

# Oregon Emerald

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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 experience 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 of 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 workmanlike 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.

## THE BUDGET IS PASSED

Portland, May 9.

FOR better or for worse, the state board of higher education has adopted the chancellor's budget and now the people of Oregon will have an opportunity to see how efficiently \$2,278,000 can operate institutions which four years ago required nearly twice that amount. In the boom year of 1929-30 educational funds were at their zenith, there being approximately \$4,850,000 available for the schools. Probably this was too much, but it was not two million dollars too much. Sooner or later the people of this commonwealth will realize that higher education cannot be conducted on starvation rations without there being a severe penalty. The effects of this will not be felt immediately, but will come to light gradually in future generations of unenlightened, dogmatic, uncultured young men and women. Such a picture is terrible. But it is true.

Even more disconcerting than this is the fact that not all the appropriations provided for in the recently adopted budget will go to the cause of higher education proper. Among other things, \$22,000 will operate a radio station at Oregon State college so that the farmers may listen to the latest prices of cabbages and wheat and cauliflower. Another \$43,858 will go to agricultural research. A smaller, indefinite sum will help the inflated informational service publish bulletins telling the farmer how to raise more crops so the present over-production crisis may be relieved. In these times agricultural research is not essential, as witness President Roosevelt's recent recommendation that federal funds for such work be discontinued.

BUT to get back to the topic before us. If the state board of higher education determines that the state college with its 1,971 enrollment should receive far more funds than the University with its 2,045 registration, that is the board's decision and we will have to accept it. The people of Oregon have entrusted the destiny of higher learning within the borders of the state to nine of its citizens. We can do little more than abide by their decisions. All we can do is present to the board our views and pleas and let the members of the board act upon them as they see fit. And so we reiterate to the board and chancellor our old, old plea, first expressed four months ago at the state legislature:

Let higher education be primarily for the youth of the state. Subordinate all outside activities to education proper. Abandon research, radio and such enterprises temporarily, continuing them as soon as the current financial exigencies have passed. Spare no institution in this wholesale elimination of extra-curricular expenditures. Let all schools suffer likewise in this respect. Devote the bulk of the funds to instruction, the nucleus around which all the institutions function. Consider the faculties above administration and all other units. Make higher education for the youth of the commonwealth, and serve their interests by maintaining the respective faculties on a high plane commensurate with their intellects and positions.

TO THE board and chancellor we address this plea. We hope they heed whatever logic they see in it, and we are sure they will. Newspaper re-

ports to the contrary notwithstanding, the budget has not yet run the complete gauntlet of investigation. In Mr. Eddie Sammons' carefully-worded motion was a clause to permit the board to revise the budget as it sees fit. This was typical of Mr. Sammons' keen vision. In the first place, it provides for any sharp fluctuations in enrollment which might take place in the near future, permitting the board to shift funds as is necessary. In the second place, it gives to board members the privilege to recommend changes and alterations when they think it imperative to do so.

The budget has been passed, but changes therein are not unlikely. Let us hope when they are made that they are of benefit to the youths in our educational system, for it is for them that the Oregon state system of higher learning was created. And it is for them that it will endure. When all of us lie beneath the land or have been cast to the winds, future generations of children will look to the system for their knowledge and culture. To them we owe a debt. We must preserve the system. Let us fulfill our obligations to them as well as our predecessors looked after us.—R. L. N.

## GRATITUDE FOR A HIGH HONOR

WE WISH to take this opportunity to thank the National Scholastic Press association for the very flattering rating it accorded the Emerald in its recent survey. We feel more than honored to have been named for the highest honor received by a paper on the coast. That the association should have been so generous, we are more than grateful.

To those who helped make it possible for the Emerald to obtain this high honor, we wish to express thanks and gratitude. The many students who have worked assiduously on the paper, Mr. Hall and the members of the press, those who have been our advisors, all are equally deserving of praise. We are delighted that their efforts have been vindicated and cleared of the criticism voiced some months ago by a minority group of disgruntled onlookers.

We cannot help but feel that the attainment of the rating of all-American in its class marks a new era in the history of the Emerald and the inauguration of a period in which it will exert greater influence than ever over the Oregon campus. And this in no small measure is due to the students who make up its staff, from copyreaders and proofreaders to the editors.

## A GOOD PILOT DISCARDED

WE REGRET the ill-advised action of the interfraternity council in electing a student to the presidency of its body and the relegation of Dean Virgil D. Earl to an advisory capacity. Ill-advised, we say, because it comes at a time when the interfraternity council more than ever before needs the advice and dignified example of an older man who is cognizant of the situation on the campus.

Dean Earl, we feel, has given to the council the force of his prestige. His leadership and advice have prevented the interfraternity council from many mistakes in the past. With a student head its future conduct has no surety of balance nor discretion. Once this year that body stepped out of its role of arbitrators of fraternity destinies and penned a bitter and vitriolic denunciation of the Emerald and its policies.

This denunciation was an attempted retaliation for the Emerald's advocacy of lowered-living cost for students, an advocacy which later was approved and encouraged by practically every newspaper in the state. In today's Emerald, W. A. Tugman, courageous managing editor of the Register-Guard, in offering his congratulations to the Emerald for its all-American honor rating, points out this low cost living plan as one of the signal contributions and achievements of the Emerald. But the gentlemen of the interfraternity council see it otherwise; their viewpoint darkened perhaps by the momentous decisions they must make. That their opinion is contrary to that held by the rest of the state does not make them wrong, only different.

We sympathize with Dean Earl in his position. We feel that he has been unfairly and brutally dealt with; that he has been given no more consideration than was the preposterous denunciation of the Emerald. But if this is a fair example of the inner workings of the "holy of holies" of the interfraternity council, perhaps Dean Earl is to be congratulated for a fortunate and timely escape. He can now, without the necessity of assuming even slight responsibility for the grave considerations of the interfraternity council, exert what restraining influence he can upon those young gentlemen.

## Contemporary Opinion

### Yes, We Have No Secretaries

NO DOUBT it is the well known shortage of trained stenographers, typists and office secretaries, at the present time, that persuaded the state board of higher education to accept Chancellor W. J. Kerr's recommendation to boost "secretarial training" on the Corvallis campus to a four-year course with an attached degree of "Bachelor of Business Science"—despite the appalling retrenchments that have been forced on the rest of the educational "system."

Employers all over the state of Oregon (and elsewhere) are just crying their eyes out to get more secretaries, especially those with bigger and better collegiate backgrounds and diplomas all tied up in pink and blue ribbon. Perhaps there are plenty of young men and women graduates of the commoner sort of schools who know how to take shorthand and type and how to tell the unwelcome visitor that "Mr. Blaha is in conference."

But, what we need in this country is more secretaries who know what is wrong with business. Let it be shouted from the housetops so that all Oregon businessmen can hear. A way has been found to bring business back! Get a secretary with lots of background, a fancy degree and a dicky sorority (fraternity) pin on the chest, three degrees north by northeast of the point where the diaphragm impinges upon the heart.

If that is a threat we face it right cheerfully. But we shall leave it to the harmonizers to explain the expansion program to the rumbling taxpayers of the metropolis and the canyon cities. They will want to know all about more and better secretaries. They must be told solemnly. We laugh.—Eugene Register-Guard.

## Coming Up - - - By STANLEY ROBE



## A Summary of the R.O.T.C.

(Editor's note: The following is a report prepared by the University of Wisconsin on the Reserve Officers' Training Corps. It should be of interest to University of Oregon students.)

YOUR informal committee appointed to study the matter of awarding scholastic credits for instruction in the basic military course, and to make recommendations, has completed its investigations and submits the following report:

The committee approached this problem by analyzing the program of instruction offered by the department of military science and tactics, by conferring with the military instructors, and by formal and informal interviews with a number of students and graduates who had had military instruction at Wisconsin.

In order that the whole problem may be more readily understood, we wish briefly to outline the courses of military instruction used by the R. O. T. C. The entire military course is divided into two major periods. The so-called basic course comprises the first two years. The second period of two years is designated as the advanced course. The problem of the committee concerned the basic course and particularly that proposed for 1933 and 1934. The committee was supplied with its complete detailed schedule. This was analyzed in conference with the professor of military science and tactics, Major Gonsler, and his assistants.

In making its suggestions and specific recommendations the committee was guided by the principle that academic credit should be granted only for work that has distinct academic value and is given in a manner consistent with the university tradition. In consequence, the following facts were regarded as highly significant:

1. The committee wishes to point out that the proposed course differs markedly from that followed in the past. The change, it is believed, results in a decided improvement in that there is a larger emphasis on subjects which concern general education and information.

2. The significant changes in the course proposed for 1933 and 1934 are as follows:

In conformity with a new federal policy, the instruction has been centralized and a larger opportunity is given to meet local conditions in the several universities. While the general requirements are mandatory, nevertheless the local authorities are free to choose electives and generally to adjust the course to local situations and facilities. In short, there is considerable flexibility, and the local authorities have far more responsibility in arranging the course of instruction. The entire proposed course is now a logical sequence of progressive development and as such is based on a sound pedagogical procedure. The proposed course particularly emphasizes the need of leadership so that the student may be qualified as a future instructor.

As examples of changes in the proposed course we cite the following: Previously, 66 hours of each year

were devoted to drill, etc. In the new schedule 36 hours are assigned to a somewhat similar activity although this has been changed so as to increase instruction in leadership. For the hours thus made available electives have been substituted, which are definitely of an academic nature, such as military history and current international situations, and 16 hours of map-reading and sketching.

3. Your committee sought information as to the content of these courses, inquiring into the method and technique of instruction, seeking thereby to obtain information as to the non-military educational value of the new schedule. Viewed solely from this standpoint, we believe that, out of the total of 192 hours actually spent under instruction in the two years basic course, and not considering any hours spent in preparation, reading or study by the student, 103 hours or 54 per cent can be regarded as intellectual training and not solely as military in its usefulness. For example, as concerns the first period of 13 lectures covering such topics as "The National Defense Act," "Military History," and "Current International Situations," we are of the opinion that these subjects offer desirable and general information and may be useful to any citizen. The six or eight hours devoted to "Sanitation and First Aid is, in our opinion, educational and, incidentally, is not taught in any other course at the university excepting in the professional school of medicine. Of the six hours devoted to lectures and conferences on "Military Organization," we believe that at least half, if not more, of this information is useful and applicable to many every day problems in which the activities of groups are coordinated for some definite purpose such as big construction projects, large business establishments, transportation, education, supervised recreation, etc. Of the 16 hours devoted to "Map Reading and Sketching" we believe that at least 12 can be credited to desirable technical training. This, we believe, has a wide application. Under the general topic of "Leadership," to which in the proposed schedule 36 hours are devoted, the instructional objective is primarily the organization and handling of men. This begins in the exercise of command and responsibility over smaller groups and eventually extends to larger formations. It is not designed as a tactical exercise for manoeuvre but to give necessary training to future possible instructors. In weighing a procedure such as "Rifle Marksmanship" and "Weapons" generally, to which 15 hours are assigned, we estimate that approximately three hours of such time might be regarded as useful general information. The mechanism of the weapon and the physical science concerned in its use are applicable to other professions than the purely military.

Thus the two years of the basic course when weighed in this manner can, in our opinion, be regarded as devoting at least 50 per cent of the time to general training that is educational and valuable for civil life. And this translated into actual hours of work fully equals the amount usually required

to earn one credit per semester.

4. The methods of instruction and technique used compare very favorably with the practice in the university at large. Progress is checked and proficiency must be attained for any credit award.

The committee wishes to make two general suggestions having to do with the relations of the department of military science and tactics to the university as a whole:

1. The department of military science and tactics cooperated cordially with your committee. Some suggestions made by the committee were adopted. Our conferences suggested the desirability of more contact between the general faculty and the department of military science. We were informed by the commandant that such help would be very welcome. We, therefore, incidentally suggest that the general faculty of the university appoint a standing conference committee on military science.

2. It is further suggested by the committee, and this suggestion is in perfect harmony with the orders of the war department embodied in the new decentralized program and with the wishes of our military department, that the portion of the work in the basic course dealing with "Current International Situations" be so organized as to make use of the university experts in this highly technical field.

In making its more definite recommendations your committee was guided by two considerations which were regarded as of paramount value: First, the course given by the department of military science and tactics is in its aims not unlike the other professional and semi-professional courses maintained by the college of letters and science. Second, each two years in the course, the basic and the advanced, is a single unit, and should be recognized as such.

As a result of its studies, conferences and interviews, the committee makes the following recommendations to the faculty of the college of letters and science:

1. That the basic course in military science be given a total of four scholastic credits.

2. That the advanced course in military science be given a total of eight scholastic credits.

3. That each two year period be regarded as a unit and that credits be granted only upon the completion of each one of these units; that credits each semester be entered on the registrar's books as provisional until the course, basic or advanced as the case may be, has been completed.

For those interested, there is appended in outline the proposed basic course with comments on the general educational value of this course.

There is also appended a list of some of the larger universities, whose problem is not different from our own, showing in each case the scholastic credits assigned to basic military instruction.

In arriving at its recommendations the committee did not take into consideration the federal provisions or the action of other universities, but weighed the proposed basic course in military science

entirely in the light of its possible usefulness in times of peace; as to whether such information and instruction it could be regarded as intellectual training that might have social value. The committee did not take into account its military objective, although this, in its judgment, should also be included because the basic course is preparatory and an essential foundation for the advanced course. The advanced course qualifies a successful student for a possible professional career in that he is eligible for a commission in the regular army in the event of vacancies not filled by graduates from West Point. When such a professional objective is considered there is an additional reason to grant scholastic credits for fundamental instruction.

## Questionnaire

By BARNEY CLARK

Following are the answers to the questions on poetry propounded in the Emerald last week by George Williamson, assistant professor of English:

1. Shakespeare presents this tantalizing question. The bed piques our curiosity, but does not answer it. That Shakespeare did not publish his plays was not unusual; it was unusual for Jonson to publish his "Works" even as late as Shakespeare's death.

2. This is, of course, rare Ben Jonson, who was buried under a block of blue stone variously reported as from 14 to 18 inches square; the standing position is thus explained, although it has been suggested that Ben wanted to be ready for the resurrection.

3. The sermon was the most popular literary type during the 17th century, as the novel is today. One might say that both are frequently concerned with a world in which few of their readers live, but that for "aspiration" the palm goes to the 17th century. As for progress, I will only say that many novels make me glad to turn back to the sermons, where I can find some of the greatest English prose.

4. Poets who went mad in the age of reason and good sense are Swift (for he was something of a poet), Cowper, Stuart, Collins, and Blake; but whether this was the fault of the 18th century I leave you to discover.

5. This old gentleman is Jeremy Bentham, the great English utilitarian, who has been mummified so that the Benthamites may pay homage to him each year. Would Carlyle think this carrying materialism rather far?

6. No, you don't catch me on this one; but the question is being asked by such men as I. A. Richards in "Science and Poetry." If pressed, I might answer that I suspect it will turn out not to be a question at all. However, if Ogden and Basic English, or Richards and systematic ambiguity, are given enough rope, I may be disappointed. You may think, but can you see and feel Nature as "neutral"? Will you one day?

## Assault and Battery

by Parks Hitchcock

Campus rumor has it that Roland (McDougal) MacMasters has been hunting about to find his pants. Too bad.

Our suggestions as to the best way to get anything to eat at the forthcoming campus luncheon are listed as follows:

1. Come at 7:30 in the morning.

2. Phone up the ice cream company at about 10 in the morning and tell them that the address for their delivery has been changed and you want them to drive to the Eta Beta Pi fraternity or whatever it may be.

3. Eat your meal at the College Side or Taylor's.

We nominate for the Keg club and the famous free pass to the equally famous (or infamous) Colonial theatre: Jim Dutton, because it is understood that he is going in for pigging this term.

JEAN FAILING ANNOUNCES MEET OF CLUB HEADS —(Headline, Emerald) University professors?

A clipping from a California paper states that students will be given a \$5.00 tuition refund at the U. of O. Just like California to put optimism into everything.

WHOS WHO IN WEEFOOT ATHLETICS (After the manner of Jack "Gangway" Miller).

In a little town somewhere in the vast lumberlost of Oregon was born Rosser P (adooka) Atkinson some twenty-five years ago. Little did his parents realize what a hot shot he was destined to be. If they did they would not have named him Rosser. No, not by any means. Many, many years went by, and after shining in everything including moon, little Rosser P (adooka) came to the big university. And was he a shot? Children, need you ask?

And now, fans, Rosser P (adooka) is the big parlor athlete at the

## Current LITERATURE

By JOHN SELBY

IT may possibly be that Sherwood Anderson is, after all, best as a short story writer.

Mr. Anderson has been, since his "arrival" a good many years ago, under the blight of being "important." It has been difficult to take his novels at their face value, because always there has been the necessity of ferreting out the inner meaning that would crystallize their content into something of moment.

That something of moment has been there, very often. It is an elusive something, perhaps often merely the embodiment of a state of mind or a psychological impression. Occasionally it is only a long mood picture, or irritation at a condition about which little can be done.

Now comes "Death in the Woods," a volume of 16 short stories, some as good as his race track pieces of years ago, some very slight indeed. These, too, are mood pictures—the clothing in words of a situation, or a transient emotion. But they are short, seldom repetitions as are the novels.

In "The Return" there is the man who comes back to his boyhood home and does not fit. He does not fit, but he suspects that he is missing something important.

There is the mood and manner of Left Bank Parisian expatriates in "That Sophistication." The problem of the artistic urge is to be found in "The Lost Novel," and the jittery husband who suspects his wife in spite of everything is drawn from life in "There She Is—Taking Her Bath."

"Death in the Woods" is probably the finest of the lot, as those who have read it in former incarnations will agree.

In it Mr. Anderson succeeds admirably in putting on paper the fleeting beauty of a moment, and in suggesting the exact background that makes the moment possible.

## Washington Bystander.

By KIRKE SIMPSON

WASHINGTON, D. C., May 9.—President Roosevelt has been so busy in and about politics since his college days that one is apt to forget that he at one time practiced law in the minor courts of New York city. Yet he did.

He saw much of the seamy side of life in the ebb and flow of cases before the bar of what are known as the "People's courts," which come in closest touch with the mass of mankind.

It was perhaps a curious contact for a man of young Franklin Roosevelt's social and educational origins. Here was an only son of a family running back to Dutch colonial aristocracy, a Harvard man with private tutors and grand tours of Europe as elements of his educational preparation.

One could imagine his starting out in life in almost any other environment than those drab and dingy courtrooms to which the submerged social element bring their daily woes and conflicts for settlement.

Yet in that earliest environment the man who as president yields today more unchallenged power over the destiny of 120,000,000 people than any other American has ever known in peace times made a discovery that was to be the keystone of his career. It was there, by his own say so, that he found "the forgotten man," the man who was to make him president.

Not that young Roosevelt knew him then by that name, probably. It was just a matter of the awakening of his mind to the mass importance, in any philosophy of government, of the daily grist of petty personal stories, pathetic, laughable, utterly human stories that flowed before the bar of the "People's courts."

Aside from every other element that enters into the striking story of the man who fought his way up from the very sidewalks of New York to a place all his own in American political annals, his origin among the forgotten men gives him his greatest popular appeal.

Yet, strangely enough, it is another New Yorker, sprung from the other extreme of the social order, who now stands out as the champion of a new order, clothed with vast powers of performance and backed by unprecedented popular support. What can he achieve to readjust the economic balance for the forgotten man?

Theta house. That shows what a fine boyhood will do for a feller.

ON THE POLICE BLOTTER: Jack Cate glaring . . . Bob Leedy getting ready for the big "beer" trial . . . Barney Miller back looking over the old green pastures . . . Al Luhrs driving the pride of the Fiji busses . . . Bob Sleeter looking for a telephone . . . Spike Powers, the dressing-room flash . . . Bob Zurcher strolling the drag. . .