

# Daily Nebraskan

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## NU's bid for Whittier topped

By Jonathan Taylor

Lincoln citizen David Hunter presented a bid totaling more than \$1 million to the Lincoln Board of Education Tuesday for the purchase of the Whittier Junior High building at 22nd and Vine streets.

Until this bid was made, the only other proposal was a \$500,000 offer made by the NU Foundation.

Before the second bid was received, Roger Clough, superintendent of the Lincoln Public Schools, had told the Daily Nebraskan he expected the board to accept the foundation's proposal at its Sept. 27 meeting.

Hunter, who represents a group of investors and developers, said his group's proposal is more beneficial to the area surrounding the school than the university's offer. The project would place condominiums, apartments and small stores in and around the building. This would prompt further redevelopment of the neighborhood by introducing new housing, he said.

Hunter proposed a six-year payment schedule that would total \$1,558,686.45 with interest and tax revenue. The total cash price would be \$501,000, \$300,000 of which would be invested for five years at the closing of the deal. The remaining balance, \$201,000 would be paid at the end of the fifth year.

Robert Denhartog, LPS associate superintendent for business affairs, said the board would have to consider the new proposal's expected impact on taxpayers and the impact of the project the university is considering. Denhartog said the board will look at staff recommendations of the proposed offers at the Sept. 27 meeting.

James Wickless, board president, said the board members did not know what the university intended to use the building for, but that they would meet later Tuesday in a closed session to discuss a letter from UNL's chancellor outlining the university's plans.

Until the letter was discussed, the board could not compare the two proposals, he said.

UNL Chancellor Martin Massengale said Tuesday afternoon that if the NU

Foundation does not acquire the property, the building could be used for such uses as the following:

- consolidation of four separate food processing centers into one area.
- relocation of the Southeast Extension and Research Center from 1300 N. 17th St.
- alternate classroom space to be used during remodeling
- additional recreation areas featuring two gymnasiums
- 1,200 seat auditorium for academic and other university programs.

-relocation of printing, mailing and duplicating areas

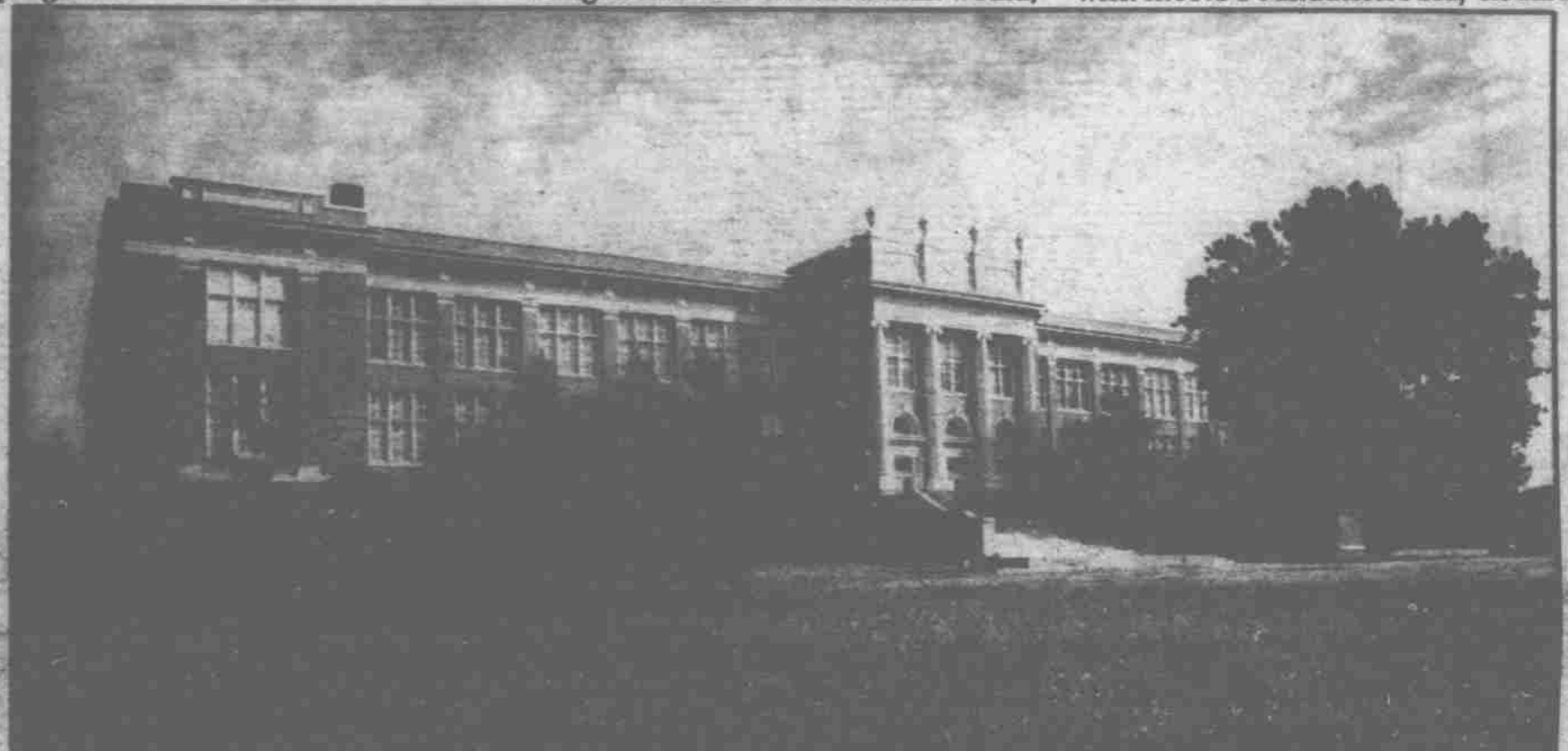
-relocation of the general stores from the West Stadium.

Tim Francis, Malone Neighborhood Association representative, supported Hunter's proposal, and said the economic impact of the new businesses and the new housing would serve as a fine example to other developers and show "that something creative and innovative can be done in the Malone neighborhood." Francis said that Hunter's offer would have a greater long range benefit for the area than would,

"another underutilized piece of university property."

When asked Tuesday afternoon about Hunter's offer and Francis' comments, Ray Coffey, UNL business manager of the business and finance office, said he was not sure whether either Hunter or Francis has access to information about the utilization of university property. He also said Hunter's bid seemed to have some unusual elements in calculating the final price.

"It requires some analysis to determine exactly how that offer compares with the NU Foundation's bid," he said.



Whittier Junior High School building, 22nd and Vine streets

Staff photo by John Zoz

## Survey: Students in larger classes earn lower grades, feel cheated

By Pam Alward

Two NU economics professors are studying student reactions to large classes and identifying those who are likely to do well in them.

In the winter of 1981, UNL Professor Campbell McConnell and UNO Assistant Professor Kim Sosin surveyed 961 students in eight large business-related classes taught by seven instructors. Results indicated three main reasons why students dislike large classes: attention problems, lack of teacher-student interaction and motivation problems.

Overall, McConnell and Sosin found that males seem to do better grade-wise than females in large classes, that students with a positive perception of the instructor fare better, and that students who are taking the large class outside their major also react positively.

The reason for the study, which was conducted for all class levels, was to find effective and attractive ways to present larger classes, McConnell said. The researchers wanted to find whether "we are hurting our students when we put them in large classes," he said.

"Students feel they are being cheated in large classes," McConnell said. "They may be right."

Besides the lack of motivation, attention and interaction, more than half the students had problems seeing and hearing the instructor.

A major emphasis of the McConnell-Sosin study was to identify students who are more likely to enjoy and do well in large classes, McConnell said. He emphasized that the models are general because "we can't slip a profile on a student."

"Comparatively, males perform better than females" in large classes he said.

Males averaged 0.5 below their usual grade point average in large classes, and females averaged 0.7 below their usual grade point average according to the study.

Two main theories explain this difference, but McConnell said he doesn't prefer one to the other. The first is that "women handle analytical material less well than males do," he said. Second, "women may do better when they have a chance to talk through or argue through many points."

"When the options are available, women might be well-advised to opt for smaller classes," he said.

McConnell advised students to take

smaller classes in their major field of study.

Otherwise, they are more likely to feel short-changed on classes that are probably more important to them.

Sosin and McConnell tell departments to use their best instructors to teach large classes.

"If students perceived these instructors as being good instructors, then their attitude toward the course was more favorable," McConnell said.

"Grades in large classes were, on the average, lower than the grade-point average of the students," he said.

McConnell contributed this result to two factors.

First, "in a large class, you must grade by stricter standards, you grade more mechanically," McConnell said.

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