

Medford Mail Tribune

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Flight o' Time

Medford and Jackson County History from the files of The Mail Tribune 10, 20, 30, 40 and 50 years ago.

10 YEARS AGO August 25, 1953 (Tuesday) The first step in establishing emergency radio communication with the Applegate valley will be taken tomorrow.

20 YEARS AGO August 25, 1943 (Wednesday) Herbert W. Mitchell of Medford said Japanese prisoner of war.

30 YEARS AGO August 25, 1933 (Friday) Relief board issues call for strong, able-bodied workers.

40 YEARS AGO August 25, 1923 (Saturday) Jackson county exhibit arranged at state fair.

50 YEARS AGO August 25, 1913 (Monday) Iradell Phillips, one of the county's oldest pioneers, dies.

What's Your I.Q.? Nine or ten correct is superior; seven or eight is excellent; five or six is good.

1. Prior to President Truman, who was the last Vice President to succeed to the office of the President through death of his predecessor?

2. Which state borders on only one other state?

3. Do the arteries carry blood to the heart, from the heart, or both?

4. Is riptose a term used in music, bridge, fencing, or polo?

5. Sovereignty over southern Sakhalin and the Kuriles was promised to Russia at what WWII conference in the Crimea?

6. How many red, and how many white stripes are there on the U.S. flag?

7. If a cattle boat carries cattle, what does a pig boat carry?

8. Two trains on parallel tracks leave at the same time, travel the same speed and arrive at the same destination. One takes 80 minutes, the other 1 hour and 20 minutes; why the difference?

Teacher Workshop

The real test of the effectiveness of a change in an educational program, especially the method of teaching, comes from the pupils and the parents of those pupils.

If the reaction to change is good, if enthusiasm is expressed by both pupils and parents, and if the pupil learns better, then the change can be considered a success.

This was demonstrated in Medford at a workshop for 25 teachers on how a team of teachers would instruct a group of about 100 elementary school students.

THE workshop was small, but it was highly successful.

It indicated that the team approach to teaching is perhaps part of the answer to educating future generations more economically, without losing the student's individuality, and of providing the student with an opportunity of learning more, faster.

There is virtually no way of measuring the value of the workshop; but it has added immensely to the wealth of information about teaching methods and techniques acquired by area educators through visitations to other districts throughout the county.

Its value will become evident over a period of years in developing team teaching situations in this area. Its ultimate value, of course, will be a better educated member of society.

MANY of the parents who were briefly exposed to some of the basic principles of team teaching Thursday expressed the hope that such a teaching method could be adopted in the Medford district.

Such a program will be used, but it will be another year or so before a full-fledged team of teachers is organized. Some organization along the lines of a team is planned this year through teacher cooperation and partial departmentalization.

Team teaching has, in areas visited by local educators, been approached and adopted rather slowly. Even in Lexington, Mass., where teams of teachers have taught for six years, all elementary or secondary schools do not utilize teaching teams.

It would be almost impossible to go into full operation with a teaching team in one year; it takes more organization than that, not only in class scheduling, but in organizing teachers into groups in which there would be no serious personality conflicts, or other problems to prevent the team from operating smoothly.

TEAM teaching is not a cure-all for educational ills. There are problems for which there is not yet a solution.

One of the major problems is when a pupil transfers from a team teaching situation to a conventional-type classroom and finds himself a grade or two more advanced than the group into which he is transferred.

The workshop conducted here was well received, well organized and well conducted. It provided the finishing touches for many local teachers on what the teaching team is supposed to do and how it is supposed to do it.

Dr. Leon Minear, state superintendent of public instruction, visiting the workshop, said he felt the workshop was one of the brighter spots in the Oregon Program.

HAD IT NOT been for the Ford Foundation, however, such a workshop might not have been possible. As Dr. Minear pointed out:

"Most (school) budgets are so closely planned that there is no money for experimentation. The Oregon Program has made this experimentation possible, and Dr. (Leonard) Mayfield and his staff are making a valuable contribution through experimentation to the education of our girls and boys."

Cooperation between the school district and Southern Oregon college and the state department of education is responsible for the success of the workshop.

CONCERNING the Oregon Program here, Dr. Minear said:

"Medford operates a very fine school system. The leadership of Dr. Leonard Mayfield and his staff is well recognized throughout the state. I'm certain that members of the state board of education feel that if we've been able to help in achieving excellence here through the Oregon Program we will all be quite happy."

"It is our hope that leadership for the improvement of the quality of education can come from the local districts. It is our responsibility to foster it and encourage it. The kind of leadership the department can give is relatively meager when you consider the potential of the local districts. We encourage this leadership wherever we can."

MEDFORD school district and Southern Oregon college now have an opportunity to demonstrate the practical application of knowledge received through visitations and workshops to improve the quality of education.

The workshop completed Friday will give them the practical experience and confidence to proceed more rapidly toward organizing and utilizing new methods of teaching in this area. Some rather apparent changes will be noticeable this year, but because of activity in the Oregon Program, changes will be more pronounced in the future. — E. H. A.

Tribal Ritual



Matter of Fact

(Joseph Alsop is on vacation this month—and gathering material both in this country and abroad for future columns. During his absence, top members of the staff of the New York Herald Tribune will substitute for him.)

BEFORE THE MARCH

Washington—As President Kennedy told his last news conference, the civil rights issue won't "stand or fall" on the outcome of next Wednesday's march on Washington by some 100,000 advocates of "jobs and freedom" for Negroes.

There was concern among the rights program's Congressional backers and at the highest levels of the Administration that any such pressure play would bring a formidable Congressional counter-reaction and nullify any chance of the bill's approval.

The President's brother, Attorney General Robert F. Kennedy, told a television interviewer the next day he thought "perhaps the announcement of such a march is premature." Congress, he said, "should have the right to debate and discuss this kind of legislation without this kind of pressure."

In the Day's News

By FRANK JENKINS Probing question: What is the BIG problem in the Senate hearings in Washington on the test ban treaty? It may be this:

DR. TELLER thinks they are. Speaking at a luncheon at the National Press Club in Washington, he said: "The Soviet Union, through their magnificent test series in 1961 and 1962, may have gained the knowledge to enable them to PERFECT such a missile."

DR. TELLER has been joined in his objections to the test ban treaty by Dr. John Foster, Jr., director of the Lawrence radiation laboratory at Livermore, Calif. He testified that "from purely technical military considerations the test ban treaty appears to be disadvantageous to us."

He added that one of his starkest worries is that the United States will not be able to PROOF-TEST ITS WEAPONS SYSTEM because of the lack of atmospheric tests—particularly as they relate to the ANTI-MISSILE DEFENSE and protection of the U. S. missile sites.

YOU MAY ASK: What is an anti-missile missile? Well, it is a missile that can be launched up into the air to seek out and destroy the missiles that an enemy may have launched against us.

WE DO NOT have such a weapon. If we are to DEVELOP such a weapon, we must be able to test it in the air. The test ban such testing. What the Russians may have learned about anti-missile missiles we do not know.

On the security side, the organizers have lined up a plainclothes force of 2,000 "marshals"—most of them off-duty Negro policemen from New York—to insure internal order. In case of trouble with outsiders, not-

Today & Tomorrow

By Walter Lippmann (c) 1963, The Washington Post

EXPERTS AND THE TREATY

In reading what the military chiftains have to say about the ban treaty, we must not forget that the fundamental issue is not military. It is not one on which a military man as such has any special competence. The fundamental issue is one of scientific method, whether continued testing in the atmosphere will produce significant, perhaps decisive, military advantages either for the Soviet Union or the United States.

The belief in a unique breakthrough is a romantic form of self-deception. Dr. Teller's promise that American scientists will be able to do what the Soviet scientists will not be able to do is not a scientific judgment. It is a reckless pseudo-patriotic gamble on the inherent superiority of American over Russian scientists.

IN the Soviet Union, there are, of course, the counterparts to Dr. Teller and the Air Force generals. These Russians would also be willing to bet on the superiority of their scientists, and they, too, would like to try for the decisive breakthrough to an absolute weapon.

The great value of the treaty is that it takes out of the race of armaments—which will, of course, continue—most of the feverish gamble for supremacy which unlimited testing invites. The experiments are to be limited by the treaty to the laboratories and to holes in the ground.

This will not preclude the discovery of the secret of the absolute weapon if there is a secret that is possible to discover. But limiting the experiments will remove the hysteria, the violence and the poison from the competitive search for absolute supremacy.

Federal officials best informed on the planning incline toward the President's view that the rights issue won't "stand or fall" on Wednesday's outcome. But they will breathe a lot more easily if the day ends without trouble. And if it does, it will be a special kind of victory for the marchers and their cause, for foes of the civil rights bill are waiting to pounce on any disorders in the wake of the march. A wholly peaceful demonstration will rob them of a weapon that could be potent in the Congressional debates that still lie ahead.



No Easy Answers for Viet Nam Impasse

By ERIC SEVAREID Lodge was not subject to the censorship contract signed by war correspondents, but his report to the Senate was an innocent pacifier, scarcely hinting of the real conditions in China.

As he arrives to survey the scene in Viet Nam, Lodge must have the sensation of "this is where I came in." He finds another government confronting, in alliance with America, a common enemy, while paralyzed by incipient civil war among its own people. He finds a government badly alienated from the mass of people, a swamp of corruption, much popular apathy toward the military struggle.

Has our Viet Nam policy been a bad one? Its failure would not necessarily prove that it was a bad policy; more likely, that there was no good alternative policy possible. This is my own fear about the mission Mr. Lodge now embarks upon, and why I suspect his career as statesman will be buried in those eastern swamps. If it is brutally frank pressures from the United States that will relieve the situation, then Lodge is the man. He is forceful enough. But subtlety and the sophisticated arts necessary to graduate into the paths of common sense, especially where sacrifices are involved, are not conspicuous in his nature.

One is by now driven to conclude that the Viet Nam war cannot be won this side of a fundamentally different government—people relationship that exists at present. But the dilemma is so painful because such tight, closed-circle regimes as that of Diem are all but incapable of serious social reforms, to say nothing of providing a new

GREAT IDEAS...



From the Great Books By Mortimer J. Adler (c) 1963, Publishers Newspaper Syndicate

HUMAN NATURE Dear Dr. Adler: Today, as never before, the world in general and American society in particular are seeking new answers to the nature of man. Is he born good, bad, or with a clean slate? What have thinkers had to say about the goodness or badness of human nature?

Mr. and Mrs. J. Pat Donahue c/o Clayton College for Boys 3801 E. 32nd ave. Denver 5, Colo.

Dear Mr. and Mrs. Donahue: The Greek moral philosophers, on the whole, held that man can achieve virtue and happiness through the full use of his natural faculties, particularly reason. Although the Platonists regarded the human body as essentially evil, it was generally agreed that the mental or spiritual aspect of human nature is essentially good, and that human fulfillment is to be reached through its cultivation.

The early Christian thinkers, however, developed the doctrine that an originally good human nature was permanently corrupted by Adam's sin in the Garden of Eden. According to this doctrine of "original sin," the whole human race in all generations has been stained by this primal act and thereby is prevented from achieving perfection without divine aid and mediation.

Most traditional Christian theologians have accepted this interpretation of the Fall of Man from original righteousness as an inherently sinful condition. However, they have differed considerably as to just how far human nature has been corrupted. Some of them have held that man's nature is utterly depraved, in every function and in every way—that there is no wholeness in him—and that whatever goodness he achieves is accomplished through divine action. Others have held that man retains his natural capacities for rational knowledge and moral activity although in a weakened and imperfect state.

Moreover, some Christian thinkers have dissented from the doctrine of original sin. The most famous challenge to this doctrine by a Christian came in the 5th century when a British monk named Pelagius, in opposition to Augustine, the most famous ancient expositor of the doctrine of original sin, Pelagius denied that human nature has been radically impaired by Adam's sin. Each of us, he said, begins life with a clean slate, and with no inherent disposition either to good or to evil. Every man becomes good or evil through the right or wrong use of his will. A human being has the capacity to choose the right and to live a life without sin. He may appeal to God for aid, instruc-

tion, and forgiveness, but the initiative is his. Many secular thinkers during the Renaissance and Enlightenment were thoroughgoing Pelagians, rejecting any notion of an inherently corrupt human nature and extolling human creativity and rationality. Rousseau, for instance, held that human nature is inherently good, and that whatever corruption it has undergone has been caused by civilization, and is not ineradicable. It may be removed by an education which takes us back to human nature, and by a new culture which is true to nature.

In the present century, John Dewey provided us with an American, pragmatic type of Pelagianism. He criticized previous moralists for having libeled human nature as inherently weak, "evilly disposed," and even depraved. Instead of ascribing all the ills of human existence to a corrupt and vicious human nature, he said, we should look to bad habits, customs, and social institutions. These are the causes of the evil in the world, and they can be changed for the better by a redirection of human impulses.

Pelagianism, in its old and new forms, has been challenged in the present era by such Christian theologians as Karl Barth and Reinhold Niebuhr. Barth adheres to the orthodox tradition in its extreme form, seeing man's nature as completely corrupted, and all of his culture, including his religious institutions, as vitiated by original sin. Niebuhr is closer to the moderate traditional view, insisting that vestiges of the image of God and of original righteousness remain in man and give him an insight into his condition and the way in which it can be repaired.

You can win a 54-volume set of the Great Books of the Western World by writing a letter, not to exceed 150 words, incorporating a question of general interest for Dr. Adler to consider for inclusion in this column. Each week he will select as first prize winners the writers of the three best letters. He will use ONE of these letters as a basis for a future column and will answer it in terms of the intellectual heritage of the Great Books—443 works by 74 authors, spanning 30 centuries of thought. Address the letters to Dr. Mortimer J. Adler, in care of this newspaper.

A GREAT THINKER LOOKS AT LIFE. Dr. Mortimer J. Adler is recognized as one of the great original thinkers of the 20th century. After receiving his Ph. D. from Columbia University in 1928, Dr. Adler joined Robert M. Hutchins at the University of Chicago where they introduced courses based on reading and discussing the Great Books. In 1948 this activity was extended to adults through the Great Books Foundation. Dr. Adler now is director of the Institute for Philosophical Research in San Francisco. Copyright © 1963, Publishers Newspaper Syndicate.

There simply are no easy answers. The current signers of petitions and letters-to-the-editor have failed to absorb one of the prominent lessons of recent history: that the capacity of one government, even a friendly and powerful government, to alter the domestic policies and ethos of an alien government, short of using force, is extremely limited. Latin America and Africa are littered with the evidence of this.

I can see no alternative to the present American policy of the carrot and the stick in Viet Nam, this side of confronting the awful and always latent alternatives of withdrawal and defeat or full scale intervention.

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