

Oregon Daily EMERALD

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Legal Trivia and Elections

Now we believe in legality as strongly as the next person. But sometimes we are inclined to smile a bit at those who complain loudly if every minute, exact rule is not followed to the letter in such things as school constitutions.

That's what we're doing now.

The ASUO election is being contested by a group of students on the grounds of several small discrepancies with stated election procedure. The amendment was run in the Emerald five days instead of one week previous to the vote. Voting booths did not open and close precisely on time. And so on.

It seems to us that the spirit of the constitution was preserved. The student body did have adequate notice of the election.

Certain legal trivia were overlooked by Merv Hampton in setting up the election. Certainly these should be pointed out to him, and the student body.

But is it really necessary to officially contest an election just because of trivia? Wouldn't just public notification of the discrepancies have accomplished as much? The contestants themselves admit they don't really consider the election results unfair.

A Middle Ground for Religion

For once, college administrators and professors forgot their problems of enrollment and finance when they met in the recently-concluded Conference on Higher Education in Chicago.

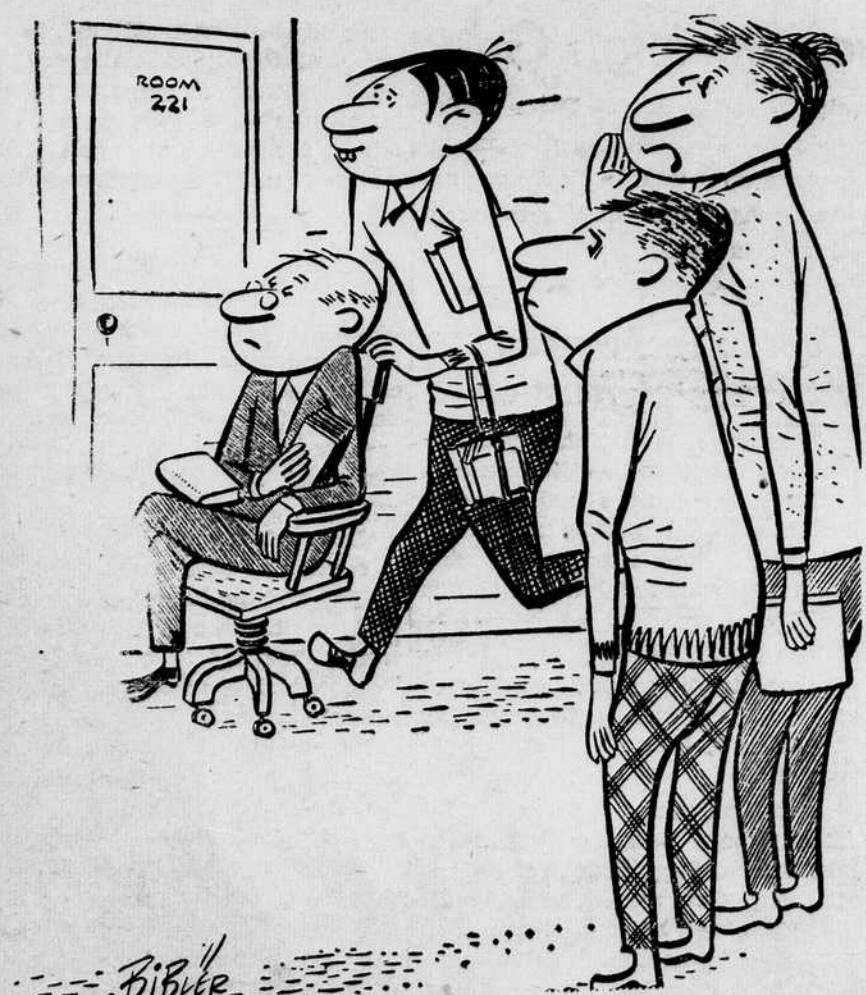
Higher education's responsibility in strengthening the moral and spiritual foundations of society—both on and off the campus—was the subject of many of the Conference's roundtable discussion groups.

Some argued that universities and colleges should make definite room for religion on campus. Chaplain James C. McLeod of Northwestern university said a place of worship deserves to be on campus every bit as much as does the basketball team's "cathedral of muscles." The responsibility of higher education is ended with the teaching of moral fundamentals, they said.

It seems the most valuable thinking came from the middle-grounders, the educators who favor neither complete embracing of religion on the campus nor complete abolition.

"All fields of study can be made to contribute to the moral and spiritual outlook of the student," they concluded. "The instructor has the responsibility for grasping any opportunity offered in furthering student thought on values."—D. D.

Midterm Time?



"Talk about yer apple polishers! He wheels old Prof. Snarf down to his office after every class period."

An Editorial

College Graduates Want More Specific Training

What happens to Joe College and Betty Coed after they walk across the platform, degree in hand, to face the world, as the saying goes.

Time Magazine has in part answered that question with a survey of U.S. college graduates and a book based on the study, "They Went to College." Some of the answers are revealing and surprising, some to be expected regarding these 6,000,000 Americans who have college degrees.

Six per cent of all Americans old enough to be through college have degrees. They are predominantly young, male, come from small Eastern cities, tend to have at least one parent who is college-trained, and were at least partly self-supporting while attending school.

It is true that the college graduate has an advantage over his non-college brother—he has the best jobs, makes the most money and has attained more of what the world terms success.

Thirty-four per cent of men graduates have jobs as proprietors, managers, and executives compared to 13 per cent for non-graduate U.S. men. In the semi-skilled and unskilled worker class the difference is pronounced—five to 58 per cent. Numbers are most nearly the same in the branch of clerical, sales, and kindred workers—10 and 12 per cent.

An income comparison shows the median to be \$4,689 for the men graduates; \$2,200 for all American men. Furthermore the earnings of the graduate increase with age, while the income of men in general tends to slack off after about the age of 50.

The old grad seems duly to honor the state of matrimony, in fact it is rare to find a bachelor—eligible or confirmed—in this category, and these are chiefly in the lower income group, under \$3,000. Of men over 40, six per cent of old grads are bachelors, nine per cent of all U.S. men. Furthermore the proportion of working marriages among graduates is better than average, with fewer separations and divorces.

In the matter of children, the graduates tend to limit the size of their family according to income and the size of the town they live in. Those of higher income and smaller towns have the large families. Still though, the average number of children for all married grads is only two, which is below the average for all married men in America.

The ex-coed does not fare too well in either career or marriage as the old grad. Like her male counterpart, the female graduate has the better jobs in the business and professional world compared to the non-graduate. Her chief competition is with men, especially college men. For example, the median in-

come of the ex-coed and career woman is \$2,689 compared to the \$4,689 for old grads.

The typical college career woman is a school teacher—three out of five ex-coeds working at a job instead of marriage are in the field of education. Schoolteaching is also the heaviest contributor to spinsterhood.

Some interesting facts on the ex-coed and marriage show that 41 per cent of those under 30 are not married, compared to 25 per cent of all U.S. women. By the time they are in their 40's these figures have been reduced to 26 per cent and 8 per cent. Spinsterhood is an outstanding characteristic of women grads, but statistics show that the trend is away from this—for the career woman to become a housewife.

The chances that a coed marry depend greatly upon her religion. Among Jewish coeds the proportion of unmarried career women is only 23 out of 100; among Protestants, the same as for all coeds, 31 out of 100; among Catholic women, 48 out of 100. This last figure is called the most ironic of the entire survey, considering that Catholics have the strongest tradition of family.

Graduates have a high opinion of college in general, and of their alma mater in particular. Of every 100 graduates, 98 say they would go back to school if they had to do it again. Of these, 84 per cent would return to Alma Mater. Satisfaction with their major field of study was expressed by three out of four, the other one in four would prefer to change to a different course of study.

The greatest cause of dissatisfaction is the desire for more specific training by 35 per cent of the graduates. Doctors are most satisfied with their field, followed by lawyers, home economic majors and dentists. Least satisfied are pharmacists and majors in humanities, both of whom look with longing eyes on the field of medicine.

Desire for greater specialization—the trend from the B.A. degree and the general education—is generally based on a greater economic reward. However, the generally educated graduate would often not trade his education for financial success. It is also true that those who have majored in humanities or social sciences are more active and interested citizens of their communities and their nation.

All-in-all, college graduates today represent a pattern of greater democracy. A college education is no longer a privilege restricted to the rich or well-to-do. Everyone who can use a higher education is still not getting one, but many more are than were 10, 20, or 30 years ago.—M. B.

-- Letters to the Editor --

Better than Expected

Emerald Editor:

It appears that appreciation about events arranged by the students seldom is officially expressed on this campus. It seems to be out of fashion to do so; at least, it's not the custom.

I would like to step out of the usual pattern and give the students behind the mock political convention the compliments they very much deserve.

The whole thing came out as a success. Due to the excellent preparations and the arrangement itself this first "try" came out much better than anyone expected. There should be little doubt that it was fine advertisement for the University of Oregon and its students. (And, indeed, it was a wonderful blow in the faces of those who predicted that it was doomed for fiasco.)

The surprising and encouraging point was that the mass of the students enjoyed participating. In other words, one of the main purposes, or perhaps, "the" purpose—to stimulate and activate political interest—was accomplished.

This touches the basic problem of democracy of how people are to be kept awake; of how they can be kept awake; of the fact that things are going on continuously around them; of how to keep people interested and how to get them to understand the importance of being informed of what's going on.

Although the Oregon convention did not give any conclusive key to this problem, I believe it indicated what could be done on a small scale with moderate positive results.

Of course, criticism could be

raised on certain points. There was a lot of unnecessary mud-throwing and exaggeration. Some of Governor Peterson's sentences could easily be argued into pieces and Chairman Haggard of the Virgin Islands should have watched more closely the proceedings at the end.

But in all a positive impression is left in one's mind. My wish is that European students would follow on in the same line more than we do. It should be repeated.

Kaare Sandegren

Doesn't Understand

Emerald Editor:

I'm not a bit interested in campus politics and so was very pleased to see an article by Phil Johnson about real politics (Apr. 29). The title was very discouraging, because centipedes have 100 legs (you only have to know Latin for that) and if the Kremlin men have made more than 100 mistakes in their 33 years of office that means more than three per year. This is not much.

I wish I could say that the mistakes of the Western governments have been counted on fingers, instead of adding machines.

More disquieting is that Johnson does not understand the basic struggle between Marx and the church of his days. Marx saw that people in the factories were getting a raw deal, and that they were taught to accept this by the churches. The ministers came from the same backgrounds as factory owners, and now it is not hard to understand what Marx was fighting against.

The present American churches are certainly not preaching to accept everything, even injustice,

but the church 100 years ago was different. It would be good if the people here would realize that what one word means to them is mostly not the same as what it means to others. For example, Democracy here means: Everybody gets a chance in a free enterprise system. Democracy in England 100 years back could with free enterprise meant: The "haves" can raise prices and lower wages at will.

A real mistake is made in the last two paragraphs. Let me quote: "Hitler, even in 1945 did not face a revolutionary threat outside the army. Consequently the Soviets need not introduce slave labor camps, secret arrests,..."

It is a well known fact that the German people by concentration camps, etc., were prevented from speaking their mind and were ruled by fear.

Consequently, if the Russians want to prevent revolt, they have to instill fear by means of slave labor camps. It is however, dangerous practice to compare Russian government with existing or past dictatorships and I wish Johnson would not do so.

Dirk Schepers

From the Morgue...

30 YEARS AGO

May 7, 1922—The UO is proposing a constitutional amendment calling for a music fund which will provide music for the students at the "ridiculously low price" of 50 cents per term. Concerts will be at the Eugene Armory.