

Editorial Comment

Round Three: Step Toward Solution

Round One in the battle between the colleges was given to the College of Arts and Sciences for their effort to call attention both to the need for better teachers and the inadequacies in the system now in use in the state for certifying teachers.

The Teachers College rebuttal comes in Round Two.

Let's take a look at the answer which the professional educators offer.

One of the first things which the statement says is, "The statements made by the professors make it obvious that the motive behind the proposal is not to emphasize science as they first implied, but to destroy the balanced program of teacher preparation which has been developed over the years."

The Teachers College statement continues, "The Medical College determines who shall be recommended as doctors, the Dental College determines who shall be recommended as dentists . . . On the same basis the Teachers College should make recommendations to the State Commissioner of Education of those students qualified as teachers and who fulfill the requirements for certification by the State Department of Education."

This argument seems ill advised. After all, dentists aren't expected to be familiar with history or English. Therefore it appears there is no need for those who would be dentists to have the recommendation of the English or history departments.

Now the real question boils down to this: Should the persons who have passed the requirements of the Teachers College be recommended as teachers just on that merit? Additionally, should these persons not have the approval of the department in which they have specialized indicating that they are sufficiently familiar with the material to be able to "put it across?"

There is no question that professional education courses have merits in the present day school setup.

The question is, rather, should these professional courses be the only qualifying factor in regard to who shall or shall not become teachers.

Proceeding, we can see more clearly the ideas which the Arts College people have presented. It appears that the supervisors of courses are often not members of the staff of the Arts College departments. This means that the Arts personnel might very well be out of contact with the work and the progress of an individual who is majoring in that department because of the student's affiliation with the Teachers College.

Now it could conceivably happen that an individual who has matriculated in the Arts College will "waste" twenty hours dabbling in various courses. However, we have noted that under present conditions and present requirements for graduation this sort of activity is highly unlikely.

In other words, for a "complete education" in the Arts College no time can be spent in a teachers program.

Moreover, as a junior girl in the College of Arts and Sciences testified Thursday, "I wanted to dual-matriculate. The Teachers College personnel with whom I spoke said this was a poor idea. I would like the opportunity to teach, but I find that the requirements of the Teachers College in establishing "sequence courses" makes it

almost impossible for me to carry the load. I, of course, want to remain in the College of Arts and Sciences for I believe I will receive valuable courses there. I will get vital courses there.

This might add some wood to the fire which seems to be pretty hot right now among some Arts College professors—namely the eleven who made the original proposal.

They can notice from this statement that students who are trying to get as sound an education as possible are discouraged from entering the teachers college curriculum, either in fact or by friendly persuasion.

Now in all fairness to both sides of this struggle, let's continue to examine the Teachers College statement: "Statements to the effect that there is no emphasis on subject matter training in the so-called fundamental subjects and that the educational leaders have no basic training are not only biased but inaccurate."

Throughout the study of the statement we must remember that if a person is matriculated in a teacher training program he loses 20 hours of study in some other—possibly basic—field.

The Daily Nebraskan, neither a body of professional educators nor professors, believes that a definite juncture between the Arts People and the Teachers people can be reached if these things are kept in mind:

1) It seems more people who are well prepared in their fields of specialization would be willing to teach if the requirements of the Teachers College allowed them to fit comfortably the courses which the College offers into already heavy loads.

2) The need for teachers who have had more than a "basic" amount of study in their respective fields is quite evident in today's advanced culture.

3) The Arts college "eleven" feel that recommendation by the department of specialization is essential to guarantee the highest quality of teachers.

4) The Teachers College people believe that knowing how to present the material in a way which will be inspiring to the pupils in high school or grade schools is as important as knowing personally what the field of specialty is.

5) The squabble which is going on between the two departments should be resolved quickly for a rapid meeting of the minds will insure Nebraska a better quality of teachers.

6) Perhaps certification tests should be established, similar to "credit tests" by which students can earn credit in a course without taking that course, so that students enrolled in the Arts College can become teachers if they can teach.

Now it is up to the Arts College personnel, who have made the first move, to make very specific recommendations. The burden of proof in this case, it seems, rests upon the shoulders of the eleven men. If they can come up with a reasonable solution to the problem they have posed, a resolution of an old problem might be in sight.

We need better teachers. The way to obtain them is not to let the standards down in either the methods or the material. Rather, to develop some ladder by which both Arts and Teachers personnel—faculty and student alike—can climb to the high plane of education demanded by the modern world.

Exchange of Views

Citizen Blasts Complacent Souls

The following opinions were given to the Daily Nebraskan by Dean of Faculties A. C. Breckenridge, who commented that the material was clipped from the Wall Street Journal.

The Vacant Laughter

The Russian achievement in launching their Satellite far from detracting from the ability of American scientists and intellectuals, would appear to be rather their triumph. The Russian success has proved what American intellectuals and many thinking laymen have been vainly saying for some time—that no nation can maintain world leadership in a climate of anti-intellectualism.

In this country the professor is an object of contempt and derision—paid less than a brick layer or a copy writer

er for deodorants, given no respect in or out of his classroom or laboratory, the object of countless jokes by high paid, low browed comedians, affronted by political commentators and "enlightened" men on the streets as "egg-heads," "starry-eyed dreamers," "brain trusters," insulted by storekeepers and pigmy-minded politicians because their concepts are wider than wards and precincts.

Meanwhile, all reverence (and commensurate remuneration) is paid to the utterings and cavortings of the baseball player and the half-crazed movie actress. Any troglodyte can open his mouth and expound on any subject from Communism to space travel and be certain of a respectful audience. Let an intellectual speak, however, and the halls, (and edi-

torial columns) resound with the jeers and snickers of the wise-acre and smart alec.

Now they are left with their vacant laughter.

Let us hope that now the much caricatured "absent-minded professor" will come into his own in America. We have produced some of the world's greatest thinkers, and many more have been attracted to our shores (many have also left in disgust at our immature anti-intellectualism).

Those that remain should be given the prestige status to which their stature entitles them. They may not entertain us, but they may, if we heed them, provide us with something slightly more important—survival.

Mrs. Dorsey M. Roth
Fort Wayne, Ind.

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by Wendy Makepeace

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