

English Students Take Finals Once In College Career

By Anceta Spelts

The American college student who is dissatisfied with the method in which his final exams are being handled, might consider transferring to the University of London.

There, a student is required to take final examinations only at the end of his fourth year in college; research papers constitute the bulk of material for other grading purposes.

Once the final essays are finished, the student's professor and two other colleagues read the papers in London where all three faculty determine the final mark.

Is this method superior to that which is practiced in most American universities? Yes, answered Dr. Asa J. Davis, visiting associate professor of history at the University of Nebraska.

Davis, who taught last year at the University of Wisconsin in Madison, is on a leave of absence from the University of Ibadan in Ibadan, Nigeria, one of several extension campuses of the University of London. During his six years of teaching, Davis traveled to London frequently at the expense of LU.

Grading Differs
Grading is but one of the contrasts which is evident between African and American colleges. In Ibadan where the enrollment is approximately 5,000, each department has several instructors of different ranks, but only one professor.

"This makes the position very competitive, of course," Davis commented. Some European universities now have a policy of "multiple chair," which is accepting more than one professor per department, he added.

One recent development in higher education abroad is of special interest to Davis. It involves a different approach to teaching history, namely the expansion of Europe. Currently, the University of Wisconsin at Madison is the only American college that teaches "tropical history," the expansion of Europe into Africa, Latin America and Southeast Asia.

For example, the presence of the Dutch in Indonesia sets a scene for history, but a thorough study of that situation demands that the student become familiar with languages, cultures, anthropology, governments and religions.

According to Davis, history teachers have neglected in part to teach many of the elements which are vital in the total process of man's living. The tropical history approach is an attempt to study a country in its col-

lective relationships with other nations, and within itself.

Davis, educated in the public schools of New York and earning degrees at Harvard University, stresses the importance of learning a language in conjunction with history courses.

Fluent in Portuguese, he has broadened his own historical interpretation of events by translating two Portuguese works. One is about a Renaissance Spanish writer of the sixteenth century, and the other concerns the politics of the Congo and Portugal.

In his own class lectures this summer, Davis sometimes translates an English word or phrase into German or French for the benefit of those who know the language and might gain another understanding from it.

The course offerings that Davis teaches in Nigeria, a country with 65 million people, seem almost as staggering as the continent itself. His classes are medieval Europe, history of Africa (1500-1800), Islam, and history and philosophy of religions (700-1800) with emphasis on Ethiopia, Egypt and Sudan. Translating letters and doing research in history are crowded into his teaching schedule. He is presently on a team of six scholars from France and Germany working on the history of art from the eighth to the sixteenth centuries.

Peace Corps
Before starting his assignment in Ibadan, Davis taught an African history course to the first Peace Corps volunteers who were trained at Harvard.

Keenly aware of the forces that education has in the issues facing the United States and Africa, Davis looks for "great things to happen in America's education."

"In England, twelve year olds are given an exam which, if they pass, lets them continue their education. The slow learners don't have a chance to finish," he remarked. "In our country, however, we can see the results of letting all students continue through high school. Some of the freshmen in my classes are now C students, but get A's and B's as juniors or seniors."

Constantly on the move, the Davis family will pack again late this summer for Munich, Germany.

Whether it be Nebraska, New York or Nigeria, Davis seems to enjoy where he is living and the work he is doing. "I'm having fun living," summed up the professor. And with a twinkle in his eye gave five words of advice: "I don't look for trouble."

Non-resident Enrollment Trails Big Eight; Tuition, Requirements Possible Causes

By Victoria Winslow

The following was written for a NU School of Journalism depth reporting class.

The University of Nebraska seems to be trailing the other Big Eight schools in the number of non-resident students enrolled.

According to enrollment figures from 1966, about 13 per cent of Nebraska's total enrollment was non-resident. The other Big Eight schools had a range of 20 per cent to 38.5 per cent non-resident enrollment.

However, these figures do not include Oklahoma State University. An Oklahoma registrar spokesman said that categories are made for the purpose of charging fees and tuition, but is not tabulated.

Why is Nebraska's non-resident enrollment so low? What is the status of non-resident students?

The answers to these questions should be of interest to every taxpayer in Nebraska, because the issue of non-residents comes up at almost every presentation of the University budget.

Possible reasons for the lower non-resident enrollment at Nebraska include tuition rates, entrance requirements, space and the fact that Nebraska does not recruit non-resident students.

Reasons Listed
John Aronson, director of admissions at the University of Nebraska, says the reasons for the low non-resident enrollment can be divided into two categories:

1. Nebraska has less attraction for non-residents. This category would include subjective and individual reasons. (Colorado has mountains for skiing, pleasant weather, and 32 beer.)

2. Admissions requirements may discourage non-residents from enrolling.

A commonly given reason for the number of non-residents at any school is tuition. Governor Norbert Tiemann's recommendation that University tuition be increased next fall has brought the charge that it would cause limited enrollment, resident as well as non-resident.

Governor Tiemann recommended that resident tuition be raised \$95 and that non-resident be raised \$69. With this hike, non-residents would pay \$929 and residents would pay \$429 a year in tuition and fees.

The hike would make the University of Nebraska's tuition and fee charges for residents higher than any Big Eight school, and make non-resident charges the second highest in the Big Eight. (Topped only by the University of Colorado.)

Median Rates
According to Harry S. Allen, director of institutional research, a study of 72 state and land-grant institutions indicated that the median resident rates are \$336 \$336 a year and their median resident rates are \$812. The University of Texas has the lowest non-resident rate at \$144, and the University of Vermont has the highest resident rate yearly at \$575.

From enrollment and tuition figures from the Big Eight schools, indications are that tuition costs may

not be the prime factor in non-resident enrollment however.

For example, the University of Colorado has the highest non-resident tuition and fees rate (\$560 a semester, \$1,120 a year) and the highest non-resident enrollment (Fall, 1966—38.5 per cent).

Evidence closer to home also indicates that tuition costs may not be the prime factor in attracting non-residents. The raise in tuition which Nebraska initiated in 1965 did not seem to have much effect on non-resident enrollment.

The one per cent drop in non-residents in 1965, according to Aronson, was probably due to stepped-up admissions requirements.

In the fall of 1965, it got harder for non-residents to enter Nebraska. Non-resident applicants without previous college experience are now required to present scores in or above the 500-550 range on College Entrance Examination Board Tests, and must be in the upper half of their graduating class. According to Anne Anastasi's "Psychological Testing" (Macmillan, 1961), the CEEB scores run from 200 to 800 with a mean of 500.

Status Sought
The higher tuition and stringent admissions requirements naturally cause many non-residents to seek resident status.

It's not easy. The requirements, which must be met in their entirety, are included in Section 85-502 of the Nebraska Statutes.

No one can establish residency while attending Nebraska or any other institution of learning in the state as a student.

The one exception to this is the "emancipated minor," who has resided in this state for four months, with the intention of making Nebraska a permanent residence. The minor cannot have lived with nor been supported by either parent for two years or more prior to registration.

Average Plus
This means that non-residents must do average or better on the CEEB to be accepted at Nebraska.

If the non-resident applicant is the son or daughter of an alumni of Nebraska, a College Board score must be submitted, but a letter may be presented telling of their parent's graduation and requesting leniency in admission standards.

Residents are automatically admitted if they are graduates of accredited high schools, and if they

are applying as high school graduates. But if that same Nebraska resident attended a different institution after graduation from high school, he is classified as a transfer and admission is not automatic.

It should be noted that standards of admissions are established by the Nebraska Board of Regents, and not the Legislature.

University policy, not law, allows any student graduating from an accredited Nebraska high school to attend the University of Nebraska. This means that non-residents who have graduated from an accredited Nebraska high school, such as Bellevue High graduates who are Air Force dependents, are allowed to attend the University without applying as non-residents. However, they must pay non-resident tuition if their parents claim residency in another state.

Intent Necessary
Allens must have their first United States naturalization papers and must have resided in Nebraska for four months with the intention of becoming residents to qualify for residency.

The exception is the Cuban student. All Cubans may assume resident status in the paying of fees.

Aronson explained, "The Cuban student is certainly no longer a resident of Cuba, so he must be treated as a Nebraska resident."

A graduate of Nebraska who has lost his resident status after graduation may return to Nebraska for graduate work or for the purpose of matriculation in a professional college and regain resident status during the period of study if he intends to make Nebraska his permanent residence.

A dependent of a staff member of the University of Nebraska is also eligible for resident status.

If a person wants to establish residency for purposes of exemption from payment of non-resident fees, he must complete an application, have it notarized, and submit it to Aronson, director of admissions.

The number of residents enrolling would be another deciding factor in non-resident enrollment. If classroom space is limited, and resident enrollment increases, fewer non-residents would be accepted.

No Recruiting
The lack of recruiting was also given as a reason for the low non-resident enrollment. According to Aronson, no staff or funds are allowed for this type of recruiting at Nebraska.

Are non-residents worth recruiting?
According to two men, they are worth it culturally and monetarily.

Aronson believes that Nebraska students would benefit from the opportunity to "broaden their educational experience by meeting people from different environments."

Studies were first made to determine the effect of variables upon one layer of corn, Thompson said. Calculations were made, and then many layers were combined to predict results of deep bed drying methods.

Corn will also be the grain under primary study in the NU refrigerated cooling and drying project, Thompson said.

Computer Predicts Corn Drying Results

One layer of corn, mathematical calculations, and a computer have been teamed by a University of Nebraska agricultural engineer to predict performance of conventional and un-conventional drying methods.

NU studies are now underway to predict the results of refrigerated cooling and drying of grain, using similar techniques.

"Simulation of Corn Drying—a New Model," a paper based upon his Ph.D. research done at Purdue University, was presented by Dr. Thomas L. Thompson, NU assistant professor of agricultural engineering, at the 1967 meeting of the American Society of Agricultural Engineer which recently met at Saskatoon, Saskatchewan.

Co-authors of the paper are Dr. Robert M. Peart, professor of agricultural engineering at Purdue, and

George H. Foster of the United States Department of Agriculture, stationed at Purdue.

"Drying is a continuous process with changes in moisture content, air and grain temperature and humidity of the air, all occurring simultaneously," Thompson said.

"In fact, these changes vary for different drying methods and for different locations in the drying bed," he added.

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If the applicant is of legal age, he must have lived in Nebraska for four months continuously, with the intention of making this state his permanent residence.

The same is true for the parents or guardians of a minor registering at Nebraska.

A female non-resident may achieve residency status by marrying a man who has met the residency requirements.

This is especially interesting because if the non-resident happens to be a man, and he marries a woman resident, not only does he remain a non-resident but his wife becomes one too.

Shut Off
According to Allen, it appears that if Nebraska shut off non-residents, and other schools did the same, Nebraska would have an overload of students.

This would cost the state more money because these students would be paying resident tuition and fees and not the higher non-resident rates.

Another reason to keep the admissions avenues open for non-residents is the Missouri-Nebraska Agreement for Exchange of Students on a resident fee basis.

This agreement allows qualified students "who would be eligible to pay only resident fees at the University of Missouri" to enroll in the Department of Architecture in the College of Engineering and Architecture at the University of Nebraska, "and be charged fees at the rate paid by residents."

On the other hand, Nebraska students who are eligible for resident rates at the University of Nebraska may enroll at the University of Missouri in certain educational programs (not offered by Nebraska) and be charged fees at the rate paid by Missouri residents. These courses of study are forestry, wildlife management, and mining engineering.

Student Exchange
Also, Nebraska does not maintain a college of veterinary medicine, according to a Aug., 1966 pamphlet given out by the University of Nebraska to students interested in this area of study.

It does, however, offer two years of "pre-veterinary education which are accepted in colleges in other states that have a professional curriculum in veterinary medicine. Nebraska at the present time has contracts with the following universities: Kansas State, Iowa State, Colorado State and Oklahoma State."

Currently, the state of Nebraska pays the difference between non-resident and resident fees up to \$800 for Nebraska students accepted in the veterinary course at one of these universities.

According to the pamphlet, "the student being supported usually pays only the resident fees established by the college. However, if the out-of-state portion of the tuition is above \$800, the student will pay the difference."

J-School Senior Earns Citation

Sigma Delta Chi, professional journalistic society, has awarded a 1967 citation for achievement to Jim Patten, a University of Nebraska journalism graduate, who was selected as outstanding in his class.

Award recipients are chosen on the basis of character, scholarship in all college work and competence to perform journalistic tasks. The decision in each case is made by a committee composed of student, faculty and professional members of the Society.

The purpose of the citations, which are not restricted to members of Sigma Delta Chi, is to foster high standards and encourage broad and thorough preparation by students intending to follow journalism as a career.

Fowles Named State Chairman

Dr. Lewis F. Fowles, associate dean of student affairs at the University of Nebraska, has been named state membership chairman for the American Personnel and Guidance Association.

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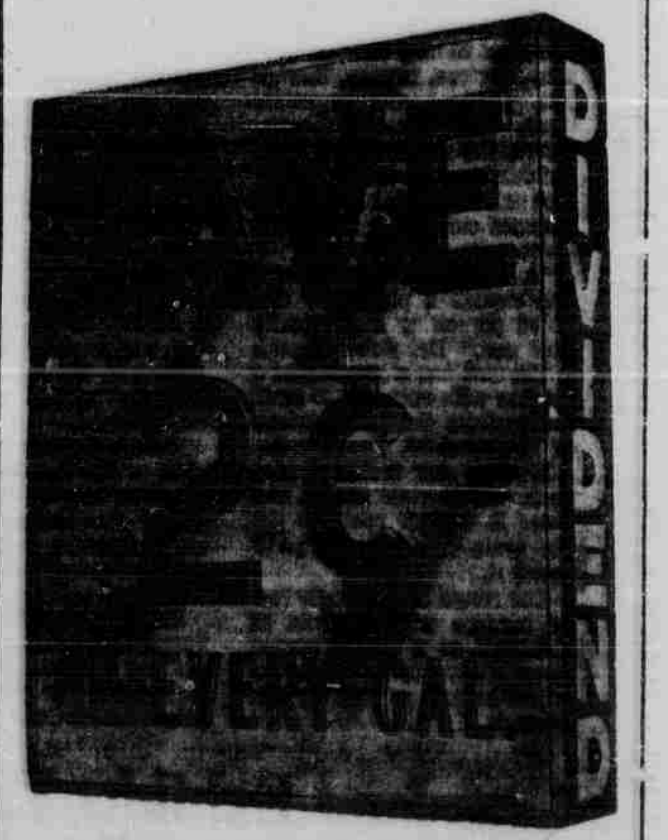
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