  
Don Stegink  
Brad Bone

Members of the Division of Music Student Council are included on Curriculum Committee, Scholarship Committee, Music Library Board, Guest Artist Committee and Recital Committee.

The council conducts Faculty Evaluations and is used as a spring-board for the student voice. The council sets up policies involving student use and participation in The School of Music.



L-R:  
Mary Kay Farha  
Linda Whitaker  
Susan Green  
Marnie Neu  
Phil Burger  
Anita Hight  
Kathy Baker  
(standing) Hana Borchers

Women in Communications, Inc., is a professional society for women in all phases of communications: writers, photographers, advertising, broadcasters, etc.

**WICI**

# Panhellenic Council



Front (sitting) L-R:  
Beth Harlenske  
Leslie Nixon  
Standing L-R:  
Ann Reed  
Lisa Callahan  
Top (sitting) L-R:  
Dietrie Bilson  
Leslie Burk, President,  
Rosy Williams



The Black Business Association for Students was organized to develop an interest among Black students in taking advantage of the opportunities in business management. Although the BBAS was developed by students in the College of Business Administration, membership is open to all University students.

Sitting L-R:  
Ramona Logan,  
Claudia Forbes,  
Theodis Rolfe,  
Cathy Campfield, Chairperson,  
Veronica Birmingham  
Standing L-R:  
Sandra Crockett,  
Joe Washington, Finance Chairperson,  
Peggy McConnell, Vice-chairperson,  
Deatra Crockett



L-R:  
Donald Lollis,  
Lana Guliford,  
James Quinton,  
Inman Boyd.  
Not Pictured:  
Donald Jackson,  
Anthony Welch,  
Leroy Bonner.

**BBAS**

# Delta Sigma Theta



1st Row L-R:  
Lana Guliford,  
Donna Fletcher,  
Minnie Mitchell,  
Elaine Robinson, Vice-president.  
2nd Row L-R:  
Carol Ross, Advisor,  
Joyce McCulloch, President,  
Veronica Birmingham,  
Connie Gray,  
Loretta Fletcher,  
Rita Carson,  
Gloria Bell, Advisor  
Not pictured.  
Regina Florene - Secretary  
Egenia Sayles - Treasurer



Back L-R:  
Don Grossardt,  
Sam Lindeman,  
Dean L. McKibbin,  
Patti Black,  
Les Fiechtner, Advisor,  
Mark Winkler,  
Danny McKenzie,  
Phil Bradbury.  
Front L-R:  
Harry Schukman,  
Tom Woolems,  
Fred Pinaire,  
Mary Young,  
Randy Gantenbein.  
Not pictured:  
Diana Love,  
Pat Youngquist,  
James Quinton.

The purpose of the Advisory Council for Business Administration is to provide the College of Business Administration Dean with student input on matters of student interest, scholarship and to coordinate the Gold Key Awards Banquet which gathers together the students of the college and business men from the surrounding area.

## B.A. Advisory Council

## Brennan III Council



Kneeling L to R: Sheryl Barnes; Chris Osgood, President;  
Seated L to R: Marcy Weibe; Deb Salser, Advisor; Lynne  
Eikenberry, Vice-President;  
Standing L to R: Alice Dooley, Secretary-Treasurer; Andrea Rice,  
Jay Davidson, Lenis Barnes, Bev Rosemarynoski, Pete Orozco

## IRC Exec. Board



L to R: Terri Hannon, Vice-president; Sheri-Lyn Robinson,  
Secretary; Greg Smith, President; Kerry Barnes, Treasurer



Anderson, Ellen; Barnes, Kerry; Barnes, Lenis; Barnes, Sheryl;  
Barrett, Bruce; Bergner, Mindy; Bishop, Barb; Bryant, Martin;  
Caraciolo, Mike; Carls, Gene; Carlton, Cindy; Colborn, Cathy;  
Davidson, Jay; Devena, Diana; Dickey, Alecia; Dooley, Alice;  
Eikenberry, Lynne; Ensminger, Dwight; Fletcher, Donna;  
Hannon, Terri; Hasty, Don; Huhn, Melinda; Jauregni, Bernie;

Kirby, Becky; Krehbiel, Tricia; Krone, Cheryl; McCreery, Scott;  
Morgan, Norman; Mueller, Donna; Orozco, Pete; Osgood, Chris;  
Pendrak, Brad; Reece, Pam; Rice, Andrea; Robinson, Mark;  
Robinson, Sheri-lyn; Schlegel, Therese; Smith, Greg; Steichen,  
Rebecca; Stramel, Susie; Waldo, Susie; Sedel, Debbie; Weibe,  
Marcy; Wheatcroft, Gayle; Wilson, Barb; Wright, Wendy

## Inter Residence Council

# Grace Wilkie



Grace Wilkie Residence Hall, built in 1953, is the home for 125 active and involved girls. Educational programs sponsored ranged from a seminar on human sexuality to involvement in the Big Sister program. Social activities include dances and treasure hunts.

President-Melinda Huhn  
Vice-President-Alesia Dickey  
Secretary-Cindy Carlton/Virginia Pallett  
Treasurer-Debbie Wedel  
Social Chairperson-Pam Reece  
Education Chairperson-Therese Schlegel/Debby King  
Intramurals Chairperson-Cindy Perkins  
Graduate Resident-Carol Finch



## Brennan I and II

Front L-R: Becky Kirby, Mark Robinson, Donna Mueller, Bernie Jaurequi, Wendy Wright, Scott McCreery, Barb Wilson, Paul Dawson  
Back L-R: Diana Devena, Gene Carls, Norman Morgan, Don Hasty, Martin Bryant, Tim Walsh.



## Brennan III

Kneeling L-R: Pete Orzco, Ruth Strauss, Macy Wiebe, Janie Rush, Chris Osgood, Barb Gerleman, Lynne Eikenberry  
2nd row standing L-R: Cindy Konencny, Davida Richardson, Jodi Reynolds, Carol Francis, Andrea Rice, Carol Kroening, Deb Salser, Janis Decker, Sheryl Barnes, Lenis Barnes, Sylvia Beebe, Alice Dooley, Rachel Arebalo, Bev Rosemarynowski  
3rd row standing L-R: Doug Mueller, Keith Nivens, Keith Kocher, Mike Stensrud, Mason Leonard, Randy Albrecht, Kurt Fiscko, Barry Cook, Sylvia Wheeler, Jay Davidson, Martin Brown, Charley Waterson, Linda Mick, Val Ensz, Rick Van Buren, Jeanellen Knight, Sheila Blanken

## Brennan I, II and III

# Credits

**Editor - In - Chief** Ramona Logan  
**Art Editor** Bob Vaughn  
**Department Editor** Mary Smith  
**Sports Editor** Jacquelyn Knapp  
**Promotion Manager** Barbara Fannin  
**Office Manager (Fall)** LuAnn Parks  
**Office Manager (Spring)** Vernis Barrier  
**Copyreader** Gary Freed

## Production

Doug Lea  
Deborah Wiles  
Ron Zuercher

## Writers

Ron Anderson-210-211  
Cathy Baker-191,194-199,259  
Alice Brown-34-35,156,204,234-235  
Phil Burger-305  
Cindy Dick-154,155,157  
Anita Hight-182-183,200-201,202-203,254-257  
Pat Jennings-238  
Jacquelyn Knapp-274-275,284-287,289-304,306-307  
Ramona Logan-36-37,160-165,178-181,208,212-213,218-219,  
221,244-247,248-249,260  
Camille McGuire-148-149,150-151,174-175,184-185,216-217  
Toni Newman-38-43,240-241  
Steve Shaad-288  
Judy Scott-20-33,171-173,188-189,192-193,258  
Mike Shalin-276-283  
Mary Smith-58-143,166-167,176-177,205,206-207,220,222-223,  
242,261,266,267,269,270  
Jan Trimmell-224-225,228-229,230-231,252-253,259,260  
Theme Poetry  
Paul McIntosh-4-19

## Staff Photographers

Pete Beren --22, 23, 25, 27, 29, 31, 40, 41, 42, 46, 47,  
48, 49, 50, 51, 52, 54, 55, 59, 61, 65, 68, 73, 74, 77, 78,  
105, 110, 111, 114, 115, 118, 119, 124, 125, 126, 127,  
129, 133, 136, 137, 138, 139, 142, 143, 150, 151, 154,  
158, 159, 161, 162, 163, 163, 166, 167, 171, 174, 175,  
178, 179, 180, 181, 189, 191, 196, 197, 198, 199, 200,  
201, 206, 207, 208, 209, 212, 213, 214, 215, 216, 217,  
224, 225, 226, 228, 229, 239, 248, 249, 250, 251, 257,  
260, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285,  
286, 290, 201, 292, 293, 394, 295, 296, 297, 298, 299,  
300, 301, 302, 303, 304, 310, 312, 313, 315, 316, 317,  
340, 341, 342, 343, 344, 345, 346, 347, 349, 351, 352,  
353, 354, 355, 358, 360, 361, 362, 363, 364, 365,  
Cathy Daniels- 62,63,71,124,150,151,157,303  
Michael Fizer --34, 35, 47, 54, 55, 64, 65, 75, 79, 94,  
95, 98, 100, 101, 102, 103, 104, 105, 120, 132, 139,  
158, 159, 170, 172, 173, 182, 183, 192, 193, 202, 203,  
208, 210, 211, 230, 231, 265, 305, 310, 311, 312, 314,  
315, 316, 317, 359,  
Ramona Logan-50,52,76,77,92,93,94,95,96,97,106,111,  
121,123,128,130,131,133,134,135,144,164,165,204,205,  
216,217,219,220,221,243,312,314,315  
Pat McCreary- 52,65,66,72,82,116,128,140,150,151,155,156  
Robert Vaughn- 2,25,26,83,84,85,86,87,242,313

## Contributing Photographers

Jim Aenchbacher-60  
Tom Armstrong-190  
Daniel Bradley-88,89  
Max Case-238,306,296,297  
Mike Conover-246,247,307  
Brian Corn-30,69,148,149,189  
Gary Dunbaugh-251  
Barbara Fannin-122  
Ricci Floyd-170,171,172  
Roger Geske-112,113  
Steve Houak-141  
Rob Lea-117,140,176,177  
Tony Neville-90,91  
Howard Rappaport-229  
David Wagner-67  
Debra Wiles-70  
Ron Zuercher-80  
Hugh Tessendorf-24,58,185

Theme Photography  
Pete Beren-8-9  
Norman Rehme-6-7,10-19

Note: The pages listed after the photographers' name means that the photographer can be credited with at least one photograph on that page, but not necessarily all the photographs.

## Illustrators

Jackie Edwards-233  
Doug Lea-44-45  
Bob Vaughn-20,28,56-57,146-147,168-169,186-187,  
234-235,272-273,274-275,308-309, 338, 339  
Mark White-238,239  
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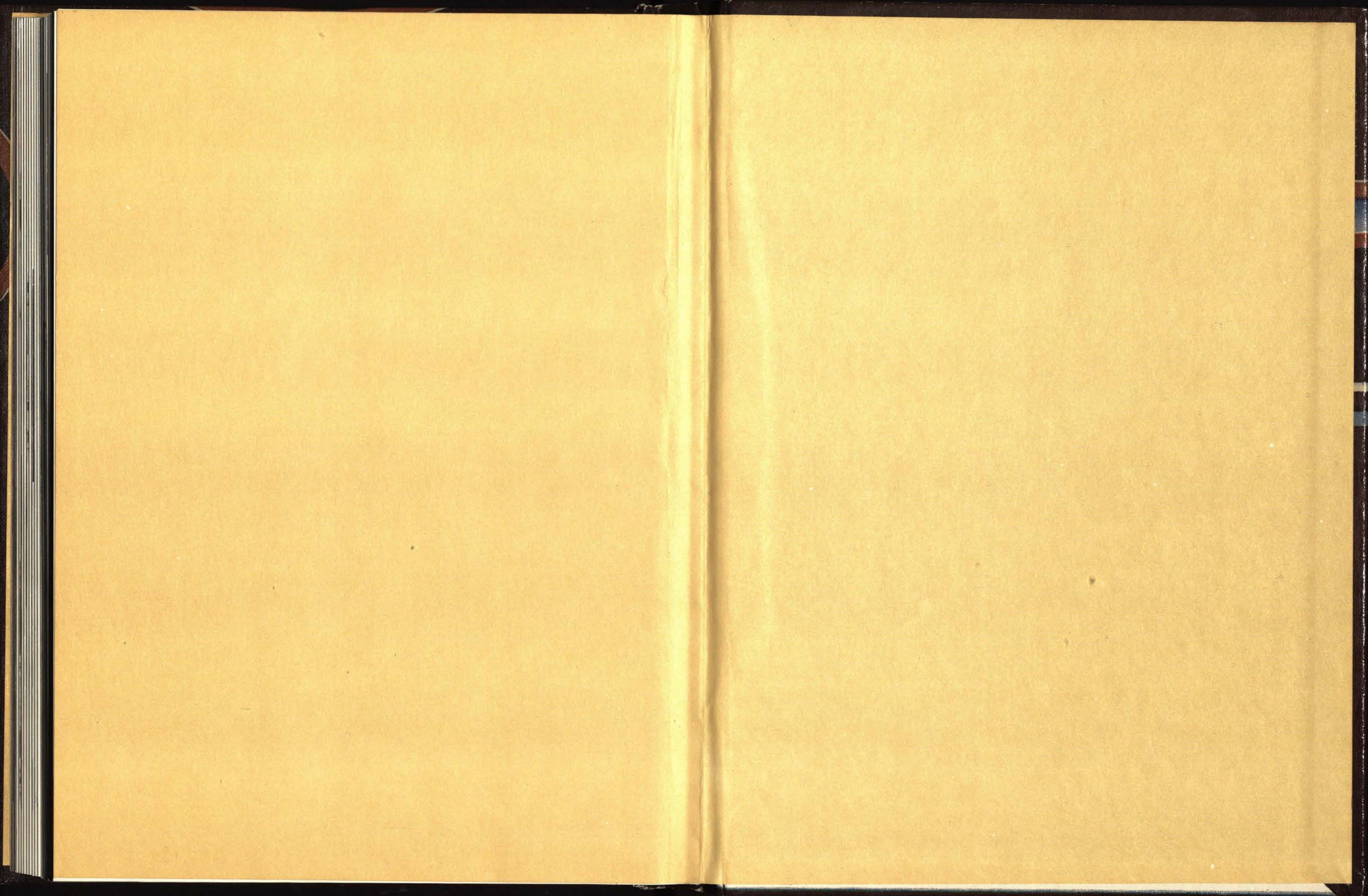
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