

Editorial Comment

Mysteries No More: Study Due Today

Today, the University waits with anticipation for the report of the hush-hush committee investigating teacher certification.

This committee, which has clammed up to the press over the extended period of time it has been in operation, should, we suspect, bring forth some interesting material.

The information to be disclosed will hardly state the student viewpoint. That, seemingly, is unimportant. No students that we are aware of were called in to testify as to the quality of teacher training courses or the rigidity of the courses they received in the Arts College. So what we will end up with is an evaluation of teacher training by teachers geared toward teachers.

In the hopes that this editorial is read by some before the delivery of the report of the committee's work at this afternoon's meeting of the Regents, let's pound out some specific idea of what some students feel would be the accepted program for teachers.

The national congress of the country's leading forensics group suggested that teachers receive a minimum of methods courses and concentrate on the "beefy" courses. A national standard for teachers which the congress suggested would be a minor in teacher methods for everyone who will teach with the BA degree. For the teachers-to-be with a masters degree the congress suggested four hours of teacher training courses or a year of teaching assistanceship in the colleges. But remember that these are suggestions for a national standard.

What about Nebraska? Well, Eleven Professors called for a re-evaluation of the teachers training program, with an increased emphasis on the Arts courses and joint certification of teachers by the Arts and Teachers faculty.

This measure was to insure that the teachers knew what they were teaching as well as how to put it across.

An amended petition by the eleven professors in the Arts college called for 1) transfer of the certifying authority from the Teachers College to the Office of Registration and Records; 2) Abolition of the system of dual matriculation; 3) Lowering by the legislature of the number of hours professional education certification from 18 to 15.

Now these are seemingly sound recommendations. Let's look at them one by one and see why.

The first recommendations would transfer the certifying power from the hands of a single agency to an agency which would have an overall record of the young teacher's academic achievements. We presume that this office also has its fingertips information dealing with the individual's personality, adjustment, etc. The recommended certifying office could be thoroughly objective, rigid and, additionally, would be a sound compromise to the original recommendation that certification be shared by the Teachers and Arts colleges.

By abolishing the system of dual ma-

trication a student would be in a position to concentrate his efforts more in a field which holds his interests. More important, the student would be able to concentrate on the "meaty" subjects which are necessary to a good teacher. Furthermore, the problems, the conflicts of personality and the just plain ornerness which has been charged to the Teachers College when it comes to dual matriculation would be avoided. In fine, a student could concentrate on his self-improvement, his education without concentrating on red tape.

The third recommendation would cut from the teacher curriculum three hours now essential for certification. This is apparently a small number, but in effect could make a big difference in the overall training program. As you are well aware many of the teachers college courses—like those in other colleges—are sequence courses. A student may be stymied if he can't fit in a 10 o'clock methods course, for example, which he needs to finish a methods pattern. This course might not be available for another year, thus slowing the entire educational process for that individual. Additionally, the three hours could well be spent in the field of the teacher's major area. Three more hours of English, or three extra hours of history certainly couldn't harm anyone and might well contribute to the overall "making" of that teacher.

The Daily Nebraskan has stood with the Arts College professors throughout this argument. We have been open in our biases, but have been willing to look over, to digest, arguments on both sides. We have never denied the argument that perhaps the programs in some Arts College departments could be stiffened. However, we have not let this argument stand in the way of looking at the teacher certification situation. After all it is hardly the point in question.

The time has come for American colleges and universities to stiffen their programs, to answer unanswered questions from students, to build stronger educational systems by providing better teachers.

We have confidence in the ability of the six-man committee which is studying the recommendations of the Arts professors and which is, reportedly, ready to tender its report at the Regents meeting today. We trust that the men involved have studied the basic issues at stake and are willing to speak openly, defiantly, of any body which would stand in the way of improving education on every level.

If this should mean that they believe what we need is more hours of education, then this should be given serious thought.

But we sincerely doubt the validity of a stand like that in light of the emphasis the country has been placing the last few months in science, raw investigation and the challenge teachers are facing in answering questions of what and how and why.

From the Editor

private opinion

... dick shugrue

They finally came in Monday morning's mail.

The two life-size pictures I sent to General Mills for. One is of the Lone Ranger (six feet tall and looking as tough as ever) and the other is of Tonto better known to his friends as Jay Silverheels.

The pictures only cost 50 cents and three box-tops from Wheaties. And now, displayed prominently in the Daily Nebraskan office, they strike a fiery picture calling for a return to the traditions of the Old West Dick Andrews is always talking about.

At any rate, in my opinion, these pictures are something without which any fraternity bedroom cannot do. Send to General Mills in Minneapolis after you have gathered the box tops from your brothers and sisters back home or from some kind cook.

Motto for the week, culled from the Minneapolis Star via the World Herald: "Potestas scholarum educationis delenda est."



Shugrue

And as Allen Tate, prize-winning poet and critic and professor of English at the University of Minnesota noted: "Because in high school you were engaged in 'group dynamics' and not in the study of Latin, I will translate it: 'The power of the schools of education must be destroyed.'"

In all fairness, I might mention that Tate was speaking to a group of college freshmen vehemently stating that the purpose of education "is not happiness; it is not social integration; it is neither for democracy, nor for aristocracy nor for any other social or political system."

Tate implied that students have been talked down to in grammar school and in high school and told that the purpose of education is happiness, social integration and democracy.

Of course, if we want happy, smiling faces to come from our secondary schools, that's another thing. I would prefer to see the schoolboy's happiness tempered with a little sound reasoning, a little knowledge, a little bit of worrying about where we're going.

PEANUTS



PEANUTS



"Lewis Strauss Says That To Stop Nuclear Tests Would Be A Tragic Mistake"



Wayward Wanderin's

By Ron Mohl

It has been quite some time since I've been out on a limb. So, what with the trees budding and the grass greening, I thought this might be a good week for it. I have in mind a question which I've been pondering for months. I probably risk being put on scholastic probation for even thinking such a question, but I'm going to ask it anyway. My question is this: why poetry?



Mohl

Now, for those who haven't crumpled the paper and thrown it away in despair, please allow me to elaborate. Let me say at the outset that this is not an insurrection against the English department. I am not trying to be facetious. I am not trying to be iconoclastic. I enjoy English, and I enjoy some poetry. But I have been unable to convince myself that poetry has any utility beyond that of entertainment.

I have been repeatedly told since the third grade that poetry is good. But no one has ever been able to satisfactorily explain to me why it is "good." What is inherent in poetry which makes it the great intellectual stronghold it is alleged to be? Yes, I realize that poetry involves intricate usages and nuances of meaning, and is probably the best example available of the flexibility of the English language. But if this is the sole purpose of poetry, it doesn't seem to me that the end is worth all that is involved in the means.

Let's take the poetry of Milton, for example, or Keats, or Tennyson (no particular relationship is implied here). When I read Milton, I find that I am experiencing a reaction similar to that gained by working a Kingsley Double-Croscic in the Saturday Re-

view. It is merely a mental exercise. Of course, it can be understood if one takes the time to plow through the clouded metaphors, obscure allusions, and classical references. But this poetry is no longer rewarding (in any sense) after I have reached the twentieth line.

Is this, then, the purpose of poetry—a mental parlor game with which to entertain one's mind, a diversion for a dull evening? If so, then I'm in favor of it, and no more questions asked.

But what is it in poetry which builds the intellectual cirrus cloud layer so many English professors (and a few students) walk on? Where am I missing the boat (provided, of course, that there is actually a boat to be missed—and then there must be, because the English department says it is so)?

At the risk of openly being declared a simpleton, I am forced to admit that I just don't see it. And I don't think I am entirely alone in this viewpoint—many of my fellow students have indicated that they too find themselves confused. Undoubtedly, some of this confusion is the result of the psychological wall of apprehension built up by many English teachers in the public schools.

But I'm still not through asking questions. My next is this: doesn't most poetry actually oppose rational thinking? If poetry does contain certain truths about man, about human nature, or about the universe, isn't it an awkward and tangential way of getting at these truths? Isn't prose much more efficient than poetry?

If some aspiring student or some inspiring professor would care to undertake the task of answering the questions I have raised, I am sure there are a number of us who would perhaps benefit. Please don't write in, however, for the sole purpose of pointing out how stupid I am. I'm becoming increasingly aware of this as each day passes.

ACP Poll

USSR-American Cultural Exchanges Tabbed Good By US College Students

College students appear to be overwhelmingly in favor of a recent cultural exchange agreement signed by the United States and Russia. Eighty-eight percent of the college men and 95 percent of the coeds interviewed in a recent survey agree that an agreement to exchange visits of scholars, artists and the like between Russia and the United States is a good idea.

Associated Collegiate Press asked the question: Recently, the United States signed an agreement with Russia to exchange visits of students, scholars, artists and the like for the purpose of building up better relations between the two countries. Do you think that having such a program of allowing Russians to visit the United States and Americans to visit Russia is a good idea or a bad idea?

of a representative group of students in colleges and universities throughout the nation. The findings, in detail, are as follows:

Think exchange program is a good idea	86%	95%	90%
Think exchange program is a bad idea	6%	8%	6%
Undecided	6%	4%	4%

Men of the freshman class are more favorably disposed toward the agreement than are the men in other classes interviewed. Ninety-four percent of the freshmen think the cultural exchange program is a good idea, as opposed to 83% of the sophomores, 86% of the juniors and 84% of the seniors.

Think excg. program is a good idea	94%	83%	86%	84%
Think excg. program is a bad idea	11%	11%	7%	8%
Undecided	6%	6%	7%	8%

Not only are coed generally more favorably disposed to

Buck Shot

By Melvyn Eikleberry

The sack dress has got to go.

I suppose that we men had it coming; we were beginning to take the female figure for granted. The sack dress adds a touch of mystery. But really, girls, enough is enough! Several songs are now expressing the pained reaction of the male population. One has lyrics something like this:

"You got the figure I adore, So whatcha hide it for?"

Another describes the sack wearer as looking like a "pole," adding imperatively, "Take that gown back!"

In the search for remedies, the idea of legislation always pops up. It is often easier to pass a law against something than to solve the real problem. I don't know of any legislation being proposed to ban the sack dress; mere disapproval of the sack by hordes of handsome young men will be enough to Send the Sack Back.

A classic of conformity was uttered in ROTC Lab recently: "You're at attention, Mister! Blow your nose some other time!"

May I suggest:

1. A phone in every room of every dorm;
2. An educational firm every day in every class;
3. Moderate application of the above suggestions.

I suppose that while I am on the topic of improvements,

it is a duty to mention The (drinking) Situation. In my opinion, to step off the campus for booze is not really too difficult.

There is an interesting possibility that not all the land within the United States boundaries is actually United States territory. Various claims have been made that some Indian tribes, along with their land, form separate nations within the United States, and should be treated as foreign nations.

I have a leaflet which says this:

... it is obvious that unless an Indian tribe, or other nation, voluntarily agrees to transfer one or more of its sovereign powers to the United States, neither the Congress, nor the President, nor the Supreme Court, has any authority whatsoever over that tribe, or nation. Such, for example, is the case with the Hopi Indian Nation of Arizona which, as a distinct and recognizable political entity, has not delegated any of its sovereign powers to any other political entity, not even to the United States. The Hopi Nation, therefore, is not part of the United States. It is a separate nation. The United States of America, therefore, States of America, therefore, even pass over Hopi lands, much less establish a village thereon and attempt, both peacefully and by the use of force and violence, to set up and operate a competitive political administration.

Perhaps they will start setting up signs on their "reservation" saying, "Yanks Go Home!"



"Buck"

My Weal Or Woe

by dick basoco

Yesterday one of my instructors treated his class to what to me was one of the most refreshing examples of a prof's genuine interest in his students that I've experienced in my college career. All two years of it.

He walked in to class and announced that he wanted to talk to us for about five minutes about something that didn't actually pertain to that class any more than it did to any class or anything else for that matter.

"Good deal," I thought. Knowing that for him to limit himself to five minutes was about as probable as my limiting this column to 12 inches, I stopped sweating not having done the assignment, ceasing ruffling the worn pages of the vocabulary section of the book, and leaned back with what I hoped was an interested look on my face.

I was about to try out my theory that a person can actually sleep with his eyes open and with a somewhat interested look on his face.

when I caught a tiny tidbit of what he was rambling on about.

He was trying to tell us that it is of utmost importance that we make a decision as to what is important and what is not. It's time, he says, that we decide what we are going to do.

I certainly appreciated the respite from parlez-vous, but it goes a little deeper than that. It started me thinking (which, contrary to popular opinion, I am at times capable of) about what does matter, about what really is important.

I mean, in ten years or even in two years, who is really going to give a big fat darn (I'd say "damn" but it'd get cut) about who are this year's Innocents or Mortar Boards. How many people who were thus honored five years ago can you name? I can't name any, and the important thing is that I don't actually care who was what five years ago. Sure, it's nice to walk around looking important on Ivy Day, but is it really so important? I've never seriously thought so, but it was brought sharply into focus while this prof talked.

When you really stop to think it over, the only thing that is really important, is that each person, individually, makes up his mind, decides, if you will, what is important—really important—and then proceeds to do it.

And if anyone can be honest enough with him or herself to really think it out for himself, then what he or she does will be the right thing.

The right thing, the important thing, is what counts. But deciding what is and what isn't is tough. I hope enough people are "tough" enough to do the right thing. This'll be a lot better place to live.

The homespun philosopher has spoken. For what it's worth.

The thing that some people have been smelling around this campus recently isn't whatever may still be rotten in Denmark. It's some of the politics that have been going on in recent weeks around here. I don't want to mention any names because I hate seeing mine in print, but the whole idea of people running around in secretive little groups is a little silly. Quite a little.

But I guess it really isn't too important . . . or is it?

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