Oregon Daily Emerald

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Spoon Feeding

"A LITTLE more oatmeal for baby."

"Come, baby, see the pretty porringer and the nice sugar and cream-don't you want to grow to be a big boy?"

Such is the attitude implied by the recommendation of classsectioning on the basis of "ability" which has received so much attention from the University faculty during this year. In February the faculty approved the giving of a general intelligence test to the entering freshmen, following the model suggested by Dr. C. E. Seashore of the University of Iowa. Many looked with favor upon the supplementary condition-that of dividing the classes into groups, according, as we have said, to "ability" judged by the intelligence test and supplemented with a certain amount of work by the students, as favored by Dr. Raymond H. Wheeler, of the psychology department.

The Emerald is, in general, in favor of the general intelligence test, if one could be devised which would prove in the least indicative of the student's general capacity, and if it would be used, as has been suggested, in cases of doubtful performance, to give the able student another chance. But the Emerald is definitely opposed to the sectioning of classes on the basis of any such test for certain definite reasons.

In the frst place, the measure is a frank case of benevolent paternalism. It is intended "for the good of the student." So far, however, we may appreciate the motive. But there is a grave doubt as to whether separating the sheep from the goats is advantageous. There are so many bases of judgment which an intellgience test at the present imperfect stage cannot touch. How will one measure perseverance? Or ambition? And practical social qualities as well as "brain-power"? And who is to do the judging? ----

And then, granting that the judging has been made on the basis of "ability"-will not the herding of the goats together make them goats more than ever? And will not the sheep form an "intellectual aristocracy"? The rubbing of elbows is one of the soundest reasons for democracy in education. If this principle be false, then the whole system of university education at the expense of the state is in considerable error, since the state-financed institutions purport to provide higher education for the masses-or such of the masses as desire it.

After the classes are sectioned, the benevolent paternalism takes the added turn of over-supervision. Under the present system the student in the University cannot take exactly what he wants, regardless, and expect to get a diploma. There are certain required courses, which he may or may not consider suited to his needs. He is, however, free to exercise the power of selection to the extent of allotting what amount of his time shall be spent on each subject—whether he wishes to give it the amount of attention needed to approximate a I grading, or whether he wishes to treat it less seriously and come in the IV class. But lo! Under the new system, he would not only be directed as to what to take, but how to take it!

Elasticity thereupon vanishes. If the object be to simply prevent a certain amount of flunks, to "salvage" here and there, it is true that it might in some cases be done. But the good student would be penalized for his scholastic ability by being loaded with work, and the one not so good might after all have a hardship worked upon him under the present grading system, since there is one qualitative basis for all, and the standard set by the few in the upper strata (if the plan works as those who favor it say it would) would force his grades down in proportion. And would the best instructors be given to the upper or

There is another factor to be considered: competition, the stimulation of different types of mind in contact, would to a great extent be eliminated. Why create a condition so unnatural-so unlike life? Baby may not know what is best for him to eat-but a university baby is in a fair state never to know what is best for him if he does not know now. After he has had the oatmeal of "learning" crammed down his throat with a pedagogical spoon and is turned out to feed himself, how much better off will he be?

The sectioning would be a mental shackle which could easily become intolerable. The student in the university is presumably here for a purpose-he knows what he wants. He prefers education served cafeteria style, or at least the privilege of politely passing his plate. He does, and rightly, eschew spoon-feeding, no matter how attractive the porringer or how shiny the spoon.

Campus Bulletin

Women's League Executive Council-Important meeting tonight at 7:15, weman's room, Woman's building. Old and new officers must attend. Installation of of-

en's Hygiene Examinations-Men absent from section meetings this week call today at office of department for men for questions. Pi Lambda Theta tea to be given at Mrs. Stetson's on University street, Thursday, May 28, at 3:30

Le Foyer Francais-Meeting tonight, Y. W. Bungalow. All students who have had at least one year French invited.

fen's and Women's Glee Club-Meet at 5 p. m. today in music auditorium. Very important: fortar Board—All old members meet today, 11:00, Journalism

IANE THACHER PLANS RECITAL FOR STUDENTS

Piano students of Jane Thacher, ead of the piano department in at 4:30 o'elock.

The program for the affair is as school tonight.

COMING EVENTS

Thursday, May 28 11:00 a. m.-Assembly, Bishop Sumner, "Border Lines," Woman's building.

5:15 p. m.-Batallion parade, R. O. T. C. field. 8:15 p. m .- Senior recital, Ruth Akers, Music auditorium.

Priday, May 29 6:20 p. m. - Emerald staff banquet. Woman's building.

Prelude and Fugue, Bach, Celeste Campbell; Melody, Rachmaninoff, Adalaide Johnson; Spinning Song, Mendelssohn, Alma Lawrence; Dance, Debussy, Lois Everson; Tarantelle, Chopin, Mrs. Hovey; Nocturne, Spring, Chopin, Inez Calhoun; Etude, Liszt, Virginia Owens; Dance Americaine, Mowry, Katherine Graef; Minuet, Grieg, Vivian Eiker; Etude, Mosykowski, Elizabeth Null; Tango, Ameniz, Laura Prescott; Three Preludettes, Marion Bauer, Claudia Parker; Etude, Chopin, Barbara Edmunds; Rhapsody, Liszt, Harriett Baldwin; Mandalinata, St. Saens, Wanda Eastwood; Etude, McDowell, Lois

HALE TO GIVE SUTHERLIN COMMENCEMENT ADDRESS

the school of music, will hold their school, will leave today for Sutherlast class meeting of the year in her lin, Oregon, where he will deliver home, Wednesday afternoon, June a commencement address to the students of the Sutherlin high

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