

Methods are tailored to meet students' needs

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and word cards; they have primers, storybooks and reference books at all levels; they read to each other and to the teacher, and write stories of their own.

Math is taught by the manipulation of such objects as blocks, counters, plastic shapes, scales, balances, clocks and measuring devices. Often the activity seems like play, but it has a purpose.

When a child decides he is through with an activity, regardless of what others are doing, he may put away his equipment and begin something else.

The teachers have an eye for everything and everyone, but the children seek the teacher only when they need aid, advice or attention.

She is free to travel from group to group, help children with spelling, restore order when necessary, suggest new activities, or to consult with any child needing individual help.

Flaws

This system is designed to deal with several specific flaws in regular education. One of these flaws is an enforced uniformity of interest, involvement, work-rate and ability.

In a standard classroom every child is expected to be truly interested in math for 45 minutes and to work an arbitrary number of problems in exactly that time.

In a second and third grade room at Elliot, a small boy came in from recess, watched his 40 or 50 classmates hustle to their various activities, and then turned to a table in the math center.

Using a long-armed balance scale and various weights, he was teaching himself that 15 plus 7 equals plus 4—that equals and other simple facts that in a few years would become basic algebra.

He was soon joined by a friend, and they began a mutual quiz-competition playtime to show their new knowledge to an observer.

Later a younger girl put away her crayons, took her picture to the teacher and sat at another table in the math center. She began to play a flash-card bingo game, and incidentally to learn addition and subtraction.

Six girls were at an art table cutting

and pasting and making pastel tissue-paper designs. One group of boys was engaged in drawing Safety Week posters and another in preparing the daily log of the classes' activities. One boy decided to do his poster later and joined the log writers.

In lower grades, reading is taught in an unorthodox fashion. A child will draw a picture and the teacher will encourage him to tell a story about it. The story, often recited into a tape recorder, is then typed and given to the student.

Generally students enjoy their stories, but tire of having to find someone to read to them. Teachers report that sooner or later a student asks someone—teacher, aide, schoolmate—to help him to read.

Hooked

"Once a kid asks to learn, he is hooked," Hardy said.

All of this activity is voluntary. Work, play and learning are indistinguishable and children are free to learn as rapidly or slowly as they could.

"Because the children don't all have to be straight-jacketed into learning, I'm free to help and encourage a shy little girl to go through the workbook with a poor reader, to touch a black child who would never be touched in a regular classroom," commented one Tri-U teacher.

Another important aspect of the project is the acceptance of students' ideas. Another teacher commented:

"When the teacher does all the talking or the class has to understand pages 41-50 in an hour, there is no time for any student to express his or her idea, even if they were given time to form one."

Also the stress on aculturalization, the teaching of the "proper" culture, presents an emphasis on conformity, according to Dr. James Britton, a linguistic theorist at the University of London Institute of Education.

The child is not encouraged to speak out, because his culture is not the one being taught. His culture in many cases is the one being exterminated, Britton says.

Because of this, the classroom vocabulary traditionally bears no references to love, hate, violence, wars, the "street," or the ghetto. Thus

education has often served to stifle inquiry, intellectual individualism, and discovery.

Ideas

In the Tri-U. classrooms, the emphasis is on the students' ideas. A sixth grade teacher said that, "The kids are encouraged to talk about everything. They learn that their ideas can be good, and not that whatever they say will be discounted or denied. When that happens they really open up and talk to everybody."

A visitor to the classroom is immediately accepted as a friend, and as such is questioned, teased, and sincerely talked to.

"Are you a hippy?" one of the first-graders asked a visitor.

"Were you born a hippy?" and "Do you have a mommy hippy?" were also demanded. Before all questions could be answered, the observer was whisked off to help draw dinosaurs.

Posters

Outside the fourth grade classroom were children's posters dealing with war, love, outer-space and modern language. There was a short essay attached to a "War Never Will Help" poster.

"I think war is dangerous. That's pretty stupid of me. Because everybody knows that war is dangerous. But who am I, I am only one person. I think we have a war to keep down pop (ulation). I am only 10."

—Marvin

Board president says application due on Tuesday

Applications for Nebraska Union committees are due Tuesday in the Program Office.

Union committees on films, campus speakers, trips, entertainers, style shows, art exhibits and other programs will be formed after the application's deadline.

"Union committees are open to all University students," said Dave Buntain, president of the Union Board. "We encourage any interested student to apply for the committee of his choice."

Minnesota's defense lacks resistance

by Steve Sinclair
Nebraskan Sports Writer

The Nebraska freshmen football team carries a 10-game winning streak, spanning three seasons, into its opening game at Missouri next Friday.

Missouri was the last team to dump the frosh in 1966. Since Bob Devaney came to Nebraska, the freshmen team has won 20 games and lost only two. The other setback also was to Missouri in 1965.

The progress of this year's team has been a little slower than teams in the past, according to assistant coach Bill Thornton. The reason for this, he indicated, is that all the players are learning to go both ways (offensively and defensively).

"We still have our best defensive players on one unit, and our best offensive players on another," said Thornton. The coaches have designated the offense also to be the No. 2 defense. They plan to give each team equal playing time.

More strength

Thornton said that the defense has shown more strength than the offense in practice.

Tackle will be one of the stronger positions on this year's squad, according to Thornton. Tackles who have done well in practice are Rich Glover, of Jersey City N.J., Marc Douglas of Redwood City, Cal., and Monte Johnson of Bloomington, Minn.

"Glover has good quickness and could be our best defensive player," Thornton said.

Other defensive standouts have been John Dutton, a defensive end from Rapid City, S.D., and Willie Harper, a middle guard from Toledo, Ohio.

Leading the offense against Missouri will be quarterbacks Max Linder of Plattsmouth and John O'Connell of Sidney. Linder

has been running the first team.

Battling for positions in the starting backfield are George Eiben, a fullback from Cleveland, Ohio, Bill Olds of Kansas City, Kan., John Rodgers of Omaha, and Joe Blahak of Columbus.

Top players

Top players in the offensive line have been Kelly

Schultz, a tight end from Palo Alto, Cal., and Joe Duffy, a guard from Pittsburgh, Pa.

"We had trouble moving the ball on offense, until we switched Duffy over from the defense," said Thornton.

Thornton indicated that a filmed scrimmage against the varsity would help the coaches make final decisions

on starting positions. "We don't know what kind of players Missouri has," said Thornton, "but we've heard it had a real good recruiting year."

Missouri has been doing the same things for three or four years now," he said, "so we kind of know what to expect."

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