

# OREGON EMERALD

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### Democratization of Education.

AMERICA HAS flaunted the banner of democracy for years and years, yet it is a noticeable fact that education, which shows the most crying need for democratization, has been the hope of millions and the realization of but few in the past. Statistical evidence shows that the state of Oregon ranks foremost at the present in the attainment of this new conception of the function of education; to-wit, the state is educating a higher percentage of its youth in the colleges than any other state in the union.

All of this is well and good, but Oregon—at least, the University of Oregon—is not content to let matters rest as they are. The president has enunciated a policy which, without doubt, is one of the most revolutionary ideals in the realm of education: a plea for universal education as far as is possible. At first thought this ideal seems impracticable, but plans have been made by which the plan is feasible.

The president's plan is to reduce the cost of a university education, and also to help the student of the future to get the money necessary. It has been estimated that the cost of attending the University can be reduced to \$250 per year, and this reduction does not mean the substitution of a mean existence for a comfortable one. In fact it means a much better existence for many of the students. By the establishment of a loan fund, what the student lacks in funds can be borrowed at easy terms. Moreover it might well be suggested that the University, through the department of commerce, establish an employment bureau for summer work for the student who must earn part of his expenses during the vacation period.

It may sound like a pious platitude to say that this plan to democratize higher education is a method for curing many of the evils of society. The far-reaching cause of misery, poverty, the schism between social classes and the phenomenon of closed classes is due largely to ignorance. It is the obligation of the state to remove this ignorance, not by the old formula of training a plutocracy of students for leadership, but by training all for good citizenship and efficiency; it is nothing more than capitalizing the greatest asset of any nation, its potential citizens. This business of capitalizing brains and endowment, of necessity, is a function of the state; not only the function, but the duty.

The vision of democratized education takes the mind back in contrast to Germany in the fifteenth century when there was a fanatical craze for learning. The roads from all sections of Europe were infested, as in the days of Abelard, by students begging, stealing, selling quack cures and "sacred" relics to the ignorant ho polloi in order to make their way to the mecca of their hopes; the universities. But the modern vision is different: instead of this pitiable vision there is the healthy vision of the modern college community: the *proletaire* living and learning in an environment conducive to "plain living and high thinking."

Let the fifty or sixty freshmen who entered college this semester profit by the example of about 25 students who are leaving (?) after an unsuccessful semester.

### CAMPUS NOTES

Alpha Tau Omega announces the pledging of Basil Williams, of Eugene, and Franklin Folts of Hood River.

Walter Kirk left the Eugene hospital on Thursday where he had been for several weeks on account of an operation for appendicitis.

William Burgard is spending the weekend in Portland.

George Vilas and Jack Garrett, both of Corvallis, are week-end guests at the Sigma Nu house.

Fred Packwood, of Portland, has returned for the second semester.

Chi Omega announces the pledging of Charlotte Banfield, of Portland.

"Sap" Latourrette, '12, and former quarterback, visited Eugene Thursday afternoon on business.

Mrs. Hendershott, of Portland, and a member of Kappa Alpha Theta, was a dinner guest Friday evening at the Theta house.

Nellie Hemenway, of Portland, is working for The Guard.

Ruth Wilson was called to her home in Talent, Oregon, Wednesday morning, by the death of her father. She is expected to return Sunday evening.

Agnes McLaughlin from Portland, is spending the week at the Chi Omega house, leaving Sunday for her home in Portland.

Friday evening Alpha Phi had as dinner guests C. B. Corbitt, Harold Trogilgas, Alfred Peacock, Karl Becke, Maynard Harris, M. V. Melson, Charles Newcastle and Fred Heitzhausen.

Chi Omega held initiation Friday evening for Dorothy Bennett, Agnes Basler, Edythe Bracht, Helen Bracht, Mary Dunn, Margaret Casey and Ruth Kerber. The initiation was followed with a banquet at the Osburn hotel.

### President Sets Policy

(Continued from page 1)

has their whole-hearted backing. A loan fund will probably be negotiated in the near future to augment the present fund which is much too low to meet the demand that will arise under the president's new policy, in fact the present fund is insufficient to meet the present demands on the part of needy students. The alumni association will also join in this feature of the plan, agreeing to set aside a sinking fund, which now totals about \$1,000 for the purposes of helping self-dependent students.

Living arrangements are now being planned by the president with the cooperation of the school of architecture. The department has already drawn plans for single to sixteen-unit cottages. The smaller unit cottages will probably be erected in the near future as an experiment. College "commons" may also be tried as a means of solving the cost of living in a college community. The necessary conveniences for "hacking" will be standardized so as to make the conditions as healthful and home-like as possible. A cafeteria will be established on the campus for students not wishing to do their own cooking, and the Pennsylvania model will be adopted, where the average meal is furnished at a trifle more than ten cents.

According to government statistics, Oregon leads in the democratization of higher education. The state is educating in its colleges a higher per centage of its youth than any other state in the union. And according to the future policy of the University this percentage is going to be raised higher and higher, towards the ideal of universal education.

**PRESIDENT'S PLAN PRAISED.**  
President P. L. Campbell is praised on the editorial page of Tuesday's Portland Oregonian for his system of minimizing the expenses of the student at the University of Oregon. The Oregonian thinks that President Campbell's plan will do much to democratize Oregon.

Mrs. G. T. Gerlinger of the board of regents and Mrs. P. L. Campbell were luncheon guests of Kappa Alpha Theta on Friday.

### KONTEMPORARY KOLUMN

#### What Has College Done?

"The college takes the youth, callow and crude and soft, and transmutes him into a man still young indeed, but solid, solid without hardness, obedient to the call of the highest without obsequiousness, and vigorous without becoming aggressive. It takes the youth, rough, uncouth, self-conscious—and cuts, chisels, carves and smooths him into a man who is at home in any society; who can jest with the frivolous, sorrow with the sad, laugh with the gay; who forgets himself for the hour, yet who does not forget the infinite and eternal relationships. The college takes the man, jealous, sullen, moody, even mean—and, accepting the materials given it, through noble personal associates and pure and inspiring association, makes over this man, not indeed into an archangel of light and happiness, but into one who really finds happiness in other's happiness, as well as in his own house; who also does feel himself called upon to be a minister to the happiness and well-being of the race."

This is what college training does, according to President Charles W. Thwing of Western Reserve university, in the first chapter of his book, "The American College."

And this is what a college will do, if the material with which it has to work is at all desirable.

In other words, college turns out a man, if it has the embryo of a man with which to work.

What has college done with you?—Ohio State Lantern.

#### Your Part in Song

Singing has always played an important part in the building of nations. Even the Russians, who may be rather antique as to equipment, realize the power of song, and send their soldiers to battle singing. But students often fail to see the significance of song.

University students should sing the college songs more—it instills loyalty for the university. Many a fellow can warble "Somebody Knows," or "There's a Little Sparks of Love Still Burning," as he lounges near the piano. How many can stand up and sing the "Crimson and the Blue?"

You owe it to the university, you owe it to yourself, to be able to sing the song of your alma mater. You freshmen and you students who have never taken the trouble to learn it, take a few minutes to look over the old song. Get it into your system, for it will do you good. Then the next time the band starts up the stirring strains, stand squarely on your feet and do your part.—University Daily Kansan.

#### Why We're Late to Classes

We sometimes wonder why there is a schedule of classes in force at all here with the continual disregard shown for any system of dismissing. Classes are excused at from five to ten minutes before the hour as a matter of routine with certain professors on the campus.

As a result those who are on the square have their classes interfered with by students coming in late from their last engagement. With a definite amount of work to be accomplished no alternative is left these men but to hold their classes long enough to get through the material stipulated in the course.

If a schedule isn't to be followed why not disregard it and, with the prof. holding open house, let the student come whenever he gets time during the day, stay an hour and leave. It wouldn't interfere with the work much more than the hit or miss dismissals practiced now.

Down at Kansas the student paper has started a "Role of Dishonor" designed for those profs. who keep their classes after the hour is up. Though in it's pioneer stage, the results, they say, are marvelous. Indiana has followed suit with similar success. How does this strike you, editors, as another channel into which our "student" can go with benefit to all concerned?—Amherst Late Comer.

### COMMUNICATIONS

Myrtle Point, Ore., Jan. 29.

Editor Emerald: Last night saw another victory for Oregon. Myrtle Point high school defeated Marshfield and Coquille in debate; the affirmative team, Miss Helen Whitaker and Miss Hazel Neal, taking a three to nothing decision over Marshfield, at Myrtle Point, and the negative team, Chester Adams and Keep Leap, winning two to one, at Coquille. This is the first time Myrtle Point has ever taken both debates, and her success is attributed largely to the excellent coaching of Victor P. Morris, well known as one of Oregon's champion debaters and orators during 1913-14 and 1914-15. Mr. Morris has developed a team that can do things.

Two members of this team plan to enter Oregon next fall, and the other two will probably go there later.

North Bend defeated Bandon and Coquille also, so Myrtle Point will have to defeat North Bend before they meet a valley team to try for the state championship.

Yours for Oregon.  
CHALAMER N. PATTERSON, ex-'17.  
(Will probably remove the "ex" next fall.)

#### Violin Recital by Miss Forbes.

Miss Winifred Forbes, assisted by Mrs. W. F. G. Thacher, will give a recital for the public in Villard hall on Friday February the 18th at 8:15. Mrs. Thacher, a pupil of Leschetizky and a pianist of rare attainment, has not been heard before in concert in Eugene. A program of unusual interest has been arranged by Miss Forbes, including the concerto recently played in Portland by Miss Maud Powell.

Laurence Sheridan, '15, is working at Kokomo, Indiana. He expects to attend the University of Chicago in the near future.

# ? Mr. Priestly ?

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