

English Composition Teaching Revised

By JUDY KOEPKE
English composition may be viewed with more pleasure by Nebraska elementary and high school students in several years.

A new English curriculum is being developed and studied by the Nebraska Curriculum Development Center which is located on the University campus. "Project English" is being held "to conduct experimentation for teaching of composition," said Dr. Frank Rice, co-director of the program.

Working as the Woods English Curriculum Institute, 42 teachers are preparing study units to be tested next year in various Nebraska schools for grades two, five, eight, and eleven. They are also revising similar study units tested last year in grades one, four, seven and ten, which will be taught again. Dr. Rice hopes the study units for the remaining grades will be introduced in a year.

Instead of a textbook, the

teachers are preparing mimeographed packets containing short reproductions of selected works and suggested procedures for teaching them.

Complete Curriculum
Some paperback books will be used too. The teachers feel a complete curriculum of literature and language is the tool for learning composition.

Project English began in 1961 when Dr. Paul Olson, the other co-director of the program, accepted the chairmanship of the Curriculum Committee of the Nebraska Council of Teachers of English.

In a two-week workshop supported by the Woods Charitable Fund, Inc., the committee produced a 400 page book, "A Curriculum for English."

Dr. Olson used this book

as evidence "of Nebraska's seriousness of what they're doing" when he wrote the proposal applying for funds from the federal government, Dr. Rice said.

The five-year grant of \$250,000 came early in 1962. The Research Division of the University is the custodian of this money.

Last summer 45 teachers from Nebraska schools wrote 85 teaching units for all grades during an eight-week session. During the last school term, 19 elementary, junior high, and senior high schools in Lincoln, Omaha, and Cork tested the units for grades one, four, seven, and ten.

Pilot Schools
These were pilot schools. Another 20 schools used them

partially or entirely, according to Dr. Rice.

The Woods Fund paid \$27,500 in stipends for the 45 teachers.

The same fund is paying \$24,500 to 36 teachers this summer for preparing units to be introduced this fall and revising those tested last year. Six more teachers are paying their own expenses.

Referring to future similar summer institutes, Dr. Rice said, "There will be as many as we can get financial aid for. We don't like to ask the Woods again because they've been so generous."

Dr. Rice hopes other sources will contribute funds during the remaining four years in which the federal grant will be effective the

people working on the curriculum revision "want to see if the program we devised is really teaching kids to write," Dr. Rice said.

Nebraska Program
When Project English is completed Nebraskans will retain the right to use the program. The U. S. Office of Education for whom the study is being done, will determine the program's use elsewhere in the United States.

Dr. Olson
Asked to comment on the benefits of the program to Ne-

braska students, Dr. Rice reached for the May 27 issue of Newsweek magazine.

An article on Nebraska's Project English tells of the enthusiasm of teachers, parents and even youngsters for the new way to learn to write.

The teachers for the summer institutes are chosen competitively.

Each must submit a resume telling of his experiences as a teacher, his interests, and his interest in the program. He must send a credit transcript from his alma mater.

In addition, his school superintendent must sign an agreement saying that he will allow the experiment to be conducted in his school, that he will release the teacher from at least one of his

duties to spend time on preparation, and that he will buy the necessary materials.

Geographic Areas
Geographic distribution also plays a part in a teacher's selection.

The teachers this summer come from Grand Island, Omaha, Seward, Lincoln Norfolk, York, Central City, Chadron, Hastings, Scottsbluff, Sidney, North Platte, Ogallala, Bellevue, Hebron, Holdrege, and Sutton.

Two of the teachers paying their own expenses are from Illinois.

Dr. Rice is presently directing the program alone, as Dr. Olson is in England on a Guggenheim Fellowship. He is gone for a year and will return in September.



Summer Nebraskan

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Carpenter—NU, Alumni Must Press Demands

By JIM RISSER
The University's failure to get the money it wants from the Legislature can only be blamed on the University itself and its alumni, Sen. Terry Carpenter said Monday.

Carpenter, who will propose a \$1 million increase in the Budget Committee's recommendation, said the school's requests will never be granted until the administration, the Board of Regents, and particularly the alumni, become militant in their demands.

"There's no reason for them to be hesitant to ask for what they want," Carpenter said. "If the present legislators won't go along with them, then the alumni should spend the time and money to support candidates who will."

Carpenter said that other groups campaign and go to great expense to promote the legislation they favor, but that the University seems reluctant to press its demands.

"If the University would appeal to the alumni for support, it could get enough money from the Legislature to carry on any reasonable expansion program it wanted."

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University Budget Is Traveling Its Last Mile

By JOHN KESSEL
With the Nebraska Legislative Budget Committee's 1963-65 appropriation recommendation emerging through the Unicameral, LB455 appeared safely advanced beyond general file Friday. Passage seems certain sometime next week.

The measure, calling for \$363,396,281 in allocations, has been under close observation by University of Nebraska officials since it appeared in preliminary proposal form months ago. It reflects dollar requests amounting to \$31,478,841 in state general funds for education use.

The budget committee, under chairmanship of Senator Richard Marvel of Hastings, Hastings, had recommended an increase of \$3,382,841 for the University to boost the appropriation from \$28,096,000.

The University had requested an increase of \$9 million, Governor Frank Morrison had suggested a \$5 million figure.

Senator Terry Carpenter of Scottsbluff made a last-ditch effort to boost state tax funds to \$33,382,841, but this attempt sagged under a 7-27 vote.

While Marvel was complimenting his committee for seeing to the Legislature's 33-0 approval of its recommendations without change on the measure, the question of how the University could continue its fullest functioning under the bill's eventual passage was forming thunderheads over the campus horizon.

As early as December, 1962, University Chancellor Clifford Hardin told Governor Morrison at statehouse hearings that in preparing budget requests University officials are motivated by the aim to provide the best education possible for Nebraska's youth and thereby make the state itself a more positive force in America.

He pointed out at the time that the budget is "a blueprint of what the University can do for Nebraska and its people. As a compilation of proposed expenditure it is in a real sense a further investment of this state."

As explained by University officials and department chairmen, the budget increase was hoped to bring salaries of the professional staff nearer to the average of other midwestern universities, modernize the College of Medicine in Omaha, expand and deepen agriculture programs and strengthen University libraries.

Two years ago the University was given \$28 million upon its request for \$37.1 million from the general fund.

While it is conceded that the present measure provides something for everyone, the general money-spread falls short of University needs.

Joseph Soshnik, vice chancellor of business and finance, last winter compared Nebraska University instructor salaries with regional payrolls, saying, "We are from \$600 to \$1200 below this figure." He cited U.S. Department of Education figures.

Soshnik explained the mechanics of the entire budget at the time to the Governor and tax commission officials, emphasizing the budget, presented in two parts, reflects both the total amount of monies needed to maintain present academic levels and a growth and development aspect tailored to provide extra money, initiate new programs, and strengthen existing procedures. He cited enrollment increases as reasons for need of extra funds in nearly all academic areas.

The emerging allocation's \$3.3 million increase shows what the 1961 Legislature allowed — a flat \$3 million.

By incorporating a tuition increase recommendation into the University budget an extra \$933,000 might be realized to make a new total of \$4.3 million, allowing both the Board of Regents and the normal board to post salary increases of \$7 annually.

The average resident undergraduate would thus pay \$46 more over a two-semester period. A whopping \$306 average fee would face non-resident graduates. Committeemen have speculated this would bring the University an additional \$350,000 in 1964-65. At the same time no tuition hike would be recommended for Nebraska's four state colleges.

Marvel Wants Students To Share The Burden

The budget committee's recommendation for an increase in tuition at the University was defended by the chairman of the Budget Committee, as placing some of the burden on those that benefit.

Sen. Richard D. Marvel said that the taxpayers already bear a big burden, and the students should share it.

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July 4--A Proud, Lasting American Tradition

By VERL HATCH
After lunch, there were three-legged sack races, and the married men played the single men in softball. The married men always lost.

The women chased, changed, and yelled at the little ones. The little ones ran away, got yet wet, and did things to cause yelling.

The rest of us joined the community events — except cousin Minnie. She went moonin' off under the trees with her lover-fella. Uncle Otto and cousin Jake sat in Jake's pickup truck, and kept reaching under the seat.

When the sun sank, and

the high school band climbed down from the stand, everyone went down to watch the fireworks — everyone except Minnie, her fella, Otto, and Jake.

Firecrackers popped, and rockets whizzed skyward. The last display was always a popping, smoking, dazingly lighted United States Flag.

As the last "fizzy" burned out, we returned home to milk the cows and wash the dishes, but the 4th of July, though gone in time, was ours forever.

I wonder what ever happened to the celebration of that day.

to drop one in the bass horn.

By 1:00 or 1:30, the picnic was spread. Everyone under three years old was wet, Grandpa had run out Otto was wabbling suspiciously while Aunt Effie was pretending she wasn't married to him.

By the time the food was out and ready most of us were on our second helping, but Grandpa B. would shush everyone, and Grandpa would fold his calloused hands in front of him, and bow his yellow-white head. His shaggy black eye-

brows raised and fell as he began to pray. He praised God for the freedom we enjoy. He remembered the men who died, and the men who die, and the men who will die to preserve our freedom. He confessed to God that men are not free by the grace

of God, but by his grace, have the right to strive for freedom. That Freedom is won, over and over, in every generation. And he asked God that we might always be alert to those who would push in upon our personal Freedom. With a great Amen, he would close.

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- COLLEGE FRATERNITIES—A depth reporting student asks leading college administrators if the college fraternity is a dying institution. This story appears on Page 2
- UNIVERSITY EXPANSION—Summer Nebraskan reporters ask University officials about plans for physical expansion in the areas of athletics, living units and museums. For these stories, see Pages 2 & 3

Schultz Describes Plans for Museum

By RICHARD HALBERT
A Dinosaur Hall, a Hall of Space and a Hall of Time by 1971 — these are the projected hopes seen in C. B. Schultz plans for the future of the University's museum.

The halls would be part of a wing that would connect the south side of Morrill Hall with Andrews Hall.

However, the new wing could become a reality by 1971, the Museum's centennial, only through private financing, said Dr. Schultz, museum director.

This was but one of the plans expressed by Dr. Schultz who this month is beginning his 23rd year as museum director.

He hopes that a "Story of Earth" and a "Story of Mankind" can be soon added to the third floor of Morrill Hall.

Dr. Schultz also hopes to see the Health Galleries, Elephant Hall, and African Hall expanded.

Presently less than 1% of the 2½ million specimens of the Museum are on display at one time. The exhibited highlights of the Museum are: —The Ralph Mueller Planetarium and the extensive collection of Nebraska meteorites.

—The world's largest elephant.

—The Health Galleries which contain: "Ceres," the

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Liberty? Philosophers question it; Psychologists sometimes doubt its existence; men die for it, and nations cry for it. Some say we got it, and some say we ain't neither.

Back in the "Good Ol' Days," we used to proclaim it, and the 4th of July was equalled only by Christmas. Come the 4th of July morning, brother Bill would jump out of bed before the sun was up, and shoot off his biggest firecracker. Uncle John had a muzzle-loader—which usually misfired at least once. But, the day started with an explosion, to say the least.

When the cows were milked, and the breakfast dishes were stacked in the sink, everyone jumped in the '29 Ford. Dogs, food baskets, and kids, barked, or almost fell on the floor, or cheered—depending on who could do what.

Grandma and Grandpa B. were always at the park ahead of time to save us a table, and the next to arrive was Aunt Effie and Uncle Otto in their new-second hand '38 Chevy.

By noon, every picnic table in the park was full. There were uncles, cousins, sisters, brothers, half brothers, in-laws, outlaws, and lovers.

There was a band in the stand playing "America," and "The Star Spangled Banner." There were little boys setting firecrackers under the drum, and wishing they had nerve enough

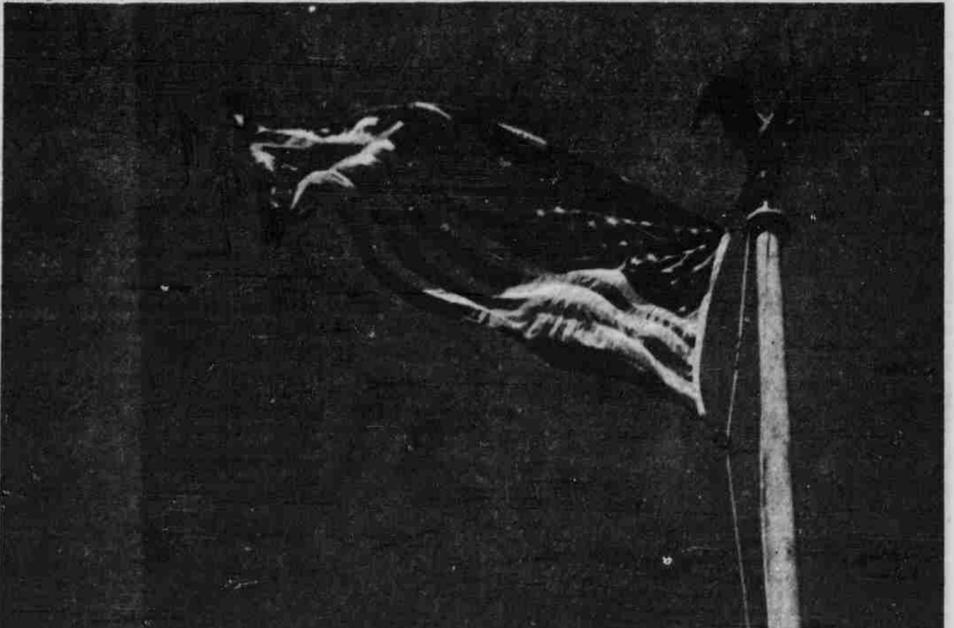
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THE FLAG Arthur Macy

Here comes The Flag!
Hail it!
Who dares to drag
Or trail it?
Give it hurrahs,—
Three for the stars
Three for the bars.
Uncover your head to it!
The soldiers who tread
to it
Shout at the sight of it,
The justice and right of it,
The unsullied white of it,
The blue and the red of it,
And tyranny's dread of it!

Here comes The Flag!
Cheer it!
Valley and crag
Shall hear it.
Fathers shall bless it,
Children caress it.
All maintain it,
No one shall stain it,
Cheers for the sailors that
fought on the waves for it,
Cheers for the soldiers that always were brave for it,
Tears for the men that went down to the grave for it,
Here comes The Flag!

TRIBUTE TO THE FLAG
By Senator George F. Hoar

I have seen the glories of art and architecture and of river and mountain. I have seen the sun set on the Jungfrau and the moon rise over Mont Blanc. But the fairest vision on which these eyes ever rested was the flag of my country in a foreign port. Beautiful as a flower to those who love it, terrible as a meteor to those who hate it, it is the symbol of the power and the glory and the honor of millions of Americans.

Abraham Lincoln . . .

"With malice toward none; with charity for all; with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation's wounds; to care for him who shall have borne the battle, and for his widow, and his orphan—to do all which may achieve and cherish a just, and a lasting peace, among ourselves, and with all nations."

—Abraham Lincoln
Second Inaugural Address