

Oregon Emerald

University of Oregon, Eugene

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The Emerald's Creed for Oregon

"There is always the human temptation to
force the erection of buildings, the formulation of
new curricula, the expansion of departments, the crea-
tion of new functions, and similar routine duties of
the administration are but means to an end. There is
always a glowing sense of satisfaction in the natural
impulse for expansion. This frequently leads to regard-
ing achievements as ends in themselves, whereas the
truth is that these various appearances of growth and
achievement can be justified only in so far as they
make substantial contribution to the ultimate ob-
jectives of education . . . providing adequate spiritual
and intellectual training for youth of today—the citi-
zenship of tomorrow."

"The University should be a place where
classroom experiences and faculty contacts should stimu-
late and train youth for the most effective use of all
the resources with which nature has endowed them. Dif-
ficult and challenging problems, typical of the life
and world in which they must live, must be given to
them to solve. They must be taught under the expert
supervision of instructors to approach the solution of
these problems in a workmanlike way. Such dis-
ciplined intellect, with a reasonable command of the
techniques that are involved, with a high sense of in-
tellectual adventure, and with a genuine devotion to the
ideals of intellectual integrity. . . ."—From the Biennial
Report of the University of Oregon for 1931-32.

"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.

CUT DOWN THE CHARGES

INVESTIGATION by the Emerald reveals that the
men's gymnasium charges students approxi-
mately double the purchase cost to replace equip-
ment that is lost. Reason is given that the high
assessments discourage carelessness and eliminate
frequent losses of articles.

It requires no expert diagnosis to disclose the
flaws in such an incongruous situation. Most miss-
ing equipment is stolen. The thief gives not one
whoop whether the lad to whom the article is as-
signed has to pay \$1 or \$2 to replace it. Thieves
are not built that way. Thus the students who lose
equipment at the men's gymnasium are penalized
doubly for another's dishonesty.

If a youth has a \$1.15 sweatshirt stolen by a
sticky-fingered school-mate, is it not enough that
he pay \$1.15, or say \$1.25, to have it replaced? Why
penalize him further by charging him twice
what the article is worth when new? The incon-
gruity of such a situation is apparent at once. It
is reasonable that the authorities at the gymnasium
should assess a 10 per cent administration fee on
all equipment that is missing, but double the pur-
chase price is out of all proportions.

Perhaps those in charge fear that students will
make off with their own equipment if a stiff price
is not charged on missing articles. Logic does not
support this conclusion. No lad of average intel-
ligence and reasoning is going to pay for second-
hand equipment what it costs when brand new.

Taken by and large, there is little to support the
exorbitant prices now charged by the men's gymna-
sium for lost equipment. A 10 per cent admini-
stration fee, just enough to place a premium on
carefulness, would be sufficient. It would accom-
plish all the good which the present assessment is
designed to attain. It also would lighten the loads
on the pocketbooks of the young men who are un-
fortunate enough to have their equipment stolen.
It cannot be denied that this move would be in
keeping with these difficult times.

The men's gymnasium has been a leader in
other progressive changes. We have enough faith
in the foresight of Paul Washke and his aides to
believe that a reduction in replacement charges
will not be long in forthcoming.

PICTURES OF VALUE

THE PICTURES which the Faculty club is pre-
sents as its annual winter series compare to
our current cinemas as do the classics of yesterday
to most of our rather feeble contemporary litera-
ture. They are epics of the screen and merit great-
er patronage than they generally enjoy. From them
can be derived cultural and educational advantages
not to be obtained from other cinema presentations.

Today the club is sponsoring a delightful German
production that centers about the life of the con-
cert master, Johann Strauss. The music alone is
worthwhile. It brings a vivid picture of the Ger-
many of old, before the scourge of war crushed

the government that Bismarck and Von Moltke
built. The offering also is an historical success,
and should be of interest to college students, whose
average cinema choice does not tend towards pic-
tures of educational value.

FIGHTING FURTHER REDUCTIONS

THE VIGOROUS fight being waged by Chan-
celor Kerr to prevent further cuts in the budget
for higher education is worthy of commendation
from his friends and foes alike. Largely because of
the effective work of the chancellor and the state
board, budget reductions by the legislature have
this long been forestalled. With every resource at
their command, Kerr and the board members are
attempting to show the senators and representa-
tives of the inadvisability of ordering further cuts
in the appropriations for higher education.

Higher learning throughout the nation is under-
going severe restrictions these days, and Kerr and
the board are striving to convince the legislature
that Oregon's system already has sustained the
largest reduction it can suffer without being
crippled completely. The outcome is not yet de-
cided. The legislature has yet to say whether it
will order additional cuts in the appropriations for
higher education. But, regardless of the conclu-
sion, Kerr and the board members, especially E. C.
Sammons of Portland, must be given due credit for
their active opposition to further retrenchment.

DR. REBEC'S QUESTIONS

DR. GEORGE REBEC, dean of the graduate
school, has come forth with as baffling a series
of questions as it has been our lot to encounter in
some time. The Emerald editorial board spent a
portion of yesterday afternoon in an attempt to
reach an agreement on the correct answers. There
was no general consensus of opinion, but in the
main the answers were mostly negative.

The questions, admittedly controversial, are so
worded that a definite answer of "yes" or "no" is
almost impossible. It is said that the answers will
relieve considerable of the student's character and
the state of student ideas.

The questions reprinted from yesterday's Emer-
ald, which are to be answered by a simple yes or
no, follow:

1. That man is educated who is adjusted to the
life of society in its actual concerns and processes,
with a frank and distinct emphasis on the man's
economic vocation. Yes or no?

2. American democratic culture is not much in-
terested in religions which busy themselves with
eternity and the other world, or philosophies seek-
ing the "absolutely real," or an art or literature of
the high-aloft classical variety. American demo-
cratic culture must keep close to the common lot,
and the common experiences. Do you agree?

3. The kind of mathematics, physics, chemistry,
and biology that should be taught young Americans
is that which lies close to the life they have to
lead. Yes or no?

4. The topics in history which educate are those
which illuminate the present; history as archaeol-
ogy does not educate. Yes or no?

5. The social science which the educated Ameri-
can of tomorrow wants is not that which discusses
abstract and ideal politics, or even studies too ap-
proximately the framework of our own government,
but that which enlightens him concerning the immi-
gration question, lawlessness as a national phenom-
enon, the actual working of prohibition, the reason
for the maladjustment between production and dis-
tribution in our capitalistic society, etc. Yes or no?

6. The literature courses should have a lot less
of English literature, including even Shakespeare
and the great poets, and still less of Dante and Vir-
gil and Homer, and all the rest of the high-toned,
far-away classics, and a lot more of our own Ameri-
can literature, and the latter brought pretty near
to date. Yes or no?

7. The common sense goal of education is to re-
concile Success with Service. Are you satisfied?

It is our belief that many highly educated people
would be embarrassed in an attempt to answer the
interrogations. The "yes" or "no" answers repre-
sent entirely opposed viewpoints in education, sci-
ence, sociology, history, and other fields.

They cleverly test, however, the students' re-
action to pure science as opposed to applied science,
the abstract to the concrete, the theoretical to the
practical, and intellectual thinking to technical
thinking. They show the extent to which university
training has broadened the student and modified his
reactions.

A doe with six-pointed antlers was killed by
Winship Nunnally of Atlanta at Sea Island, Ga.

Who's Who

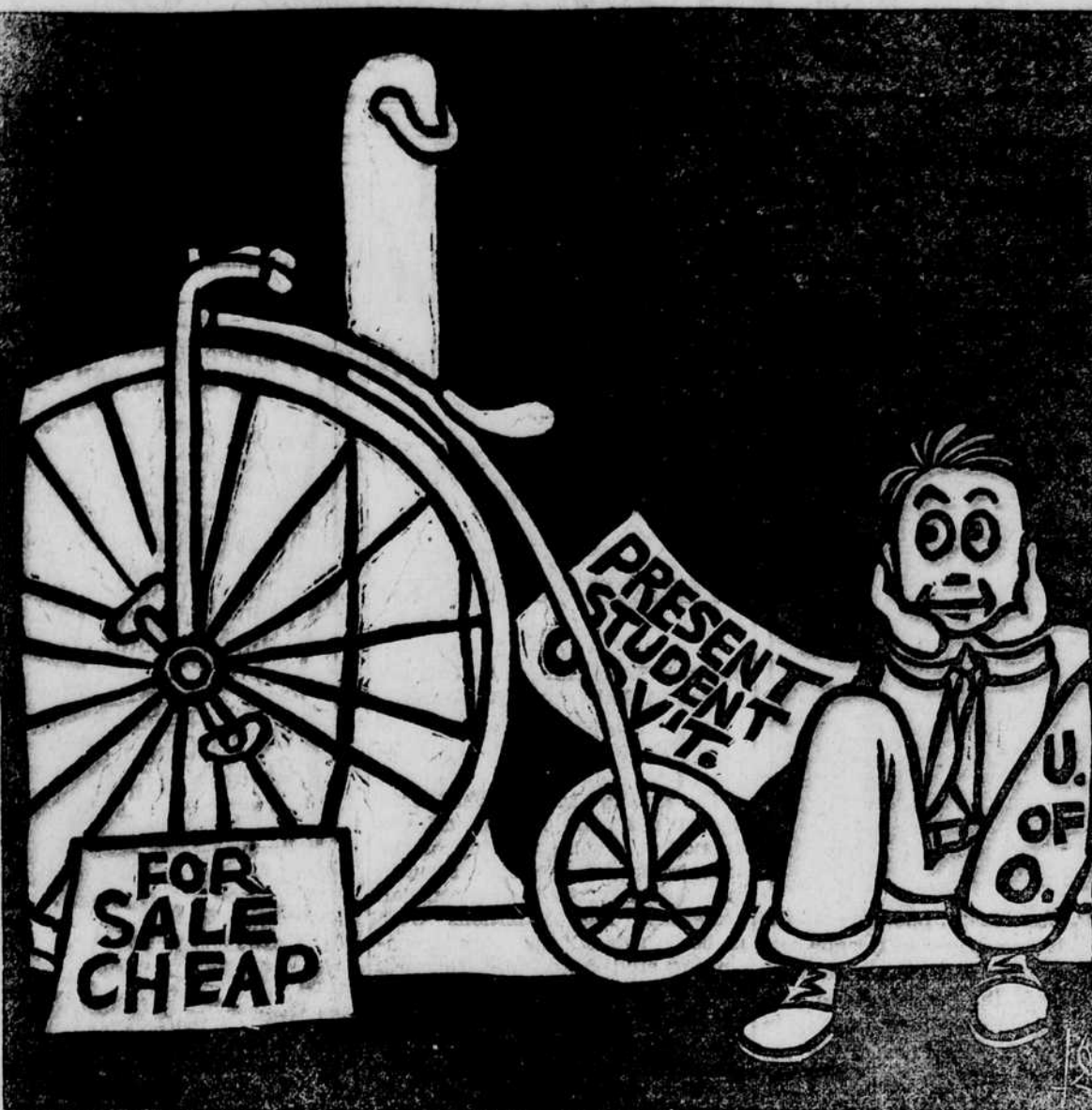
BARNETT, JAMES DUFF, univ. prof.; b. Cairo,
Egypt, October 25, 1870; s. James and Margaret
Lees (Duff) Barnett; A.B., Coll. of Emporia, Kan.,
1890; Ph.D., U. of Wis., 1905; unmarried. Fellow
in polit. science, 1902-03, asst. prof., 1903-05, U. of Wis.;
instr., polit. science, 1905-06, prof., 1906-08, U. of
Okla.; prof., polit. science, U. of Ore., since 1908.
Mem., Am. Polit. Science Assn., Nat. Municipal
League. Author: Operation of the Initiative, Refer-
endum and Recall in Oregon, 1915. Contrb. to legal
and polit. journs. Home: Eugene, Ore.

Cloran, Timothy, university prof.; b. nr. Cuya-
hoga Falls, O., Jan. 9, 1869; A.B., Adelbert Coll.
(Western Reserve U.), 1891; U. of Berlin, 1879-98;
U. of Strassburg, 1898-99, Ph.D., 1901; U. of Paris,
1904-05; U. of Madrid, 1905-06; m. Lauretta Edith
Murphy, of Upper Alton, Ill., Sept. 7, 1899. Instr.
in Latin and Greek, Beneva High School, 1891-93;
prof., French, German and Greek, Shurtleff Coll.,
Ill., 1893-97; prof., modern langs., U. of Ida., 1899-
1900; adj. prof., Romance langs., Vanderbilt U.,
Tenn., 1900-04; asst. prof., Romance langs., 1906-
07, prof. since Jan. 1, 1908, U. of Ore. Democrat.
Conglist. Mem., Beta Theta Pi, Phi Beta Kappa.
Author of a Philol. study of "Angier's Anglo-Nor-
man French Translation of the Dialogues of Gre-
gory the Great" (manuscript 24766 of the Nat. Lib-
rary, Paris), 1901; also an edition of Chateaubri-
and's Atala, 1911. Home: 631 15th Ave. E., Eugene,
Oregon.

Conklin, Edmund Smith, prof. psychology; b.
New Britain, Conn., Apr. 19, 1884; s. Edmund Sid-
ney and Catherine Annette (Smith) C.; B.H.,
Springfield (Mass.) Y. M. C. A. Coll., 1908; M.A.,
Clark U., 1909, fellow in psychology, 1909-11,
Ph.D., 1911; m. Helen Corey Holbrook, June 27,
1913; children—Marietta Muir, Edmund Holbrook.
Asst. prof. psychology and acting head of dept.,
U. of Ore., 1911-13, prof. and head of dept., 1913-
29, prof. and chmn. dept. since 1929, acting dean of
grad sch., 1922-23; visiting prof., U. of Chicago
Div. Sch., winter 1931. Mem., editorial bd. Jour.
Genetic Psychology, Genetic Psychology Mono-
graphs. Fellow, A. A. A. S. mem., Am. Psychol.
Assn., Western Psychology Assn. (pres., 1924).

Any Offers

By KEN FERGUSON



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 WAYNE L. MORSE

(Dean of the School of Law)

IT is generally recognized that

the administration of American

criminal justice is in need of a

great deal of improvement. How-

ever, it is socially dangerous and

costly to introduce changes in our

criminal law machinery, as it is a

common practice for legislatures

to do, unless those changes are

based upon objective data or at

least are representative of the

opinions of a large number of those

who because of training and ex-

perience, are best qualified to

speak.

The "professional reformer"

with his snap judgments and in-

terferences from unproved premis-

es, motivated often by prejudice

and selfish interests, constitutes

perhaps the greatest obstacle to

sound criminal law reform. He

often succeeds in swaying our

law-makers into enacting into law

his pet theory which in due time

proves itself a failure with the re-

sult that the legal profession espe-

cially and the public generally are

losing confidence in all legislative

reform programs.

It is true that the value of law

reform as a means of controlling

the crime problem has tended to

be over-emphasized, yet it is un-

doubtedly true that if crime as a

social disease is to be checked, one

important therapeutic measure

along with others will always be

the enactment into law of sound

legal reforms.

On the other hand, many changes

can be brought about without

the enactment of legislation if

those entrusted with the admini-

stration of criminal justice will re-

cognize and assume their full re-

sponsibility to the public.

Undoubtedly the efficiency of

the system must be measured in

terms of its effects upon those ac-

cused of crime and upon society as

a whole. Such standards are not

fixed and certain, but rather are

often intangible and exceedingly

elusive. It is self-evident that

American criminal justice is in-

efficient and, what is more, that it

often produces social ills as se-

rious as those it seeks to cure. It

costs inestimable sums of money

and it is wasteful of energy and

far too often of human lives. It is

hobbled with the theory of punitive

justice, fixing punishment, as it

does, according to the offense com-

mitted. It is saddled with many

obsolete legalistic concepts which

were formulated by courts of the

past at a time when little was

known of the science of human be-

havior. It is administered today

by public servants, most of whom,

though honest and well meaning,

have had little training in the so-

cial sciences. Further, they are

not provided with the necessary fa-

cilities or with expert assistants

so that they can apply the many

contributions of social science to

their work.

The administration of American

criminal justice will not be great-

ly improved until the people de-

vote a corresponding amount of in-

telligence, time, energy, and money

to controlled social planning as

they have devoted to the develop-

ment of our great technological

system. The social system with its

units of human behavior is more

complex and intricate than the

technological system resulting, as

it does, from a knowledge and ap-
plication of the laws of the physical
sciences; nevertheless it, too,
functions on the basis of cause and
effect relationships. The task of
the social scientist is a challeng-
ing and difficult one, made more
difficult by the obstacles of popu-
lar prejudices, social taboos, emo-
tionally colored "moral" dogmas,
selfish desires of affected inter-
ests, and politics.

Improved criminal law machin-
ery alone will not solve the many
complex problems involved in the
administration of criminal justice.
Incompetent and poorly trained
administrators can negative the in-
herent values of any administra-

After continual and fortunat-
ely ineffectual attempts to use
this column for publicity and ad-
vertising purposes we again pub-
lish our advertising rates, in an
attempt to undercut the notorious
Mr. Schenk:

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at \$0.1 per each (A substantial re-
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Address all correspondence care
The John J. Wumple Concrete and
Asbestos Treating Company,
Poughkeepsie, N. Y.

Guy S. Claire, versatile law pro-
fessor, is reported to have received

promenade by carol hurlburt

NO matter how well educated we
become (as determined . . .
with apologies to Dean Eric W.
Allen . . . by whether or not you
know how the expression, "He
didn't do right by our little Nell,"
originated), we still are members
of that strange institution, "The
Animal Kingdom."

All year long different persons,
co-eds, professors, and freshman
men, have come to me, asking
"Can't you do something about
the way the men dress on the cam-
pus?" The point being that, with
dirty cords, coat tails flapping, and
shirt awry, you don't do much
credit to this kingdom of ours in
spite of the fact that you may
know all about Little Nell. Being
a mere woman I, obviously, can't
do much about the appearance of
the species masculine, and so I
asked Bart Siegfried and Jim Em-
mett, both specialists in the gentle
art of men's apparel, what they
could suggest. Together we hit
upon a solution: in this issue and
the nine following they will select
the ten men whom they consider
to be the best dressed on the cam-
pus.

Messrs Siegfried and Emmett
select: John Powers, because they
consider him one of the ten best
dressed men on the campus.
(Watch for No. 6!)

Consider how carnivorous, parsi-
tistic we are in this kingdom of
ours. Think of all the little silk
worms that spin their lives out in
a series of endless cocoons to make

the laquered and crinkled silks
that are all the rage just now.
Granulated and blistered wools, off
the backs of a million bleating
lambs, are what you will wear this
spring: wools that feel spongy or
ribbed or fuzzy, harsh or angori-
sh.

The leopard rears its spots to
blush unseen upon the jungle air
until Miss 1933 goes swaggering
down University street in them.
The zebra specializes in stripes,
all for our benefit.

Man is only an animal at heart,
they say, but he goes the animal
one better by the use of his imagi-
nation. We are using spots and
stripes this season, but we are im-
proving on them. You can wear
checks with a night club air,
plaids that swear, diamonds that
scream, circles that shoot off at
a tangent, dots like pink elephants,
and scroll designs with all the
witchery of a Japanese tea garden
... "Where the horses are fast
and the ladies are beautiful," and
a girl's best friend is her mirror.

The expression, "He didn't do
right by our little Nell," originat-
ed with Henry the Eighth, who,
turning on his death bed, admon-
ished his court to "Do right by
Our Little Nell." Little Nell was
the beautiful Nell Gwynn, who
caused Henry to forget his eight
tragic wives.

We Select for Promenade: Bettie
Powell, because she is an honored
member of our kingdom in her
jaunty leopard skin coat.

a silver medal for gallantry in ac-
tion in the world war. We think
it would be appropriate if he re-
ceived a medal for his valiant
work in the law school, too. It
must be tough to have to stay
that long in the same building
with men like Eva, Langtry, Hus-
ton, Elbow, and Brown.

An Emerald headline says: "Ex-
Oregonian writes book explaining
logic." That sounds a great deal
like logic about logic but if it were
logic about logic there would have
to be something logical about logic
about logic. To all of which Harry
Handball comments tersely: "Why
wear a truss?"

ON THE POLICE BLOTTER:
Bill Meissner plus studious look
... Harry Weimar just walking
... Warren D. Smith in the Side
... Bob McCombs talking about
his inamorati ... Julius Rehal
back at the slot machine ...
Maryline New blushing.

Contemporary Opinion . . .

Such Men Are Needed

A FEW months ago, when it ap-
peared certain that E. C. Sam-
mons would resign from the state
board of higher education, some-
thing like consternation spread
among persons who hoped to see
the board's unification plan devel-
op into a broad, well-balanced
program taking full advantage of
all present plant. These folk were
relieved when he finally consented
to remain on the board. Now that
higher education is up against new
legislative difficulties, these
people are coming to an even more
complete realization of the value
of his services.

The most recent public exam-
ple of his work was the defense of
higher education which appeared
under his name in Sunday's Port-
land Oregonian. He pointed out
that higher education