

Summer students not much different

The most noticeable difference between the Summer Session student population and students attending the regular academic sessions at UNL is the percentage of graduate students, according to Alan Seagren, director of Summer Sessions.

Records from the 1976 Summer Session show that 37 per cent of the students attending UNL were graduate students. Only 11 per cent of the student body were graduate students during the 1976-77 academic year.

Most of the graduate increase is accounted for in the Teachers College, Seagren said, as professional teachers and administrators take advantage of summer vacation to attend classes at UNL.

Seagren predicted that the total enrollment for the 1977 Summer Session would be about the same as last year's.

The record year for summer enrollment at UNL was 1975, when 14,472 students attended summer classes. In 1976 the enrollment total dropped to 14,037.

Apart from the increased percentage of graduate students, the student population during Summer Session is similar to that of the regular academic year. In fact, most of the undergraduate students attending summer school have just finished the Spring, 1977 semester.

"Of the undergraduate students attending summer session, 83 per cent have been enrolled as regular students during the second session of the previous

SUMMER NEBRASKAN

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academic year," Seagren said.

Many of those students are trying to complete graduation requirements, Seagren said. Other reasons for enrolling in summer sessions are to accelerate progress and to be able to take classes outside the students' professional studies.

"There are a few students that are remedial," Seagren said that are making up failed courses. There is also a small block of freshman students that are taking summer courses right after graduation from high school.

But basically the same students and instructors are on campus during the summer that are here during the regular school year, according to Seagren.

Robbins' life devoted to teaching

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"We are a nation people, just as separate and different as the European nations," he insisted. "We don't trace our roots through the family for identity. Indians have security of knowing they are a part of a tribe.

"Non-Indians don't have a grasp of a people numbering into the thousands that view themselves as a nation. That nation exists for thousands of years without a formal constitution."

Robbins attributes his own success to his background in such an autonomous, self-governing Indian community.

He was raised in Tahlequaha, Okla., the former capital of the Cherokee nation in the Oklahoma Indian Territory.

Tahlequaha was relatively prosperous by Indian standards, Robbins said, and unlike the reservations further north, was free of the degrading BIA influence.

"My environment was all Indian so I had a sense of security," he said. "A lot of successful people came from that environment."

"I must have had some fairly unique teachers. I never felt put down or not encouraged to continue. Being the recipient of knowledge was something I enjoyed."

After graduating from Northeastern State College, an Indian college in Tahlequaha, Robbins left to see the world. From 1966 until he moved to Nebraska in 1968 Robbins worked for the McDonnell Douglas Corp. in the Los Angeles area in human relations.

Robbins explained that this was the middle of the Lyndon Johnson administration and his Great Society

Smith is senior fellow

Barbara Leigh Smith, UNL associate professor of political science, has been appointed Senior Fellow of the Centennial Education Program.

Mrs. Smith has been serving as a Fellow in the program. Fellows are teachers from other departments within the University who work with the students in the Centennial program for two-year periods. Senior Fellow is the equivalent of chairman of the program.

Mrs. Smith succeeds Dr. Gene Harding, who plans to return to full-time teaching at the UNL School of Journalism.

program. McDonnell Douglas hired large numbers of low-income and minority people, and Robbins worked as a liaison between the company and those employees.

It was also the aftermath of the Watts riots in Los Angeles and Robbins volunteered to work in the East Los Angeles Mexican community and the black community in Watts as a teacher to help stabilize the community.

His experience in those communities hooked Robbins on teaching.

"I reflected on the conditions I had seen and the situation the kids were in," he said. "When I started seeing what a tremendous challenge teaching was, I had to do it."

Robbins said he now expects to be a teacher the rest of his life, but not in Nebraska.

"Nebraska isn't home. Neither was California," he said. Robbins' future plans are indefinite, but he expects eventually to return to Tahlequaha.

Special Issue

This Special Issue of the Summer Nebraskan is being published on Monday so it can be read on the first day of classes of the First Summer Session.

Subsequent issues will be published on Thursdays, the next being June 23.

The Summer Nebraskan will be published for a total of eight weeks, the last issue on Thursday, August 4.

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