

# Second great-grandson shows up right on time

He's here! Little Lucian Gabriel, our second great-grandchild, arrived about noon last Monday, just as scheduled.

The best thing about having a planned Cesium is you can make out the birth announcements ahead of time.

Hardly a baby is born nowadays without knowing its gender and already being named. The only unknowns are weight and length.

I don't know; do parents even send out birth announcements these days? Probably e-announcements. We received text pictures and messages the day he was born. I guess that counts.

It's been a week now, and his big brother Kayden, almost 3, may have decided he would rather have a puppy.



## Out Back

By Carolyn Sue Kelley-Plotts  
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Fathers, however, were considered a nuisance and were not allowed anywhere near the labor room.

After Halley was born, I was assigned a bed in a ward with dozens of other new mothers. There, we really did have to line up to wash our hands with disinfectant, line up to check our babies out of the nursery for feeding and line up to check them back in.

Kara was born in a civilian hospital in Overland Park, and unlike the military hospital where it was you, the doctor and a nurse, she arrived to quite an audience.

There were at least four nurses, some guy monitoring my blood pressure, and since my doctor was late getting there, a doctor I had never seen before. My doctor, with a resident doctor in tow, made it for the grand finalé.

"I knew you would be a good patient," he said, "so I brought him (the resident) along to observe."

Guess I should have sold tickets.

Anyway, it all happened so fast, my husband was still signing my admission papers when Kara arrived. In short order we were in a room, he still in his suit and tie from work and me with hair and make-up looking like we just stepped out of the bandbox.

My roommate was a woman who had just spent about four days in hard labor and looked like she had been pulled through a knothole backwards. Her husband was by

her side, looking worse than she did; unshaven, hollow-eyed and rumpled. They asked, "When did you have your baby?"

My husband looked at his watch and said, "About 15 minutes ago."

They both groaned and said, "It's not fair."

As it turned out, the husband was a veterinarian. During the extended labor he asked the attending doctor, "Doc, can't we just pull it?" Ah, the sensitivity.

-ob-

All this to say we are glad Lucian is here and that everyone is doing fine. We are anxious to make his acquaintance. He has all his fingers and toes and is probably just as adorable as his grandparents think he is.

-ob-

All this talk of babies makes me remember the birth of both my girls. Halley, the oldest, was born in a military hospital. It was during the Vietnam War and her father was stationed at Fort Gordon, Ga. Going for prenatal check-ups was like reporting for a cattle call.

The military seemed to look on dependents as a hindrance. The old saying was, "If the Army would have wanted you to have a family, they would have issued you one."

On any given day of the week, hundreds of pregnant women would line up at the obstetrics and gynecology building for their appointments, line up to be weighed, line up to leave their little gift in a brown paper bag at the lab, line up to see the "doctor du jour" and then line up to leave.

The Army might have preferred we line up to have our babies, too.

Ah, yes. Then there was the delivery. Once they finally accepted the fact that you really did know that you were in labor, and that birth was imminent, you would be admitted.

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**A Careful Balance**

Perhaps the extreme example of the ridiculous restrictions that a test-based curriculum puts on teachers is the use of scripted instruction. Put simply, it means that teachers are to use a script in teaching some material. There is no creativity, no time for exploration, not even the use of the teacher's own words.

The use of the script guarantees the loss of skill and art in personalizing both teaching and learning. Frankly, if other professionals used this approach with their clients, the practitioners could lose their license. Would you want your lawyer or physician using a script instead of talking to you as an individual?

Ironically, while we may talk about individualization and personalization of learning, some teachers today may lose their jobs for not using a prescribed script.

Teaching at its best is a careful balance of art and science. If we do not work to preserve the freedom of teachers to practice the art of teaching, we lose what makes teachers great. People do not remember their teachers as great because of effective science – teachers are recognized and remembered as great because of their art and creativity.

Artful teaching makes a difference. There is no doubt that teaching is now becoming a product of standardization in methods, proficiency expectations and narrowed curricula. It is a national policy direction, but is it art?

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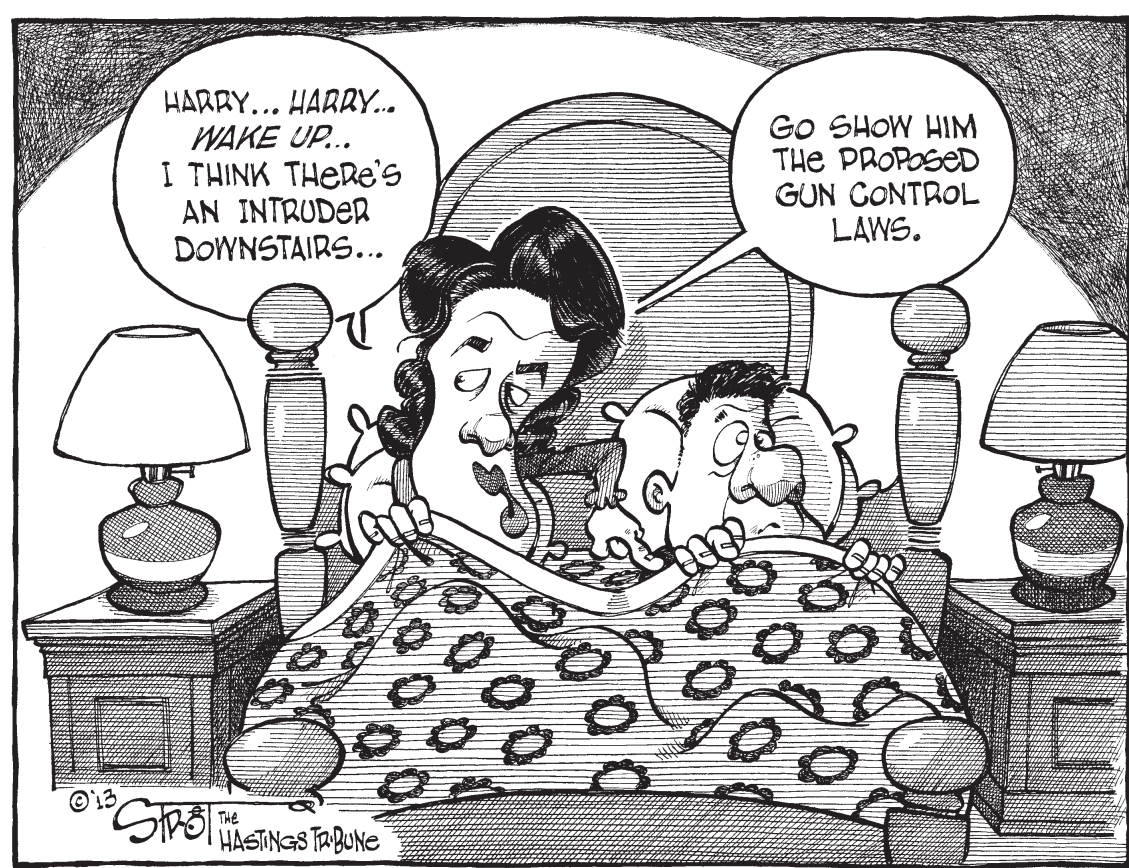
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# Art of teaching can get lost in rush to 'teach to the test'

By CRAIG R. CHRISTIANSEN  
Nebraska Education Association

## Opinion

We can all remember the great teachers. They are almost always teachers that had great knowledge – and love – of the subjects they taught. They were able to transfer that excitement to us as students. They were also invariably the teachers that showed great skill in the art of teaching.

Interestingly, many people do not point to the friendliest teacher, or the easiest or the most lenient. On the contrary, many will tell with great fondness about a "hard" or exacting teacher who used creativity and coaching to get them to an achievement level of which they are still proud.

Barbara Oldfield (although she always remained Mrs. Oldfield to me for the 40 years I knew her) taught with great knowledge, love of her subject and skill in communicating the joy of discovery for her students.

As a teacher of classical Latin, she had to be good. It was very easy on a beautiful spring day to look out of the window in her third-year Latin class and be tempted by thoughts other than translating the exact meaning of a 2,000-year-old line from Cicero or Julius Caesar. But she was a great teacher; she knew how to weave history, vocabulary, grammar, cultural understanding

and literature into an incredible learning experience. It was a skilled combination of craft and art.

**Losing Freedom**

Great teaching must be based on solid scholarship and rigorous content. It must also be an art. The content in teaching is dictated by the subject and an approved curriculum. The art in teaching is a reflection of the teacher's individual gift for creativity and imagination and the practice of a unique skill in interpreting the subject.

The loss for today's teachers – and their students – is an over-emphasis on content that often excludes the aesthetic art of the teacher's creativity. For many teachers today, the far-reaching effects of the frenetic chase for ever-higher test results has narrowed the curriculum, completely removed the study of some important subjects or content topics, eliminated time for reflection and integration of the content material and discounted individual exploration and discovery. The overall lesson we are teaching students by this artless approach is that if it isn't on the test, it isn't worth learning.

We have great teachers. What we are losing is the freedom for them to practice the creative art of teach-

## From the Bible

Then the same day at evening, being the first day of the week, when the doors were shut where the disciples were assembled for fear of the Jews, came Jesus and stood in the midst, and saith unto them, "Peace be unto you."

And when he had so said, he shewed unto them his hands and his side. Then were the disciples glad, when they saw the Lord.

— John 20: 19-20

# We need some government

By LEE H. HAMILTON

In his second inaugural speech, President Obama waded into the longest-running argument our history offers.

"Progress does not compel us to settle centuries-long debates about the role of government for all time," he said, "but it does require us to act in our time."

He had just laid out a rationale for government action on infrastructure, security, climate change, inequality, the strength of arms and the rule of law. Even though he also spoke about limiting government, liberals saw the speech as a call to arms, while conservatives cringed.

This is not a question we'll ever settle. After more than two centuries, the only consensus we've been able to arrive at as a nation is not to have a consensus.

That's OK, because the issue is never going away. New challenges and shifting national moods will always demand that we rethink what we want out of government.

If you bring up the issue before an audience, someone invariably

quotes Henry David Thoreau's phrase, "That government is best which governs least." Everyone usually nods in agreement.

But Thoreau was writing more than 150 years ago.

Those on Social Security and Medicare; the interest on the national debt; regulations for safety and to protect the environment; defense; promoting economic activity – all guarantee that the government won't be shrinking anytime soon.

This is not to say that government can't be restrained. Talking about "limited government," I think, is far more useful than about "small government." We need an energetic government that restrains spending, ensures that regulations are fair and rigorously oversees its own actions to correct slip-ups.

Most Americans are uncomfortable with an aggressive, expansive government. They want it to provide the resources for people to solve the problems and they want government leaders to do the best they can.

Still, I am concerned by our failure as a country to deal with

issues that demand government action: income inequality, poverty, hunger and the lack of access to high-quality education.

Government can't solve these alone, but we can't solve them without government.

The public sector does a lot of things wrong. It fixates on short-term benefits. It remains slow to act. It is reluctant to spend now even when it knows that the longer it delays, the higher costs will rise. It often spends too much and too inefficiently. It fails to reckon early enough with the consequences of its activities.

Yet it is indispensable. So it is time, I believe, to set aside the argument about "big vs. small" government and to adopt a more thoughtful, less ideological approach. For what we want government to do, we should see how a limited government can do them better.

Lee Hamilton is director of the Center on Congress at Indiana University. He was a member of the U.S. House of Representatives for 34 years.

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14	15	16 Dr. Frederick C. Miller Cardiology	17 High Plains Cardiologist	18 Kirsten Angel Dietitian	19	20
	Ultrasounds Cardiac Rehab		Ultrasounds Cardiac Rehab Diabetic Clinic		Cardiac Rehab MRI's	
21	22	23 Dr. Frederick C. Miller Cardiology	24	25	26	27
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