



Maze featured at film fest

An environmental ecology maze will be the special feature of "Celluloid Circus," a film festival set for Tuesday and Wednesday at the Nebraska Union.

Sponsored by the University of Nebraska-Lincoln (UNL) Instructional Film Library and the Association of Media Educators in Nebraska, the festival

will include exhibits from major educational film producers and distributors.

The film festival is the first of its kind at UNL, according to James Titterington, film library coordinator.

The featured presentation, Titterington said, will be an environmental maze constructed by Douglas Eliuk of the National Film Board of Canada, a leading producer of non-theater films.

"The maze will have input from all sorts of media being projected around you at the same time—sound, music, film," Titterington said. "The purpose is to give the viewer a total awareness of the problems of ecology and environment by surrounding him with media."

The production will use about fifteen 16mm projectors, six slide projectors, strobe lights, rear-screen projection and other media techniques, Titterington said.

Another feature of the film festival will be the showing of the Emmy Award-winning "Brian's Song" by the Learning Corp. of America.

"Brian's Song" is the true story of the deep friendship between Gale Sayers, black halfback for the Chicago Bears, and his white teammate Brian Piccolo, who died of cancer in 1970 at the age of 26.

"Brian's Song" will be shown at 9:30 a.m. and 1:30 p.m. both days of the festival.

Other film producers and distributors who will have exhibits at the festival include: Encyclopaedia Britannica Educational Corp.; Great Plains National Educational Television Library; Holt, Rinehart, Winston, Inc.; McGraw-Hill Book Company—Film Division; NBC Educational Enterprises.

The maze will be operated continuously from 9 a.m. to 4 p.m. both days of the festival. Schedules for showings of exhibitors' new educational films will be distributed at the door. The festival is free and open to the public.

Departments offer new summer specials

Pool opens

The Women's Physical Education Building pool will be open Mondays through Thursdays from 3:30 to 4:30 p.m. for recreational swimming.

The pool is open to students, faculty and staff members. A University identification card is required. The fee is 10 cents.

Suits are provided for women only, but swimmers must bring their own caps. Towels also are provided.

"Love at First Sight," a slide-tape presentation about Love Library will be shown four times this week.

Mrs. Carolyn Snyder, assistant director for reader services, said the production is designed especially for freshmen and new students to show what the library has to offer the undergraduate.

Showings are set for today at 9 a.m., Tuesday at 10:30 a.m., and Wednesday and Thursday at 1:30 p.m. The presentation will be held in Room 432, Love Library. Students may ask questions following the 10-minute presentation.

Psych groups start

Students, faculty and staff members who wish to develop personal and social effectiveness and discuss personal problems may participate in the Psychological Consultation Center's summer group sessions, clinic director Dr. Charles Hayward announced.

The evening sessions begin today for two hours per week and will continue through July 12.

The summer groups are free and are conducted by graduate psychology students under the supervision of a faculty member. Coordinator of the group sessions is John Goldenberg.

Interested persons may apply at the Psychological Consultation Center, Burnett Hall, Room 111, 472-2351.

Library show set

Mrs. Snyder said the library has tried to improve services to the undergraduate.

"We have librarians now in the reference room as well as at the information desk to try to boost our reader services," she said. "We also can give personal instructions or a tour of the library for people who contact us and ask for it."

Mrs. Snyder said a second presentation showing how to use the card catalogue will be completed soon. It will be available on film strip machines at the card catalogue locations for students' convenience.



"Two Women" by Alfred H. Maurer, one of the paintings in Miss Schaefer's bequest to Sheldon Art Gallery.

Collection bequeathed to gallery

A bequest of paintings, sculptures, prints and drawings will be shown at a memorial exhibit beginning Tuesday at Sheldon Art Gallery.

The gift is one of the most important ever made to Sheldon, according to Norman Geske, director. The exhibit is from a collection of Miss Bertha Schaefer of New York, a decorator, designer and art dealer who died in May, 1971. The exhibit will continue through July 16.

The University of Nebraska was named one of the principal legatees of Miss Schaefer's estate, the most important part of which includes 23 paintings by Alfred H. Maurer and 5 by Marsden Hartley. All of them were in Miss Schaefer's personal collection.

Miss Schaefer's gallery was also a showcase for the works of contemporary English and Spanish artists.

The works by Maurer and Hartley will raise Sheldon's representation of these artists to a level of major importance among American museums, Geske said. The works by English, Spanish, French, Swiss and Japanese artists also will provide a substantial enlargement of the collection of international contemporary art, according to Geske.

This Week

MONDAY, JUNE 12
All-State Faculty Recital, Professor John Zei, baritone, 7:30 p.m., Kimball Recital Hall.

TUESDAY, JUNE 13
"Know Your Professor" Series, Dr. Wesley Meierhenry, 1 p.m., Love Library.

Summer Film Series, "The Mark of Zorro," 7 p.m., Nebraska Union.

Film Festival, "Celluloid Circus," 9 a.m. to 4 p.m., Nebraska Union.

WEDNESDAY, JUNE 14
Singleton-Palmer Dixieland Band, 8 p.m., Nebraska Union.

Film Festival, "Celluloid Circus," 9 a.m. to 4 p.m., Nebraska Union.

THURSDAY, JUNE 15
Stradivari String Quartet, 1:15 p.m.,

Nebraska Union and 7:30 p.m., Kimball Recital Hall.

FRIDAY, JUNE 16
Final date for submitting doctoral dissertations and filing applications for oral exams.

13th Annual Summer Conference in Business Education, 8:30 a.m. to 3:30 p.m., Nebraska Union.

Stradivari String Quartet, 9 a.m., Westbrook Music Building and 12:15 p.m., Faculty Club.

Jazz Concert, University of Nebraska Lab Band, 7:30 p.m., Kimball Recital Hall.

SUNDAY, JUNE 18
All-State Outdoor Promenade Pops Band Concert, 7:30 p.m., Sheldon Sculpture Garden.

Reminder

Students planning to graduate at the end of first summer session must file applications for degrees at the Registrar's Office by 5 p.m. today.

High school students seem to approve student teachers

By Deanna Sands
NU School of Journalism

If student teaching is the high point of the college student's career, what does it become for the high school students he teaches?

Do the students think they learn anything? Does it bother them to know that a college student is teaching their classes?

Of 100 Lincoln public high school students questioned in a survey, only three said they dislike the idea of having student teachers. The majority of the students, randomly selected from four classes in three different buildings, said they approved. About 10 asked for more student teachers.

As one Lincoln Southeast student wrote, "I've never really thought of them as students, more like a younger teacher."

More than 700 of these "younger teachers" were placed in Nebraska's public schools by two of the state's larger teacher training institutions, the University of Nebraska-Lincoln (UNL) and Kearney State College (KSC). During the 1972 spring semester, 426 UNL students worked in 26 schools in and around Omaha and Lincoln. KSC students were placed at schools between McCook and Omaha.

The Lincoln high school students surveyed averaged at least 10 student teachers each during their high school careers.

Most students had a tolerant attitude toward student teachers in their classrooms, but admitted they respected their regular teacher more. Students saw student teachers as friends and felt they could be more informal in the classroom.

Another Southeast student wrote, "I can feel more at ease with student teachers than I can with regular teachers because they are open-minded."

A Lincoln Northeast student commented, "The teacher is more easy-going. They know what to do but a student teacher is just learning."

"The teacher seems to have both knowledge and wisdom whereas the student teachers have knowledge but lack wisdom," a Lincoln East student observed.

Although student teachers earned high marks on friendliness, they were criticized for their inability to explain new concepts to the class. Students attributed this to a lack of experience. "The teacher has more experience in teaching and can handle difficult situations better even though the student teacher may have more up-to-date knowledge," a Southeast student wrote.

"A regular teacher knows what he or she wants, how to go about it, and what to avoid. A student teacher makes a lot of discoveries, and is insecure, and kids know it. Student teachers don't explain

things logically," an East High student wrote.

One of his classmates commented, "They're (student teachers) more nervous and sometimes get what they want to say messed up."

Youth proved to be a mixed blessing for student teachers. The students liked having someone close to their own age who could talk to them, but criticized discipline as either deficient or excessive.

"Usually I am better with a student teacher because they seem to understand problems better and sometimes are more patient. However, sometimes this lenient attitude turns into a lesser level of authority," a Lincoln East student wrote.

Many students said they felt student teachers were insecure about their authority, making them disciplinarians or timid.

"The teacher is a teacher! And you don't get away with anything. A student teacher still has a heart and you can get to them. But that's bad too because many times we use their feelings for more time to get assignments in," commented a Northeast student.

Voicing the opposite point of view, another Northeast student defended the age difference. "You feel you have more freedom. And if you do something wrong they (student teachers) don't get on you like regular teachers do."

A classmate agreed, "They (student teachers) are usually younger and they don't believe that by standing in front of the class they are automatically right or can say or do whatever they want."

The youth factor seemed to imply to most students freshness and creativity in the student teacher's approach to the class. They liked student teachers who weren't afraid to try new things or let the class express opinions. Freedom of discussion prompted many compliments.

"Most of my student teachers have new and different ideas and are willing to try new projects. They seem, in general, more excited about teaching rather than those who have taught for 10 years," a Southeast student wrote.

A Northeast student also saw possibilities for stimulating the cooperating teacher. "Having a student teacher gives the teacher help with grading papers and more time to prepare for class. It usually helps stimulate regular teachers who tend to get bored, thus boring you."

Cooperating teachers agree. Dr. Bert Alfrey, director of student teaching at UNL, said cooperating teachers generally are pleased with the student teacher program.

"Most teachers realize that as they move toward individualized instruction for children, they need manpower," he said. "It takes a secure person to be a

cooperating teacher. Having a student teacher keeps them on their toes.

"They have to defend their methods and education in general. This creates an awareness of their own methods," Dr. Alfrey added.

While some students seemed to feel that student teachers have a fresh, stimulating outlook, others saw them simply as a break in the routine.

Perhaps because they're number two in the chain of classroom command, students feel that student teachers try harder. "They (student teachers) know at least nearly as much as a regular teacher and what they lack in experience, they make up by trying harder," a Northeast student said.

Sometimes, however, a student teacher can try too hard and learning becomes impossible for the student, an East High student wrote.

All students agreed that there was always something they could learn from student teachers. Marks for competency in their major subject were high. Having a college student teaching the class did not bother most students.

A Northeast student stated, "I'm proud to be taught by anyone who has made it that far in college. It's good to see youth teaching youth."

A Southeast student wrote that he felt student teachers were competent because it hadn't been so long since they covered the material in college.

Several students made revealing comments about their student teacher's range of knowledge. "Most of them (student teachers) are really good except for the home economics department when they talk about sex and reproduction. They get too embarrassed and flustered," observed a Northeast student.

An East High student had a different problem. "I suppose student teachers are generally competent, but my geometry teacher hardly knows what a circle is!"

Homework appeared to be a universal complaint. "Sometimes they (student teachers) think that you should have homework and be able to do things the way they do and it is a pain," a Northeast student wrote.

Students seemed to worry about the type of experience their student teachers were having in the classroom. Many felt student teachers were too idealistic and got hurt when students didn't cooperate. "I think student teachers sometimes expect too much and are then disappointed, so they are a little more unfair in grading if that happens," commented a Southeast student.

After 10 or more years of classroom observation and participation, high school students might be classified as experts on educational techniques. They know what they like and how well they learn. They

want close cooperation between the cooperating teacher and the student teacher, but no imitation.

"The student teacher doesn't always know what the real teacher wants us to know. This sometimes causes students to miss questions on the teacher's test," a Northeast student said.

A classmate disagreed. "I feel the teachers I have had thought about the same things as if they both had discussed the topic before they gave it to the class."

Students want their regular teacher present during class as a silent partner who can move in if discipline problems get out of hand or if incorrect material is being presented. Gaps between lecture material and what appears on tests bother them. They demand originality.

"A few student teachers have tried to copy every move and action that the regular teachers would do. Often they have been afraid to teach, looking at the regular teacher when they make a statement. Others have been so terrific, being so confident, introducing new ideas," a Southeast student commented.

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The general sentiment expressed by the students in the survey favored student teachers with adequate supervision.

Providing that supervision for hundreds of student teachers is a major effort for the teacher training institutions.

UNL teacher supervisors are subject matter specialists with educational training. The student-teacher ratio is one supervisor for every 18 students. The ratio provides individual supervision but also requires much traveling between buildings.

Dr. Alfrey said he feels the supervisory system will be altered in the future. The system would change to supervisors trained only in educational techniques. If a problem came up with subject matter, a subject specialist could be called in. This would mean that a supervisor could be responsible for only one school. He would be able to see more students more often and be available for conferences with cooperating teachers.

KSC uses the general supervisor system. Far-flung student teaching assignments make subject specialist impossible.

"Our supervisors have a variety of backgrounds. When they visit a school, they can spend more time in the classroom," said Dr. Skov, dean of the KSC education school. He added that a team of academic specialists and teaching

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Dr. John Lux, associate professor of secondary education, explains to his students some of the situations they may face as student teachers in secondary classrooms.