

## Editorial Comment

# The Rejected Report

Monday evening a University Department Chairman said at the local chapter meeting of the American Association of University Professors, "I think it is time we should consider how we could be better teachers and stop being so concerned about how the University could be run better. If we want academic privilege we must accept more academic responsibility . . . the people in this state are sick of petty quarrels."

The statement followed a motion to vote on the report on the Faculty Senate committee system at the University prepared by six members of the local chapter.

The report, which evaluated the achievements of mainly three committees—academic privilege, liaison and policy, commented on such issues as the demotion of C. Clyde Mitchell as an Agricultural College department chairman and the maintenance of a real wage scale at this University.

The head of the report committee, Dr. J. L. Sellers of the History Department stated, "Our public school system is a sad example of what happens when administrators are so much more favored in regard to wages than those who do the actual teaching."

The AAUP chapter failed to endorse the report by a slim margin of 46 to 50 votes.

But it still remains as the opinion, whether endorsed or not, of the committee which was appointed to look into the committee situation.

The Daily Nebraskan would like at this time to examine the statements made by the department chairman.

It is the concern of every person in the state of Nebraska and particularly those who are closely related to the University to examine the administrative policies of the school.

When as and if any individual finds fault, finds cause for disagreement, finds what he may feel inequalities in the administration of the University, it is not only his right but his duty to bring them to light for the citizens of the state to examine.

Professors who have the courage to object to administrative policies are in a singular position.

They represent the University in that they are members of the staff of this institution.

## Logical Suggestion

Senator Margaret Chase Smith of Maine has come up with a suggestion that appears perfectly logical. She has advocated giving the nation's reserve units a function within the civil defense setup.

Most of the reserve personnel are private citizens who would be vitally interested in protecting their families and homes from sneak attack and atomic destruction. As military men they would also realize the importance of the job they were doing for they would know from first hand observation what most of us can hardly conceive—the awful destructive power of modern day warfare.

Not only would the reserve personnel be serving a useful function more interesting to them than long Sunday marches in the hot sun, but their use in the civil defense program would eliminate a bottleneck of long standing. While he was civil defense director, ex-governor Val Peterson declared that the biggest problem he faced was the apathy of the American people toward adequate civil defense preparations. With a military impetus provided under Senator Smith's suggestion, American civil defense might finally become a practical reality.

Keep 'em coming, Senator Smith. Practicality is an all too seldom practiced virtue among government officials nowadays.

from the editor—

## First Things First...

by Jack Pollock

Now that we have only three more weeks of opportunity before we have to stop again for another vacation, it seems fitting to turn to the one topic that encompasses the purpose (?) of all our collegiate pursuits—education.

The Wall Street Journal had an interesting tidbit the other day on changes in high school curriculums in New York City. Formerly only youngsters who wanted to go to college had to worry about math, but now everybody who wants a diploma of any kind will have to take at least one year of mathematics. Another requirement will be that all juniors and seniors in high school in New York City must take instruction in automobile driving.

Commented the WS "Journal" on the changes, "The necessity of this addition (driver instruction) may not be too clear to those old fogies who think the time could be better spent or maybe another math course, or even on some extra grammar and spelling.

"But one thing is clear. Whether or not the new one-year-of-math policy will do much to answer either Sputnik or Mr. Herbert Hoover's harsh facts (that high schools are not preparing youngsters for the entrance requirements which must be maintained by our institutions

training scientists and engineers), there is no doubt at all that it will be a help to the auto driving course. Practically all the pupils will learn to read the figures on the dashboard."

Now, back to Lincoln.

Colored lights and Mickey Mouse. That's Christmas!

From Pollock's vast warehouse of useless knowledge comes this fact of the week: Of 885 motor-vehicle deaths during the Christmas holiday last year, not one driver was killed by a pedestrian.

In other words, it's the driver that counts.

Someone pointed out the other day the open season on pedestrians on the 14th street speedway in front of Teachers College and Andrews Hall. College students driving cars would do well to remember that children going to Bancroft School (and thus using the same crossings as we collegians) are not quite as adept at dodging cars, buses and other motor vehicles. The child who walks or runs out from behind parked cars gives no warning—but how much comfort is that to you as a driver, after you've hit him?

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## A Few Words Of A Kind . . .

by e. e. hines

A lot of Americans have loosened the dandruff from their scalps recently while in the act of thoughtful head scratching.

The particular cause for introspection and dandruff removal has been the American vs. Russian educational system controversy that popped out of its grave with a "science fiction come true" accomplishment by Russia.

Now we are nearly buried beneath a stack of resolutions, accusations, affirmations, rebuttals and quips of sorrow from individuals and groups who have decided this is the time for them to take care of some unfinished education business.

The most lively current controversy here has been caused by a resolution of 11 University professors. They contend that the method of teacher certification in Nebraska should be changed. More emphasis should be placed on the instructor knowing "what" to teach rather than merely "how" to teach, these professors contend.

This is—to borrow a worn phrase designed to make English teachers shudder—fine and dandy like good brandy—but is this the basic problem?

Will the handing out of emergency certificates to individuals well stocked with subject matter information give us more teachers?

The only thing that will provide this country and this state and this University with the type of qualified teachers needed to compete with Russia on a scientific level (and also improve our own society culture-wise) is the God Almighty Doctor Bill.

You and I and little Jimmy and Jane can't speak any other language. We don't live on beautiful thoughts and the penny candy counter is a thing of the past.

The moralist is actively condemning this money worship by Americans as placing us many steps nearer Mr. Mephistopheles & Co., Inc. & Ltd. But his cries of stop, look and listen won't do any more good in providing us with additional qualified teachers than a monthly brushing of teeth will do to prevent tooth decay.

And please don't remind me of dedication or toss sacrifice in my face. Yes, there are dedicated individuals who stay in teaching and sacrifice better economic conditions. They are becoming fewer and fewer, however, when more and more are needed. What can we expect when the cars keep getting bigger and bigger?

A poor soul who can't afford an Ivy League sweater on this campus normally is a card carrying member of the Social Oblivion Club—staying with the Jones family and the Ivy Association is a part of our society. As the cur-

rent Grin and Bear It cartoon auto salesman said, "There is something Un-American about someone wanting a smaller car than his neighbors."

So if we—when we leave the Halls of Ivy—and the adult leaders of the United 48 want a bountiful harvest of good teachers, I suggest they stop discussing secondary hogwash and face the number one

problem:

Either pay the teachers a fee

which will attract exceptional persons to the field or find a way to

raise a family of four or pay a

doctor bill on dedication and sacrifice.

And certainly when we pay

someone more money for a job

we can then start asking for bet-

ter performances on his part.

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