

Summer Nebraskan

The Summer Nebraskan is published weekly by the University of Nebraska-Lincoln School of Journalism during the first eight weeks of the summer sessions. Offices are 119 Avery Hall, 472-2421.

Editor:
Vince Boucher

Business Manager:
Michele Schmal

Instructors:
Dee Powell
Josie Weber

Director of the
School of Journalism
Neale Copple

Summer enrollment up

Summer session enrollment at UN-L is 14 percent higher than a year ago at this time, according to Alan Seagren, director of summer sessions.

Total enrollment for the pre-session, eight-week and first five-week session is 9,169, a net gain of 1,091 students compared to the same three sessions last year.

An estimated 4,700 students are expected to enroll in the second five-week session starting July 14, which would

bring combined summer enrollment to nearly 13,900 students on the Lincoln campuses. Combined summer enrollment in 1974 was 13,022.

The 1,763 students enrolled in the pre-session program this year (May 19-June 6) exceeded last year's total by 427 students. There are 471 students enrolled in the eight-week program, 196 more than last year. There are 6,934 students in the first five-week

session, 468 more than a year ago. Both the eight and five-week sessions end July 11.

Seagren noted that the enrollment for the first three summer sessions is 784 higher than had been projected. He speculated that projections for the second five-week session (4,700) may also be low, since pre-registration is about 100 students higher than the same point in time last year. There were 4,945 students in the second session in 1974.

Minority approaches include all children

By Vince Boucher

Legend tells that in the early days of colonial America, a boy named George Washington took a few swipes at a cherry tree.

Before you could say "cherry pie", the lowly berry became an American fixture. An all-American legend.

"Very few people know there was a Chinese farmer in Oregon named Bing and that through his growing cherries and selling them within the United States we now have Bing cherries," said David Williams of the UN-L Teachers College.

Williams, who teaches a summer workshop for teachers on the education of ethnic-minority groups in Nebraska, said it is facts like the farmer named Bing that tie education to children of all

heritages in the United States.

Philosophical knowledge

"It's an attempt to provide the philosophical knowledge and a practical base concerning the heritage and culture of the various ethnic and minority groups in the United States," he said.

By presenting extra facts with simple classroom lessons, this goal can be partially achieved, he said. Like the farmer named Bing.

"Through that piece of knowledge we can show how an Asian American made a contribution to what we consider a very American part of our society," Williams said.

Curriculum questioned

Williams said his workshop looked at present materials used in curriculums with one question in mind: "How do you develop proper strategies for teaching all children?"

"We ask ourselves which of the instructional materials will present the pluralistic nature of our society," he said.

Besides selecting curriculum needs, the workshop also deals with the attitudes of the Nebraska teachers.

Not different

"Many of the attitudes and viewpoints tend to be typical of people in the Midwest but not too different from the general attitudes that all people have," Williams said.

"For the most part,

Nebraskans have either been isolated from or have had very little exposure to different minority ethnic groups—their opinions are often based on no knowledge, or for some, one or two isolated experiences," he said.

"That's a different attitude than the South, where minorities were never looked at as human beings and so as second class citizens, they developed all kinds of negative feelings," he said.

Coming to terms

Coming to terms with their attitudes is a major part of the teachers' participation in the workshop.

"To get the people to deal with their prejudices and biases, you want people to admit they have them, understand why they have them and then to try to eliminate them.

"We hope to eliminate them by presenting people with more honest and truthful perceptions," Williams explained.

Williams said the biases against minorities have lessened in the last two or three years.

"It's lessened," Williams said, "because people see more minorities in various forms of media and educational institutions. Minorities are playing more positive roles."

Workshop changes

Forty-three persons are

enrolled in Williams' workshop this summer. It is the second time he has directed the workshop, originally started in 1971.

Changed focus

"Now we have changed our focus to multiculturalism—education for all children. Ethnic studies tend to cover the education of black American Students, Asian American Students, Puerto Rican American students and Mexican American students.

"We still see those as fundamentals, but we include low-income white students and the income of white students in general," Williams said.

He said there is an emphasis on developing sensitivity and respect for minority groups.

Williams said "about 12 or 13" resource persons are going to visit the workshop throughout the five-week session and spend the day with the teachers. He said they are noted scholars and researchers from various parts of the nation.

"The thing that we deem most important is that people go away with a commitment to do something within the educational setting," he said.

"We hope they will exert influence on other teachers to join them in promoting the cause of education for all children.



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