

# Daily Nebraskan

Vol. 76, No. 90

The Daily Nebraskan

Tuesday, April 23, 1963

## Rankin Describes Sources Of 'Nebraska's Strengths'

"Those who have tramped through the Fontanelle Forest in the fall and observed the brassy brilliance of its varicolored hues, and then glimpsed from on high the mighty Missouri dragging its dusky spoils toward the sea; or who have trailed the snowshoe rabbit along the marshmall-like banks of a stream that has been quieted by the wintry storm; or who in the springtime have pushed their toes tentatively through the rich, mellow, black soil as it lay in the newly plowed furrow; or who have galloped through the sandhills at sundown while the magic spectrum of colors burst across the horizon; or who have inhaled the pungent aromas of the new-mown hay lying in the field; have thereby learned some of Nebraska's strengths from their sources, in memorable moments." Thus spoke J. Lee Rankin, the Solicitor General of the United States under President Eisenhower, and 1930 graduate of the University, this morning as he addressed the Honors Convocation in the Coliseum.

The five participants in the program which began yesterday, are J. Lee Rankin, of New York City; E. H. Dohrmann of Darien, Conn., director of Personnel for date processing for IBM Corporation; Percy Spencer of Scarsdale, New York, chairman of the Board of Sinclair Oil Corporation; Chris L. Christensen of Tulsa, Oklahoma, retired vice president and chairman of executive committee of the Celotex Corporation; and Leslie Welch of Kansas City, Missouri, probate judge of Jackson county.

Following the Honors Convocation today, the Masters will have lunch at the Student Union and then at 1:15 p.m. they will hold a press conference in 235 Student Union. At 5:30 they will continue their series of dinners at the dorms and fraternity and sorority houses.

This evening, they will terminate their two day program with an evaluation of the program's accomplishments at the Faculty Club. They will leave Lincoln tomorrow morning.

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## Nebraskan Is Ranked 'Excellent'

Issues of last semester's Daily Nebraskan received a First Class, or excellent, rating in the 68th All American Critical Service with a total point score of 3200.

A score of 3400 for daily college papers rated an All American, or superior, award. Six papers received this rating and nine other papers besides the Daily Nebraskan received First Class awards.

The judge commended the Daily Nebraskan for the good coverage on reapportionment, Cuba, politics, and the good job of staying on the Colorado University situation.

## Rankin Defends Nebraska Youth

A transplanted Nebraskan who gained national recognition for his service as U.S. Solicitor General said today he failed to see why the state became distrusted by Presidential Aid Ted Sorensen's "jibe" that the state was losing its ablest youth. J. Lee Rankin, a New York attorney and 1930 University law graduate, told the 35th annual University of Nebraska Honors Convocation:

"The only occasion for genuine concern would be if other states and nations failed to see and attract Nebraska's youth. This has not occurred and the continuing demand for Nebraska's young people has been another of its strengths."

Speaking before the "scholastic cream" of the University's student body, Rankin said Nebraska's training and educational policies "should be directed toward developing in the student an understand-

ing and wisdom that will have universal currency."

Such an approach, which he called "a tradition of the University," will provide the state "with a fair share of those so prepared who will remain and strengthen the life of the community."

Those who leave, he pointed out, will make their contributions to the stature of the state.

The reputation of the state "will increase as those who depart promote the welfare of other areas — just as immigration will benefit this and the home state of the immigrants in a like manner."

A native of Hartington, Rankin practiced law in Lincoln from 1930 to 1953, when he was appointed assistant attorney general in the U.S. Department of Justice. In 1956, President Eisenhower appointed him Solicitor General. In 1962, Rankin opened his own law office in New

York City.

Regardless of any other factors, he told the University student body, of which his daughter Sara Elizabeth is a member, the strengths of Nebraska shall be judged according to its success in the development of its youth.

"Any such appraisal shall be measured by the wisdom the young people display in the decision of crucial issues, whether within or without the state."

"However, the reputation of the state will be secure only to the extent to which it continues to raise men and women who know the probabilities of success or failure; who are able to separate trends that are permanent from those which are of the moment; or who have learned to distinguish promises from threats based on the lives men have lived, and to judge their tested hopes by proven principles."

## Three Get Scholastic Awards

Three senior students received the C. W. Boucher Memorial Awards for scholastic excellence at the University of Nebraska's Honors Convocation today at the Coliseum.

Stephen Kellison was given the award for the senior with the highest cumulative average. His average is 8.804 (9,000 is perfect).

William Holland was honored as the senior ROTC candidate for an officer's commission with the highest four-year average. His average is 8.572.

William Kenny received an award for the senior athletic letterman in a major sport with the highest accumulative average. His average is 7.225.

J. Lee Rankin of New York, former Solicitor General of the U.S. under President Eisenhower and 1930 law graduate of the University, began the Convocation with a talk on "Nebraska's Future."

The University Foundation presented two distinguished teaching awards—one in the field of science and technology and the other in social sciences and humanities. Each award includes a \$1,000 stipend and a medallion.

Kellison is majoring in economics in the College of Arts and Sciences. He plans to become an actuary for an insurance firm. He is a member of Pi Mu Epsilon, Phi Eta Sigma and Phi Beta Kappa honoraries.

Holland, a civil engineering student, has been awarded a Rhodes Scholarship to do graduate work at Oxford University in England next year. He is a member of Innocents Society, and Phi Beta Kappa, Sigma Tau and Sigma Xi honoraries. He served as president of Theta Xi social fraternity, chairman of the Student Tribunal, and secretary-treasurer of the University Rifle Club.

Kenny has lettered in track as a middle distance runner. He will receive his degree from the College of Business Administration. He has served on the finance committee of the Interfraternity Council and as president of Phi Delta Theta fraternity.

Chancellor C. M. Hardin presided at the Convocation, and the Rev. Charles Stephen, Jr., pastor of the Lincoln Unitarian Church, served as chaplain. Susan Christensen introduced the speaker.

## Hinshaw Presents Piano Selections

Classical strains from Bach and Beethoven will be among those performed tonight by Prof. Harvey Hinshaw in a piano recital in the Student Union Ballroom.

The recital, one in a series of the University music faculty performance, begins at 7:30 p.m. The public is invited to attend.

Prof. Hinshaw will play: "Suite III," Purcell; "Divided Arpeggios," Bartok; "Occupation," Harris; "Study No. 22," Ives; and "Organ Fugue in G minor," Bach-Samaroff.

Other piano selections will include four preludes and figures from Book I of "The Well-Tempered Clavier" by Bach, and six movements of "Sonata in A-flat minor" by Beethoven.

## Men Ivy Sing Leaders Will Meet Tomorrow

The second meeting of the Men's Ivy Day Sing leaders will be held tomorrow in 323 Student Union at 7 p.m.

The song leaders must submit an entry fee of \$2.50 and three copies of the song their group will sing. A drawing for positions will be held.

## Nebraskan Publishes

To allow full and timely coverage of recent campus happenings the Daily Nebraskan has published on Tuesday this week. The Monday edition was cancelled because of Easter vacation.

## Eleven Dental Seniors Honored At Luncheon

Eleven University seniors in the College of Dentistry were honored yesterday at the annual awards luncheon at the Student Union.

Individual honors for excellence in various areas of dentistry were given to: Paul Rowe, by the American Academy of Dental Medicine; Gordon Till, by the American Society of Dentistry for Children.

Jack Kent, by the American Academy of Oral Roent-

genology; Gilbert Sprout, by the International College of Dentists.

Elected to membership in Omicron Kappa Upsilon, the honorary scholastic fraternity in dentistry were: Stanley Franklin, Dave Fredrick, Anthony Hotis and Rowe.

The C. V. Mosby awards, given for high scholarship, were presented to Douglas Frost, Neal Davis, Harley Beery, Gary Andersen and Kent.

## First Graders Have Wild, Woolly Minds

Six-year-old Steven Klasek and his first-grade classmates of Lincoln have wild and woolly minds, full of leaping African animals and high forest adventure.

Their jiggling-puppet and paper-mask world has a number of educators holding their breaths.

University researchers are so cautious they scarcely dare to hope. Yet they believe this average class of twenty-six children may show them the way to the first major breakthrough for which American education has made a concentrated search for 15 years—how best to teach "Johnny" the love of his language and thereby to read and write.

Steven's English lesson at Meadow Lane school is very deceiving. It's almost as though the children are not in school at all. Then suddenly you wonder how many years they've been at reading and writing.

The children don paper-mache masks. With arms akimbo they gyrate like the little folk of Grimm's tales and speak the lines of imaginary character roles they create.

All fired up, these children who have been in school only six months and who squirm at their desks like others their age, scrawl out original short stories with bonafide plots. This is one of Steven's, just as he put it down:

The Lost Tiger

One day a mother tiger took her baby tiger to see the Jungle and Then The mother tiger said,

"don't wander off."

Then when the mother tiger wasn't looking the baby ran away. He saw something under a log. The baby tiger beganto play with it.

It wiggled and squirmed. He moved back he was scared. An elephant came along and picked him up. He put the tiger on his back. The elephant said "You better stop scratching me or else I will put you down."

Elephant, I'm not scratching you I'm trying to hold on."

"So what," said the elephant it hurts. The tiger could not let go, so the elephant put him down by a lake. An

alligator came along. The alligator said,

"Do you like to swim?"

"Oh no, I don't know how," he He turned around and hurried away. He said to himself I wonder why he always smiles? His teeth look very sharp. Maybe he smiles at food.

"I better go faster," he said.

The End

Steven and his classmates are ordinary first-graders; they have not been selected on the basis of intelligence or aptitude. The children often write a story like this every day for a week in a 30-minute lesson designed by the University English Curriculum Center.

Professors Paul Olson and Frank Rice, directors of the new Center, are very aware of the progress of this class. The intellectual and aesthetic development of the six-year-olds is the first exciting result of their plans to make a dynamic change in the teaching of English in Nebraska schools from the first through the 12th grades.

Steven's teacher, Mrs. Virginia Hamilton, is one of the pioneer first-grade experimenters to put the first segment of the University's total program in the classroom. She has been trained and educated to follow a general approach and philosophy described by Dr. Olson as "an inductive process whereby the child is made to discover principles for himself under heavy cueing." It can be best understood by observing Mrs. Hamilton in action for a day.

Like the daily tasks of most good teachers, Mrs. Hamilton begins hers the evening before. She has time then to make the colored pasteboard blocks for the children. Six words are printed on each block and they are colored differently for what we call nouns, verbs, adjectives and adverbs but what the children know as name, action and descriptive words.

The English class begins in the morning with what the children call the "big block-word game." Each child is given a block and they decide among themselves what they would like to "say" with them in the form of a sentence. There are also blocks for periods, commas, and question marks.

When the children have finished building a sentence, Mrs. Hamilton periodically flips over one of the blocks in their sentence to give it an entirely different mean-

ing. The children whoop with delight and between the whoops, of course, the youngsters have transferred their color and speech part relationship into proper word order. While they are not confused at this stage with the names of the parts of speech, the proper order becomes so much a part of them that they can contrast an adjective with a noun as easily as an informed adult. Each new block introduced to the class also means six new words used and understood. Center officials believe it is the smoothest and most exciting grammar lesson yet devised for small children.

The cockeyed carnival atmosphere of Mrs. Hamilton's classroom is highly illusory, a study of a method as old as Socrates. It's loaded with learning. It looks like one game after another, but this is a designing, hard-working woman who has been trained by the Center to get down to the six-year-old level to explain concepts tough enough for a high schooler. The monotonous, hard hammer of rote learning is gone, and yet these children are already aware of grammar and have control of linguistic tools. Four months ago some of them were having trouble controlling pencils.

The University English Curriculum Center staff hopes, with the help of outstanding teachers in the state, to elaborate the principles and techniques for a thorough overhaul of the English curriculum of the primary and secondary schools. Five schools started the program this year. Thirty-five more superintendents want it started in the fall of 1963.

A heavy emphasis has been placed on teaching the very young children to write as soon as possible. Early motivation is necessary. The masks help. So does puppetry, and Mrs. Hamilton's classroom is full of simple drama, imagery, and play-acting.

At the heart of the Curriculum Center's plan to get the small children to write well is the belief that they must experience a plot before they can understand what one is. Mrs. Hamilton explains the Center's technique:

"It's got to be put to them simply, but I tell them to pretend they are the important character they are going to write about, that they are going away from their safe, secure homes to solve a problem perhaps in the desert, the jungle, in outer space or in their own back yard. I tell them they must have their character solve or fail to solve the problem and to come back home wiser, or changed in some way."