

Oregon Emerald

University of Oregon, Eugene

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The Emerald's Creed for Oregon

There is always the human temptation to forget that the erection of buildings, the formulation of new curricula, the expansion of departments, the creation 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 regarding 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 objectives of education. . . . providing adequate spiritual and intellectual training for youth of today—the citizenship of tomorrow. . . . The University should be a place where classroom experiences and faculty contacts should stimulate and train youth for the most effective use of all the resources with which nature has endowed them. Difficult and challenging problems, typical for the life and world in which they are to live, must be given them to solve. They must be taught under the expert supervision of instructors to approach the solution of these problems in a workable way, with a disciplined intellect, with a reasonable command of the techniques that are involved, with a high sense of intellectual 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.

NEW TEXT BOOKS

ON BEHALF of the students of the University, considerable discretion and good judgment should be exercised by faculty members in selecting text-books for the 1933-34 school year. As has been reiterated on countless occasions, these are not ordinary economic times, and even the dollar or so additional that a new text costs is a heavy burden on numerous students whose families are bearing financial loads they scarcely can carry. We hesitate to advise against the addition of any new texts at all. Such a policy would be penny wise and pound foolish, because in some instances circumstances and the changing of the status quo have so altered ideas and purposes that the use of an old book would nullify the advantage of a course. But, while it is absolutely essential to require new volumes when they are imperative, professors should not be so punctilious and arbitrary that they will insist on the sixth edition of a current text when the fifth would serve just as well. The problem calls for judgment and care. It is to be hoped that the faculty will take into consideration the financial difficulties under which most students are remaining in college. It is not likely that the professors will forget that fact. The all-too-large salary cuts to which they themselves have been subjected make that seem likely.

WITH OPEN ARMS WE HAIL YOU

HIGHER education in Oregon has suffered severe losses in its budgetary allotment, but it has gained invaluable assets that cannot be recorded in cash book or bank account. The appointment of Charles A. Brand and George B. McLeod to the state board is an action that will draw state-wide commendation and awaken approval from every institution. From both the administrative and educational standpoint the governor's selections are indeed praiseworthy. Charles A. Brand, with his extensive experience in educational affairs, will prove a welcome addition to our governing body. All five institutions could hope for no stronger friend to help pilot them through the storm of economic reverses. As a member of the tax investigation committee, Mr. Brand showed unusual depth of understanding, and his acts and judgments disclosed him as an individual with strong convictions, particularly where human rights and justice were concerned. His classical background and his unusual record of public service mark him as a gentleman and a scholar. Higher education will have a prized asset in the person of George B. McLeod. For more than fifty years he has been a public-spirited citizen, making unusual contribution to the economic and social welfare of the state. His long experience as a business executive will help lighten the difficult task of guiding higher education through the crucial period with the maximum of efficiency. His discerning judgment is paralleled by his steadfast loyalty to the high ideals that he has maintained in public and private life. Universities and colleges the nation over are staging a heroic battle for their very existence. But with men like Charles Brand and George

McLeod at the helm, we may be confident that higher education in this state will weather the storm, and take renewed courage in its triumphant struggle with the gales of adversity.

CONFINE IT TO McARTHUR COURT

EVERY so often the A. S. U. O. constitution is good for a pretty swell laugh. A Philadelphia lawyer or a professor in the law school probably could derive considerable amusement from its more ludicrous portions. One of the funniest clauses is that which appears near the end, among the resolutions of the executive council. It was adopted by the executive council in 1923, 10 years ago:

"The executive council prohibits promiscuous selling of merchandise of any kind, or papers, magazines or souvenirs upon the University property, and this shall be construed to include sales of campus organizations. An authorization was given to the finance committee to approve of any such sales as they see fit."

To say the above is ridiculous would be putting it mildly. Who gave the executive council authority to bar the sale of merchandise on the property of the University of Oregon? Surely such power is vested only in the proper administrative authorities, and above them the state board of higher education. Probably the board members would be interested to know that the executive council was voluntarily taking care of some of their authority for them.

The resolution also bars sales in campus organizations, unless these sales be sanctioned by the executive council. Here again, where does the council get such authority? What has it to say about who shall sell merchandise to students in fraternities, sororities, and dormitories? Insofar as we can determine, the only place in the city of Eugene over which the executive council has jurisdiction in the matter of sales is McArthur court and its adjacent properties.

The present executive council is not to blame for the silly resolution quoted herein. It was passed 10 years ago before most of the current personnel was in school. But it should be repealed at once. While it remains on the books, the executive council is attempting to enforce a ruling over which it has no jurisdiction. It is usurping authority which rightfully belongs to the state board of higher education, the University administration, and the individual fraternities and sororities. If the council is determined that the resolution should remain on the books, it should be modified to include only McArthur court. Action in this direction should be taken at the earliest possible opportunity.

THE BENNETT CONTEST

ONE OF the most worthwhile events held on the campus each year has been forgotten in the great consternation over dance arrangements and committee appointments. It is the Bennett essay contest, an annual event that requires both talent and knowledge in writing on difficult problems in interesting and lively style.

The chairman of the faculty committee in charge of arrangements is George S. Turnbull, professor of journalism. To date he has received only two entrants in the contest. For such an obviously sound enterprise, that sort of interest is deplorable. At least a dozen more students should enter.

The first prize is \$25. That should be an inducement.

On Other Campuses

The Oxford Movement

YOUNG men in England and this country are serving notice that they desire no part in the greed that starts a war and the stupidity that tolerates it. Since the Oxford union voted nearly two to one for the resolution that, "This house will in no circumstances fight for its king and country," a wave of student sentiment has swept British campuses and made itself felt on this side of the Atlantic as well. Glasgow university followed Oxford. Students at the University of Leicester, Wales, Cambridge, London, and Manchester are following the example set by Oxford and Glasgow.

What has become known as the Oxford movement has caught on at Victoria University in Canada. In this country, Brown university students are signing pledges against bearing arms in an aggressive war. Early returns from a "peace poll" at Columbia reveal 196 students who assert that "under no circumstances" will they fight for their country. This same poll shows 271 students who would don uniforms only "in case of invasion" and but 35 who say they would care to fight and protect citizens or investments abroad.

Students at Northwestern university held a debate in which the audience voted 68 to 17 that they would not "under any circumstances take part in international war to defend the constitution of the United States."

No one hopes that this registration of student opinion will spontaneously revolutionize the world's attitude toward war. But the opinion of bodies of organized voters does influence the policy of democratic nations. In contemporary Germany, Japan or Italy, public sentiment may mean little or nothing; but it is otherwise in the English speaking nations.

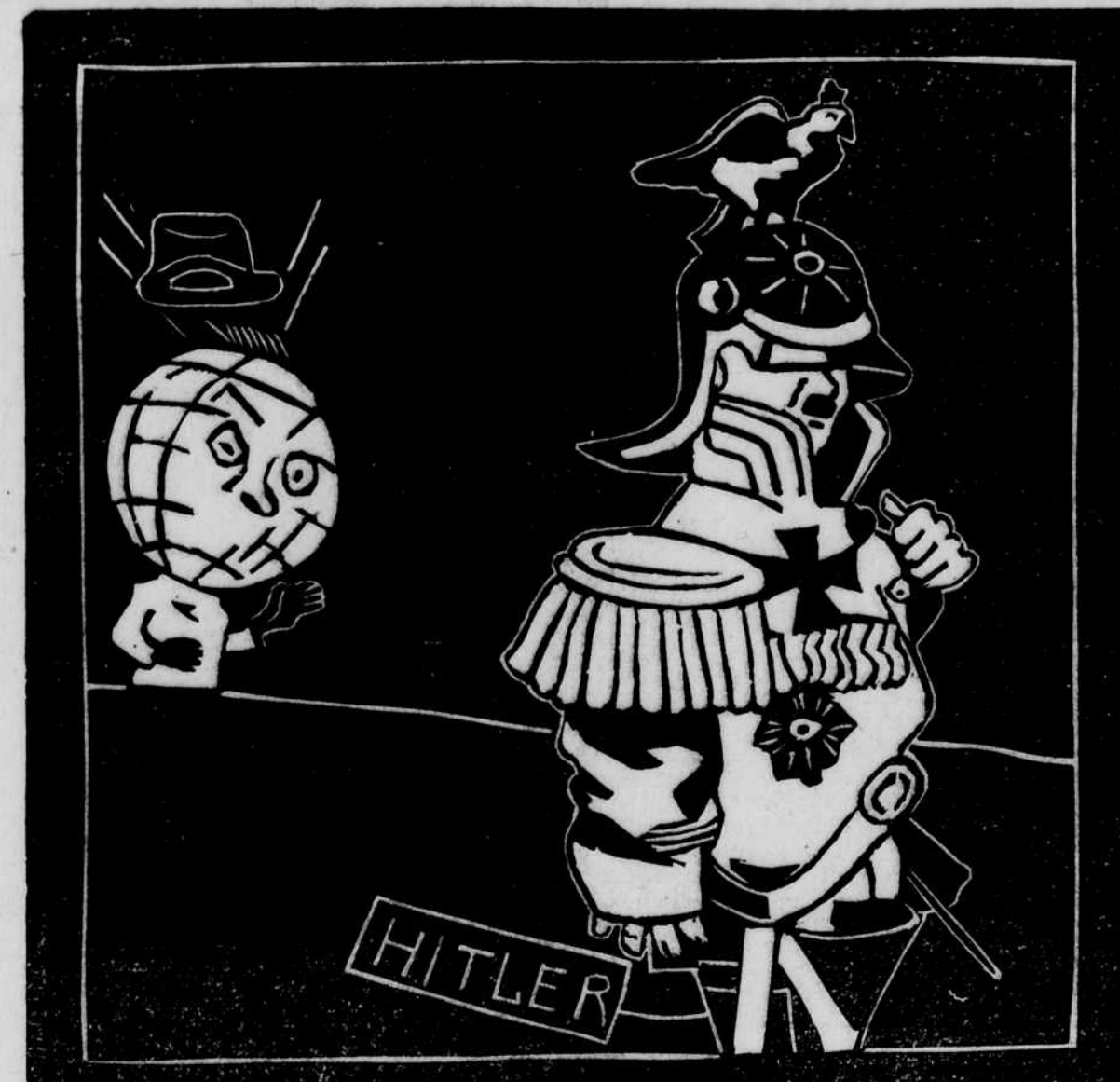
President Walter Dill Scott of Northwestern university went so far as to belittle the pacifistic declaration of his students. He is justified in taking this attitude insofar that pacifistic pledges, alone, cannot prevent international conflicts. But he ignores the necessity for a peace psychology before nations can successfully proceed to outlaw war in practice as well as in principle.

The generation of President Scott and others who would pooh-pooh student peace activity is of the war and pre-war period. They are still under the influence of the propaganda with which nations whipped up mass hatred in the recent war-time frenzy.

But today's students are of the post-conflict era. They hope they represent the beginning of a civilized epoch in which war and concomitant barbarity butchery and idiosyncrasy will become as remote as the history of the ape man.

President Scott would have spoken with greater foresight if he had commended his students for attempting a rational stand, and pointed out that organized pacifism can be only one step toward an end of wars, but that after the peoples of the nations of the world become articulate and impress on their governments their desire for peace, they will have to adopt non-military weapons for settling their differences.—Minnesota Daily.

It Doesn't Fit - - - By STANLEY ROBE



KALEIDOSCOPE

[News and comment from and about persons and institutions prominent in current educational circles.]

LXINGTON, Va.—Radical departure from what is being done in other American universities features a new program for students of journalism in the Lee School of Journalism of Washington and Lee university here.

Reported by William L. Mapel, director of the school, to President Francis P. Gaines of Washington and Lee and to members of the Southern Newspaper Publishers association, sponsor of the journalism school, the revised curriculum makes drastic reduction in technical journalism courses and throws great emphasis on comprehensive background training in history, economics, political science, language, and literature. These background subjects and journalism courses which correlate newspaper practice with current economic and political issues, are cited as "more necessary than any thing else if preparation for journalism is to be training of university caliber."

"If journalism is a trade," Professor Mapel's report says, "it has no business in the curriculum of a college or university. If it is something more than that: a profession or an art, it must comprise more than the relatively easy task of non-interpretative transcription of the minutiae of run-of-the-mill news. For that reason, the Lee School of Journalism chooses from now on to limit instruction in newspaper technique to a minimum and to require in place of advanced technical courses an equivalent amount of student time spent in studies in the background field."

"The time has come," the report continues, "when our school of journalism should take the long view in training young men for journalism. Instead of looking at our graduates in the light of what they will be six months after they finish college, shouldn't we think of them as of 20 years from now? Behind our change, therefore, is the belief that modern conditions favor the informed newspaper man capable of coping with perplexing problems of national and international economy. This doesn't mean that we plan to neglect technical subjects. From now on we shall put on more pressure and do more work for less college credit."

Three main objectives are outlined by Director Mapel. They are: (1) To present a realistic picture of the press as a social force, with frank analysis of strength and weakness replacing blatant and often ignorant popular criticism of the American newspaper and of its place in contemporary civilization; (2) to acquaint students with at least the fundamentals of business and editorial practice; and (3) to correlate the mass of miscellaneous information and methodology acquired in various college courses and apply it to the reportorial and editorial treatment of public questions.

"From now on," the report explains, "we shall grant the bachelor of arts degree in journalism only to those students who have completed with distinction three years in English language and literature, two years of foreign language, three years of history and contemporary civilization, three years of economics of political science, two years of natural science, and a year each of psychology or

sociology, and mathematics. This is what we call background work; it occupies the full time of the student for his first two college years, and more than half of the time of the junior and senior years.

"With the aforementioned background work will be correlated the following journalism courses, each taken for half a year: History and Principles of Journalism, News Writing, Law of the Press, and Copy Reading. These courses will be given in the junior year, along with a one-semester course, meeting one night each week, in mechanics of journalism.

"In the senior year students applying for the certificate in journalism along with the A.B. degree may elect a course called Correlation of Journalism, in which they study problems of history, economics, and government as they present themselves to the newspaperman rather than the layman; or they may continue their study of social-directive aspects of journalism through studies in the formation and control of public opinion and the application of logical methods to interpretation and judgment in the field of current events."

Washington and Lee's new curriculum comes as what may be the final step in an evolution that has been in progress for the last four years. Since 1929 there has been a constantly progressive movement toward less technical work and more strict background requirements. In 1931 the school attracted professional notice by restricting technical journalism requirements to 22 per cent of a student's work in four years of undergraduate study. The new program cuts this percentage down to 17, and specifically states in what other fields a student may do background work. This is done, the report says, "to spare us the embarrassment of declining to approve work we feel below university standards." In the final analysis, technical journalism requirements at Washington and Lee take the place of free electives found in the usual college course of study. Washington and Lee journalism men have freedom of electives, but only in certain fields of study.

"We make this move advisedly and with no claim that it will result in a better type of training than is being offered at half a dozen other and excellent schools of journalism," Professor Mapel says. "We are convinced it will be best for us as we view journalistic instruction, that's all. This program comes as the result of three years of intense study of journalistic curricula combined with nearly 500 interviews or correspondences with editors, publishers, practicing newspapermen in other capacities, and graduates of all recognized schools of journalism including our own.

"This research convinces us of two points: (1) Newspaper editors employing journalism school graduates want young persons who understand the mechanics of news writing and of constructing a headline; have some definite understanding of news values; and are possessed of sufficient formal education to understand what is behind surface appearances; and (2) the best tools used in the practice of journalism as anything more

major are given in history, English, and other subjects. The plan, Professor Mapel predicts, will be in an experimental stage for two or three years.

Many prominent newspapermen have endorsed the plan, including Paul Bellamy, editor, Cleveland Plain Dealer; Karl Bickel, president, United Press; Kent Cooper, general manager, Associated Press; James G. Stahlman, publisher, Nashville Banner, and president S.N.P.A.; Willis J. Abbot, Christian Science Monitor; Victor F. Hanson, publisher, Birmingham News and Age Herald.—From Editor and Publisher, March 25.

Contemporary Opinion . . .

Putting the Finger on Monmouth AS THOUGH the announced necessity of cutting a vast sum from the already heavily-pruned higher educational budget had not caused enough unrest and apprehension on the various state campuses, a sudden campaign to close Monmouth normal has appeared.

Apparently no member of the state board of higher education has had a hand in the unexpected movement. The thrust at Monmouth seems to be another manifestation of the unwelcome interference that every now and then disrupts educational machinery in Oregon. It is to be hoped that the ill-advised statements made by Dr. William J. Cooper, U. S. commissioner of education, during his recent visit to Portland, will not be allowed to add power to the campaign.

Dr. Cooper, apparently in response to direct questions, advocated the closing of Monmouth as an economy measure. Grounds for pointing his finger at Monmouth were, as quoted, that many of its structures are obsolete and that most of its work can be carried on at the larger schools, particularly the University. A little later, Dr. Cooper is allowed to point out that the state should be able to find use for the Monmouth buildings for an orphanage or other state school.

Wouldn't it be splendid to make an orphanage of these alleged obsolete buildings? Obsolete buildings are so frequently recommended for orphanages! Why not be honest about it? If Dr. Cooper and the fellow seekers after economy in education are so positive the Monmouth plant is obsolete, why don't they come right out and demand that the normal school be moved and the buildings razed?

The answer is, of course, that this is hardly the time to recommend destruction of any public property. It's quite the thing to recommend consolidations because that word has come to carry the implication of lessened expenditure, whether expenditure would be lessened or not. And anyway, one mustn't talk of taking something away from any community without throwing out a sop in exchange.

If every public building in the state were to be closed up because of its obsolescence a good deal more than half the institutions would be homeless. There would be no statehouse, no penitentiary, no insane asylum, no state training schools, few city halls, few courthouses, few schools. Most of the school districts of the state would like to build new schools now because prices of materials and labor are so low, but they can't afford to build. They are making the best of obsolete buildings and equipment, happy if they can fulfill present obligations.

They're glad they have buildings and equipment of any kind, no matter how obsolete. The obsolete-building argument simply will not stand.

At the November election it was proved decisively that the people of Oregon want separate institutions of higher learning, the work of which is co-ordinated but not consolidated. Every attack upon Monmouth and the other normal schools failed because it

ignored or twisted important facts. Monmouth stood then and still stands as an integral part of the state's system of higher education. The picture now is unchanged except for the greater shortage of expense money. That shortage is not yet so great that any institution must be closed.—Eugene Morning News.

2,000 ON DECK BUT NOT LADS FROM CORVALLIS

(Continued from Page One) of flesh rolling and struggling over the mat, the puffing and grunting plentiful, and you have the picture. Both were exhausted at the end of the first five minutes and the final two falls were chiefly the result of both being too tired to get up.

Chris Wins, by Cracky Christensen took two out of three falls for the verdict, although his opponent displayed more grappling ability. Clark just couldn't get up after George landed on top of him two or three times with all his 240 pounds.

Bernie Hughes, the rough and tough co-captain-center of the Oregon grid eleven, fought a three-round draw with a handsome Salem amateur heavyweight named George Beecher. Referee Bill Hayward called it even-steven, although Bernie had the best of the slugging, cutting up the valley battler's face in the final round. Beecher, a former O. S. C. student, came all the way from Salem to meet Hughes.

Mahr Reymers fought an old grammar school opponent in Comet Gibson, well-known in southern Oregon boxing circles. Both boys showed plenty of ability, but neither seemed to be in the best of condition and clinching was frequent.

"Badger" Fight Is Oked Other events included a three-round wrestling-boxing affair between Marlon Mann, a grappler, and Wayne Warner, with gloves. The wrestler didn't give his opponent much chance to land and pinned him twice. In the opening boxing match cocky Eddie Vail proved to be too large for Ivan Bergman, courageous little Eugene high school fighter. Referee Hayward obligingly called it a draw.

The "badger" fight, with Roland Rourke and Earl Parker, provided the most laughs of the evening. The two were blindefolded, tied together, and pummeled each other with rolled newspapers. The battle royal, with six fresh numeralmen, ended with Joe Gordon, yearling baseball star, the winner. Gordon and John Hanley fought two rounds after the rest of the six had been floored.

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