

Free school

Continued from page 1.

civilization, philosophy, drama and mental retardation are among the areas listed.

Recently one girl expressed interest in learning Arabic and Frangenberg, after making sure she was serious, arranged for a University of Nebraska professor to work with her on a weekly basis.

"The public schools start with the presumption that they know what a person should know," Frangenberg said. "I feel the students are better qualified to make those decisions."

He said there are only two qualified full time teachers at the school and they try not to impose their values on the students.

Still there is a lingering question—when left on their own, will young children be motivated enough to learn? Frangenberg, who formerly worked at a similar school in Los Angeles called Play Mount Park. "It really works."

He described the case of five-year old Heidi, who is "doing fantastic things with numbers," according to Frangenberg. "The point is that she asked to do it," he said. "That's what people don't understand."

Play is also an important educational experience, according to Frangenberg.

"We try hard not to stifle the kids," he said. "Fantasies and dreams are important, and we think the kids learn while playing. For example, Dan, a 16 year old, recycles metal. Now he's got all the little kids out with him looking for

metal. But in the process they're learning about aluminum and steel."

Gene Hardy, Director of the University of Nebraska's TTT (Training Teachers of Teachers) program, backed up Frangenberg's approach to education.

TTT is a federally-financed project at UNL aimed toward training college teachers of future teachers to try more innovative approaches in the elementary classroom. TTT has long espoused the open or "active" classroom method of teaching.

"We have to start respecting the individual and give him the freedom to choose his own values," Hardy said. "We have to have faith in kids to determine for themselves what is important to study. Theoretically, America isn't built on compulsion."

Hardy feels that people don't learn much in a mass lecture format, because only an exceptional speaker can make it work. Instead he favors more personalized instruction, which he said isn't possible for today's overworked public school teachers.

"I think it's time educators got off the notion of the sacredness of the 50 minute period," Hardy said. "I also think building relations and learning about the world he lives in is more important for a student than dabbling with facts."

Hardy said it isn't possible to cite statistics to prove that a child learns as much or more in the open classroom than he does in the traditional classroom. But he said he can't agree with the people who

think you've got to be miserable to be learning.

Robert Egbert, Dean of Teachers College, stressed the many definitions and variations of open classrooms.

"I've seen some exciting things done in open classrooms and I wouldn't hesitate to let my own daughter attend some of them," he said. "But it depends on which type you're talking about and who is leading it."

He said there was a lack of humanism in many of the old fashioned schools, but some open classrooms represent "an interesting, promising possibility for the education of young children."

When asked if primary school children should be allowed complete freedom to determine what they will study, Egbert said, "If my ten-year-old daughter decided she wanted to drive the car I wouldn't let her. I think we should help children make decisions and decide what decisions they should or should not have to make."

He said young children just naturally will not be interested in making some decisions. Driving the car is one, and arranging their curriculum may be another.

"The results aren't in from the open classroom system," Egbert said. "To evaluate a program of this sort we need to determine what we want to accomplish in our schools."

The Lincoln Free School received a severe setback Oct. 1 when the State Board of Education voted unanimously not to approve the School for accreditation.

Frangenberg said the Board

turned his school down because he doesn't have a person on the staff with an administrative certificate and he doesn't have the minimum number of students enrolled (15 elementary and 20 secondary).

"We don't have to close our doors because we've got 11 students who can come here," he said in reference to the Nebraska law requiring persons between 7 and 16 to attend accredited public or private schools. "This decision only affects three students, a fifth grader and two eighth graders, but they'll be very unhappy."

According to Frangenberg, the Board could have been even tougher on the school. "At least we won't have to re-apply," he said. "We just have to ask to be placed on the agenda of their next meeting,

which we will do."

The Board also left the possibility open for the Free School to win accreditation if it consents to a sponsorship by one of the Lincoln Public or Parochial Schools. But that isn't a possibility Frangenberg is particularly excited about.

"The idea is not to be a public school and we won't be," he said.

"We'll keep working on accreditation, because even though we can't come close to the requirements they have for kindergarten through grade 12, I think we can do what they require for kindergarten through eighth grade."

Regardless of the ultimate fate of the Lincoln Free School one has to feel that as long as there are people like Bob Frangenberg, education will never be a static process.

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Short Stuff

The Institute of Electrical Electronics Engineers will meet in Rm. 217 Ferguson Hall at 7:30 p.m. Dr. Warren L. Flock, Professor of Electrical Engineering at the University of Colorado will speak on the "The Relationship between Electrical Engineering and Environment."

Today's ASUN Meeting is in the Burr Hall Basement, East Campus at 4 p.m.

Pamela Pollard will open this year's Coffee House Series in the South Crib today and Thursday from 8 p.m. - 10 p.m.

The NFU Gay Liberation course will not be held this Wednesday but will return next week at 7:30 p.m. at St. Mark's.

The CSL will meet Oct. 14 at 7 p.m. in the East Campus Union. Items on the agenda are:

1. Progress report on student fee question.
 2. Committee report on Disciplinary Procedures.
 2. Delegation from Health Center to discuss VD problem.
 4. Review action on responsibilities of committee on student publications.
 5. Discuss specific recommendations concerning the "12 hour rule."
 6. Reformulate committee to study code of student discipline.
 7. Consider resolution on committee appointment presented by Dennis Confer, and proposal requested for Steve Fowler.
- The first half hour will be open

for anyone to present items of concern to the council.

Dr. F. Whitla will speak to NU Meds on psychiatry tonight at 7:30 p.m. Opportunities of NU-Meds Auxiliary program and the upcoming panel discussions will also be discussed.

Two functionally dissimilar microbody particles, peroxisomes and glyoxysomes, isolated from green leaves and seedlings will be the topic of today's Biochemistry Seminar. Hung-Kuang Lin will speak at the biochemistry auditorium, East Campus, at 4 p.m.

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