

Herald and News

Editorial Page

Remarkable Document

We missed it, and we shouldn't have. The occasion of the observance of the Bill of Rights Day last Thursday, Dec. 15. It was so declared by Gov. Hatfield, and a few conscientious persons throughout the state sought to make every citizen aware of this precious document, and its historical and social significance.

In part, Gov. Hatfield said in his proclamation: "... It is my hope that Oregonians will commemorate the sacred principles which are embodied in our Bill of Rights. In this commemoration we should pledge ourselves to a continuation of our efforts to secure these rights as a living reality for all Americans and for all peoples of the world."

Better late than never, we say. So we are presenting here today the Bill of Rights, as provided in the first 10 amendments to the Constitution of the United States, and becoming effective Dec. 15, 1791. We invite your study of this remarkable document.

1. Right to freedom of religion, speech, press, assembly, petition. Congress shall make no laws respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press, or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

2. Right to keep and bear arms. A well regulated militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

3. Rights on quartering of soldiers. No soldier shall, in time of peace, be quartered in any house, without the consent of the owner, nor in time of war, but in a manner to be prescribed by law.

4. Right against unreasonable search and seizure. The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

5. Right to protection of persons and property. No person shall be held to answer for a capital, or otherwise infamous crime,

unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the militia, when in actual service, in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

6. Rights of persons accused of crime. In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the state and district wherein the crime shall have been committed, which districts shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.

7. Right of trial by jury. In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury shall be otherwise re-examined in any Court of the United States, than according to the rules of the common law.

8. Right to protection against excessive fines, bail, punishment. Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishment inflicted.

9. Rights not enumerated retained by the people. The enumeration in the Constitution of certain rights, shall not be construed to deny or disparage others retained by the people.

10. Rights reserved to the states and the people. The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the states respectively, or to the people.

There they are. One of history's ambitious undertakings. Too many of us read them for the last time in school, and then go through the rest of our lives wondering just what they are every time we hear them referred to. We suggest that you clip this list and keep them for future reference.



GOALS FOR AMERICANS... Ability Grouping Latest Answer To School Need

By JOHN W. GARDNER President of Carnegie Corporation One of a series of easy-to-read condensations from chapters written by eminent American authorities for book publication by Prentice-Hall with the Report from President Eisenhower's Commission on National Goals. Edited by Ray Cromley for Newspaper Enterprise Assn. (Copyright 1960, the American Assembly.)

In seeking the most effective ways of accomplishing our educational purposes, we are going to have to take an experimental view of established practices. A few examples will suffice: The Self-Contained Classroom—The elementary school has been saddled with an inflexible tradition of the self-contained classroom in which one teacher stays with the same 25 to 30 children all day and teaches every subject. It cannot survive the requirements of modern education.

Division into Grades—Some of the more advanced experiments in elementary education have partly or wholly abolished the division into grade-years. One school has done away with the first three grades, divides the children into nine ability groups and allows them to proceed at the pace that suits their capacities.

Utilization of Buildings—Most school and college buildings stand unused after 4 p.m. weekdays, all day Saturday and through the summer.

Summer School—The summer session provides an important opportunity to supplement the school program—for students who wish to take remedial work, for students who want advanced courses and for courses students may not have time for in regular session. By 1970 all but the smallest unified school districts should operate voluntary tuition-free summer sessions. Every college and university should hold a summer session.

Television—The educational use of television holds great promise. One of the challenges facing education in the 1960s is to learn to use it well. By 1970 every school should be equipped for instruction by television.

In the 1960s, government and education must undertake reappraisal of the public service obligations of commercial broadcasters and of the availability of channels for educational purposes.

"Teaching Machines"—Another innovation that seems certain to have an impressive impact on the teaching process is what has misleadingly been called the "teaching machine"—and might better be called a self-teaching device.

The best self-teaching devices and programs have proven remarkably effective. Students seem to enjoy working with them. Widely used, they can remove a load from overburdened teachers and give each student the luxury of a private tutor who proceeds at a pace determined by the student. This frees the teacher to spend more time on creative aspects of his job.

Teachers' Aides—Schools should continue to experiment with differentiation of professional roles. The use of teachers' aides to carry out routine tasks is promising. So is the suggestion that the rank of Master Teacher be established for individuals at the highest levels of ability, training and experience.

Vocational Courses—High school vocational programs should be revised. Too often young people who will be exercising their skills in the 1970s are being prepared for the technology of the 1950s. Most students will go through occupational lives characterized by constant learning of new skills. Vocational programs, therefore, should emphasize fundamental skills and fundamental ways of approaching problems.

School Boards—High on the list of goals for any community se-

riously interested in its schools is to devise a system for selection of board members that will insure the recruitment of able citizens and which keeps patronage at a minimum.

School Districts—The local school district remains the key to good public education. The approximately 40,000 school districts existing today should be reduced to about 10,000 by 1970.

Experts have mentioned 2,000 as a minimum enrollment for an efficient district. In 1957 more than 40,000 out of a total of 52,907 school systems had enrollments of less than 300. Small school systems do not provide a sound basis for school finance. Small schools cannot provide an adequate educational program.

Let's All Play 'Find The Mandate'

(JOHN MCKELWAY IN THE WASHINGTON POST.) Look. Look. See. Look and see the house. The house is white. It is a white house. The white house has a garden. What is in the garden? There is grass in the garden. The grass is green. There is something else in the garden. What is it? It is a football. Is the football lost? Who lost the football? Did Jack lose the football? Yes. See Jack looking for the football. Jack is in the garden by the white house looking for the football. It is a tough football. Wait! Jack sees the football. Jack does not pick up the football. Is Jack looking for the football? No. Jack is looking for something else. What is Jack looking for? Look. See Bobby. Here comes Bobby. See Bobby in the garden with Jack. Jack and Bobby are in the garden. What are Bobby and Jack doing in the garden? They are looking for the football. No. They are not looking for the football. Jack and Bobby are looking for something else. Wait! Here comes father. What is father doing in the garden? Father, Bobby and Jack are looking in the garden. Here comes mother. Mother and father, Bobby and Jack are in the garden looking for something. Here comes Ted. Here comes Eunice. Here comes Pat. Here comes Peter. Here comes Sargent. Here comes Jackie. They are all in the garden looking for the mandate. Who has the mandate? Where is the mandate? What color is the mandate? Is the mandate large or small? Who had the mandate? Dwight David had the mandate. He had the mandate for eight years. He got the mandate from Harry. Harry got the mandate from Franklin. Herbert lost the mandate and gave it to Franklin. Calvin had given it to Herbert. It is hard to keep the mandate. It is hard to get your hands on it. Dwight David tried to give it to Richard. Did Richard get the mandate? Does Richard have the mandate? Is Richard hiding the mandate that belongs to Jack? Does the mandate really belong to Jack? If the mandate belongs to Jack, why doesn't Richard give it to Jack? Maybe Richard doesn't know he has the mandate. Does Jack think Richard has the mandate? Does Richard think Jack has the mandate? Who has the mandate? Does Jack need the mandate? If Jack, or father, or mother, or Jackie, or Ted, or Bobby, or Eunice, or Sargent, find the mandate, what will they do with it? Look. Look and see. See Baby Caroline. Here comes Baby Caroline. No one is watching Baby Caroline. They are all looking for the mandate in the garden. Baby Caroline has two ducks. Wait! Baby Caroline has the mandate! Look. She is feeding the mandate to the ducks.

THE DOCTOR SAYS... Sclerosis Hard Disease To Spot

By HAROLD T. HYMAN, M.D. Written for Newspaper Enterprise Assn. Approximately 500,000 Americans suffer from multiple sclerosis (MS) and allied disorders (disseminated, lateral and amyotrophic lateral sclerosis). So little do we know of these crippling diseases that they're called "scleroses," which simply means "hardening."

Because there is now reliable evidence that MS, at least, may be responsive to newly introduced forms of treatment, the following summary of its outstanding characteristics may help to reduce the usual five-year lag between the onset of symptoms and the establishment of the diagnosis and thus encourage patients to seek help in the early phases of the disease when treatment holds forth its greatest promise.

Other Editors' Opinions

Challenge

(THE WALL STREET JOURNAL) If there's one thing that Thomas Jefferson and Alexander Hamilton had in common—and they didn't have everything in common when it came to political philosophy—it was a peculiar disinterest in setting forth America's national goals.

Constitution

(THE MEDFORD TRIBUNE) On Nov. 8, the voters approved by a big margin a proposal to empower the Legislature to revise Oregon's Constitution, if it so elected.

Whatever the cause of MS, manifestations of the disease result from injury to nerve sheaths which resemble the insulation of electric wires and cables. If the bared nerve is only slightly damaged and the injured sheath manages to make a rapid recovery, the manifestations soon disappear. When this occurs, the patient is said to have gone into spontaneous remission.

Under these circumstances, the same type of treatment that gave good results during the remission is now rated as being useless or even harmful.



JIM BISHOP: REPORTER... Which Proves Which Is 'Poorest Fish'

The J. T. Orange was far out. There was sea. And sky. And the boat. We had run north out of the Jack Tar Marina in Grand Bahama early. Now it was noon and there was nothing. No fish. No life. Under the boat was a million square miles of blue ink with a parade of white feathers across it. There was a sky full of lumpy sculptor's clay.

Steve laughed fit to fall over the wheel. Cuba grinned. "Long time back we had a man he not all dare. Talk funny. Somebody say hello. He say 'You look so.' De whole town laugh. Now when I dance with woman I say 'You look so' and she get to laughing and this is a good sign. Make woman laugh first. Very good sign."

and Cuba kept yelling "Shark! Shark!" This was strange because the only sharks in these waters are babies. No native has ever been bitten by one, or even caught one of any size.

"You look so what?" I said.

Playtime

- ACROSS 1 Spinning playthings 5 Used with balls 9 Child's game 12 In a loaf 13 Golf stick 14 Before 15 Holy Land 17 Used in badminton or tennis 18 American elcher 19 Fortune teller 21 Used on hockey sticks 22 Alcohol beverage 24 Dance step 27 Baseball score 28 Done in track meet 32 First season game 34 Take revenge 36 Rest 37 Man's name 38 British trolley 39 Rant 41 Tennis term 42 Rodent 44 How a player's muscles get 46 Baseball manager 49 Growing out 53 Head apparel 54 Home run (baseball) 56 Hockey field 57 Rail 58 Ireland 59 How losing players feel 60 Paradise 61 Chest rattle DOWN 1 Bugle call 2 Spoken

Answer to Previous Puzzle

Word search grid with words like MARCH, AMATEUR, ADOLESCENT, LATER, LOBBY, UPDATE, TAM, DARING, BAA, ALE, FLE, MATH, DEVOLE, KILN, OAR, TAIN, NIO, ATE, OPEN, AVENUE, LAIR, OPE, OTAR, ARN, OODS, AGE, RETIRE, NEOTLE, GROCER, OCKLED, EGGEN, TESTO, Ovation for winners, 47 Worthless (Bib.), 30 Awry, 31 Impudent, 33 Wanderer, 35 Swerved, 40 Make certain, 43 Concise, 45 Come in, 46 The one here, 48 Cross, 50 Operatic solo, 51 Pluck, 52 Fencing sword, 55 Feminine nickname.

But an interim committee, well chosen, could serve as sort of a "little constitutional convention," and present its work to the Legislature, which then could adopt, reject or amend it. If it approved it by a two-thirds vote of both houses (not an easy thing to get, these days) it would go to a vote of the people. If they, in turn, approved it, it would become the state's basic charter. And we need one. The United States Constitution takes up seven pages in the Oregon Blue Book; Oregon's takes up 21 pages. It is cluttered, not only with a lot of obsolete provisions, but also many "special interest" provisions placed there (by vote of the people) after aggressive campaigns. This sort of thing belongs in the statutes, not in the Constitution. But it will be found that rewriting the Constitution will not be an easy job. There will be objections voiced to many proposed deletions, and there will be inevitable suggested additions for "special interest" type legislation. But if a good interim committee can come up with a draft Constitution good enough to meet with approval of two-thirds of the Legislature, it would have to be a good one. In such a case, a majority of the people probably would go along with it.