

# OREGON EMERALD

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### WHY HOME ECONOMICS?

It has always seemed strange to the Emerald that woman's sphere should be regarded as out of, rather than in, the home. Home and woman have always seemed synonymous; in the very nature of things. Is it then a misconception by the Emerald of the action of the Board of Higher Curricula of the state in refraining in the past from putting a course of Home Economics in the University, a co-educational school, or does the Emerald simply see an inconsistency in the Board's apportionment of courses?

As the courses apportioned to the University by the Board now stand they are an encouragement for a woman to enter the professional fields on an equal footing with man; to enter into active competition with man to the exclusion of the home. That is the race between man and woman is to become so keen that the home is to fade into the background; a tradition of primordial days, while the lunch counters and short order houses reap a profit.

Not that such competition should be frowned upon but what is to become of the children, and from whence will spring the future generations?

Such a question can scarcely help but seem frivolous. The very hint of woman so far losing her womanly qualities as to become so masculine as to blot out those instincts of motherhood that make for the home and the future of the nation is absurd to the practical mind.

Can the Board of Higher Curricula concede to itself the point that woman's sphere is not the home? And if the Board cannot concede such a point then

is it able to say that training for the home is not needed? If this point also cannot be conceded then what is the object of a co-educational institution where all the courses train for the professional life. Why should the future of the state be so burdened with the extra problem of women untrained for the home, who, having tried the professional life, have been unable to withstand the instincts inherited from Eve?

Note well the student opinion on the matter of senior examinations, as presented in the Emerald this issue.

### FROSH DEBATERS PICKED

**Woods, Watson, Armstrong, Knudsen, Still and Dundore Qualify.**

Tryouts were held Wednesday evening and a team picked to represent the freshman class in the freshman-sophomore debate to be held April 20.

Two teams of two each were chosen by Professor R. L. Prescott and Walter Meyers, who judged the tryouts. The men picked were: affirmative—Woods and Watson, with Knudsen for alternate; negative—Armstrong and Still, with Dundore for alternate. Nine men tried out. The sophomores are choosing their own contenders.

The question to be debated between the two classes is: Resolved, That the plan proposed by Senator Chamberlain for universal military training should be adopted by the United States.

### VARYING OPINIONS EXPRESSED ON SENIOR EXAMS

"Make Them Optional," "What Good Are They," "Would Be Justice," "Demands Too Great," etc., Voiced by Men and Women.

#### WHAT GOOD ARE THEY.

Editor Emerald—

Through your editorial columns and otherwise the following question has been raised: "Why is a senior exam?" I have tried to convince myself that there must be some very good reason for the above affliction but have discovered only arguments to the contrary.

What good can an examination at this stage of our college career accomplish?

The primary function of an examination is in our organizing our subject matter—pigeon-holing it in our minds. This has surely been accomplished by our senior year or we would not be seniors. In talking the matter over with several professors I find that they have definitely classified their students as to their ability long before they become seniors. Surely, the last examination of the last year would make no difference in such a system?

Soon the class of '17 (and all the following classes) will be entering their life's work. Let us do so without the memory of two weeks of headaches, worries etc. attached to a time which we should look back on as one of the great events of our lives, a lull in the time between work that has been accomplished and the work yet to do.

FRANK SCAIEFE, '17.

#### NOT CHILDREN

Editor Emerald—

A senior in college is no longer a child. He holds sane and rational views on certain matters. Can he not be believed when he assures the faculty that his reason for advocating the optional abolishment of senior examinations is not that he may escape work and make his final semester the proverbial grand sweet song?

The senior class is pushing the present agitation because it believes that it is better to equalize the work of a semester as important to the student as his final one and to distribute it more equitably over the whole period of months, at the same time leaving the final weeks of one's college life free from examination cares.

This year the Oregon pageant and the undoubted declaration of war form two more vital reasons why at least the experiment should be made.

We are honest about this. It is no "skin game". We want the giving of senior examinations placed at the discretion of the heads of the various departments because we believe that it is right, logical, equitable, constructive and just.

EMMET RATHBUN

#### AVERAGE WOULD BE FAIRER

To the Editor—

It seems fair that the marks of the seniors should be given from an average of their general semester work and a series of tests instead of a final examination just at the time when every senior is extremely busy preparing for graduation and arranging for the entertainment of parents and alumni. No senior can do justice to himself in the matter of exams at such a time aside from the fact that the faculty have seven other semesters grades by which to judge the ability of the student.

Sincerely  
JEANNETTE WHEATLEY

#### WOULD BE JUSTICE

To the Editor of the Emerald—

If seniors were excused from examinations the students who are taking honors as well as those who are going out for the Fall and Beekman contest would have a much better opportunity of doing themselves justice. As it is, the whole of commencement is just one grand rush. I certainly hope the examinations will be abolished in fairness to the entire senior class as we are all over worked at that time.

ROSALIND BATES

#### DEMANDS TOO GREAT

To the Editor of the Emerald—

The class of 1917 does not pose as the advisor to the faculty, but its present request that senior examinations be made optional with the professor seems

to the writer to be a very reasonable request. The demands of the last few weeks of school and especially of commencement week demand that we put our time and energy to the best possible use, and eliminate those activities that do not serve a definite purpose in the best possible manner. This is the motive back of the proposed change.

It is altogether possible that many professors would see fit to give examinations, even though he doesn't want to give them and pay no attention to the result, is an outright waste of time that could be put to good use at this particular stage in the student's career.

NICHOLAS JAUREGUY

#### PREMIUM PLACED ON CRAMMING

To the Editor—

Each year less importance is given to final examinations and that more attention is being given to a higher grade. It seems logical to suppose that an accurate and fair estimate of the student's work can be had only by considering the year's work. At the present time various degrees of importance are placed on the final examinations. Some instructors count the finals one-fourth, others give a grade based largely on the showing made in the semester end examination.

The present system places a premium on cramming and tolerates, to a certain extent, a lower grade of work during the year than will pass at the end of the semester. By the time a student has been in a class for four months, or longer as is the case in most instances, the instructor is competent to place a fair valuation on the work of the students in the class.

Frequent quizzes would stimulate an interest in the work, the premium would be done away with and the instructors would be relieved of a mass of extra work at the time when they are all ready crowded.

FLOYD WESTERFIELD

#### MAKE THEM OPTIONAL

Editor Emerald—

In response to your inquiry regarding my attitude on abolition of senior exams I might say that I am heartily in favor of the abolition of senior exams with the qualifying conditions that they be made optional with departments and that a student must have a satisfactory grade before he is exempt. In this way, I don't think that there would be any students who would take advantage of the ruling, by sluffing in their work.

If this plan is adopted it will greatly ease the strain and pressure that the student is under the last few days before commencement. Such a plan as this would be of unmeasurable help to the students, and faculty alike; and would greatly facilitate the commencement work and arrangements, which is necessary at this time.

It is indeed a very progressive step and deserves careful investigation on part of the faculty as to its many meritorious features.

Sincerely  
FRED E. KIDDLE.

#### Faculty Adopts

(Continued from page one)

cluding gymnasium credits, in the Lower Division, in order to get their degrees.

A change will also be made in the announcement of courses. In the catalogs of the departments the courses will be divided under three headings, elementary, advanced, and graduate. In the first or elementary class, designated by numbers from 1 to 99, will be listed the courses intended for freshmen or sophomores. "While these may often be taken as free electives by upperclassmen, they are in no case to be counted as part of the major."

In the second or advanced class, numbered from 101 to 199, are to be listed the courses intended for upperclassmen, which may be counted in the major. In the third or graduate work, numbered from 201 to 299, will be listed those courses for graduate students, available to them either as major or minor work. These graduate courses will usually be open to qualified undergraduates, and in such cases acceptable as part of the major.

The course of study committee, the author of the plans adopted by the faculty, consists of W. P. Boynton, chairman, F. S. Dunn, J. H. Gilbert, D. W. Morton and F. L. Stetson.

#### Y. M. Cabinets

(Continued from page one)

bell will preside and during the evening the Girls' Glee club will sing.

The delegates to the conference are as follows:

O. A. C.—Alice Lundgren, Claire Carter, Christine Abbot, Bernice Forrest, Marilla Dunning, Doreal Elliott, Addie McCullough, Lillian Frances, Mrs. Adolph Ziegler, Catherine Tweed, Bertha McCormick, Esther Iverson, Martha Bechen, Annie Lindsay, Florence Berchold, Beulah Morgan.

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## APRIL 2 and 3

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Albany College—Eloine Leighton, Helen Lee Sarah Watson, Margaret Gibson, Katherine Livengood, Miss Elizabeth Irvine, Abby Green, Florence Hunter, Ruth Clause.  
Chemawa Indian School—Leona John, Mae Adams, Elsie, Spokane, Agnes Swanson, Martha Spregue.  
Eugene High School—Ruth Flegal, Florence Niles, Velma Rupert.  
Willamette University—Mildred Wiggins, Rosamond Gilbert, Vesta Mulligan, Gertrude Dillard, Margaret Fuller, Rita Hobbs, Esther Taylor, Gladys Nichols, Fannie McKennon, Mable Garrett.  
Philomath College — Madge McKellips.

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### MEN JOIN MEDICAL CLASS

Dr. Darrow Gives First Lecture on Relief Work.

Fifty University men heard Dr. G. E. Darrow lecture on sanitation and hygiene Thursday evening at the gymnasium. Dr. Darrow will have charge of the more advanced instruction in medical relief work in connection with the newly organized volunteer military corps. The more common and practical side of relief, such as bandaging wounds, will be in charge of Coach Hayward.

Having recently been appointed to the officers reserve list of the United States hospital and relief corps, Dr. Darrow is in a position to give the men who intend to go into the medical reserve corps, expert information. His lecture Thursday evening was only the introduction to his series of instructions and was consequently somewhat impromptu. Dr. Darrow will give the class instructions each Thursday from 7 to 8 p. m., in the men's gymnasium.

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