

# Strange Land

By WERNER ASENDORF  
(German Exchange Student)

AFTER HAVING LIVED in a fraternity for longer than a month and after repeated questions about fraternities in Germany I would like to say a few words about this subject. First of all I like to live in the Beta house even though there is going on some tough stuff some nights. If you are a successful member of a fraternity you are always able to fall back on a social set if you had some bad luck or a spell of unpopularity. In order to be never lonely you have to take into the bargain and consideration that you'll be never alone.

Life in a fraternity is the incarnation of the American spirit. There is always something going on. It can't happen here that nothing happens.

WE USED TO HAVE fraternities in Germany. The idea of this fraternity system was to educate the student in a very personal sense. The fraternity tried to mold a personality much more than the American ever did.

Each upperclassman had a freshman who belonged to him in the literary sense of this word. The freshman was nearly a servant to the "Bursch." In exchange the freshman ("Fuchs") learned everything that the Bursch could teach him. He learned how to behave when drunk as

well as how to make the most lively or intelligent conversation at the dinner table of the director of a firm or of the university. He even learned how to acquire the necessary tools for quicker and better studying. The outcome of such a system was the presence of a certain attitude in the alumni of German fraternities, which could not be mistaken by anyone. Who left a fraternity house was personality with an always ready poise of dignity.

SOME OF THESE ACQUIREMENTS are really worth while. But it developed the fact that fraternities became the cradle of big jobs for small fry. You had to be in a certain fraternity to get into the Foreign Office. You had to be in another fraternity to get connections and chances in the world of business. You needed to have the background of a fraternity to get somewhere. Without the help of your brethren you got nowhere. And you had to have plenty of money to get into a good fraternity.

I hope that the American fraternity system doesn't turn into a racket. Germany decided to make an end with it. There are no fraternities any more. But there are students who like to live together and out of the few dormitories of today will spring up the new fraternity system of tomorrow.

## Sad Story of the Coed Who Couldn't Swim Home From a Date

A long, grim, horse-faced individual stroked his way into the Shack on the crest of a wave last night, wrung the rain out of his eyebrows and opened the conversation with the startling statement, "Every Oregon coed graduated ought to be able to swim back from a date."

As the wraith-like agitator was all in a sizzle about a current campus problem, the rain on his long body soon turned to steam and it was impossible of ascertain his identity—other than that he was not one of the Hamilton Kennedy's—because the room was soon as foggy as a Japanese Turkish bath. But the gist of his protest, delivered in singeing terms with a liquid voice, was this:

Every man upon entering this University is given a swimming test. If he can swim, he passes. If he cannot, he is not allowed to drown but is dragged from the tank and a course of instruction begins. For four long years, if necessary, that course is continued. If the man can't swim at the end of that time, he is not graduated.

In other words, learning to swim is compulsory for men.

SINCE Cleopatra rocked Mark Anthony's barge, women have been famous canoe-tippers. The nonchalance with which the average coed will stand up in a canoe and reach for an elusive flower growing at the head of the mill race is traditional. Yet, although many can swim or take ad-

vantage of courses offered to learn, women are not required to learn to swim before they can receive a junior certificate or can be graduated.

America, through the Red Cross, has been working to prevent thousands of unnecessary drownings each year. This is being done largely through classes for youngsters given in the summer.

At the University, an ideal opportunity is provided girls as well as men who want to learn to swim. Gerlinger pool and the re-built men's pool are modern and sanitary. The instruction is just as good as can be obtained anywhere and the pools are guarded when open by capable swimmers.

PERHAPS more than any other course, there are grounds for making swimming compulsory. Swimming is both a health-building and a recreational sport in addition to the fact that everyone should be able to get about in the water enough to support himself in any of the many possible emergencies which bring death to non-swimmers each year.

Swimming is just as educational as any other gym course and, with capable instruction, anyone in good health can learn to swim fairly well in one term.

The ghostly nocturnal visitor? He said he'd been here four years and never could get his J.C. Couldn't swim, poor fellow—maybe he drowned in the gutter on his way home.

### Oregon Emerald

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#### LETTER TOMORROW

An interesting letter from Scott Corbett, rally committee member, was received so late yesterday evening that space would not permit its inclusion in today's paper. It will be published in Friday's Emerald.

#### Campus Calendar

Phi Thetas will meet this afternoon at 4 o'clock in the AWS rooms in Gerlinger.

YW Comparative Religion discussion group will meet at Mrs. Turnipseed's home, 1374 Onyx, Thursday at 9 p.m. All faculty and students are invited.

#### Library Receives More Study Tables

Ten additional library tables have been ordered according to M. H. Douglass, librarian. The shipment is expected to arrive before Christmas. Meanwhile various arrangements have been made to provide for the seating of students who have been unable to find a place to study in the library.

Newspaper room tables have been moved to the periodical and reference division. Individual tables have been placed in the upper division reading room. To provide more study space in the newspaper room, old tables which were used during registration.

#### Husky's Rated

(Continued from page two) sports like swimming and skiing. Washington clearly takes the blue ribbon.

This is only one of the sensational upsets which Expert Tunis tosses into the critical arena. His choice of the "Ten Topp"—in which Louisiana state wins second laurels, Ohio state third, and Dartmouth fourth—has thrown many observers for a loss.

Tunis uses a new system of ranking never before attempted by any ringside sports arbiter. General excellencé in sports rather than special achievement is the guide to this method of classification. It is arousing great interest, and pioneering Sports Scribe Tunis has started something which may be widely echoed!

## By What Right Is 'Higher Learning' Dubbed Education?

FOUR years around an institution of "higher learning" ought to make one thing clear to any student who has ever taken a moment to give the matter a little thought. That is that the premise on which education is based ought to be investigated and defined.

In the past few years, American education has taken a long step forward in its effort to cast off the bonds of formalism. It has, in most of its universities, attempted to eliminate the "roll call" and "assignment" type of course and substitute the seminar-class.

With this in mind, upper division courses have attempted to stimulate, to pique, to lead, and even to shock students into an intellectual awakening. They have presented syllabuses which indicated that the aim of the course was to present conflicting material and to interest the student in that material until his study forces him to make a decision his mind and philosophy can accept.

THIS has been the aim of "liberal" education. Its ideal has been a high one, its program commendable. But in the fanfare of rejoicing over the putting aside of prejudices, the development of academic research, and the burning of the hickory stick, higher education has comfortably avoided an embarrassing question—Is it accomplishing its purpose, is the college student coming toward, as graduation approaches, the awakening that is going to make his after-life one of keen enlightenment? Is the student of today absorbing any more and assimilating it into his mind in usable form than the scholar of yesterday who learned his lines by rote and who advanced, on rare occasions, a stereotyped belief from a stock supplied by the "education" and attitude of his time?

A tour through a modern university would reveal, if it pierced the lives of the students, the release of a tremendous amount of energy and enthusiasm. An analysis of ends to which that energy is applied would reveal that too little of it is going into study and constructive education.

OREGON is no exception; there are no exceptions, in fact. The modern university has been surrounded by activities which make it a kind of play-house cross-section of life. The extension of interests other than academics is entirely proper, and institutions which attempt to stress academics too heavily produce individuals poorly rounded morally, physically, and culturally.

But has this extension been balanced? Or has it, and so it seems, pushed the academic into the background? Is the working premise of higher education today the extra-curricular activity?

The University of Oregon has become a business just as other universities and colleges have become businesses. Aside from the vast programs financed from student and other sources, about 50 per cent of the Oregon appropriation from the state goes for administration, leaving just half for the academic.

It is the student programs, however, which have given education its biggest push towards limbo while educators held forth at length on academic freedom and education's place in an enlightened world. Formally organized programs stress activities entirely, some of which, it is granted, are absolutely necessary and add to the student's "growth" in a manner not strictly academic. Participation in athletics and activities has come to be valued above scholastic research. This emphasis on activities is decried by educators as the inevitable result of human nature and as no new trend.

The average human turns first toward

action and acclaim, secondly toward the search for knowledge if he turns at all, but the question can be carried back into the educational camp with the question, Is formal education stimulating academic interest so that it is a real challenge to interest in activities?

THE answer is obvious. A walk through the Side reveals the same faces, hunched over the same tables, sipping cokes or coffee from the same cups and glasses.

An investigation of activities would show students laboring intensely toward strictly non-academic ends.

A study of student life would find men burning the midnight oil, not over books but over a deck of cards or in a bull session. Women, fragile creatures, would be found to spend an excessive amount of time in moving picture theaters, in bed, and the feminine equivalent of the bull session.

Study would be confined in altogether too many cases to the absolutely necessary assignment, the period before examination week, and the student who got his intellectual awakening at some other point in life.

LEST education bow its head in shame, the extenuating circumstances should be explained. Anyone who can beg, borrow, or gather in any manner \$30 per term can enter and remain within the portals of this and just about any other institution of higher education. A great many of those who do so will never under any circumstances feel the intellectual urge tugging at their minds to any disturbing degree.

The more constructive activities, also, give students an opportunity to develop soundly along lines in which they may be interested greatly either before or after entering college. Although not academic in nature, this contribution of colleges is of great value, just as are the non-curricula contributions of the cultural programs offered.

As far as Oregon is concerned, its position is at once just as sound and just as shaky as is that of other institutions.

The tragedy in the whole matter is that educators have betrayed the academic method they expound so fervently. They have not turned, individually, the revealing glare of investigation on separate courses. And they have not compared results with the ideal they have so noisily proclaimed. They have apparently ignored the tug of broader awakening which must follow the dawning of the awful power of knowledge—the application of knowledge to reality.

POSTULATING that the student shall be permitted independent study is not enough. At present his early training is such that independent study in his upper-division and graduate years seems strange, baffling, and almost impossible. His mental tools have been shaped to handle assignments—they will not grasp the possibilities of research.

In the attempt to emphasize the academic, much has been said, actually little has been done. Grades are the symbols of scholarship to the average student, just as facts learned are his achievements rather than understanding gained. Our institutions have no machinery for elimination of the mentally incapable.

Examinations, instrumental to the grade system, become ends, not means. Cheating becomes a defensive necessity, the smart thing, rather than the greatest dishonor, and "slacking" on study becomes a criteria of sophistication, ignorance a badge of merit.

No matter how high the aim of its producers, a system designed for a parrot will never produce a student. Never.

## The Rally Committee Rides Again

CHASING A SMALL PIG (The Morning Oregonian)  
When the University of Oregon rooters go to Seattle on Saturday for the annual big game with the University of Washington, it is to be hoped they will leave behind those between-halves entertainers who have affronted the home crowds for several years past.

In Portland last Saturday, between halves in the California game, these play-boys appeared on the field dressed as gladiators or something of the kind and lined up in football formation with a

pig for the football. They chased the bewildered little animal back and forth, while the grandstands booted the exhibition of poor taste. At other games similar shows have been put on, once with a turkey and once with a goose or duck, or something of the kind. Anyhow, the ill humor of the crowd should have called a halt to the business after the first attempt at it, but since it did not, it has become necessary to mention the matter publicly.

The bad taste involved is painful enough on the home gridirons; it should not be exported to Seattle or anywhere else.

## Miss Woods Tells of Orient Experiences

### Home Ec Instructor

(Continued from page three)  
navian countries and Finland one never saw a beggar of any description. She was interested also to observe that throughout her trip the guides were mature business men, who maintained some sort of business in the winter, and in the summer acted as guides. Thus they were exceedingly well-informed about their country.

"They weren't just high school boys with set speeches made up," she smiled.

**Says Scots Conservative**

The next stop on Miss Wood's exciting itinerary was Scotland, and here her first impression was that, in contrast to the exceedingly democratic Scandinavian countries, the Scots had some of the resistance to change, the reverence for the ancient and traditional, for royalty, and the class consciousness of the orientals.

"They had high standards in some things," she said, "and very low standards in others."

Miss Wood felt that Scotland was, in the main, a "playground for England." Large hotels, golf courses, etc., were maintained not for tourists, but for the English who came there every year. Miss Wood made a motor trip through Scotland, touching many of the historic spots, and making the celebrated trip north to John O'Groat's land.

**Pictures Irish Beauty**

Ireland, Miss Wood's next stop, was "picturesque" but not clean and thrifty like Scotland, with its "washed, brushed, and combed look." The one-story cottages, with thatched roofs, white-washed and covered with red or pink rose-bushes, made, she said, a lovely picture against the startling green of the country side.

The trip from Cork to Killarney, through a beautiful mountain pass and across Glengarriff, loved of the Irish people, she described as exceedingly beautiful. She also visited the famous Blarney castle and the historic Blarney stone, rode along the river Shannon, and saw the now almost indistinguishable ruins of Tara hall, where once the

kings of Ireland lived—inspiration for the well-known air, "The Harp That Once Through Tara's Halls."

### Co-op Formals

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invited guests are Dean and Mrs. Karl W. Onthank, Miss Sawyer, Dr. and Mrs. Alerman, Dr. and Mrs. Warren D. Smith, Chancellor and Mrs. Frederick W. Hunter, Mr. and Mrs. Stovall, and Dean and Mrs. Eric W. Allen.

**Province Inspector Visits Chapter**

Province inspector for Alpha Gamma Delta, Mrs. James Moore, arrived Wednesday and will stay until Saturday. She will be entertained at a special luncheon tomorrow with a special honored guest being Miss Edith Sawyer.

**Desserts Planned As Week's Events**

Desserts for the week are Phi Gamma Delta entertaining Alpha Phi; Kappa Sigma, Chi Omega; and Gamma Phi Beta to Chi Psi on Wednesday evening.

Tonight Delta Upsilon will have Alpha Xi Delta; Tri Delta, Delta Tau Delta; Theta Chi, Alpha Chi Omega; and Alpha Delta Pi to Beta Theta Pi.

**Men's Houses Exchange Dinner**

Tuesday night Kappa Sigma and Phi Sigma Kappa had an exchange dinner with the upper-classmen going to the Kappa Sigma house and the underclassmen going to the Phi Sigma Kappa house.

### Backseat Driver

(Continued from page three)  
By the time the serving got around to me the white meat . . . my favorite . . . was invariably gone, and I would grumblingly take a drum-stick. My plate stacked, I would fall to and gorge myself. And then came pie . . . delicious golden wedges of pumpkin pie with miraculous mounds of fluffy whip cream on top . . . my palate grows moist at the thought of it. And then the feudin' would begin again.

"Mother," I would wail, trying my best to assume an abused ex-

pression in spite of the annoying feeling of placidness that a full stomach brings on. "Mother, you gave HER," pointing an accusing finger at my sister, "A bigger piece than mine."

After my sister and I had gobbled down our pie, and I had eaten the extra sliver that mother had given me to keep me still, we would slouch down in our chairs to twist back and forth uncomfortably until the grown-ups would at last bid us to run along and play.

Then came the wish-bone pulling. (My sister invariably got the long end of the bone, after which I glowered at her and thought more dire thoughts) and then Thanksgiving was almost over.

That night we frequently suffered from an acute stomach ache followed by a great dose of castor oil. But . . . it was worth it.

**Next Thursday our family will once more gather around the table, father at the head, mother at the foot, my sister, my relatives, and myself on either side. Father will say to me:**

"Which piece do you prefer?" and I will answer politely,

"A little of both, I guess." My sister and I will eat quietly and sedately . . . we will not gorge. We will carry on a continuous line of friendly chatter, and the appearance of the pie will not instigate a revolution.

Pie eaten we will sit around with the rest of the family and talk for a bit. Presently we will all adjourn peacefully to the living room . . . and the wish-bone will be left untouched on the plate with the rest of the turkey's carcass.

You see, we're part of the grown-ups now. Things'll never be the same.

### Theta President Visits

Mrs. Maurine Temple, district president of the Kappa Alpha Theta sorority is the guest of the University of Oregon chapter. Mrs. Temple arrived on the campus on Sunday and will end her visit today.

Send the Emerald home to Dad every morning. He will like to read the University happenings.

Let's Talk TURKEY

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