

Class cutting fine art for some; others use skip and miss method

By Annette Sims

Cutting classes, though probably not as exciting as streaking, is one activity that seems quite common among UNL students.

Twenty out of 20 students interviewed by the Daily Nebraskan said they had cut classes. The frequency of skipping ranged from one class every two weeks to an entire week of classes every other week.

Several reasons for cutting class were given:

—"It's too much trouble to get out of bed."

—"The class is boring."

—"Sometimes I just don't feel like going."

—"I'm sick."

—"I'm lazy."

—"I skipped two classes this morning because it was raining, and I've got a hangover."

Most students agreed it is harder to go to class when it's warm and sunny.

"No one goes to classes when it's nice. You just can't," said Jo Christensen, senior journalism major.

But students who walk more than a mile to school said it is easier to go to class when the weather is nice.

"If it's real cold and miserable, I can usually find something else to do," said Steve Stevens, senior architecture major. Stevens walks to campus.

Several students said cutting classes hasn't affected their grades.

"I don't think I lose out on one thing by not going," said Terry Rohren, senior social work major. She said she misses three classes a week.

Christensen said, "You suffer if you don't go to major classes. But some classes are like soap operas—you can go a week later and not miss a thing."

But a few students said skipping classes did have an effect.

"Skipping is definitely the reason my grade point average dropped from 3.9 to 3.3," said Bill Leathers, senior chemistry major.

Some students said they are not choosy about which classes they skip.

"My skipping is very broad based," said Bruce Cudly, a political science senior.

Others are more discriminating about the classes they miss.

"I'm fairly conscientious. I'm a good judge of whether I should skip or not," said Terry Malike, a sophomore sociology major. "If I know in advance it's going to be uninteresting, I just don't go."

A guilty conscience for not attending class doesn't seem to bother many students—or if it does, it's apparently not a strong enough motivation for going to class.

"Sometimes I feel kind of guilty about it, but not guilty enough to go," said Nancy Draver, senior social work major.

Leathers said he feels guilty "all the time." "But after I do something else that's more enjoyable than sitting in class, I dismiss it from my mind," he said.

Most of the students said they don't consider cutting class a waste of money.

"As long as I'm paying tuition, I can do what I want," Draver said.

Most of the students said they believed that teachers expected students to cut class.

"If they know it's a required course, they really don't care, just as long as you make it to their tests," Christensen said.

Some students said they skipped more as upperclassmen than when they were freshman; others skipped less.

Christensen said it's cool to skip when you're a freshman. But when you're a senior and taking classes you want to be taking, it's no longer cool.

Stevens said, however, that he seldom skips when he was a freshman. He said he was paranoid about skipping because he came from a small town and had been told he'd have to work hard at college or he'd flunk. As a sophomore and junior, he said he skipped all the time. Now a senior, he said he cuts class only occasionally.

All the students interviewed agreed cutting class can become habit.

"Once you start doing it, it's hard to get back into the swing of things," Stevens said.

Bruce Leininger, a junior history major, said he knows students who have "skipped themselves right out of school."

Cunningham said it is important to attend class regularly, but not religiously.

A few students said they would advise other students to cut classes.

"You need a little spice in college life. If you can get it by skipping, then you should do it," Malike said.



Colleges may alter budgeting methods

By Mark Hoffman

Nebraska's four state colleges might be on the threshold of adopting the new budgetary and management procedures which have made one of those colleges nationally renowned.

That management system was devised by Gary Olson, Kearney State College vice president of academic affairs and planning.

According to Legislative analyst Dick Burbach, the system has made Kearney State a national leader in college management.

Adopting the system is one of the recommendations the Legislature's Budget Committee will offer when the Legislature determines 1974-75 funding for the four state colleges.

The committee's recommendations focus on some important issues facing Nebraska's state colleges, such as declining enrollment, high dropout rate and an inadequate formula for determining state college budgets.

In a report by the Legislative Fiscal Analyst's Office, it was noted the state colleges have had a 37% decline in enrollment from the fall semester of 1969 to the fall semester of 1973.

By 1982 the number of high school graduates will be 13.1% fewer than the number of 1973 high school graduates,

according to the report.

It also was noted that 47% of state college freshmen did not come back for their sophomore year between 1972 and 1973.

Declining enrollment and the dropout rate have made the current formula for determining state college budgets inadequate, Burbach said.

That formula is based on student credit hour production. College instructors have to teach a minimum number of student credit hours determined by class sizes and the number of classes taught.

This formula worked when enrollment was climbing, but it does not when enrollment drops, Burbach said. Instructors found themselves with smaller classes and a lower credit hour production. To boost production, an instructor would have to teach more classes and work more hours than before.

To meet the problems created by lower enrollment, the report's recommendations include a continued enrollment based on the 1973-74 budget. During that year an evaluation will take place of each institution's programs.

The evaluation will require each college to look at its programs and decide which are necessary to meet the needs of the college's area, then establish program

priorities.

The evaluation also will require colleges to look into the problems of declining enrollment and high dropout rates.

After the evaluation is completed the colleges would be ready to adopt Olson's management system, Burbach said.

Olson agreed with a similar observation made in the fiscal office's report about the present system of college budget requests. He said the traditional method for making budget requests was to "take what you had last year and fight like hell to get more this year."

His system focuses on "placing academic decision makers in an information-rich environment," he said.

All information concerning a college is compiled and models are developed from that information. Then a decision is made about the model.

The same process would be used to determine how much money would be needed for the programs an individual college would offer, Olson said.

The state colleges' budgets will be decided with the Legislature's overall budget. One official said the state college section of the budget should go to the Legislature within a week.