



Summer Nebraskan

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Convenience for students

Summer figure expected up

By Lynn Roberts

Summertime and the livin' is easy—except for students spending their summer vacation in a classroom. But the easy part will come later when credits earned in University of Nebraska-Lincoln (UN-L) summer sessions ease a heavy course load or lead to an early graduation.

Last summer 13,022 students opted for spending their time in class instead of pursuing more enjoyable summer activities and 1975s total is expected to exceed that.

F. William Sesow, associate director of summer sessions, said, original predictions indicated there might be a drop in enrollment but so far figures have indicated there will be an increase over last year.

The number of students attending precession, which ended Friday, and enrolled for the eight week summer session is 623 higher than last year with 2,234 students enrolled for these sessions.

Sesow said he thinks

students enrolled in UN-L summer sessions are most concerned about pursuing their degrees and getting done as soon as possible.

"We have an academic environment here opposed to some other schools where outside activities are more abundant and appealing," Sesow said.

He said there is a wide variety of students attending summer school including everything from the serious student to people who are here "just looking for an experience."

He added that many part-time graduate students attend summer sessions and some colleges, such as teachers college, offer more graduate classes in the summer than during the regular school year.

"Our philosophy for summer school is to serve the student," Sesow said. Surveys are conducted and student input is considered very important in determining the curriculum," he added.

"Many schools start with

who wants to teach classes, but here we start with what classes students want," Sesow said.

Summer sessions, which have been held at UN-L since 1892, have changed both in number and length over the years to adapt to student needs, Sesow said.

In 1973 a three week precession and an eight week session were added to the two five week sessions.

Thorough studies have been made of reactions to the precession and most comments are favorable, Sesow said. There are faculty members and students who said they would never do it again.

He added there are many classes that can't be covered in three weeks and that many who favor the precession like it because they are "devoted solely to that class."

Students are limited to taking three hours in the precession and six hours in each of the five week sessions although permission can be obtained by college deans to take more.



Summer school students may find a few obstructions on the pathways to their classes.

Vacation plans?

A free "Nebraska Vacation Primer" will be held on Monday, at 7:30 p.m. at the Nebraska Center for Continuing Education, 33rd and Holdrege Sts., in Lincoln. It will feature Nebraska travelogues, discussions, and special sessions on vacation spots and activities in the Cornhusker state.

Sponsored by the UN-L Extension Division and the Tourism Division of the Department of Economic Development, the program is designed to give information on low-cost, close-to-home vacations to help people cope with energy shortages and inflation.

The Nebraska Vacation Primer is open to all individuals interested in learning more about vacation potentials in Nebraska.

Dates to note

All students who are enrolled in the eight-week summer session who wish to change their grade from pass-fail to grades or grades to pass fail must do so by June 13.

All applications for degrees or certificates to be awarded at the end of the first 5-week summer session must be completed by Wednesday, June 11 at the University of Nebraska-Lincoln. Qualified degree applicants should apply at the office of Registration and Records located at Administration Building, 208, between 7 a.m. and 4 p.m. daily.

Death: subject for study

It is not uncommon in the small farming communities and the ethnic, religious neighborhoods of larger cities in Nebraska to find mourners returning from funeral services, to assemble again in church basements and meeting halls for a larger meal following the burial.

This social custom is actually an important part of the grieving process and the acceptance of a person's death according to Bob Guthman, professor of Public Health, who has just completed teaching the first death and dying course offered on the UN-L campus.

Guthmann said parts of the ritual surrounding death, such as the post-burial meal serves their purpose by "psychologically getting people back on the track."

"It forces them to socialize to be with people, to be back among the living," he said.

Guthmann first requested a course that would study death and dying over three years ago, meeting resistance along the way from administrators who did not believe the class would appeal to students.

Since then the subject of death has been often explored in print and on other campuses.

"It's now one of the hottest topics going into high schools," he said, while estimating that 100 colleges offer courses on death and dying.

Guthmann's students in the two-week workshop included several undergraduates, public school teachers, university staff and graduate students who often keep the discussion going far past the one and one half hours allotted each day for the class. They considered topics extending from public health laws concerning death to grappling with the idea of a religious burial service for a suicide victim.

"As we began the course there was a feeling, especially on the part of the older people, that death was sacred and that we shouldn't get into controversy over it, he said.

Guthmann said one student cried every day in class but said later that the course had helped her to accept the reality death.

"The idea is that we have to face up to death as the culmination of life, part of an inevitable natural process," he said, adding that many of the students expressed a need for a wider understanding of death that is compatible with life in their evaluations of the course.

"The media demands a denial of death—it is far too remote from our lives," he said.

For example, a child can not believe in death because it

is not seriously treated in the television cartoon where a train or tank flattens an animated hero only to find that character jump back up again.

It is around the age of first grade that children begin to realize what death is, usually with the death of their pets. "Parents should use that event as an educational opportunity rather than quickly getting rid of the goldfish," he said.

Research has shown that as the child enters adolescence and then young adulthood, his fear of death increases. Often this is because deaths among other young people occur in accidents and in other types of violence, Guthmann said.

"Young adults are very afraid of death—it is real to them but seems very far off," he said.

Guthmann said research about death is in its infant stages, with much to be done in the realm of a person's conscience and desire to live or die actually prolonging life or hastening death. This may include people who manage to stay alive to see themselves through some task they believe they must complete, often with another family member.

"Another scary thing is that some people may have a premonition of earth. Some hospitals are not allowing some people to be taken into surgery because they feel the person may die. They often do die, even when the operations do not involve great risk. It's one of those strange areas we can't answer," he said, stating that research into those areas will take years.

Guthmann said his class "went through some depression at first, while people were fighting with their inner emotions. By the end of the class we had gotten more into it, and they were more accepting."

Guthmann is encouraged by the response of the two-week workshop and would like to see course offerings on death and dying expanded. He is exploring:

—a one credit hour workshop to be held next summer during the first five-week session.

—a three-credit course during the regular semester which he hopes to offer on a trial run during the evening course schedule.

—an intensive one credit-hour mini-course to be part of a five-credit-hour package of courses for major students in the department of public health.

"Some of our expectations weren't fulfilled because we did not have time—we just really were introduced to the topic," he said.