

# How Can Midwest Stop Erosion of Youth Some Say More Opportunities Necessar

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cials who have answered thus are quick to add that it takes initiative to discover and develop potential and careers.

Top money and job satisfaction do not leap out at prospects with the eagerness of fox terriers. The opportunities may knock but seldom break down the door.

**Opportunity**  
Sam Jensen, a 1961 NU Law College graduate, believes "Nebraska offers young people an opportunity for leadership if they want to lead and service if they want to serve. And they can add to the good life in Nebraska which includes in balanced proportions security and the realization of ambitions."

"Yet what is most important," Jensen said "is that there is the opportunity here for a person to make an impact on his community and state in the fields of industrial, educational, cultural and political leadership. We need students who will make a few sacrifices and go back to their home towns, exercising this leadership for the state and the University."

The idea that "Nebraska offers enough room to judge each individually" is expressed, too, by U.S. Representative from Nebraska Phil Weaver.

"There's room, all right," Dean Walter E. Militzer of the NU College of Arts and Sciences said. "There's room in Nebraska for good men and women in law, medicine, dentistry, nursing and teaching. This is particularly true in the small towns."

"One chief difficulty is competition from out of

state. This is well illustrated in journalism when newspapers in larger cities have been quite interested in our graduates.

"Invariably, the salary levels and opportunities for

while, the pull of the home town and state is usually easily overcome."

Lt. Gov. Dwight Burney offers that the teaching field is challenging and needy at the same time.

mate toward industry in the tax field would help a great deal, too," he said.

**Nebraska Offers**  
J. G. Elliott, a member of the NU Board of Regents, feels that the state's offering to youth is education at a very low cost.

Others listed top opportunities in the state in such fields as religion, banking and finance, community development, insurance, agricultural research and animal husbandry.

Sen. Ross Rasmussen of Hooper contends the area wide open for development is that of human relations.

"We have made great strides in the field of science yet have done very little in learning how to live with ourselves, our neighbors, even a life partner and most assuredly another nation," he said.

Militzer suggests that a good sociological study of Nebraska would help pinpoint what can be done to slow erosion of the state's youth.

**Small Community**  
"One real need is to bring back the small community as an exciting place to live," he said.

"Social and cultural ties often are just as important for giving an aliveness to a small town as is its economy. If a small town can actually pump some new life into it through community enterprises that relate to cultural cohesion, professional people again will think of going back to their home towns."

"Some work, such as that done by Professor Louis Trzcinski with the Sandhills Symphony Orchestra, needs to be done in the lines of art, languages, literature and government," he suggests.



WHAT IS THE MIDWEST?

"A concerted drive on the part of business people... community leaders to find a place in Nebraska for as young people is needed," Jensen added. "This too requires some sacrifices, financially by those who would take part in offering jobs. But any investment would benefit the community and state."

Sen. George Syas suggests that young people cannot be held strictly on an agricultural economy. "It must be balanced with industry," he said.

Representative Weaver concludes that "Nebraska, like the world itself, offers to young men and women a challenge to grow and develop as free men in an era when freedom is becoming a rare commodity."

The University Business Research Bureau explains the high migration figures this way:  
—The departure from the farm and mine, and from the small towns serving them.  
—The departure from the center of large cities.  
—The attraction of the

West and the Gulf Coast.

—The attraction of more industrialized areas.

In response to the questionnaire, University of Nebraska Chancellor Clifford Hardin said "The University, with standards recognized and accepted throughout the nation, stands ready to accept graduates of Nebraska accredited high schools, as do the other colleges and universities."

"College is available to Nebraska youth and it is a little surprising to find that the proportion of youth which avails itself of this opportunity is somewhat less than that shown by youth of surrounding states."

"Nebraska life, economically and socially, is changing," Hardin continued.

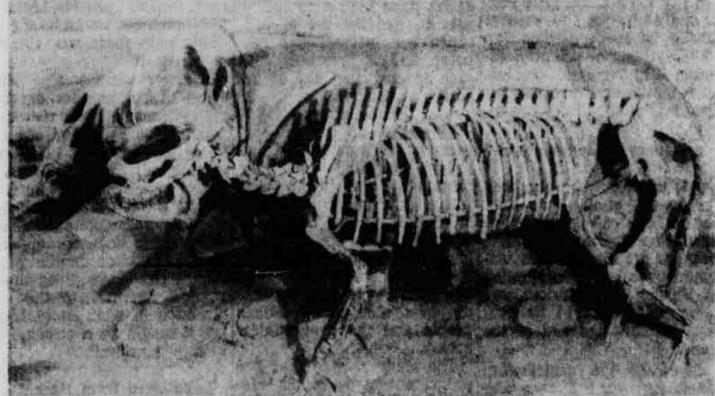
"The great need, however, is for people with fresh ideas and strong courage to help it adjust successfully to the transition which is taking place. It is in times of change and adjustment that great opportunities occur. It is this kind of atmosphere which Nebraska offers."

The administrator suggests that what the state needs is a more optimistic approach to our own evaluation of the state.

"We need more emphasis on the great accomplishment Nebraska has made in the past century — and it has been a great one which has transformed an open prairie into a state which provides a very good life for hundreds of thousands of families. We need more industrial development to balance our economy, and there are indications that this is coming."

The Chancellor said the University's role is one of dedication to young people, enabling them to see and fit themselves to fulfill Nebraska opportunities.

"I am certain," he concluded "that the influence of the University — through the young people who study here; through Extension programs it sponsors; through its new program for continuing education — is a great force for good and for progress in Nebraska."



GOING HOME — This rhinoceros, or rather his skeleton, has spent the last half-century in the University's Morrill Hall state museum. But now he's home at last as a part of the display at the Trailside Museum near where his bones were discovered in the Agate Spring quarries.

## Sixteen Million Year-Old Rhino Returns to Old Stomping Grounds

A rhinoceros that spent about 16 million years in northwest Nebraska and the next 53 years in the University of Nebraska state museum in Morrill Hall has returned home.

The rhinoceros skeleton, which was uncovered in 1908 in the Agate Spring Fossil Quarries, east of Agate, will be on display at the University's Trailside Museum at Ft. Robinson.

An adjunct of the state museum at Morrill Hall, the Trailside Museum opened July 3. It is designed to interpret the natural history of the Ft. Robinson area and is housed in the former U.S.

Army Theater building. The museum will be open to the public from May until mid-September.

In addition to the rhinoceros skeleton, the museum will feature physiographic maps of the U.S. and Nebraska; a series of paleogeographic maps showing changing conditions of the earth; a geologic time chart; and old exposed rocks, dinosaurs and marine reptile fossils.

There will also be badland deposits showing fossils of saber-toothed tigers, three-toed horses and camels; deposits of Pine Ridge; "Devil's Cork screws," the burrows of fossil beavers; and a large bone slab of small extinct deer.

## Union to Sponsor Penitentiary Tour

The Student Union tour of the Nebraska State Penitentiary will begin at 5 p.m. Thursday. Bus transportation will be provided at the S Street entrance of the Union.

The guided tour will visit the administration center, cell blocks, work shops, greenhouse, library, class rooms, chapel and kitchen.

An open discussion period will be conducted by Deputy Warden John B. Greenholtz. Dinner will be served in the dining area and a 45 minute entertainment period will follow in the recreation center.

Participants must sign up for the tour in the Student Union program office today. The charge will be thirty cents bus fare and \$1.00 for the dinner at the penitentiary.

## Machines Speed Learning

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committee of the National Education Association which sets school standards for programming, manufacture and use, explain their function, in general:

"All of the machines are devices which can be programmed with certain hard, factual information. They can be given subject matter in elementary mathematics, for example, break it down into "bits" of information or "frames." The machines present the information to the student, elicit inductive or deductive reasoning and finally, tell the student immediately whether he is right or wrong in that reasoning."

Dr. Meierhenry explained that certain machines with complex programming can even tell a student why he is wrong, suggest where he needs more work, and tell him where he can get further

information on his problem in his text.

"Although there is still a good deal of criticism of the machines and while much work must be done by manufacturers before they will be of anything more than experimental value, the time is coming when they will be helpful in education," he said.

Dr. Meierhenry cited the success of the armed services' special use of similar machines and pointed out that in the past five years, important developments have been made.

### Speed

Robert Stepp, head of the bureau of audio-visual instruction at the University, explained that there are recorded cases where students using the machines have learned rote material in half the time it takes with a classroom teacher.

Some of the troubles the

machines still face were listed as follows by Dr. Meierhenry:

They'll have to live down their bad name of "teaching machines," which they are not.

While the need is for fewer types of machines which can be put to multiple uses, a large number of manufacturers (there are at least 40 now) continue to bring out new types.

There is a real need for "programmers," people who know how to feed information into the machines for effective results, and few are available. A new educational specialty is developing, he believes.

Educators disagree about the value of the machines and the proper way to use them. For example, language teachers disagree on what is proper programming in their field.

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