by Mortar Board

Dear John

The Oregon State Barometer gets letters to the editor-all sorts of letters, and lots of them, too.

But hardly anybody ever writes us anything. Oh, once in a while some student comes through with some complaint, praise, or comment that he wants written with his name under it; but this is the exception.

In yesterday's Barometer there were 16 letters-mostly about fussing (OSC term for Pigging) at athletic events. There were also letters on other topics, and even a poem from the student body president.

Does our student body president write poems for the Emerald? No, he does not.

Do Oregon students write letters to the editor? No, they generally do not.

Why? We have a letter to the editor column-In the Bag. But we usually get left holding it-empty.

So won't you please step up and write what you think? The rules are simple-in English (preferably) and signed. If the matter is so topical that the student, or faculty member, wishes to have his name withheld, the Emerald will honor that re-

Also the shorter they are the more likely they are to be read. And sometimes letters get results. Remember, you can read in the Browsing Room now until 10 p.m. because Fred Taylor wrote a letter to the editor.

Who knows what other mighty things a letter could evoke?

A Rose Is a Rose Is a Rose

Explanation of the Short Spring Vacation

What's this shortened spring vacation all about? Why are we only getting four days this year instead of the usual nine or ten? When two of our fifteen members said they would be graduating in March to recuperate from Final Week pressure, we realized that their answer was a flippancy, but that complaints have been quite widespread. Not only will the much desired vacation be lost but also students who are a long way from home will not be able to get away for the vacation.

The Board of Deans, ostensibly created this calendar shift for two important reasons-to keep terms as near as possible with the same

by Bill Rogers

number of teaching days and to let students out a week earlier in June.

This is the only manner by which there can be approximately the same number of teaching days in a term. It would be a simple matter if a few days could be taken from fall term and given to winter, but the Christmas holidays make this an impossibility. Actually there will be three and a half less teaching days this school year. In 1948-49 the school days stacked up thusly: fall, 631/2; winter 54; and spring, 581/2. This year there were $60\frac{1}{2}$ fall; 58 winter; and 54 spring.

Getting out a week earlier in June this year will give Oregon students a better opportunity to seek much desired summer employment. It will also allow for a week of vacation before summer session

More than one student has cited the difference between our schedule and that of Oregon State College. Actually, the two schools are independent of each other. An interinstitutional committee has always deemed it best for the University and the College to open and close on the same date, but there is no ruling stating that the academic calendars must be identical.

of the individual institutions.

Some put the blame on the Veterans' Administr a t i o n. But a check with the VA office this week revealed that GI Bill payments are not affected by the length of the school year. Payments are only decreased if a vacation during the year is more than 15 days long.

There has been some misunderstanding that the school year must be kept at a certain length to meet requirements of accrediting committees for professional schools. Most deans of professional schools said this week that their schools are not evaluated in this manner. But stands must definitely be taken into consi deration. When committees like the American Association of Universities and the United States Committee of Education rate colleges and universities they consider the number of teaching days in the year.

Therefore, it is quite logical that the equalization of length of terms, an early close to the school year, and the maintenance of a respectable academic calendar are the primary reasons for our present Final Week schedule and shortened spring vacation.-Members of Mortar Board.

Offhand Observations

Reverse it for a Situation

It may seem a little ambitious, an amateur criticizing the professionals, but the Register-Guard fumbled the ball the other day.

Somewhere in the back of the paper there

appeared a photothat properly belonged on the front page. It was a picture of a group of Japanese who are guests of the United States; they are over here to get firsthand information on the local govern-



ment of this country. When this particular picture was taken, they were being ejected from the Boston city hall.

Now it so happens that the Japs, no matter what else they may have been in the past, have always been polite to the point of obsequity. It ought to make citizens of this country a little curious about what sort of an impression they will be taking back to Japan with them. The Japanese delegation is going to be a little curious about a couple of things too. It is going to be wondering what sort of barbarians won the war, and it's going to be wondering if this business of democracy is all McArthur has it cracked up to be.

The purpose of our occupation of Japan, and no doubt it's costing us plenty of the old Yankee dollah, is on the surface at least to teach the Nipponese to be good democratic

citizens. With the big white brother giving them such an example as they were shown in Boston, we could just as well be diverting our money to the North Pole for rehabilitation of the penguins. If we aren't careful, the Japs aren't going to be any more ready to take their place in the great global brotherhood of mankind than we are.

And then of course there is also this to remember: If the situation had been reversed it would have created an international inci-

Why Study--Speech

Most people recognize that through one's manner of speaking do others evaluate his intelligence, his character, and his personality. Dress, physical features, and overt behavior are indices also of the inner person; but nothing is so persistently revealing as the words one employs and the manner in which he arranges them, articulates them, and intones them. It follows, therefore, that those who are genuinely concerned about others' impressions of them should diligently strive to improve their speech.

If these observations are valid, why do not all students in the University, instead of only the majority who need it least rather than the minority who need it most, elect some type of speech courses? There are three deterrents:

(1) The first is fear. Speech is an

acutely personal matter, so that not all persons have the courage to face criticism and to endure the laboratory activities necessary for salutary improvement. Students therefore choose to avoid the experience of speech study and to reconcile themselves to their inadequacies.

(2) The second deterrent is skepticism that taking a speech course will result in one's speech improvement. Observers note that those who take a single course in speech do not always show substantial improvement in their speech habits. The answer to such doubters is that those who expect the teacher to improve their speech for them make little gain; only those who are willing to accept the responsibility of making their own improvement under the teacher's guidance profit measurably. Fur-

by Dr. Roy McCall

thermore, speech habits of long standing are not easily uprooted. Most college students have been talking for at least fifteen years; they should not expect to be able to establish new patterns in a matter of fifteen weeks.

(3). The third restraining factor is the blight of elocution which still hangs upon speech instruction. Experience with an "elocution" teacher provides reason enough to avoid all forms of speech traing. Few people realize that the past quarter century has seen radical changes in both the objectives and the methods of teachers of speech. Students are understandably cautious of both the speech man and the medicine man.

The question, therefore, should not be one of why one should take speech but rather of why speech does not take.

by Steve Loy

Oregon Daily

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Crotchety Old Vet hagrined

I have just cancelled my subscription to the Oregonian. I am going to refuse to go to the Mortar Board ball, and the BA major who wrote the letter to the editor about cheating is no longer a friend of mine, even if he does live across the hall from me.

Why? Because I'm hurt. Hurt to the quick over the shabby way all these people treat me. Who started the present furor over cheating? I did. So what happens? Wilma Morrison writes a very comprehensive story for the Oregonian and leaves out the best authority on cheating in the whole University. And I thought I was already disillusioned.

Whee! The weather is human again and all roads lead to the coast. If you haven't time

to go to the coast (who has?) you can always buy a case of beer and get a sexational woman and go on a picneck. Before long you will hear the procrastinators screaming for rain, "so I can get some work done."

The next time I don't have to read a book, I would like to delve between the covers of "I Just Had to Before I was Twenty." Haven't the slightest idea what it's about, but with a title like that it ought to be a best sel-

The registrar's office deserves congratulations for the method they devised for showing seniors how they are progressing toward graduation. The scheme is actually simple.