

**Time-Distance Problem At NU—**

# Class Break Too Short

**EDITOR'S NOTE:** Expanding facilities for collegiate education have caused problems for students trying to get from one class to another in time. Jim Forrest, writer of this depth story, tells about this shortage of walking time on the Big Eight and Big Ten campuses.

By Jim Forrest

"Who says we don't have a physical fitness program?" asked Mike Miller, sophomore at the University of Nebraska, as he slipped into his seat as the bell rang beginning class.

"Our education system has one of the most rigorous ones yet. It gives us ten minutes to get across campus to class," he whispered with a marked shortness of breath, "and it's hourly."

"If this place keeps sprawling out, then there is going to be a sudden increase in the popularity of roller skates."

The realities of the physically expanding university campus cannot be argued. On one Big Ten campus alone there are 54 miles of sidewalk, 26 miles of roads and 422 buildings, spreading over more than 4,000 acres. The population of just the main dormitory and housing area on a Big Eight university campus cannot be matched by 11 counties in the state. The total enrollment of another Big Ten campus is just over 35,000 eating, sleeping, moving students eager for an education.

And while it might be interesting and perhaps useful to speculate on facilities that are bursting their seams, or on the strains to academic standards, or on the need for more money, the subject here is how long it takes a student to walk across a campus.

A student at Michigan State University credited the rising popularity of tennis shoes and sneakers with both men and women on campus to this problem. Better traction over the school's 4,250 acres of East Lansing campus, he said.

A survey of the Big Ten and Big Eight universities indicated that beyond all else the physically exploding campus—an off-detonation of the now-mushrooming population explosion—is making the basic requirement of getting to and from classes more difficult, if not impossible.

This has caused universities to alter class schedules, to change the length of the school day, and to create intercampus bus systems. It has influenced curriculums, credit hours, attendance, and the utilization of facilities.

Simply stated it means that no matter how fast a student can walk, or run, he can cover only so much distance in a given amount of time.

Among America's megalomaniac universities in the Big Ten and Big Eight, all but three have a 10-minutes allowance for travel between 50-minute classes.

But is the 10-minute interval sufficient? It was after World War II, but is it still today? If it is, will it be next fall?

At the University of Nebraska, the interval was put to the test. The distance between the academic area and a new building which opened for classes this fall was stepped-off against the sweeping hand of a stopwatch.

The 10-minute interval at NU last year was sufficient, but the results of the test showed it is not this fall for students with classes in the new building.

It took 14 minutes from the new building on the northeast corner of the campus to

the farthest building in the southwest corner; it took 9 minutes from the center of the academic area. But these times represent only door-to-door distance. Delay in getting in and out of congested buildings or failure of professors to dismiss class exactly on time is not included.

The standard 10-minute interval between 50-minute classes was abandoned at the University of Wisconsin, Ohio State University and the University of Indiana.

These three Big Ten schools are more than just deviations from the norm. They represent three options which other schools have if they decide to give students more traveling time. Wisconsin has a 50-15 split in the school hour; Indiana has a 45-15 split hour; and Ohio State has a compromised 48-12 split.

But giving students more travel time is the exception and far from the rule at most Big Ten and all Big Eight schools. These universities view the idea of taking away class time to extend the travel allowance with objections.

"When you take off five minutes from the class period," says University of Nebraska registrar, Dr. Floyd Hoover, "you short-change thousands of students of valuable education time they not only need, but have paid for."

For example, at Indiana where they changed this year from the traditional 50-10 to the 45-minute class, 15-minute interval five minutes of education time per each of its 17,829 students is lost per hour. This is the equivalent of some 90,000 minutes (1,500 hours, 625 days) of instruction time lost every hour.

Since World War II, the limits of campuses in general have been expanding much faster than a student can walk. This is what happened at Wisconsin, Ohio State, and Indiana.

Assistant Registrar at Wisconsin, Thomas L. W. Johnson, explained it this way:

"Prior to the summer of 1946, only 10 minutes were allowed between classes. The change to 15 minutes came about with the expansion of facilities and enrollment following World War II."

The truth of the matter is that there are no quick, easy, and sure solutions to this time-distance problem on America's expanding university campuses. And to give the impression that there are is to do the problem no service.

On the other hand, an even greater disservice can be done by giving the impression that this problem is found wherever a student must walk a distance between classes. It is not, even on Big Ten and Big Eight campuses.

But in every response where there was no indication that the problem had planted its tired feet on a campus, the administration qualified its answer by saying they could see the possibility of change in the future.

Purdue University is one of these schools:

"If the campus spreads a lot in the future we might change the length of class periods and class break," said Registrar N. M. Parkhurst.

University of Michigan admissions assistant, Stanley A. Ward, gave a similar explanation:

"We are now building a new School of Music on the north campus and chances are this

will influence our scheduling somewhat."

But once the problem is recognized by school administrators, solutions fall like rain and soak in to fit the particular facet of the problem as found on the individual campuses.

For example, at the University of Nebraska, a new building opened for class this fall. It is the first one outside the 10-minute limit of the main academic area. Only a small percentage of students will use this facility.

Solution? The students who have classes in the new building have their schedules "blocked" enabling them to attend classes in the main academic area in the morning, eat lunch, and then come to the new building for the rest of the afternoon.

At the State University of Iowa, the campus is sprawling and is divided by the Iowa River. Primarily, classes on the west side are on the graduate level; and on the east, undergraduate. But there are undergraduate classes in men's physical education and ROTC on the west side.

Solution? Richard Gibson, administration assistant, explains, "Men's P.E. and ROTC classes are cut by five minutes from the normal 50-minute period to allow a 15-minute break between classes for traveling time."

At Wisconsin another solution has been adopted. Thomas L. W. Johnson, assistant registrar, said, "Some departments are using periods of one hour and 15 minutes twice a week in lieu of three 50-minute periods." This is the technique of concentrating students in a particular area of the campus, thus cutting down the distance and the frequency of changing classes.

At the University of Minnesota class periods are staggered. Recorder T. E. Petengill explained it this way:

"Although there are no differences in the length of class period and the interval between classes, we have differences in the starting time of classes. Some begin on the hour, others on the half-hour."

All these problems and examples of solutions are concerned with only a single spread-out campus. It is very common, however, for these Big Ten and Big Eight schools to have more than one campus.

In such cases the time-distance problem can appear on one but not the others, as at Indiana, where the interval between classes was extended

on the Bloomington campus, but not on the other smaller campuses.

On other multi-campus schools such as Nebraska in the Big Eight and Ohio State in the Big Ten there is a problem of students having to commute, sometimes hourly, between campuses.

At Nebraska, two solutions have been initiated this year. First, classes on the agricultural campus are scheduled to begin on the hour while the city campus shifts to the half hour. Second, an intercampus bus now runs hourly to meet the demands of a regulated university clock.

This inter-campus bus system idea has also been in use at Big Ten schools, such as Ohio State and the University of Michigan.

These are some of the solutions. Are they the answer? The administrators would like to know, too. Some have been successful on some campuses. Some have failed.

It is a problem complicated by the fact that a solution today may be inadequate next year. Wisconsin, which switched to a 15-minute interval to relieve the problem following the great expansion during the post-World War II years, now faces the problem again. Due to a second surge to peak growth in enrollment and physical size, the longer interval is indicating inadequacy.

Mike Miller's antecedent, "If this place keeps sprawling out . . ." is certainly destined

to validate its consequence, ". . . then there is going to be a sudden increase in the popularity of roller skates." If there is anything educators are sure of, it is that American universities will continue to grow at a frightening rate.

Nebraska's land grant university is an example in point: During World War II its enrollment dropped to only 2,200. In 1963 it has swelled over the 11,500 mark. By 1970, administrators expect 20,000 students on campus.

Forty years ago, NU's campus was four square blocks. In 1963 it has nearly fifty. In the future, it will spread two and a half miles and tie in with the school's agricultural campus.

## Ag Young Adult Program Closed Until Second Term

For the first time in its three year history the Midwest Institute for Young Adults (MYIA) has attracted more students than it can handle during the first term, December 2 to February 7.

First term enrollment had to be closed with 60 students registered, according to Dr. Otto Hoiberg, head of the Hall of Youth at the Nebraska Center for Continuing Education where the institute is held. Nine names are on a waiting list to replace any late cancellations.

There are plenty of openings as yet for the second term, Dr. Hoiberg said, with 16 registered and nine indicating an intention to register. The second term runs from February 10 to April 3, 1964.

MYIA is designed to give advance education to young men who cannot take the time for a four year college course but are mature enough and determined enough to make use of what they learn at the institute.

The student, if he decides to register later for the reg-

istered senior men and two staff members of the department of Agricultural Education at the University attended the National Conference of Teachers and Educators in Agriculture at Kansas City, Mo., this week.

The staff members were Dr. J. T. Horner, associate professor of agricultural education, and M. G. McClellan, assistant professor of agricultural education. Dr. Horner assisted with the national Voc-Ag judging contests and Prof. McClellan helped direct the conference program.

Students in attendance were: Myron Carlson, Eugene Cook, Alton Crook, Charles Eggers, Leroy Friesen, Donald Friedrickson, Douglas Genereux, Paul Gustman, Larry Hammond, Lyle Hermance, George Hermone, James Kent, Findrew Nelson, Robert Polson, Carl Sojka, Ray Robertson, Lawrence Umland and Ronald Meinke.

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## Ten Weavers Display Work At Sheldon

The work of ten of the nation's leading weavers is on display at the Sheldon Memorial Art Gallery at the University Art Galleries and the Lincoln Weaver's Guild, is the fifth in a biennial series.

Thirty-six items representing 26 weavers were selected for showing and will be on display until Nov. 3 in galleries D and E.

The Purchase Award offered to those exhibiting outstanding work by the Lincoln Weaver's Guild, went to Maria Kazazis of Bloomington, Ind., for a tapestry entitled, "Norwegian Landscape." Honorable mentions went to Pamela Stearns, tapestry, Yellow Springs, Ohio; Helen Wood Pope, Afghan, San Francisco, Calif.; and Harriett Hagerty, wool coating, New York, N.Y.

## Nov. 20 Deadline Set For Annual Pictures

Independent Lincoln students, dorm students and married students are requested to stop in to have Cornhusker pictures taken between 9 a.m. and 5 p.m. Monday through Friday, between now and Nov. 20, according to Bette Schnabel, Cornhusker panel editor.

Pictures are being taken in Music Room B, Nebraska Union, for \$2.

For any conflicts or questions, call Miss Schnabel at 423-6281 or at the Cornhusker office.

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