

Wednesday, January 8, 1964

BARRY GIVES US:

One Choice

Now we all have a belated Christmas gift to ponder—Arizona's wonderboy as expected has thrown his hat into the arena for the bid for the GOP presidential nomination. In announcing his candidacy last Friday, Barry Goldwater said that he wanted to give the American people a "clear choice" in the 1964 election.

Goldwater is right. No other Republican prospect has given the electorate such a clear choice, because no other candidate has been so distinctly at odds with the direction of the American foreign and domestic policy for the last 30 years.

No man has ever been elected to the presidency who stood outside the mainstream of American political thought, and that is where Senator Goldwater has been for the past decade.

After Goldwater announced his candidacy, an editorial in the Denver Post said that Goldwater must explain quotes like these, all made since 1960:

"I have always favored withdrawing recognition from Russia . . . We should withdraw diplomatic relations with all Communist governments including that of the Soviet Union."

"I am quite serious in my opinion that the Tennessee Valley Authority should be sold . . . it would be better operated and would be of more benefit to more people if it were a private industry."

"I have come to the reluctant conclusion that the United States no longer has a place in the United Nations."

"The graduated income tax is a confiscatory tax . . . I am against the progressive income tax."

"We must ourselves be prepared to undertake military operations against vulnerable Communist regimes . . . we should invite the Communist leaders to choose between total destruction of the Soviet Union, and accepting a local defeat."

"Despite the recent holding of the U.S. Supreme Court, I am firmly convinced not only that integrated schools are not required but that the Constitution does not permit any interference whatsoever by the federal government in the field of education . . . I don't believe the Supreme Court finding is the supreme law of the land."

"One of the most important things for Congress to do is to stop foreign economic aid."

"The government must begin to withdraw from a whole series of programs that are outside its constitutional mandate—from social welfare programs, education, power, agriculture, public housing, urban renewal and all other activities that can be performed better by lower levels of government, or by private institutions or individuals."

"The disarmament concept is an effective weapon in the hands of the communists and a danger to the freedom of mankind."

"Doing something about the farm problem means—and there can be no equivocation here—prompt and final termination of the farm subsidy program."

As the Post says, "We realize that Goldwater has modified or contradicted a number of these statements, but this tends to give us concern rather than reassurance. It indicates a carelessness of thought and speech, a wavering and inconsistency of position which would ill become the leader of the United States in a tense world in a nuclear age."

Earlier in the year Goldwater severely criticized President Lyndon Johnson for running for the vice-presidency and the Senate at the same time. He accused Johnson of "political treachery."

"After what I said about Lyndon," Goldwater said recently, "if I were to run for the presidency and the Senate—they'd run me out of the country."

Last Friday Goldwater announced that he would seek both offices simultaneously.

Political Treachery?

Not according to Barry. In an interview on "Meet the Press," Goldwater said he had changed his mind, saying "I am being a good student of Lyndon's."

In the coming crucial months Goldwater may be able to explain away a number of the things he has said and done. And maybe the answers to the statements above which confuse so many Americans will come to light.

The editorial sums up the announcement of Goldwater's candidacy:

"The very qualities which Goldwater offers in 1964 as a 'clear choice' are those which have fixed him in American minds as an extremist."

At this stage we can only regret that Goldwater has entered the race and we hope the Republicans have the political wisdom to reject him.

GARY LACEY

LITTLE MAN ON CAMPUS



ER—LINA—LOUISE TELLS ME YOU ARE A BIOLOGY MAJOR—



GADGETEER

© 1964 MAULDIN CHICAGO SUN-TIMES

CAMPUS OPINION

Auburn's Sad State

Dear Editor:

During my career I have tried to do something about the sad state of education, first in California and then in Nebraska. I have always been woefully unsuccessful in my attempts, even though my campaigns had fabulous goals and were most efficiently organized. I even had a few good ideas, but I had no prestige and no money behind me.

I still have no prestige but I have acquired quite a good credit rating. Perhaps if I were backed by the prestige of your paper, which I believe reflects the real spirit of the U of N more accurately than any other one thing on this campus (and by my good credit rating), my good ideas might get off the ground.

To be more specific: In the past few days I have been more and more concerned with the sad state of education in the South, specifically at Auburn University and even more specifically at the Auburn University athletic department. Most specifically, I have been very concerned with how little Coach "Shug" Jordan must have read about Cornhusker football. Now, it is all very well to criticize him, but in doing this we are not necessarily helping the situation.

Obviously Mr. Jordan has no understanding of the term "greater desire"; this is certainly not his fault, nor are many of his other irresponsible statements really his fault. He is probably one of these reading disabilities so aptly described in a not-so-recent book by Rudolph Flesch, "Why Johnny Can't Read." This is an admirable book, but it will be no help to someone who cannot read. Do you sense the reason for my concern? A reading disability can never learn to read because he cannot read the books which will teach him this all-important and difficult basic skill. How SAD this is!

As an educator I have long advocated that we get down to the level where a person is reading—no matter what his age or position, but I have never had enough money or prestige to get very many people to listen to me.

Now, there is a book (just written and not yet copyrighted) which I believe would help Coach Jordan. It is well-done by a competent young reading specialist with a doctorate; and I think I could find an excellent children's artist to illustrate it. However, I am not going to all this trouble and exhausting my credit

rating without your assurance that the Daily Nebraskan will back me.

I am submitting for your examination the entire contents of this four-page book by Dr. Barbara Grothe of the University Elementary Education Department. It has a carefully-selected vocabulary of only 20 words. If you wish, we can place these on oak tag flash cards for drill. The reading content of this unusual book is of extremely high interest level; I am not an authori-

ty on this particular phase of reading, but I believe it could be used successfully even with reading disabilities of post-graduate college level. (If you are slightly confused at first, remember that the pictures will help.)

THE BIG RED STORY BOOK

—Dr. Barbara Grothe

Page 1

Can you see the ball? Big Red can see the ball. Now Big Red has the ball. Can Big Red run?

Continued on Page 3

OCTOPUS—

On Mother Goose

By John Lonnquist

There appears to be a Mother Goose craze sweeping the nation's universities. No, I do not mean that all college students are playing pat-a-cake at their parties, or that parked cars now echo to the haunting strains of "Hot Cross Buns." No, I am serious. Over the Christmas vacation, I found that several of my friends, who attend different schools, are engaged in learning more about the origins of the Mother Goose Rhymes.

On some campuses, Mother Goose is the only subject of conversation. It even replaces that old-time favorite, sex. Anyone can find out about that, but it takes some real work to find out the real relationship between Mother Goose and her rhymes.

According to one of my friends, the professors on her campus encourage the students for the simple reason that, in their quest for facts, they learn how to

use the research facilities of the library.

The Mother Goose Mystery, as with all mysteries, has several possible explanations. The best one that I heard came from Pitcairn Academy for Girls in West Virginia. At Pitcairn, the study has been going on for about three years, and they have come up with some amazing conclusions.

According to their theory, Mother Goose was a chronic alcoholic, and, because of her one woman midnight crusades against the WCTU, she was also a chronic inmate of the town jail. Some of the good ladies in the town seemed to be bothered whenever they awoke to find Gossie standing out in front of their homes drunk and waving a flaming broom while she listed the famous men and women throughout history who took a little nip now and then.

Jail made Gossie feel per-

Continued on Page 3

Orange Blossom
ENGAGEMENT AND WEDDING RINGS

New Concepts of Design

Sartor Hamann
1200 O STREET
REGISTERED JEWELERS AMERICAN GEM SOCIETY



This could be the start of something . . . BIG!

If you are completing your BS or MS degree in EE, ME or Physics, AC-Milwaukee's "Career Acceleration Program" is the perfect way to launch an exciting career . . . and keep it moving! You will work on important inertial guidance and navigation system projects for Titan II and III, the Apollo Navigation-Guidance System, B-52C&D Bombing-Navigation Systems and other guidance and navigation projects for space vehicles, missiles and aircraft.

In AC's "Career Acceleration Program," you will spend one hour daily in formal class work, the remaining seven hours on a specific project. Courses include: ADVANCED THERMODYNAMICS, INERTIAL INSTRUMENTS, DIGITAL COMPUTERS, GUIDANCE EQUATIONS, BASIC ASTRONOMY, TELEMETRY and DATA ANALYSIS, plus mathematics and undergraduate disciplines, as required.

In addition, AC-Milwaukee's Tuition Refund Plan enables you to improve your skills through additional education. You will be reimbursed for all tuition costs on satisfactorily completing college-level course of study when undertaken voluntarily. AC also offers an "in-plant" evening educational program for additional technical improvement.

Positions also exist for recent graduates at AC's two advanced concepts laboratories:

BOSTON—Advanced Concepts Research and Development On-the-Job Training Program—AC's Boston Laboratory is

engaged in research projects in avionics, space navigation and inertial instrument development. This laboratory works from theory to prototype, advancing the state of the art in navigation and guidance.

LOS ANGELES—Advanced Concepts Research and Development On-the-Job Training Program—AC's Los Angeles Laboratory is occupied with advanced guidance research for space vehicles and ballistic missiles, plus research and development in special purpose digital computers.

For further information on AC's "Career Acceleration Program," contact your placement office or write Mr. G. F. Raasch, Director of Scientific & Professional Employment, Dept. 5753, AC Spark Plug Division, General Motors Corporation, Milwaukee 1, Wisconsin.

PhDs, please note: Positions are available in all three AC locations for PhDs, depending on concentration of study and area of interest. You are invited to contact Mr. Raasch for further information.

CAMPUS AREA INTERVIEWS
January 8 & 9, 1964

AC SPARK PLUG
THE ELECTRONICS DIVISION
OF GENERAL MOTORS

MILWAUKEE • LOS ANGELES • BOSTON • FLINT
An Equal Opportunity Employer

