

Instructional TV Aids Washburn U.

The Great Plains Regional Instructional Television Library, Lincoln, is embarking on a project to help Washburn University, Topeka, Kansas, reopen on schedule for the fall semester.

The University was nearly obliterated less than a month ago by a savage tornado that ripped Topeka leaving 16 dead, hundreds injured, and damage estimated at over \$100 million. Six of the 14 major buildings on the campus were leveled and the eight others badly damaged.

Reopening Plans

Officials however plan to reopen the institution for the fall semester utilizing all available classrooms, but the University also is looking to educational television as a means of providing necessary courses.

Fortunately, the destruction did not extend to KTWU-TV, Channel 11, the University's

television station, located five miles from the main campus.

Primary Means

According to station manager Sandy Wheeler, "It's the feeling of the administration and faculty that it is fortunate that the ETV facility was not damaged as this appears to be the primary means of keeping the University in operation until it can be rebuilt."

Ironically ground had been broken for new quarters for the station only a few days before the tornado struck.

Combined Circuits

The University plans to combine both closed and open circuit facilities of the station, making it possible to beam 36 hours of lessons each week to students during the 1966-67 school year.

However, in order to plan and develop a curriculum of television courses, Washburn University needs to know what college level courses are

available from other colleges and universities.

Clearing House

The Great Plains Instructional Television Library has offered its services as a clearing house for information about courses and as a service agency in supplying recorded lessons to the disaster-stricken school.

Colleges and universities across the nation having courses on video-tape are being asked to forward course descriptions to: Great Plains Instructional Television Library, University of Nebraska, Lincoln, Nebraska 68508.

The resume of the course should include: title, level (Fresh, Soph., etc.), number of lessons, length of each lesson, and a brief description of the course.

Program Counselor Milton E. Hoffman is coordinating the project for the Great Plains Library.

Observation Teacher Has Unique Experiences

Unique experiences are said to occur during the summer months and Thomas Selwold, an economics and American History instructor at Omaha's Westside High School, can certainly attest to that premise after his recent three-week encounter with observing "intruders."

While instructing an eight-week economics course at the University of Nebraska's University High School, he could not only watch 17 students but an equal number of secondary educators who were observing his every movement.

This "demonstration pro-

gram," as it is called, was held June 13 to July 1 in conjunction with a Summer Seminar in Economic Education especially designed for elementary and secondary educators sponsored by the University of Nebraska Summer Sessions and the Nebraska Council on Economic Education.

Selwold, a former American History major at Sioux City's Morningside College who is presently working towards a Master's Degree at the University of South Dakota, noted the participants in the group possessed varied backgrounds.

"There were about 17 ex-

perienced persons associated with economics. This could be in a variety of positions from social sciences teachers to persons engaged in the administration end of schools," he stated.

Noting Progress

While he taught the class to the high school students who are attending the summer session, the educators observed his teaching methods and procedures four days a week from the back of the room, noting the progress that the class achieved.

Students Adapted

Surprisingly, the students adapted themselves to the unusual environment after the customary "first-day nervousness" quite well. "As the course began to develop," he noted, "they became too interested in it to worry about the people watching them."

Difficulty Is Awareness

"The main difficulty is making the student aware of an area of study that he has had no previous experience. It's entirely different from other courses such as mathematics or history where he has knowledge that he can fall back to. He has had no exposure to formalized economic instruction until he walks in the class," he commented.

Just The Beginning

"This is just the beginning," he added, "It has a long period of growth before it tapers off if it ever does. The nature of the subject is so alive as it touches everything in our existence. No one can escape from its grasp."

"When I took economics as a sophomore in college, I didn't see any need for it, but when you stop to think, nearly every magazine or newspaper article has reference to economics such as the President's Council of Economic Advisers, the Treasury Department, Wall Street or taxation. You can't understand these things unless you have some basic knowledge of economics."

Traveling Professors

Cont. from Pg. 1, Col. 7

dents total 149. The average class is made up of twenty students.

"Requests keep coming in," Lutes said, obviously pleased at the reception to the program. "The Elwood principal wants a class developed near Cozad. He has appointed an organizer to help get this thing moving."

Graduate Level Course

And from Central City the home extension agent, Mrs. Helen Solt, has written for a tailoring and design class for Grand Island. She requested a graduate level course for home extension agents and home economics teachers.

Teachers compose the greatest percent of the field class enrollments. And housewives make up the next largest portion, according to Lutes.

"We're too new at adult education to have just straight adults, however," he added. "Probably about 95% are in the teaching field—young teachers working toward their graduate degrees or perhaps older teachers working to keep up with the changing certification requirements."

"The pattern has changed. It used to be lots of people without undergraduate degrees were teaching in elementary schools. Today about all those people are gone. This is the reason the field class program is starting to be slanted toward the graduate level.

"And besides the graduates keeping up with certification requirements, we have people who are striving for salary improvements which accompany additional educational levels. This is a primary reason for the in-service classes—to help raise people up the salary ladder schedule," Lutes said.

Wide Scope

"You know we have the campus classes, day and evening divisions, and the extension courses, and all of the

field classes within the state of Nebraska—but we've been working on something even wider in scope.

"From the master plan of one of the instructors in the department of textile, clothing, and design, we've come up with a field class tour of the fashion centers of Europe."

European Trip

The trip is to cover the textile centers of England, France, and Italy and would cost the travelers less than \$1800. Having left this summer, the trip is lasting five weeks. Departure was from Omaha by Jet with stops for additional passengers in Chicago and on the East Coast.

"This trip would be ideal for the undergraduate as well as the graduate student. Up to five credits may be earned from the experience. Or a retail store couple could see the fashion houses 'first hand'."

New Approach

The mastermind of the tour, Robert Hillestad, spent a year in Paris studying fashion and design. He and Miss Audrey Newton, both of the department of textile, clothing, and design, are conducting the tour.

"This is a new approach in the textile, clothing, and design area of home economics," Lutes said. "And I think it may be a 'first' in the country."

Up-dating of the field class program will continue—from sending professors across the state to students across the world. Distance is no longer a reason for impaired educational facilities.

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Reading for Enrichment

Law Review Introduces New Criminal Concepts

A new concept in the process of sentencing the convicted criminal, involving a sentencing council, has been outlined in the current issue of the "Nebraska Law Review," a publication of the University of Nebraska College of Law and the Nebraska Bar Association.

The issue, the second in a series of three publications on penology which will likely become collector's items, contains the concept in an article by Judge Theodore Levin, Chief Judge of the Eastern District (Federal) of Michigan.

Under the proposed system, Judge Levin explains, a panel of three judges would discuss the sentence to be imposed on a convicted criminal defendant.

According to Judge Levin, a sentencing council would result in a positive advantage by capitalizing on the diversity of experience and the pooling of experience of the three judges. This would result in a more informed, intelligent sentence than would ordinarily be the case where one judge relied solely upon his own attitude and experience.

In another article in the current (May) issue, Luther W. Youngdahl, federal district judge of the District of Columbia, describes the workings of sentencing institutes which draw federal judges from around the country to discuss attitudes and standards for the imposition of sentences.

The issue also contains an article by Mitchell Wendell, member of the Council for the Council of State governments, who proposes greater interstate cooperation in the confinement and treatment of criminals. He suggests the cooperative use in institutions and programs dealing with those serving criminal sentences.

NU Grad In VA Training

A graduate of the University of Nebraska's College of Medicine has been selected for the Lincoln Veterans Administration Hospital's general surgery resident training program.

Dr. C. Gene Gross of Cambridge, who has been at the Veterans Hospital as a staff doctor until he commenced his speciality training two weeks ago, will report for the training program, announced Dr. M. J. Boykin, director of the hospital.

Gross will join four other doctors in the training program.

Residents reporting are George L. Burgess of New York City, graduate of Meharry Medical College at Nashville, Tenn.; Raymond W. McMullen of Pueblo, Colorado, Loma Linda Medical College of California graduate; John D. Murrell of Pueblo, graduate of the University of Nuevo Leon College of Medicine in Monterrey, Mexico; Sebastian J. Campagna of Fresno, California, Creighton University School of Medicine graduate; Dr. C. Gene Gross of Cambridge, University of Nebraska College of Medicine graduate.

Dr. Delyte W. Morris, president of Southern Illinois University, relates the experience of his institution with its programs at Menard Prison in Illinois.

The third and final issue of the "Nebraska Law Review" dealing with penology is expected to be published in late August or early September, according to the editors.

Campus House Damaged By Fire

A fire of undetermined origin spread through the Pi Kappa Phi Fraternity house, 229 No. 17th, yesterday afternoon.

The fire originated in the basement and extended to first floor, causing considerable smoke damage. According to Chief Fire Inspector, Dewayne D. McIntyre, there was heavy heat and smoke damage because of an open stairway to second and third floors.

Dr. Irving B. Margolis, former Des Moines surgeon who came to the hospital as chief of surgical services, is directing the residency program.

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Courses Reach U.S. Servicemen

Correspondence courses for men in the armed services offer the University a chance to extend itself in an area it would otherwise be unable to serve, according to Mrs. Ruth Abbott, Office Supervisor of the University Extension Department.

The Board of Regents has renewed a contract with the United States Armed Forces Institute (USAFI) to supply extension courses to members of the armed forces.

Under the contract the armed forces pay the University \$2 for every lesson that the student completes. The student pays \$6 per course and buys the necessary materials.

The University is one of 45 universities under contract to USAFI. Ordinarily a student will select the university which offers him the course he wants for the lowest price. He has two years to complete a course instead of the one year allotted to ordinary students.

Currently there are 178 men enrolled in University of Nebraska correspondence courses, about 50 percent of whom are overseas. Some are stationed as far away as Vietnam and the Philippine Islands.

Except for the amount of time allotted, extension courses to men in the armed services are like those going to any civilian. The subject matter and lessons are the same.

The most popular courses are the basic beginning subjects like English, sociology, economics and mathematics. "Mostly we just offer the basic courses," Mrs. Abbott said. "Men may decide to start college and begin by getting the basic courses which can be applied to a degree later on."

In addition to offering 33 areas of college work, the Extension Department offers a complete list of high school courses. The Department estimates that about half of its enrollees are taking high school courses.

Students are proctored by their education officers during examinations. Frequently he acts as advisor and encourages men to begin the course in the first place.

Though the school has no exact figures for how many men in each service it serves, it estimates that the Army has the highest number taking courses.

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Study Reveals Acceptance

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The study, a doctoral dissertation of Glenn E. Knight, former principal of Auburn high school, was accepted by his graduate committee in Teachers College.

Knight, who made a survey of the 56 secondary member schools of the Nebraska Council for Educational Television, found that there was general agreement that television instruction should be a basic part of the teaching process.

According to the findings, carefully organized and well written teacher guides are required for successful use of ETV in the schools and that while the use of television did not alter significantly the role of the classroom teacher, it did alter their techniques in 41 percent of the cases.

Knight, presently an instructor of educational administration at Western New Mexico University, Silver City, N.M., further found that teachers in schools participating in the N.C.E.T. felt that they were not sufficiently involved in the decision to use ETV.

Knight also found that there was an apparent unwillingness of the reporting schools to schedule certain ETV programs more than once each week.

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