

Oregon Emerald

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The Emerald's Program for Oregon

1. Advance educational ideals.
2. Promote intellectual achievements.
3. Reorganize the student government structure.
 - (a) Establish a student parliament in an advisory capacity.
 - (b) Establish a faculty legislative committee.
4. Advance a well-balanced athletic program.
5. Promote minor sports.
6. Subordinate extra-curricular activities to academic attainments.
7. Maintain the Emerald on its present status as a representative college daily.

The American people cannot be too careful in guarding the freedom of speech and of the press against curtailment as to the discussion of public affairs and the character and conduct of public men. —Carl Schurz.

CHANGE OUR STUDENT GOVERNMENT

CAREFUL scrutiny of the student government articles now appearing on page one is all that is necessary to make evident the desirability of adopting the new plan which the Emerald advocates. Mr. Prescott's untinted narration of facts indicts Oregon's present system and endorses the arrangement which this paper recently proposed to replace it. His detailed accounts of the situation at other educational institutions show how manifestly the A. S. U. O. might be benefitted by a complete redistribution of executive and legislative authority.

The cardinal features of the Emerald plan are a faculty legislative body and an advisory student parliament with the latter holding enough check on the former to maintain a reasonable balance of power. To date Mr. Prescott has discussed four schools whose systems are basically the same as that which the Emerald advocates. He has quoted facts and figures to prove how much more successful than Oregon they have been in their manipulation of student affairs and finances. He shows undeniably the advantages to be gained by abolition of our present setup and adoption of the Emerald plan in its place.

Student fees are lower at the institutions investigated by Mr. Prescott than they are at Oregon. This is a circumstance which we all can appreciate in these times. The articles also point to numerous privileges and advantages which have been installed through faculty legislation and student advice. They are too numerous to repeat in these columns, but one in particular stands forth in striking contrast to what exists at Oregon.

The constitution of the University of Florida forbids charging Florida students admission to any athletic contest in which Florida teams participate within the state. There is no need to relate how much money such a ruling would keep in the pockets of Oregon students. They would have been admitted free to the U. C. L. A. and Washington football games in Portland, to the Oregon State encounter at Corvallis, and to all the Oregon-O. S. C. basketball conflicts staged on the latter's court this winter.

An inevitable conclusion must be gathered from the Emerald's suggestion and the information presented thereon. Oregon's present system of student government is successful in theory, but a failure in fact. The day for executive boards on which alumni and students predominate are past. The trend towards faculty legislation and student senates and parliaments, in the van of which have marched America's greatest academies of learning, cannot be ignored. The greatest service we could do for generations of future University of Oregon students is to pass a constitutional amendment changing our student government plan to conform to the system now being inaugurated throughout the nation.

This merits more than passing notice. It should receive careful surveillance and serious consideration.

A PLANNED CAREER

THE EMERALD of yesterday carried a story on how members of Mortar Board are selected. To quote, "Emphasis is placed not on the spectacular, or the number of times one's name appears in the papers, but rather on the real value of the work done, on the service one has given."

Perhaps this short paragraph will make clear

to many puzzled women the reason their sisters are chosen for this highest honor. Doing a few things well and maintaining at the same time a high standard of scholarship should be the goal of every freshman or sophomore woman with her eyes on Mortar Board.

Too often the girl who is a leader and competent in many fields will allow herself to be loaded up with more activities than she can possibly participate in and get her studies at the same time. Activities, some of them at least, flourish and grades drop. Probation may follow with total abstinence from extra-curricular work.

As the educated business man who reasons and carefully rationalizes each important move succeeds over the layman who relies on luck, or hunches, so will the intelligent activity woman who plans her career surpass her competitors and be rewarded with an invitation to fall in line behind that impressive procession, Junior week-end.

DECLINE OF THE HOTCHA SPIRIT

AMERICAN universities have been frequently criticized by foreign visitors because they do not instill a curiosity concerning national and international affairs. The typical American collegian is represented as a con skin coated individual, who drives a high powered roadster, carries a flask of gin, and knows all the road houses. The picture has been grossly over-painted.

An interesting sidelight on this is offered by the Christian Science Monitor, which comes to the defense of the modern university student:

"College and university students seem to be 'burning more midnight oil' in study and less gasoline on pleasure drives. The rollicking, care-free type of student usually depicted in humorous magazines and motion pictures no longer represents, if he ever did, the undergraduate of 1933. Evidence to this effect comes from school executives, students' employment bureaus, and from expressions by student leaders.

"Noting a tendency toward more seriousness, particularly among women students, a professor in Smith college recently stated that 'there is much talk of politics, both domestic and foreign; of the several political parties and of the capitalistic system. . . . There is no false pride shown by the students who are feeling a financial stringency for the first time. Very little is thought about what a girl has and more about what she is.'

"Some reports of scholastic records also indicate more diligent application. A dean in Syracuse university, for example, cited the fact that fewer students had to be warned because of low grades in 1932. Such reports, of course, are not yet available from a representative number of schools.

"More convincing is the evidence from meetings such as that of the National Student Federation of America in New Orleans during the Christmas recess. The program reflected interest not merely in campus activities as such, but in national and international affairs. In fact, the students there displayed mature judgment of delaying an expression of opinion whether the full payment of war debts should be sought by the United States. Their decision to conduct a poll on the question and then publish the students' opinion allowed members time to obtain more information and to vote more intelligently.

"One of the most significant changes of viewpoint on the campus relates to the evaluation of academic degrees. Formerly, as the federation was told by Mr. Edwin R. Murrow, assistant director of the Institute of International Education in New York, a college education has been considered worth so much in dollars and cents. Now, with less prospect of immediate employment after graduation, students must think of their training in terms of preparation for living, apart from monetary gains. This change alone may account largely for the apparent determination of students to prepare to meet new conditions, whatever the world may hold in store for them."

GIVE AUTHORITY TO THE BOARD

THE OREGONIAN suggested yesterday that the legislature delegate virtually all authority in higher education to the board. The sooner that advice is followed, the better it will be for all Oregon's educational institutions. Higher learning must be kept as far from politics as possible.

One of education's staunchest backers, E. C. Sammons of Portland, represented the board before the legislature ways and means committee. A fearless and conscientious citizen, Mr. Sammons—"Eddie" to thousands of fellow Portlanders—has been a valuable member of the state board. Few people in the state have as true an appreciation of higher education as Eddie Sammons.

It is far better to let him and his colleagues on the board determine nigger education policies than to throw the situation into the political whirlpools of the legislature.

On Other Campuses

Open-Mindedness

LIKE the poor, there are present in every social group a certain number of narrow-minded and prejudiced individuals who pounce with a certain degree of malicious joy upon every new idea suggested. Often in government and social organizations they are the cause of the failure of some needed reform of progressive thought.

Steadfast adherence to one's principals and convictions is unquestionably one of the finest traits of character to be found. On the other hand, open-mindedness tempered with toleration of other peoples' thoughts will go a long way towards aiding the progress and betterment of society.

On this campus we meet daily this ever present type of individual who scoffs at and condemns practically every new idea that comes to light. Have you ever noticed his credentials?

If he is condemning some new and progressive movement, he usually admits before long that his knowledge is limited because he didn't have time to read the announcement carefully. If he is criticizing some debate or discussion which has taken place, he invariably reveals his absence at the time of the argument and his ignorance of what actually happened.

Assuredly there is nothing more desirable than a controversy over and discussion of all progressive measures. We need individuals who firmly adhere to their convictions. However, criticisms based upon hearsay and sketchy accounts of what is supposed to have happened are not only dangerous, but also detrimental to the progress of society.—Syracuse Daily Orange.

Shades of Simon L. - - By KEN FERGUSON



seen loitering about the Theta house quite recently. (Maybe we're mistaken about this. This man might be Royce Karl Rinehart who is known to be seen around there quite often and has a cousin who lives in Upper Cedar Flats, Minnesota.)

A Message to Garcia

This is one of a series of articles to which outstanding members of Oregon's higher educational system are contributing. Another will be published in the next issue of the Emerald.

By D. M. ERB (Professor of Economics)

THE retiring president of Harvard university, Abbott Lawrence Lowell, in his final report to the board of overseers included a considerable discussion of what he has come to regard as the most valuable objectives in undergraduate college education. President Lowell's lifetime of study and administration in academic affairs, as well as the dignity of his official connection, make his remarks worth pondering. Many of them are sufficiently generalized that they are of significance even for an institution as far removed from Harvard geographically, scholastically, financially, and traditionally as is the University of Oregon. The training of undergraduates is regarded by President Lowell as of primary importance. In one way this is surprising, for Harvard has two-thirds or more of its enrollment in the graduate schools of the arts and sciences and professions. But the point is made that, "If the education of the undergraduates is not serious and substantial all that follows is impaired; for habits of indolence or superficiality indulged in college are hard to overcome, and slow down the march of students in private life and in the professional schools." It should be mentioned in passing that no undergraduate at Harvard is allowed to take any professional work, the idea being that specialization is sound only when built on a broad foundation of the basic arts, sciences, and humanities.

Of course there is a joker in all this. The student may well find that a shift in emphasis in his educational objectives, and that is all that has been suggested, may actually prove to be a direct cause of his economic success. More and more businesses and professions are asking that their prospective employees shall be intellectually alert even at the expense of some technical expertise, that they shall be men and women who are mentally pliable and versatile rather than mechanically perfect robots. But if that trend becomes more decided and more universal it will be merely a happy coincidence, making possible the killing of two birds with one stone. And it is suggested that in any event the larger bird may be education in the liberal sense rather vocational training.

But what is the nature of the "serious and substantial" curriculum which is approved, and where does it place its emphasis? The nature and the emphasis are indicated in the following list of objectives:

1. A less vocational objective.
2. A greater correlation of knowledge.
3. A recognition of the principle of self-education.
4. A stimulation of more vivid intellectual interests.

Students in the University of Oregon need to consider these objectives. In past years it was the custom to ask students in some classes at the beginning of the autumn term why they were in college, but the monotonous unanimity of the answers soon caused the custom to be discarded as a bore to everyone concerned. If the students had any answer which they were not embarrassed to give it was, "To learn how to make a living," or "To learn how to make money," or some variation on that theme. Those of the faculty who do much advisory work are familiar with the students, usually the more serious and more intelligent kind, who come into the office, announce that they are dissatisfied with their course, and doubt the value of staying in school, and who, after a little questioning, admit that the trouble is that they can't see "any use" in a number of subjects which they are taking, meaning, of course, by "any use," any pecuniary or vocational advantage to be derived.

Somewhere, in some manner, everyone from cradle to college has failed to impress those students with the fact that education means something different than learning

A Decade Ago

From Daily Emerald January 27, 1933

Lucky Penny? Coach Rutherford of O. A. C. buried a penny underneath the south goal posts on Hayward field before the annual homecoming classic last fall, "Just for luck." Today Jack High, working with some other frosch, found it and was promptly offered \$25 for it. He declined.

Sunday's edition looked as if the head printer were suffering from astigmatism. The columns throughout the four pages slanted and wobbled in alarming fashion.

These Surveyors A survey conducted on the campus last week showed that the annual Junior Week-end is decidedly unpopular among many students. The value of the "advertising" the University receives from this event was branded as being of a "reverse nature."

Pat Morrisette, in his "Literary Gossip" column, slams the movies in his first paragraph and then devotes the next three to reviewing current films.

Reins of Government An Emerald reporter, browsing through some ancient files in the historian's office today, unearthed the little known fact that the present student body government was originally in the hands of the Laureans and Eutaxians, the first organizations ever formed on this campus.

Questionnaire

By BARNEY CLARK

ERIC W. ALLEN, dean of the school of journalism, submits the following questions as part of the necessary equipment of any well educated college student:

1. What American, holding high political office, is best known for saying, "What this country needs is a good five cent cigar?"
2. Mary is 24 years old. She is twice as old as Ann was when Mary was as old as Ann is now. How old is Ann?
3. Who jumped off the Brooklyn bridge?
4. What state is the longest from east to west, from north to south, and up and down?
5. What present British territory got into the British empire through conquering England, and not through being conquered by England?
6. Who was born over two thousand years ago and hasn't died yet?
7. At one time the American dollar was worth only 90 cents in Mexico, while the Mexican peso, worth 50 cents in that country, was worth only 25 cents here. A cowboy went into Mexico, ordered a drink, tendered two pesos at the bar and got an American dollar in exchange. He then crossed the line, bought a drink on this side, tendered his dollar in payment and got back two pesos as change. He kept this up until he ran into a herd of pink elephants. Question in economics: Who paid for the drunk?
8. Parse this sentence: Teacher said that that that that boy parsed was a pronoun.

The answers to these questions will be found on page one of today's issue.

Contemporary Opinion . . .

Let the Board Do It MR. SAMMONS, chairman of the finance committee of the state board of higher education, tells the legislative ways and means committee that in the making of further cuts below what the board regards as bedrock in higher educational expenditures, the legislature should tell the board what activities to eliminate. A better way would be for the legislature to give to the board full authority to act. Such authority it now lacks.

Mr. Sammons pointed out, for instance, that legislative action would be required to close any of the normal schools or consolidate them. The board, rather than the legislature, ought to have that discretion. Throw into the legislature such questions as that and they will be decided on the basis of political log-rolling rather than by merit. The activities having the strongest and most terrifying lobbies behind them will be retained and the others will lose out. Such questions need to be decided on the basis of careful study and expert knowledge of the whole higher educational subject. Decisions on that basis the board is qualified to make. The legislature is not.

We have, for instance, at this moment the picture of Senator Woodward. For weeks and months he has been shouting publicly his devotion to drastic economy up and down and across—how to the line and let the chips fall where they may. Now he is pleading for retention of the experiment stations and extension work, at a cost of \$300,000. Without in the least condemning these activities, this newspaper will say that it thinks the senator is merely yielding to strong group political pressure. He has been known to do that before now. It is a sample of what happens when the legislature takes into its own hands details of what ought to be expert administration, rather than legislation.

The main point may be stated again thus: The board of higher education, in the fullest spirit of co-operation for economy, has cut its budget to bedrock within the limitations of its powers. The legislature demands further and deep cuts. The legislature, then, should give the board the authority necessary to make the further cuts expertly. We fancy the board, no more than the legislature, will welcome the added responsibility. Nevertheless the point is sound.—Morning Oregonian.

Consider Messrs. Borah, at 68, and Hiram Johnson, at 67. Was there ever a more fiery bit of debate than that they staged about the war-debt incidents of the Hoover-Laval conference? Time has not teamed them perceptibly. The senate seems to conserve the ginger of its members far beyond the normal span of undiminished activity among men.

By contrast look at the age at which presidents and former presidents have died, including Calvin Coolidge. A dozen of the 29 men reached their three score and ten or beyond, John Adams' death at 90 being an astonishing contradiction of the general rule.