

# Summer Sessions Experiencing Growth

## Cost of University Sessions Increases Fivefold Since 1955

In 1955 the budgeted cost for the University summer sessions was \$183,990. Today the budgeted cost for the 1965 session is \$542,767.69.

Likewise, in 1955 the total enrollment was 2,951. An enrollment of 5,000 or more is expected for the 1965 session, according to Dr. Frank Sorenson, director of the summer sessions.

Sorenson said he attributes part of the cause for the large growth to the air-conditioning facilities now being put into use at the University.

In 1955 there was no air-conditioning in University dormitories. At that time, in his report on the 1955 summer session, Sorenson wrote:

"The one major disappointment came during the month of July when 'Old Man Weather' bombarded the campus with daily temperatures exceeding 100 degrees Fahrenheit. This period of excessive heat called attention to the great need for air-conditioned sleeping rooms for both men and women."

At that time Sorenson recommended that new dormitories should be planned with air-conditioning or at least "special ventilating."

Today Sorenson's recommendation is being put into practice. New dormitories are being built with central air-conditioning so all residents can study and sleep in comfort.

### Air-Conditioning Used

Today, also, more and more buildings are being air-conditioned. Burnett Hall, the University Theatre, Nebraska Hall, the Social Science building, the administration building, Sheldon Art Gallery, the Nell Cochran Woods art class building—all these are air-conditioned on the city campus.

Sorenson pointed out that the air-conditioning in Love Memorial Library and the Nebraska Union "has helped a lot." These two buildings now serve as centers for study and

activities away from the summer heat. This, too, has contributed a great deal to the growth of enrollment at the summer session, Sorenson said.

Sorenson predicted that in six to ten years the whole campus will be air-conditioned. "This is very important to all year-around classes," he said.

By 1975 the enrollment will probably reach between 9,000 and 10,000, Sorenson said. With so many students on campus, it will be necessary to have a "controlled environment in which students may live and study."

### Session To Be Lengthened

A change in the length of the summer session post course meeting was recently approved by the University Senate.

Effective in the summer of 1966, the post session will be four weeks instead of the present three weeks.

This will extend the entire summer session from 11 to 12 weeks, and will "keep the campus busier," Sorenson said. The objective of the change is to use the University facilities as much as possible during the summer.

"This is an expensive plant and we can't afford to have it lie vacant," he said.

Although a "six-six plan" is used on some campuses, and a "five and a half-five and a half plan" is used on others, Sorenson said that the University, in changing the summer session to 12 weeks, tried to keep the eight week session.

### Eight Weeks 'Protected'

He said it was "protected" because it is becoming quite popular with the students and they are coming to know and understand it. Another reason for "protecting" the eight week session is graduate study. Any session less than eight weeks squeezes the instructional period too much, Sorenson said. With a longer instructional

period, graduate students receive better teaching.

Graduate students are often involved during the regular year in research which carries over into the summer session, according to Sorenson, and need the longer period to continue their work.

Sorenson said the intent of the longer period, in addition to using University facilities year-around, is to keep building enrollment as fast as possible so maximum use will be made of the campus.

### August Classes Encouraged

Over the past ten years there has also been a change in the attitude toward the post session. In 1955 there was one small group of students taking one class. The University "didn't encourage departments to offer August classes," Sorenson said.

Today, the University administration realizes that they can't afford to waste that month. This summer there are seven classes being offered with 300 students enrolled, Sorenson said.

He said that in 1966 the enrollment will probably continue to increase, and from then on at a rate of possibly 100 students per year.

By 1975, the enrollment will probably reach 1,300 to 1,500, he said.

The August courses offered today include only Teachers College classes. In the future, according to Sorenson, the University will encourage other departments to offer post session courses.

### Large Staff Needed

To maintain the present enrollment during the summer, a staff of 440 instructors and about 115 graduate student instructors is employed.

Forty per cent of those participating in the summer sessions are teachers and school administrators from around the state. The other sixty per cent consists of regular students who are now attending the University during the year and college students from other colleges who are home for the summer.

There are a large number of graduate students participating in the summer sessions. Sorenson estimated the total at more than 2,000 who are working toward a Master's Degree or a Ph.D. "These people are really busy," Sorenson said, again pointing up the need to keep the campus open for them to continue their studies.

The objective of the whole summer session is to provide for the educational needs of the students who are here, Sorenson said. "This means a continuation of regular courses and the offering of appropriate courses for teachers and school administrators."

Sorenson said the sessions also serve the purpose of providing an enrichment type of educational experience. Through such programs as the fine art sessions, the world affairs previews, special institutes, conferences and special convocations, this enrichment program is facilitated.

### Evening Enrollment Shows Increase

Advance registrations for University of Nebraska evening classes this summer are considerably above a year ago, according to Edor Ellingson, supervisor of evening classes.

A total of 308 persons had enrolled for evening classes as of June 10 compared to 191 persons on the same date a year ago.

The registration deadline for evening classes was yesterday Ellingson said.

New courses this year include those in basic computer utilization. There also are several courses in art and photography.

## Summer Reading List

### Humanities Reading Room

Smith, Willie "The Lion." MUSIC ON MY MIND; THE MEMOIRS OF AN AMERICAN PIANIST. This is the colorful autobiography of a man who is a rabbi, a composer, a raconteur and, first and foremost, a fine jazz pianist. Though Smith is not famous even among jazz fans, the musicians regard him as one of the best pioneer exponents of the music. After sixty-five years of playing, he still creates his own fine style of jazz.

### Science Reading Room

Parry Albert. WHISTLER'S FATHER. Everybody knows about Whistler's mother, but few people even think of the artist's father, Major George Washington Whistler. This book covers the years Major Whistler spent building up the American railroad system in the 1830's and his later achievements in the establishment of the first Russian railroad from St. Petersburg to Moscow. His personal triumphs and failures are vividly portrayed; his ingenuity, his son's genius, his wife's puritanism, and his daughter's love, all combine to make this family one of the more memorable in the American annals of biography.

### Social Studies Reading Room

Gordon, Mitchell. SICK CITIES. Mr. Gordon is an employee of the Wall Street Journal. He presents the more menacing aspects of rapid city growth, water contamination, lack of recreational facilities, plus new problems such as the disposal of rising mounds of trash. Probably the most comprehensive book on the subject, it presents enough horrors to make even the formerly unconcerned a little fearful.

### Summer Nebraskan

Editor: Priscilla Mullins  
Business Mgr.: Holly Spence  
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## Univ. High Offers Many Enrichment and Help

Just as the University summer sessions are growing, so is the University High summer session for high school and junior high school students.

Enrollment so far this summer has reached about 550, with 42 courses being offered.

Fourteen years ago, in the summer of 1951, there were 152 students registered for a total of 21 courses. Over the past 15 years the figures have shown a steady increase each year, according to Alan Seagren, principal.

The high school summer education program of today serves a twofold purpose. It is first an enrichment course, to allow students to take courses which they are not able to work into their regular schedule during the year; and second, a remedial course, enabling students to make up courses in which they have been unsuccessful, and in which they need extra work and help.

In the way of enrichment courses, a junior high school science seminar is offered as well as a course in comparative political and economic systems. Other courses include industrial arts and a modern history seminar.

Remedial courses are offered in such subjects as second semester geometry and algebra, according to Seagren.

Students are given diagnostic tests when they first enter summer school, and are grouped with students with similar abilities according to these tests.

There are two sessions at University High during the summer: an eight-week main session, and two four-week sessions designed primarily for enrichment courses.

Students in the eight week session may attend either one or two classes. Each class lasts for one and one half hours. Students receive one semester credit for each course they take.

### Students Are Busy

"Each day of the summer session equals two and one half days of the regular semester," he said, "and students are kept busy."

This summer's enrollment is "comparable to last summer," Seagren said, noting that enrollment is limited in terms of rooms available for classes.

"We are having the same problems as the University in this respect," he said.

### Program Successful

Of the success of the program, Seagren said that it has worked quite well. "The reports we get back from the schools are good," he said.

He pointed out that the student benefits from the summer course through the fact that while in public school during the year there are at least 35 students in a class which meets for an hour, classes in summer school number about 20, and are held for an hour and one half.

There are student teachers and supervisors to conduct classes, so students get a longer time for more help and more personal attention, according to Seagren.

He noted that growth is a definite indication of the success of the summer program. Since 1951 the number of courses offered has doubled and the enrollment is five times as great.

To accommodate all 550 students this summer there are 25 supervisors and about 50 student teachers. Only 16 of the 25 supervisors teach full-time, Seagren said.

Student teachers, if they are working for six hours credit, teach one class, and if they are working for eight hours, have the full responsibility for one class and assist in gathering educational materials for another class.

### Similar Standards

The same citizenship and

scholastic standards are expected of students in the summer session as during the regular year, Seagren said. He added that "It is considered a privilege to attend summer school. We expect that students are here because they want to learn."

### And why are the students there?

As one girl put it, "Summer school will help me more in my courses next year. By taking summer school I will have more time to study for hard courses next year."

A number of students noted that they liked the idea of having student teachers, because "They're a lot nicer—they're still in school and are more understanding of our problems."

In addition to Seagren's two kinds of classes—remedial and enrichment—one student seemed to make up a third category. As he put it, summer school "gives you something to do in the summer."

## Most School Revenue Raised On Local Level

After a thorough research of state and local education reports, treasury documents and Nebraska school laws, a University of Nebraska doctoral candidate has concluded that 93 per cent of all revenue for Nebraska public school systems is raised on the local level.

In a thesis submitted in partial fulfillment of his doctor of education degree, William Metzger, presently superintendent of schools at West Point, concludes that 75 per cent of these local school district levy operating funds is being raised from property taxes.

Metzger, whose purpose for conducting the study was to make a historical examination of financing methods of Nebraska public schools and to inquire into the philosophy of the administration of this support, has served as principal and superintendent of Nebraska public schools since 1950. He has served in Prague, Palmyra, Pawnee City, Union, and West Point.

According to the major conclusions of Metzger's study, the support of the Nebraska Public Schools from the state level amounts to a minor portion, or approximately six per cent of the total resources available to the schools, and Nebraska stands lowest in the nation in its contribution to

its schools on a state level.

Metzger also concluded that "through precedent, the Legislature has established the principle that it is obligated to provide aid to the public schools, and that although the appropriations have often been inadequate, new programs from time to time are initiated reaffirming the Unicameral's philosophy of extending some aid."

Appropriations for educational programs initiated by the Legislature have generally been inadequate, according to Metzger, and have had to be prorated among eligible schools.

"Historically, the chief state school officer of Nebraska has been an ardent worker for adequate support of the public schools of the State," he writes. "Adequacy of support has been a major problem in Nebraska education since early statehood, however, the reports of the Department of Education from that time to the present reflect a serious concern in this area."

Metzger identified the major local support as coming from the property tax, the insurance tax fund, free high school tuition, local fines and license fees. The State support, he said, comes from the temporary school fund, normal training, state aid to weak districts, the Mallery Act, and aid to special education.

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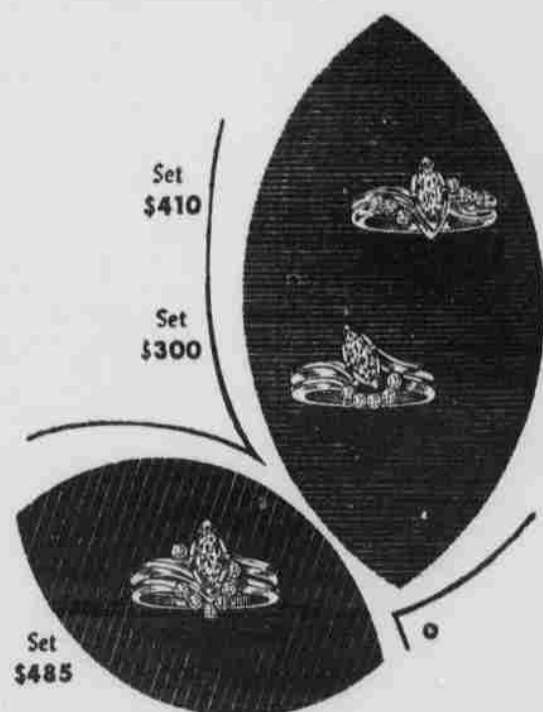
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