

Oregon Daily Emerald

University of Oregon, Eugene

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THE whole object of education is to get freedom and give freedom, to enjoy freedom. —Robert Frost.

Manumitting The Student

IT'S always bothered me in my teaching that the student was such a willing slave. You got him in between two high fences and you kicked him down along to his degree . . . or up along." Robert Frost, New England poet, told a group of students at the Wesleyan Parley.

Mr. Frost is interested in the manumitted student, who is not widely different from the manumitted slave. For "the whole object of education is to get freedom and give freedom, to enjoy freedom."

"The freedom I'd like to give is the freedom I'd like to have . . . It's the freedom of my material. You might define a school boy as one who could recite to you, if you started him talking, everything he read last night, in the order in which he read it. . . That's just the opposite of what I mean by a free person. The person who has the freedom of his material is the person who puts two and two together, and the two and two are anywhere out of space and time, and brought together. One little thing mentioned perhaps, reminds him of something he couldn't have thought of for twenty years. . . There's too much sequence and logic all the time, of reciting what we learned over night. . ."

"You might ask me this question: How am I am going to find time? I would so run a course by self-withdrawal. I would begin a course by being very present, and then slowly disappear. A sort of vanishing act. I'd rather melt away just as I stood there, and leave a fellow more and more alone, and let him feel deserted, like a baby in a room alone. Give him that terribly abandoned feeling, left to the horrors of his own thought and conscience. . ."

"I mentioned . . . the ability, or the weakness, the strength to be swept away, to be carried away, by something more than beer, and games, and so on. . . I like people who can't help thinking and talking about things, to the highest reaches. That of course is the great thing. . ."

"You may say there's plenty of provision for that in school. But is there? Freedom to do more than you're asked to do? No, you haven't, either. Every minute's provided for. I would say to my class, 'I am entitled to nine hours of your time—three in my class and two outside for each of those. All right, I present it to you. This is the time you can lose yourselves. You've got to do some losing of yourself to find yourself. I touched it and remit it, as Kipling says. I'll keep the in-

stitution off your back to that extent. . . 'Nothing may happen nine weeks out of ten. All those hours may be wasted. I think in the years, though, something may happen. . . 'You are right, Mr. Frost, there is no freedom for doing more than one is asked to do. There is neither time nor provision for withdrawal and for "the freedom of material." Our university educational system still demands that we recite "what we learned over night." "Self-withdrawal" and "freedom of material" are interpreted as cuts,—deadly sins. . . That is why a self-constituted student committee is fostering an honor plan: so that those who seek "the great thing," who have the desire to "think things to the highest reaches" may be enabled to do so. . . And Mr. Frost adds too: "There's an attempt in the honor course to get toward what I mean."

I Am Dying, Egypt. . . Dying

I AM dying, Egypt. . . dying. . . Sounds of the swan song are fading, and "Collegiana," McGill Daily's column of evidence of the feckless folkways of our collegiate kiwanias, is dead. . . The untimely demise is due, the editors explain, not to any violence on the part of belittled vigilance committees or football coaches, but to simple satiation and lack of variegated diet. . . "The yokel displays no originality," the editors complain. "His babooneries have a tedious way of repeating themselves. The editors were filled with a becoming boredom and ennui. Therefore, 'Collegiana' dies. But not its purpose: that never dies so long as yokels perpetrate tomfooleries which are as evident as a wart on a bald head. To other campuses, however, we pass on 'Collegiana.' They need it as badly as we do."

Round one for the yokels. There are too many of them to be conquered just at present. They have smothered this effort, as they will smother greater ones, by the sheer weight of their own tiresomeness. And they have further destroyed a pleasant oasis in the desert of college journalism. . . Catullus Kelly, "a blond Rabelaisian man," contributes the epilogue: Weep for Adonais, he is dead. Here is a droll business Gentleman: Jurgen, Bruga, and old waggish Solomon And Solomon, and Bruga, and Jurgen and Euphorian Are done. And Adonais And And Collegiana. Gentlemen . . .

H. A.

barely suggested it. But neither offered any remedy for it other than making entrance requirements stricter. If a farmer wishes to change the course of a water stream that cuts through his field, he will not commence at the far end of the field but will go back and start from the origin of the stream, because the change of course can be brought about with much less effort. When the course of the stream is changed he fills in the ditch caused by the stream,—eventually making his farm look as it ought to look. This is true of our university problem. That is, if we are to bring about educational reform, we must start from the public schools where the cause has its origin. For there the cause can be remedied much easier than it can be in the colleges or universities. That children can be managed much easier than high



YES WE ARE ALL IN FAVOR OF THE PROPOSED PENSION FOR AGED TEACHERS.

This is supposed to be a democratic university, but there are distinctions being made, nevertheless. Why was the lost cow denied admittance to the depot the other day? Only this week this paper told of "The Great American Ass" being received at the library. . .

OREGANA DRIVE (Apologies to Omar)

Within each booth of pasteboard painted green

There is a maid of winsome beauty seen.

"Come fill the cup!" the Oregana croons,

"And get receipts before you leave the scene."

The Writing finger writes: and having writ

Hands out a slip with weird-like signs on it.

Lift not your hands aloft. The sky

As impotently weeps. Nor does it care a bit.

"Well!" murmurs one, "Let those who care to, buy.

My little bag of shekels was long since rendered dry.

But fill me with the oft-familiar juice,

Me thinks I might obtain one on the sly."

.. . .

This is National Thrift Week.

House managers have been looking forward to it and making preparations for suitable menus for some time. . . .

Unless something is done about it right sudden, a period of a few weeks is going to elapse in which no member of the faculty is kicked out by the taxpayers of the state. . . .

"I didn't know they had been

school or university students needs no argument to convince anyone of its validity. . . .

Obviously the fundamental cause of our problem lies not within the university but outside of it. Hence the necessity of starting our reform where the trouble itself commences. And unquestionably the place is in our public schools. . . .

If the intellectual atmosphere of our campus is to prevail, we must have better trained teachers for our public and secondary schools, teachers that are capable of teaching their pupils something more than mere Rip Rah Ree, Our Captain (Our Team) Rah Rah Rah. That is, we must have trained teachers, teachers that understand the psychology of children,—teachers who are familiar with pedagogical methods,—teachers who love teaching above everything else—teachers that are not interested only in their pay check but also in their pupils, teachers who when asked how they like teaching can reply as did a Eugene high school teacher: "I am just crazy for it. Isn't it a shame for one to take pay for doing what he likes to do?"

Possibly some or all of the committee members would agree that that is the type of teachers we need everywhere. Yet if we were to prepare for teachers, we would condemn the methods used by our school of education, or any other teachers training school. Forgetting that children do not use a college man's vocabulary and unaware of the fact that, if we are to be successful, we must learn their language and their modes of behavior. Such methods can be acquired from no other schools except those whose business is to train teachers. But unfortunately teachers cannot be made from students that lend themselves to teaching for its pecuniary returns. . . .

If we are to raise the intellectual standards of our campus, we must receive material with appetite for learning. But such material will never reach our campus or any other campus as long as the majority of our grade school teachers, are nothing but high school graduates and the high school ones are what the committee classed as studiers. . . .

Therein, somewhat unsystematically stated, lies the trouble of the situation. Can this committee do the seemingly impossible?

C. LOUKAS

Editor's note: Mr. Loukas is in error in his interpretation of the committee's program. As explained yesterday no attempt is being made to deal with the impossible. For just this reason neither restriction of entrants nor reform of teaching methods in the state primary and secondary schools is being advocated, necessary as these changes may be. . . .

It is recognized that a state university cannot successfully limit its enrollment to any appreciable extent. Therefore this matter is not concerning the committee. The problem is one of making readjustments within the present university structure so that genuine students may be permitted, probably through means of an honor system, to do genuine work. . . .

having a matinee at the Guild theatre today." "They haven't. That is only the crowd of stenographers and office help leaving the administrative offices. . . .

No Gretchen, Winston Lake is not a summer resort. More nearly a last resort. . . .

Vern Fisher went to The Dalles Saturday, accompanied by E. A. Troutman. (Local in Maupin Times.) Something fishy, but they should have gone Friday. . . .



"Did you see the cartoon and joke from the Webfoot that is in the last issue of Judge?" "No. Is that cartoon by Klep?" "No. It is that other one."

ABERCROMBIE WINS AGAIN He didn't enter Wrigley's Catalina channel swim because he thought the \$25,000 prize was to be given in gum. Just imagine that!

What has happened to the campaign put on by the Portland Chamber of Commerce last winter for a cultured Portland? Have they given up the idea of having all the men dine in formal attire one night each week? . . .

Hash little freshman, Don't you cry; You'll be a student investigator By and by. . . .

TABLE ETIQUETTE If carrot gets lodged cross-wise in throat, tie knife to shoe lace and carefully lower down throat. Sever carrot with great care, being careful not to mutilate tonsils. . . .

My cutie's due At two to two, She's bringin' lots Of good home brew, and say! Don't think it hasn't any kick. It must because it makes me sick. My cutie's brew is due at two today. . . .

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Junior Week-end Directorate will meet today at 12 o'clock at the College Side Inn. . . .

Crossroads: Meeting tonight. Same time. Same place. . . .

Women's League tea today from 4 to 6 on sun porch of the Woman's building. Big Sisters are urged to

attend and bring their little sisters. To-Ko-Lo meeting tonight at 7:30 at the College Side Inn. Very important. . . .

Hermian Seminar at Miss Allen's tonight at 8 o'clock. Professor Wyatt will speak on physical education in India. All women physical education majors invited. . . .

Phi Chi Theta meeting tonight at 7:15. Room 106, Commerce building. . . .

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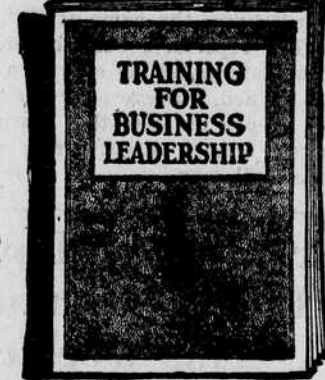
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Communications

The Source of the Evil

To the Editor:

I read with great interest the report of the independent undergraduate committee, and I assure you that I am heartily in sympathy with its analysis of existing conditions in the university. . . .

That our system of education is imperfect is recognized by both students, (of all three categories) and faculty, (divided by someone into great teachers, fame-seekers and wage-lovers) alike. The assumption, however, is that both present and past committees committed the same error. That is, both failed to get to the root of the cause, though both