

Editorial Comment:

Ex-Presidents' Value Lost

Let's put our ex-Presidents in the Senate.

Former Postmaster General James Farley has recommended this as a way to utilize our country's best leadership.

When Congress convenes in 1961 we'll have three ex-Presidents—Herbert Hoover, Harry Truman and Dwight Eisenhower. Their wisdom and experience as Chief Executives of this country should put them in the position of being invaluable resources even though they are out of office.

Farley comments that this supremely necessary resource is being wasted unless we "pass a statutory law making all former Presidents lifetime, non-voting Senators-at-large.

"A former President would find the Senate an excellent forum in which to speak out on major policy questions. This would be especially important in foreign and military affairs, areas where a retired Chief Executive would have substantial knowledge. Since he would not represent any state or section and would not have to worry about re-election, he could speak with exceptional force and freedom," the shrewd politician suggests.

This seems to be a justified proposal, and especially would have merit if Presidential trends continue as they are in this coming election. Most of the leading candidates for nomination are relatively young men.

Vice-President Richard Nixon is 47. Sen. John Kennedy is 42, Sen. Hubert Humphrey is 48. Sen. Stuart Symington, 58 and Gov. Pat Brown, 54. Regardless of which one is elected he will not serve more than eight years because of the two-term limitation on the Presidency, Farley points out.

Dropping of P.E. Requirement Eyed

The College of Arts and Sciences has been looking into the possibilities of modifying group requirements for its students, according to Dean Walter Wright, assistant dean of the College. One of these is physical education for women.

Presently, four semesters of P.E. are required for all University women, including one eight-week session of body mechanics, one session of swimming and one of a field sport or dance. The balance of required credits can be spent in any specified course of the young ladies' choosing.

The decision to drop or at least modify the requirement from the College's list of "musts" would be lauded by many, since those girls taking Arts and Sciences curricula have no real need for physical education.

If the College felt the requirement definitely beneficial to its female element, it might consider giving credit for the courses but no grade as is done in Chorus

Staff Comment

Balm and Sage

By Herb Probasco

Not all Nebraskans have a reputation for being "stupid farmers."

In fact, Secretary of the Interior Fred Seaton of Hastings stands a better than even chance of being the next Vice President of the United States. His biggest hurdle appears to be the nominating convention in Chicago next July. As far as the general election in November is concerned, judging from the strength his would-be running mate Vice President Nixon has shown, the competition won't press too hard.

Seaton's chances were brought out by Robert Gray, secretary of the Cabinet, who is also from Hastings. Gray spoke to a group of Republicans in Lincoln recently on his way back to Washington. He also was asked what the chances are of Seaton returning to Nebraska to run for Governor this year. "Although Fred has great respect for Nebraskans and the party in the state," Gray said, he probably won't make a bid in his home state.

Gray told of Nixon's admiration for Seaton, which is a big factor in favor of any candidate for the second spot on the Republican ticket. President Eisenhower has been a big supporter of Seaton, also, another factor in his favor.

To speculate further, if Nixon wins, the

"There have been cases of an incumbent President using the services of a predecessor on a special assignment.

"During the Truman administration, former President Hoover directed the Hoover Commission which helped reduce government inefficiency. And in 1942 President Teddy Roosevelt made Grover Cleveland chairman of an effective body which investigated the anthracite coal strike.

"But these cases are rare," Farley believes. What happened to Theodore Roosevelt after he left office is a good example of wasted energy.

"During the 10 years after he left the White House, restless Teddy Roosevelt dissipated his energies in so many directions that in 1919 he died an unhappy, embittered man. What a pity that this ex-President wasn't given a dignified, constructive job in the U.S. Senate where his versatile and inexhaustible vitality would have aided the country," he says.

Farley refers to the British system of utilizing their ex-Prime Ministers as one which should be employed here.

"In England, a Prime Minister may lose his position in a national election but the chances of his losing his seat in the House of Commons are small. Thus Winston Churchill went on serving his country after he ceased to be Prime Minister. And some former Prime Ministers, like Clement Attlee, takes seats in the House of Lords.

"It's high time we adapted the British system to our needs and stopped treating our ex-Presidents as unemployed has-beens," he asserts. "Wasting their experience and ability always has been wrong. Today, when we need their wise counsels as never before, the problem is urgent. Let's put them in the Senate where they belong."

91-92. Credit in that course is given on the basis of attendance.

Dispensing with the requirement would not bar Arts and Sciences coeds from taking P.E. as elective courses.

In this way the physical education department would gain. It would be teaching Arts and Sciences girls taking the courses because they were genuinely interested in them, not because they "had" to take them.

Abolishment of the requirement also would eliminate students who sluff at the beginning of the semester and suddenly improve by the advent of skill tests, which often account for a large per cent of the final grade.

Teachers College might even consider such a move, retaining those courses which concern children's games and group participation for elementary education majors.

prospects are better than average that he will occupy the White House for eight years, providing he can show the public that he is sincere. This is the biggest question mark against him this year. If Seaton is Vice President through two terms he will be 56 years old and in much the same position as Nixon is now. Which all boils down to—minus about 15 ifs—the possibility of a President from Nebraska.

William Jennings Bryan was the closest Nebraskan to the White House. He ran three times at the turn of the century on the Democratic ticket and was defeated each time. The only Vice President from Nebraska was Charles G. Dawes who served under Calvin Coolidge.

Most Nebraskans tend to discount the chances of a native of their state making any big strides to the top because of the fact that most of our political figures are not nationally known.

However, Gray pointed out, communication advancements have made up for this ignorance, since a candidate can go all over the country via television.

A word about my column name. It was submitted by Bob Hans, who says he "likes dollar bills." Several entries were submitted, most of them plays on my name. Balm is an herb, also defined as an "aromatic odor." Hans pointed out that this "is quite fitting for the Rag." Sage, he said, is also an herb and in another sense defined as "wise, grave, solemn man. Well, almost fitting," he said.

Education Problem Probed

By Heck!

Editor's Note: The writer of the following, noted for his contributions to the Letterbox column in semesters past, has decided to relinquish his hold on the letters to the editor column and to submit a weekly column of his own.

His first, on education, is rather long, but the author promises shorter works in the future.

Some time ago, an Arts and Sciences professor, who has had the privilege of teaching and observing the educational process both here and abroad offered his idea of the major error in American education.

Essentially, he said that a large portion of the American educational problem could be solved by requiring more work from the student at an earlier age. He said that after observing foreign students, most American educators would be amazed at the ability of children to learn at very young ages and at the amount of work, hard work, that they were able to accomplish.

Some foreign systems start children learning at age four or five, and not in kindergarten. The beginning courses are not finger-painting, bead stringing, or lessons on how-to-love-thy-neighbor. Foreign students start learning language and mathematics at a very young age, are in algebra by the sixth or seventh grade (comparatively), and know more about mathematics by the time they enter a university than an American engineering student at the time he is a junior.

In essence, this professor's idea, and mine, is that the primary problem in American education is "taking too long to teach too little."

It appears that, in trying to find the magic formula for education, the American educator has overlooked the basic ability of children to work and to learn.

To give an example, during the previous spring semester a coed asked a friend what to do with two really "stupid" little monsters in her class. She was advised to try teaching them twice as much as the rest of the class.

To the amazement of the coed, the two little monsters turned out to be her brightest students. It just happened that their class work was so pathetically easy and unchallenging that they couldn't arouse any interest in it.

Another example is that of a Lincoln elementary school pupil who, after leading his class for several years, suddenly plunged to the bottom. An adviser recommended to his family that he be given special guidance and possibly held back a year in school. A family friend suggested advancing the boy a grade instead.

Although the Lincoln school refused, the school in their new home of Seattle advanced him provisionally. By the end of the semester the boy was again an "A" student.

This could almost lead to the thought that although American educators devise and give all manner of tests to measure IQ, etc, they have failed in putting intelligence to work after they find it.

It may be that American educators think too much on abstract principals of education, and not enough on practical experimentation, i.e., finding out the maximum learning ability of the average student at a given age.

A Problem on the opposite side of the learning process is the inability of the American teacher to teach. I think that even many of our professional educators in the nation's teachers colleges are painfully aware of this.

First off, the nation, because of its peculiar mass education system, needs an impossible number of teachers. To supply them, our colleges have had to turn out every type of mediocre in the profession.

Part of these are the great number of teachers who are not interested in teaching, have a little ability, but who want the reasonably good salary and lazy security that the teaching shortage makes available to them.

Included in this group is that great mass of women who enter a university, as one of the local professors has pointed out, not to teach but to find a husband; who either fail to do so and go out to listlessly teach until they succeed or who find a husband and have to work at something the first few years to put the family on its economic feet.

What ever they may do for themselves, they make American education a mockery. (Let me interject here that I am not referring to that fortunately large number of really capable and dedicated men and women in teachers colleges who choose the teaching profession from a sincere desire to teach.

Because of a somewhat easier curriculum, it seems that elementary education draws the most of this intellectual riff-raff. As one national educator pointed out some time back, it seems an unwholesome paradox that America's least capable and inexperienced teachers are responsible for the education of children at their earliest school years where experience and capability are most needed to set lifetime learning patterns.

Across the nation great claims have been made for the increased standards demanded for teachers. Where previously a high school diploma could launch a teacher on her career, the standards have raised to one or two years on a university, then to a bachelors degree, and finally in many

instances to at least a prospective masters degree.

This would all be well and good if we had any assurance that at the same time the standards at any level had not fallen so much that more and more years of training were necessary to provide a set level of competence.

Next to absurdly lax work loads for students, and incompetence in teaching staffs, is the problem of course substance.

American students are not taught to think critically until they reach the university level, and by that time they are so imbued with naive concepts taught in the elementary and secondary systems that it takes the first two years of university instruction to reorientate them before they can begin to use their minds.

The prime examples of this are in instruction in civics, American government, history, and other social studies where the student is propagandized on the idealistic nonsense of American history, government, etc., and is never taught to critically examine his own country, and its culture, institutions and "heroes."

He consequently comes from high school prepared only to be further drilled full of "facts," etc., that he does not have to examine, just store.

He has little ability to think about the information that is given him and loses sight of the fact that here, as he should have been before, he is taught more to think for himself than to be spoon-fed large doses of somebody else's intellectualism.

As a result of the same propagandizing, the American high school student is forced into ego-centrism to the same extent as a student in an ultra-nationalistic system such as pre-war Japan or Germany. He could scarcely get a more biased view of history and society if he took his social studies classes at the local American Legion Post.

He comes forth into adult society totally unable to understand a foreign culture, let alone to be a "world" leader. Small wonder that the "Ugly American" is far more truth than fiction.

By Heck!

A Few Words... Of a Kind

by e. e. Hines

If the maxim "There's a little bit of good in the best of us" has any validity, there probably is something to say in favor of student tribunals.



e.e.

A good number of people are prone to question the maxim itself. Almost everyone must question its appropriateness when applied to the above groups.

Student tribunals are duly elected sub rosa groups.

Student councils have no authority to make things better for the student body, so they work overtime to make things worse.

IFC's are dedicated to eternal apology and hypocrisy.

Young GOPs have nothing to get adult about, and Young Demos seem to be so involved in intra-group political maneuvering that they don't always have time to think about adult politics.

Student newspaper columnists get their start by writing an explanation of why they named the column what they did, and then spend the rest of the year proving that the time and trouble they consumed in this endeavor was wasted.

But "to err is human" and to exist is to give someone else something to feel superior about, so let's all shake hands, smile, and promise to say only good things about each other in public.

Our private lives, however, are our own. Drop around for a private conference. There are still a few things I haven't said about tribunals, councils, IFC's, et al.

After finger cramping my way through finals I managed to sneak through the pages of Dr. Zhivago and Tom Jones, two novels I had wanted to read for some time.

I recommend both, realizing that my pronouncements are not likely to seriously alter the future of either book. They both seem to have received a good deal of previous endorsement.

Dr. Zhivago presents a forceful argument for individualism, free of the tyrannies of materialism as well as communism and other forms of power state. History, Pasternak writes, began with Christ, the prophet of the value of the individual. He expresses re-

gret that the Jews, the race which gave the world this prophet, have failed to heed his message and continue to strive for a national or group identity.

The Russian power state receives a less sympathetic treatment as Pasternak shows each idealistic government that arises during the revolution and post-revolution period degenerate into one more cruel and dictatorial than its predecessor.

The book should be and can be read as something more than a philosophical tract.

Tom Jones is, of course, the story of an attractive rogue whose saucy adventures stop pleasing the reader when the book ends, but not before. William Somerset Maugham, I believe it was he, said that every young girl should read this book if she wants to understand men. This may or may not be true. It is true that the adventures of Tom Jones are adventures which a good number of young men (and old) would like to experience.

KOOL CROSSWORD

No. 4

- ACROSS
1. The main event
2. Death and taxes, period!
9. Suboptimal luggage
12. Kind of wolf
13. Opera version of "Camille"
14. Marilyn's mouth is always...
16. Gal who was meant for you
17. What kid brothers do
18. What Simple Simon had's
20. Article
21. Abbreviated offices
23. Sister
27. High point of a mural
28. Daquiri ingredient revealed
29. Start over again
30. "Ball Song" opera
32. Quiz
33. Odd ball
34. Keltanahom
35. Little George
37. Way out
40. What white side walls are
44. Vocal
45. High math
46. Italian wine town
47. Six points
48. Small child
49. Four

Crossword grid with clues and a cartoon character.

When your throat tells you it's time for a change, you need a real change...

YOU NEED THE

Menthol Magic OF KOOL



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