

The primary obligation that college faculties have in improving education in world affairs is to determine whether the traditional approaches to the subject, adequate and useful in their own time, still meet the needs of our undergraduates. Just as scholars at the turn of the century had to make room for colleagues seeking to understand and interpret world politics in terms larger than those of law and history, so must scholars today allow for teaching and research in world affairs in terms larger still.

To learn about world affairs, students need an atmosphere where they can begin to see the wholeness of knowledge, where they can take courses that relate the areas of knowledge to one another, and where they understand that even if it is impossible today to take all knowledge to be their province, they can still derive something significant from the entire range of liberal arts and sciences.

Though faculties cannot by themselves remove all the obstacles between them and an ideal world-affairs program, there are some steps they can take toward this objective. They can, for instance, provide courses giving students the opportunity to analyze international problems. Each faculty must determine in the light of its own curriculum how best its students may examine the issues they need to understand as citizens, but some required courses in world affairs are an indispensable part of liberal education in the twentieth century. The conventional introductory course in international relations, offered as it is now primarily with the needs of future majors in mind, is not, however, the most appropriate course for colleges to require. A course in problems of world affairs or in problems of United States foreign policy would, on the other hand, be invaluable.

Scientists alone cannot build a peace; we need also the knowledge, insights, and abilities of philosophers, historians and social scientists. It is the special mission of the liberal arts college to help these insights and abilities, and in a college performing this mission, those who would educate for world affairs can confidently take their places.

A Hero a Day . . .

Greg Shelton

TO FIND a hero, to locate some person after whom one can pattern his life, to create a super-being from the mundane. These are goals of many fine Americans. We are told that many people who are famous today owe their success to the correct choice of a childhood hero—Walt Disney, Paul Terry; Lyndon Johnson, Abraham Lincoln; Charles DeGaulle, Napoleon Bonaparte; Cassius Clay, Cassius Clay; Richard Nixon, William Jennings Bryan; Bobby Baker, Tom Jones. To this list I should like to add my personal super-hero, an outstanding figure from history, a most industrious President of the United States, my soul's idol, Millard Fillmore.

Perhaps the reader will forgive me for recapitulating a few well known facts about our illustrious thirteenth President, for in everyone's experience, I am told, one sooner or later hears the biography of Washington, Lincoln, and Fillmore. But, to start at the beginning. Millard was born on January 7, 1800 (now the nationally celebrated Millard Fillmore Day). Millard, named for his mother's family name, was from a poverty-stricken family. His father farmed clay soil in New York. About the only crop he could harvest was the clay. Things were bad. So Millard took a position at a lawyer's office. He dusted the law books. One day, much to his surprise, Millard found himself using lawyer language like *habeas corpus* and *writ of mandamus*. Millard was at last successful. Soon he entered politics in the Whig Party, famous for such stalwarts as William Henry Harrison and Zachary Taylor. And, as fate would have it, Zachary and Millard ran on the same Whig ticket in 1849, a tough combination to beat. Millard's ascendancy to the office of President was tragic, though, for Taylor died. And the years 1850 to 1853 saw as President one of the true greats—Millard Fillmore.

His achievements were many. For example, Millard Fillmore was the very first President to have a bathtub in the White House. For this outstanding contribution, one feels incapable of expressing his gratitude. Millard was the last Whig President, and seeing that the party was dying, far-sighted (politically, not optically) Millard was instrumental in forming the now famous Know Nothing Party. Rumors have it that his Know Nothing campaign song from 1853 is going to be revised and recorded by an English singing group:

"There's a Right and Wrong in Parties,
And the Right is on our side.
So let's hitch up the wagon boys
And go for a ride.
The Nation is the wagon,
The people are its springs,
And every True American
For Millard Fillmore sings:
Wait for the wagon,
Wait for the wagon,
Wait for the wagon,
And we'll all take a ride."*

*To the tune of "Wait for the Wagon"

He lost the election.

But it is not of his triumphs or defeats that I write, it is of the man. It is the things for which he stood—clean politics and clean bodies—that are most admirable. It is for these reasons, therefore, that I have chosen Millard Fillmore as my personal hero. By remembering him in everything I do, I hope that some day someone will point to me, with a pleased smile on his lips and a jolly twinkle in his eye, and say, "He reminds me of Millard."