



AEOLUS—The Greek God of the Wind is shown with Dr. S. I. Fuenning and Richard Rush of Chicago, Aeolus' creator.

## 'Aeolus' Demonstrates Process of Breathing

Another major exhibit of the health galleries of the University of Nebraska State Museum will go on display for the public this Thursday. A large plastic bust of a man, named "Aeolus" (Greek God of the Wind), has been specially made for the museum and donated by the Ne-

braska Tuberculosis Association. The exhibit is a highly complicated device wired for sound to show and explain the process of breathing and the intricate neurological timing of the diaphragm and other coordinating muscles.

Dr. Kenneth Rose, curator of the Health Division of the Museum, said man normally breathes from 16 to 18 times a minute, but in Aeolus the rate has been reduced to six times a minute to make it easier to see what happens inside a lung.

The plastic man and all electronic equipment accompanying the device was made for \$7,500 by the Richard Rush Studio in Chicago.

The viewer will be shown the path of a breath of air on its life-giving journey from intake to the tiny alveoli where the exchange of oxygen and carbon dioxide between air and blood takes place.

In addition to the large model of the man's respiratory system, the exhibit includes an enormously magnified model of an alveolus and another of lung tissue filled with plastic to reveal its structure.

The exhibit will be assembled and displayed in the Mueller Health Gallery and will be put into operation Thursday morning for public viewing.

Museum hours: Sundays and holidays, 2 to 5 p.m.; Mondays, Wednesdays and Fridays, 8 a.m. to 9 p.m.; Tuesdays and Thursdays, 8 a.m. to 5 p.m.

### Foreign Film

"Eve Wants to Sleep" is the second feature of the Summer Foreign Film Series and it will be shown at 7 p.m., Thursday, in the Nebraska Union Auditorium.

Filed in Poland, the film is about a charming, penniless young girl who finds herself involved in a merry-go-round of unbelievable incidents of comedy, satire and fantasy.

### SAC Tour Is Today

A tour of the Lincoln Air Force Base will be held this afternoon from 3 to 8 p.m.

The bus will leave the "S" Street entrance of the Nebraska Union at 3 p.m. An escort from the Information Office will meet the bus at the main gate to begin the tour which highlights the flight line, a trip through a KC Tanker, visits to maintenance shops, the fire station, craft shops, and also a visit of the air chamber for jet training.

A dinner at the Officers Club will follow the tour at 4:45 p.m.

### Museum Hours

Morrill Hall, the University museum, has extended its visitation hours.

In addition to the regular 8-5 p.m. Monday through Saturday and 2-5 p.m. Sunday hours, the museum will now be open on Monday, Wednesday and Friday evenings from 7-9 p.m.

### New Direction and Vigor—

# Teachers Revise English Curriculum

**EDITORS NOTE:** In last week's Summer Nebraskan, we ran the first two parts of an article entitled, "Classics Are Returning to the Classroom." The story which follows is the third and final section of the story which was written by Nancy Osberg for the School of Journalism's news reporting class. This week we are dealing with the curriculum study which is being conducted at the University through a grant from the Woods Charitable Fund.

During the summer of 1961 a small group of the state's ablest elementary and high school teachers responded to a grant from the Woods Charitable Fund and came to the University of Nebraska to write a curriculum that would give new direction and vigor to the teaching of English.

The story of their success is only beginning to be told.

It was an operation rooted deep in the dynamic conservatism of the state and founded in the leadership of one man who believed that every child should have the opportunity to become acquainted with truly good literature. He is Dr. Paul Olson, an associate professor of English at the University of Nebraska, now on leave at London doing research on Chaucer at the British Museum.

The unassuming brown volume which contained the results of that summer's work was a local product that was to attract the nation-wide attention of scholars and educators. Requests for the study continue to come in at the rate of several per day, and it is now in its fourth printing.

English department officials also feel that the success of the local study was a major factor in landing for Nebraska the choice federal plum of a \$250,000 grant as one of the six English curriculum centers in the nation. (The others are located at Northwestern University in Evanston, Illinois; Carnegie Technological Institute in Pittsburgh, Pennsylvania; Hunter Col-

lege in New York City; University of Minnesota in Minneapolis; and the University of Oregon in Eugene, Oregon.)

More startling, and perhaps more rewarding, are the results which have been obtained in actual classroom teaching. Lecture materials in literature, language and composition for each grade K-12 were prepared during a second workshop session during the summer of 1962.

### Starting Point

When the classics are used as a starting point for composition, the results are unlike any that teachers have had before. First grader Debra Bowyer, daughter of Mr. and Mrs. Austin Bowyer of Lincoln, proved this with her story about "The Short-Necked Giraffe."

"Once upon a time there was a giraffe who had a very short neck. It was so short that he could not reach the leaves on the trees. So he went to the zoo keeper. He asked the zoo keeper if he could chop down all the trees. But the zoo keeper said he could not do that. So he went on. By and by he came to the beaver. He asked the beaver if he could chew down the trees. But the beaver said he could not. So the giraffe went back to his cage. Just then the zoo keeper came to see him with an idea. So he gathered lots of leaves and put them in the giraffe's cage. The more leaves the giraffe ate, the longer his neck grew until he could reach the leaves on all the trees."

Some of her classmates wrote poetry:

I run in the sun. It is fun. Down, down, Yellow and brown.

The leaves are falling over the town.

"Literature becomes exciting when it is taught as a separate subject," enthused Debra's teacher, Mrs. Virginia Hamilton.

"The controlled vocabulary of a Dick and Jane reading skills book is a necessary tool, but it is not very stimulating to the child's imagination," commented Frank Rice, co-director of the Nebraska Curriculum Center. He added, "We want the grade school child to hear highly imaginative reading so he can see why he should learn to read."

Dr. Rice and his colleague, C. J. Simpson, were the two Omaha teachers who did independent research on a program for teaching advanced American literature in high school. Later their work was incorporated into the experimental curriculum for Nebraska.

Mrs. Hamilton's first grade class responded to the reading of literature first by oral tape recording of their own stories, and later by writing (printing) them themselves.

Writing Philosophy The philosophy, as stated by the curriculum writers, is this: "Children learn to talk by imitating the speech which they hear. They learn to write — if they learn at all — by imitating what they read. Great writing, given the qualities of greatness within the student, fosters good writing by example."

In other words, it is the philosophy of this group

that the creative child will become an even better writer by being exposed to the work of the masters.

In keeping with the state's dynamic conservatism the curriculum would allow teachers due freedom, and yet avoid chaos by setting up a few simple guidelines.

It would be a program that is both sequential and consequential. That is, on each level there is a definite set of skills to be mastered rather than repeating from last year. However, the sequences are gauged according to ability rather than an arbitrary grade level. And to be consequential, the student should know he is getting somewhere. "He ought not to feel the confusion of Alice in Wonderland."

What has brought about these changes in the direction of teaching English? Why are the classics coming back to the classroom?

Much of the credit must go to the National Council of Teachers of English (NCTE) which two years ago issued a scathing report on the condition of English in the schools and then set out to do something about it.

### Agencies and Men

Credit must also go to the various government and private agencies which have financed the undertaking, as well as the men who have believed in it.

Perhaps the timing is also a factor. James R. Squire, executive secretary of NCTE, noted that it takes 30 years to re-train a

generation of teachers. The last extensive change in the teaching of English, he explained, occurred during the thirties. At that time, idealistic teachers were imbued with the more extreme progressive notion that children should be educated only in terms of their immediate needs. Lay people termed this phase "how to get along"; educators called it "adjustment to the environment."

Additional momentum was given to the change, according to Rice, who helped direct the curriculum study, by the demand for increased excellence in the scientific fields. This, he explained, spurred the humanities to create programs of acceleration.

Squire believes that we are now in the middle of the change. Much of it is still on the leadership level, and much of it is still restricted to the "bright kids" and the schools that have money. But it is hoped that eventually all levels will benefit.

For this reason the University of Nebraska study ranges from kindergarten through the 12th grade. Its planners believe that each student must have a solid background every step of the way if he is to be able to read the classics, many of which are by nature more difficult.

Perhaps it can be best expressed by the curriculum planners themselves:

"Perhaps it is better that a student read the great and half-understand than that he read mere pap and master it."

## NASA Spacemobile On Exhibit

The National Aeronautics and Space Administration "Spacemobile" will be on campus through Wednesday.

A space science lecture-demonstration and discussion of the Nation's space program for peaceful purposes will be held in the Union Auditorium at 9 and 10 a.m. and 2 p.m. Wednesday. The fifty-minute demonstration conducted by exper-

enced science educators will answer five basic questions:

- (1) What is a satellite?
- (2) How does it get into orbit?
- (3) What keeps it in orbit?
- (4) What good is it, and what does it do?
- (5) What are the present activities of the NASA, the results of these programs and plans for the future.

Authentic space models illustrating the numerous NASA space projects will be on display in the Union Main Lounge through Wednesday.

## Union Announces

### Bridge Activities

Free bridge lessons for beginners and those who are "experienced, but needing help" will be given on Tuesday afternoons, starting today, at 4 p.m. in the Nebraska Union Indian Suite.

Duplicate bridge sessions will be held on Monday afternoons at 4 p.m. in the Indian Suite.

The Nebraska Union Bridge Tournament will be held on Tuesday, July 23, and will climax the summer bridge lessons and duplicate bridge sessions.

There is no entry fee for the tournament and it is open to all members of the University staff, faculty and students.

## Summer Nebraskan

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## 426 Register For All-State

Another record-breaking year has been recorded for the University's All-State program as 426 high school students have registered for the three-week course which began last Tuesday.

John Moran, general director of the fine arts and journalism course, said the final tally may show an increase of 50 students over last year. "It also looks like one of the biggest percentage increases we've ever had," he said.

More than 75 of the students are given full or partial scholarships by towns and civic organizations and clubs. Moran said. He added that nearly every Nebraska county is represented in the All-State enrollment.

The All-State course is held each year at the University to give Nebraska high school students the opportunity to work closely with University professors in art, speech, music and journalism.

Students selecting the art sequence are, for the first time, using the New Nelle Cochrane Woods building studios.

## Union Activities

### TODAY

Air Force Base Tour and Dinner 3 to 8 p.m.—Meet in the "S" Street foyer

News Forum

3:15 p.m.—Room 232

Bridge Lessons

4 p.m.—Indian Suite

### WEDNESDAY

Summer Artist Series

Joe and Penny Aronson, ethnic folk singers 8 p.m.—Indian Suite

### THURSDAY

World Affairs Preview Department of State Briefing Team 2 p.m.—Ballroom

Foreign Film

7 p.m.—Auditorium

### MONDAY

Duplicate Bridge

4 p.m.—Indian Suite

Cinema "63—Raisin in the Sun"

6:30 and 9 p.m.—Auditorium

## KUON-TV This Week

### TODAY

5:30 Preview of Freshman English

6:00 Evening Prelude

6:30 The Ragtime Era—"That Lonesome Road"

7:00 Beyond the Earth—"Applications of Gravitational Theory"

7:30 The Face of Sweden—"The Entertaining Society"

8:00 Dynamics of Leadership—"Behavior in Groups"

8:30 What is the World?

9:00 Perspectives: Birth Central

WEDNESDAY, JUNE 19

5:30 Preview of Freshman English

6:00 Evening Prelude

6:30 Dr. Paul's Giants—"Galileo Galilei (1564 to 1642)"

7:00 The Ragtime Era—"That Lonesome Road"

7:30 From the Ancient Past—"Passing Epochs: Family Life"

8:00 Self-Encounter—"Psychology of Freedom"

8:30 Tennessee Williams with Elliot Norton

9:00 Casual Master Class—"Brahms Sonata in F"

9:30 Your Uncommoner

THURSDAY, JUNE 20

5:30 Preview of Freshman English

6:00 Evening Prelude

6:30 Self-Encounter—"Psychology of Freedom"

### TODAY

7:00 Dynamics of Desegregation—"Violence, Youth, and Vigilance"

7:30 Beyond the Earth—"Application of Gravitational Theory"

8:00 The Science and Engineering of Television—"Problems in Micro-molecular Chemistry"

8:30 Filmstrip—"The Louisiana Story"

FRIDAY, JUNE 21

5:30 Preview of Freshman English

6:00 Evening Prelude

6:30 University News

7:00 Social Security in Action

7:30 Family Viewpoint—"The Case for Charity"

8:00 What is the World?

8:30 Tennessee Williams with Elliot Norton

9:00 The Face of Sweden—"The Entertaining Society"

9:30 University Artist Series: Recital with Larry Lusk

MONDAY, JUNE 24

5:30 Preview of Freshman English

6:00 Evening Prelude

6:30 Dynamics of Desegregation—"Portrait of a Violent Man"

7:00 Perspective: The American Conservatory

8:00 Backyard Farmer

9:00 University Artist Series: Recital with Barnan

**Stuart** DOORS OPEN AT 12:45  
STARTS FRIDAY  
**THIS IS HUD!**  
HUD is a real hunk of man... He drives a Cadillac with one hand, has a girl in the other... and gets what he wants whatever it costs someone else! Everyone thought Hud a hero until the violent night he turned on Almo!  
**PAUL NEWMAN** IS **"HUD!"**  
SALEM DOVER  
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PANAVISION MARTIN RITT IRVING RAVETCH  
FREE PARKING for Stuart and Nebraska  
STUART & NEBRASKA  
2330 N-Cor Park Garage, 12th & N-Ave  
12th & Grand Banks, 12th & P.

**Nebraska** DOORS OPEN AT 12:45  
STARTS FRIDAY  
Two Hitchcock Hits!  
JAMES and DORIS STEWART-DAY. Alfred Hitchcock's "THE TROUBLE WITH HARRY"  
"THE MAN WHO KNEW TOO MUCH" COLOR  
Edmund Green John Forsythe Shirley Beckwith

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MICKY SPILLANE  
MINE HAMMER SHIRLEY EATON LLOYD NOLAN-HY GARDNER  
STARTS TOMORROW  
Varsity  
COMING SOON—  
"55 DAYS AT PEKING"