

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 institutions, and similar routine duties of the administration are not 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 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 pursuit 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.

MOTHERS, AN INVITATION TO YOU

To you, the mothers of Oregon, who are our honored guests today, we offer an invitation far different from any ever before extended in these columns on Junior Week-end. It is one that is unique among the many messages which our illustrious predecessors have penned in the past. And because of that distinction we regard it a privilege and pleasure to extend our invitation to you.

As you know, this is essentially and fundamentally an educational institution. All else is, and should be, subordinate. Thus we do not invite you to attend the canoe fete; we do not urge your presence at the dance; we do not advocate your watching the baseball game; we do not request you to stand in the reception line at tea. We want to see you do all those things and enjoy yourselves, but you have an obligation to look after here, and we invite you to fulfill it.

Your children come to the University of Oregon to obtain an education, to acquire culture and knowledge. Which is why many of you have made heroic and self-imposed sacrifices that the finances necessary for your children's attendance here might be available. And so we invite—nay, urge—you to take this opportunity to scrutinize carefully the procedure and mechanics of your children's education. Track meets, luncheons, dances, water carnivals—all are pleasant, but none is essential. If you have to forsake any of those events to inquire into the details of your children's educational progress, do so, regardless of what you miss. It will be well worth your while.

On this campus are many notable faculty members, men in whom the fires of leadership and courage have been kindled for many years. They want to meet you, they want to inform you of the progress and attainments of your children. Professors are not the aloof, crusty individuals the movies and Saturday Evening Post would have them be. They are human beings, with frailties and weaknesses, even as any of us. And, just between friends, it truthfully may be said that they would be flattered to have you call upon them. Do not hesitate to make available the opportunity of visiting these instructors today. You can find out from them how your children are progressing, whether your son is out of place in social science and should transfer to physical education, whether your daughter is not finding her niche in English and should change to home economics.

The members of the faculty have the interests of your children at heart. They are men who have dedicated their lives to the education of young people. So it stands to reason that they will welcome any attempt on your part to investigate their work and its correlation to the scholastic attainments of your children.

And we also invite you, mothers of Oregon, to

take under your surveillance the conditions under which your sons and daughters are educated. Look at the classrooms and laboratories. From those halls men and women have gone forth to save human lives, to administer justice, to influence public opinion, to serve their country. And from those halls men and women will march forth in the future to perform similar feats. Among them will be your sons and daughters, your descendants in this great game we play.

In the lecture halls which we hope you visit today have sat students who have gone forth to greatness. In those young people were instilled knowledge and ideals and courage, and they had the essential character to use those sterling qualities. What is true of the past is applicable to the present and the future. Among the Oregon students of today are men and women who someday will make their country's laws at Washington, others who will hold great editorial powers and influence reaction to those laws, still others who will administer and interpret them.

These leaders of the future are your children. So take it upon yourselves to visit the University today. And by the University, we do not refer to its activities. We mean the fibre and root of the institution, that part which existed before most of us were born. We admire the University's ramifications; we like its outside enterprises. But we are proud of the University itself. We know you will share that pride if you accept our invitation today.

WE CONGRATULATE MISS GILBERT

To Madeleine Gilbert, editor-elect of the 1934 Oregana, the Emerald extends its congratulations. The editorship of the year-book is only more success in a long list of personal triumphs. Her personality, ingenuity, and experience make us feel confident that under her leadership, next year's book will be an outstanding and exceptional one. We are assured by members of the Oregana staff that Miss Gilbert will have their complete confidence and backing.

We commend the publications committee for the manner in which it solved the perplexing problems concerning the Oregana editorship. We feel that committee's solution was both fortuitous and intelligent. Miss Gilbert's selection has gone a long way to restore campus confidence in the Oregana, the publications committee, and the executive council. No honor which any women's honorary on this campus can bestow is too high for a person of Miss Gilbert's attainments. She is deserving of both praise and distinction.

AS MAN TO MAN (POLITICS ASIDE)

We congratulate the six students who were pledged to Friars yesterday. Their induction into an organization which has been formed for the purpose of honoring notable juniors and seniors is an event of considerable significance.

But there was another side to the Friar pledging which was equally significant, but not so honorable. On the lawn yesterday were at least half a dozen students who fulfilled every requirement of Friars, but were not invited to membership. Some of them were independents, others belonged to fraternities. Some were athletes, some Phi Beta Kappas, some newspapermen. All were fine, upright youths. They are intelligent, have splendid characters and can live up to the qualifications which Friars profess to uphold as efficiently as anyone whom Friars delighted to honor yesterday. We say this as no reflection on the students who were pledged. It is uttered as a commendation of those deserving students who were not taken in.

Yesterday Mortar Board pledged 13 new members; Friars initiated six. Why the latter group did not take in more, we do not know. What is more we do not care. All we know is that there were at least half a dozen upperclassmen on the campus who deserved to be pledged to Friars and were not inducted. Naturally those slighted were hurt and grieved, but they can console themselves in that Friars was the loser, not they.

No organization such as Friars can afford to permit politics, class distinction, personal prejudices, affiliations or similar elements enter into its selections. Once that happens, the entire purpose of the body is defeated, killed deadlier than Judas Iscariot. Equal treatment for all, regardless of connections or peculiarities, is a principle for which the founders of America sacrificed their lives. We advise Friars to consider more thoroughly and carefully in the future or the honor coincident with their pledging will be conspicuous by its absence.

We did not agree with the logic in Mr. Matsuka's recent speech here. But his last quotation, taken from Rudyard Kipling, we pass on in all good faith and friendship to the Friars:

"But there is neither east nor west,
Border nor breed nor birth
When two strong men stand face to face,
Though they come from the ends of the earth."

For the benefit of our guests, we have reprinted the Oregon Daily Emerald plan for low-cost living for hard-pressed students. Since its approval from many members of the press, we have heard considerable demand for its reappearance. We reprint it in the continued hope that it may help to maintain living expenses here on as low a level as possible, thereby making the financial burden as light as is compatible with existing conditions. We hope the parents of Oregon approve our purpose.

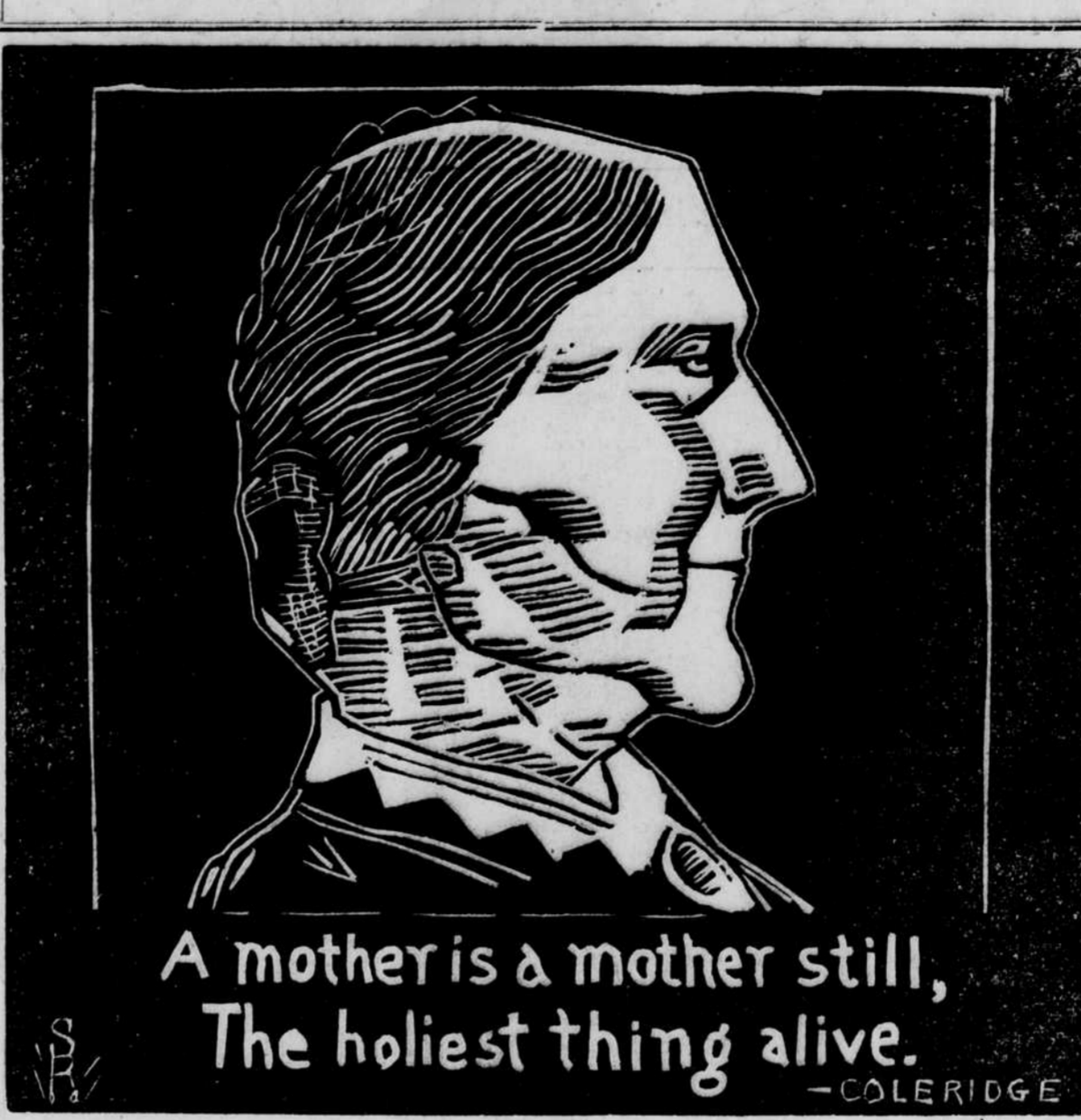
On several occasions recently the editor has been forced to withhold from publication bitter and vitriolic letters when their authors refused to stand behind. We must insist upon signatures being attached whenever any communication attacks an individual or his reputation. We are willing to stand behind our criticisms and we must expect our contributors to do the same. Anonymous letters of condemnation and denunciation have no place in these columns.—The editor.

In connection with Tom Tongue's radical new platform for a revival of school spirit, Newt Smith now is selling 3.2 per cent beer at the College Side Inn.

The picture of a huge black hand, carved on a cliff by the Licking river by prehistoric peoples and made black by vegetation, was destroyed years ago by blasting for the Ohio canal.

Holiday cruises have become extremely popular in Great Britain, with 253 special boat trips already scheduled for spring and summer months.

Our Honored Guests - By STANLEY ROBE



A mother is a mother still,
The holiest thing alive. —COLERIDGE

Getting a Job As a Teacher

(Editor's note: The following article by Carl W. Ziegler, professor of education at Lafayette college, in the New York Herald-Tribune, tells how the unemployment situation has been affecting college graduates seeking positions as teachers. It should be of considerable interest to the campus.)

TARIFF barriers in some forms have a provoking way of penetrating into unexpected situations. One wonders just how far this tendency may lead in the future to a modified form of the feudal domain where a lonely castle on a frowning mountain side strove to be quite complete within itself as an isolated unit with moats, drawbridges, and forbidding battlements.

In the field of public education, at present, not merely a tariff but an actual embargo seems to be developing in regard to permitting any one but a native of one's own community to obtain a position in a public school system after graduation from a liberal arts or a state teachers' college. Although always a factor to be considered in the locating of beginning teachers, in 1932 college placement bureaus and commercial teachers' agencies found that this condition was becoming very pronounced and they have predicted that in 1933 it will have become well nigh universal in cities under a population of 200,000.

Private schools both below and within the college field have occasionally experienced this tendency, but for the most part their administrators have consistently avoided any indication of favoring their own graduates for teaching positions in their institutions.

Very large cities generally have introduced the requirement of two years of experience on the part of a teacher before his being considered for any position at all; small towns in the vicinity of the metropolitan areas have followed their example or because their wealthy citizens have presented very few of their own sons and daughters for entrance into that profession, this question has never become a paramount problem in such districts.

Moreover, in communities anywhere in which strong corporations control the political fortunes of the educational world there is usually noticeable a conspicuously successful effort to demand that educational administration be given a free hand to select members of their teaching staffs, regardless of local affiliation, from those best fitted to carry on their work.

Nevertheless, all prospective teachers during the coming months are going to be forced to face this situation. It was with the desire to obtain the attitudes of school superintendents in regard to this question, therefore, that recently over a score of administrators were requested to state their opinions frankly concerning the matter with the understanding that their statements would not be quoted in such a way as to indicate their authors.

There is no unanimity in the opinions expressed. At present, under existing conditions, the majority, however, believe that more harm than good results from taking as a member of a school staff young men or women who have profited by no teaching experience as instructors outside of the system in which they were once students. Practically all of them relate that there is a growing tendency for this to be the case. One superintendent, however, in a small

school system stated that last year, of all years, his board passed a resolution that no natives should in the future be appointed to teaching positions.

Administrators say that rarely does a school board place on its minutes any resolution in regard to its attitude, but that even where seeming impartial written tests are the custom, though oral examinations or other methods, all except local candidates are likely to be eliminated. Bill Morgan's father pays taxes in Podunk, therefore his son deserves a position. Henry Zimmer played a great game at halfback for dear old Siwash while he was in high school, hence Henry must be brought back to coach his old high school team. "I've known Mary Pearce since she was knee-high to a grasshopper, certainly she should be given a teaching position in our eighth grade."

The main arguments against such a procedure are generally educational, although here and there appears a suggestion that it is ease and comfort in administration that are back of the arguments. For instance, the individual stresses the difficulties of handling teachers where social and political affiliations are very strong among members of his staff. As he pathetically puts it: "Often I find that some teacher possesses more power than I do myself in regard to the issue that arises. The first thing I know about a problem is when a member of a board comes to me and

needed. It is much more cheerful to recall the anecdote of the well known dean of a famous college, who thundered forth that if he ever discovered all the members of a faculty agreeing on a given question he would at once fire half of them and enroll 50 per cent of those who would have new ideas to suggest.

Some superintendents claim, also that individuals teaching in their home towns take less interest in their work. They feel that, due to a large acquaintanceship, so numerous are their varied activities, many not even directly related to education, that they often either neglect their educational duties or enter their classes too fatigued to carry them on effectively.

Occasionally, they believe that natives even dare to neglect their duties and to avoid whole-hearted cooperation with their superiors, confident of their power to retain their positions on account of political influence.

The arguments are not, however, all on one side. There are many reasons, especially in these times of educational trials and tribulations, in favor of selecting natives as teachers which several superintendents have mentioned in their letters. It is argued that a young man or woman is able to live on a much lower salary, if he accepts a position where he can board with his parents or even more distant relatives.

Moreover, it is argued, that a local appointee is likely to remain as a more permanent fixture in a community than one who is looking forward to moving elsewhere. Even though such a one does remain on account of lack of ambition or unwillingness to make the necessary effort to advance himself, it is felt by some that the lack of a large turnover of teachers adds decidedly to the efficiency of the system.

One chief advantage, according to another supervisor, is that a student coming back to familiar ground knows very well what to expect from students and community. He fits in more quickly with his situation, he avoids wounding pet prejudices and prides, he is more sympathetic with the weaknesses and peculiarities of his fellow men.

One very progressive superintendent is sincerely convinced that "so long as these people receive their teacher training in institutions of proper standards outside the community, I see no argument against employment."

At present, the percentage of such teachers in most communities, where two years of experience are not necessary for appointment, is likely to run from 50 to 75 per cent or even greater. There is a pronounced tendency for this proportion to increase. School boards generally realize they are elected by the people and are subject to recall by the voters. Consequently, it is improbable that they will resist the pressure of their constituents to appoint to teaching positions their sons or daughters or other relatives.

Various solutions have been suggested for this problem, some impractical, others fully capable of realization. The most radical is federal certification by which national civil service examinations should be held for which applicants from any part of the United States would be eligible. Such a plan would resemble procedures in France and also in Germany previous to 1914. Even if desirable, such a law seems quite impossible of realization in America for many years.

A second solution is actually feasible. This is to lay the responsibility for minimizing evils resulting from the employment of natives primarily on the teacher training institutions and, secondarily, on the supervisory forces in a school district. This demands, however, that in state and private colleges the political influence must be reduced to a minimum or entirely eliminated.

There is no reason why a young man or woman genuinely educated for his profession may not return to his home town and become a greater asset to his community than one coming in as a complete stranger to its problems. Teacher training institutions, however, must face the necessity of eliminating from their students all those who intellectually or in undesirable character traits are unfit for the handling of educational problems in a critical period of American history. Moreover, they must be absolutely free to do so without arousing hostile retaliation from political influences. The depression has emphasized the fact that many more individuals are anxious to enter the teaching profession than are required for annual replacements. Quality both in natural intelligence and in excellent preparation can, therefore, easily be stressed henceforth, with only benefit accruing to the public school system as a result.

Finally, it is up to the individual aspirant for this profession to ask himself very seriously whether he should return to his home community to teach, even though the opportunity to do so is offered to him. Here again his college should aid him with wise advice. He should ask himself whether he will be more inclined to relax his efforts to continue his educational growth among friends and relatives or whether their sympathy

and assistance will actually enable him to develop more rapidly his own potentialities. Will he, on the other hand, in the long run progresses farther amid conditions where he must advance through his own efforts and responsibilities and sink or swim by his own endeavors? Strong personalities never have developed amid ease and lack of difficulties.

It seems reasonable and fair, therefore, in the present situation to refrain from a harsh one-sided criticism of the tendency to employ native individuals in the teaching profession. It appears far more wise to emphasize the possibility of so eliminating undesirable candidates in our teacher-preparing institutions that only competent men and women shall be graduated from them.

Current LITERATURE

By JOHN SELEY
IN your mind's eye you see yourself, some spring afternoon, suddenly telling the office force good-bye. You fling your coat over your arm and, without a look behind, you disappear into the country. There you get back to fundamentals, and live the full and simple life.

It can be done. It has been done, indeed, and by Gove Hambidge, the writer. What is more important to the world at large, he has told about the success of his experiment in a little book he calls "Time To Live," which can be read in an hour, and which might bear fruit throughout the succeeding life of the reader.

Five hours in the morning Mr. Hambidge works. The rest of his time he lives, in the broader sense of the word. Instead of a couple of free hours daily he has 10, and the 10 he employs as he chooses. It happens that he chooses to live and work in the country, reserving the city for occasional plunges, as it were.

He has time for simplicity, or primitiveness, whichever one prefers. He raises both vegetables and flowers, and he tends fruit trees, most of the year with nothing on but a pair of shorts. He soaks up the sun, he walks and he builds things.

Likewise, he has time for recreation, for games (the less conventional ones), for sports, among which he prefers swimming, for the crafts such as leather work, for music.

But more particularly he has time for friendship, under which heading he groups both friendship with his fellow man and that "closest of all fellowships, his family husband and wife." His family relationships are made all the more rich because his wife and children are sharing with him the game of living.

All in all, there is perhaps only one class for which Mr. Hambidge has no message. It is that whose interests are hopelessly static, whose minds are wholly passive.

Washington Bystander.

By KIRKE SIMPSON

WASHINGTON, May 12.—(AP)—A definite Roosevelt technique for handling highly controversial legislative problems seems to have crystallized out of the farm relief and inflation projects.

There is so much similarity between the presidential method of endeavoring to enlist all active factions in congress behind his proposals in both cases that it invites attention.

It is to be recalled that Mr. Roosevelt pledged himself to get behind any bill upon which farm spokesmen could agree. Unable to induce such an agreement, the administration cut the knot by including all the major proposals within the scope of the bill it presented. That practically insured support of the adherents of each to the bill as a whole.

The key to the situation was that all methods were made permissible instead of mandatory. It was left to the secretary of agriculture to select and apply that which promised the best results.

And to sweeten it to general legislative taste, the farm mortgage relief proposals were added as a new section.

Chairman Smith of the senate agriculture committee, whose powerful support was won despite his distaste for the leasing and allotment plans, likened the bill to a sandwich with a tasty top slice—his own cotton plan—and an appetizing bottom slice—the mortgage relief section—which made what lay between more palatable.

Yet even in this form the senate debate on the bill dragged out. And, with time essential if whatever result the bill might have in cutting down agricultural surpluses and boosting farm prices was to be effective on this year's crops, the debate turned on currency inflation.

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