

Oregon Daily EMERALD

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An Open Letter... Here's a Chance To Sell Oregon

To the students of the University of Oregon:

At perhaps no other time in the University's history have its students faced greater opportunities to be of service to their alma mater. I say this because as student body president, I am particularly conscious of this aspect of student government, but also because I believe it is a fact in which every student should be interested.

There seems to be general agreement that the past year has been one of the best in the University's history. It is perhaps fitting that such a year should mark the 75th Anniversary of the University of Oregon.

The outlook for next year is bright. The story of some of the University's outstanding achievements—our 75th Anniversary lecture series; honors won by faculty and students; the quality of our student body—all of this is becoming known outside the University circles. Perhaps the best concrete evidence of this was the attendance at Duck Preview. It was more than twice as large this year as last year.

One of the most important things which we as students can do at this particular time is actively to join the ranks of salesmen for the University. With such an active sales force, we can make next year an even greater one than the present year, and in so doing help materially to advance the programs of our University.

How should we do this? By actively promoting the University in our home towns this summer. Tell the graduated high school seniors of our new Student Union and the science building of which we are very proud. We had one of the finest assembly programs on the coast this year. Our extra-curricular activity program was as good, if not better than, it has ever been. These are the things which high school students want to hear about, and these are the things that will sell the University of Oregon.

So remember again: This summer, you are the University's salesmen. You are the ones who can make next year an even better year, and by so doing, your University and its students will benefit.

Pat Dignan, President
Associated Students,
University of Oregon

The Atomic Age

Present Congress May Enact Coal Mine Safety Legislation

By Phil Johnson

States' righters and Congressional incompetence have taken their deadly toll, but it appears that effective coal mine safety regulation may become law in 1952.

This would be the crowning achievement in a 45-year campaign to cut down on the number of mine disasters.

In 1908, after almost 12,000 miners had been killed during a four-year period, the United Mine Workers asked Congress to create a Bureau of Mines which would study mining conditions. "The men who have seen their comrades bruised, battered, crushed and torn to pieces by these mysterious underground forces," the petitioners stated, "demand that the United States Government prevent these accidents." Congress took no action.

Two years later Congress finally created a Bureau of Mines, which was to study disaster causes and methods of prevention. However, some coal operators refused to give information or to permit Bureau of Mines officials to enter the mines for observation of conditions.

The disasters continued, in 1939 the Senate passed a bill giving Federal inspectors authority to enter and examine coal mines, but the measure died in the House.

However, after six explosions caused 276 deaths in 1940, the slow-moving Congressmen passed the present law, which permits Federal inspectors to inspect mines and recommend safety precautions.

Nevertheless, there is no enforcement authority, and mine owners frequently ignore the recommendations. Last December 119 men died in West Frankfort, Ill., when a faulty ventilation system permitted an accumulation of gas which was set off by an electric spark from defective mining equipment.

The mine owners had failed to act, although 13 of 16 federal inspections listed hazards in the

mines, and six warnings concerning the gas had been given to the owners.

It is a tragic fact that some mine owners, (not necessarily those at Frankfort), don't want to incur the expense of proper safety conditions. Their losses in mine explosions frequently are covered by insurance.

Some attempts also have been made to shift the blame to the miners. Opponents of federal regulation have pointed out that many mine contracts provide for workers' committees to recommend safety measures. Frequently, they don't do so.

There are two causes for this failure. The workers are in a highly-seasonal, low-wage industry, and they hesitate to demand improvements that would mean a temporary shutdown of the mines because they don't want to suffer a reduction in their subsistence wage. They are sometimes willing to gamble their lives.

Also, workers frequently do not have the technical knowledge necessary for an adequate knowledge of mine hazards.

Another argument, led by states' righters, contends that states should enforce mining safety laws. Unfortunately, they haven't been doing that. The Bureau of Mines reports that West Virginia, which has the best record for following federal safety recommendations, carries out only about 40 per cent of those recommendations.

The ghastly toll continues to rise. In 19 years (1933 through 1951) mine accident deaths totaled 21,554; cripples and injuries numbered 1,071,703. In the first four months of 1952, 208 went to the grave, leaving behind 143 widows and 282 children.

The proposed law, providing for closing of mines refusing to follow safety orders (retaining operators' rights to appeal to the courts) should have been enacted in the 1800's.



PHIL JOHNSON

Practice What You Teach

Have you ever wondered how high school students manage to graduate without learning anything? Maybe it's because their high school teachers have been graduated from college the same way.

The Chicago Education Examiner's office has found out just how little some of the prospective leaders of our youth actually know.

"Use the words listed below in sentences that will illustrate their respective meanings: incoherent, dietary, punitive, travesty, succinct, insurgent, malcontent and divest." That was one question on an English examination given last month to 400 would-be high school teachers. Here are some of the more glaring results:

- "The cake was on the punitive side."
- "Your research paper has malcontent."
- "The travesty of the blast could not be measured."
- "The insurgent in her side was two inches deep."
- "The original species of monkeys is succinct."
- "Divest problems will inflict you on this task."

One shocked Chicago school official said: "Some people who go to college get through in a peculiar way. They pay their tuition so long, and stay exposed so long that somebody just finally gives them the necessary credits."

He is so right.—D. D.

The Deadly Parallel

It's always dangerous to get facetious with a serious subject.

But this is spring term, and some irrepressible imp inside us insists on finding deadly parallels between Dr. Alex Inkeles' definition of the social motivations of Soviet society, as given in Tuesday's assembly address, and life in a certain institution of higher learning.

Dr. Inkeles' six major characteristics of the Soviet regime, and their collegiate parallels:

- "It places abstract social and national goals above human welfare, as exemplified by the ruthless pace of industrialization and collectivization."
(It places abstract social and institutional goals above human welfare, as shown by the ruthless pace of orientation and final examination.)
- "It has a strange, ambivalent conception of the psychology of man: Man is relatively inert and needs guidance, but man is also dangerously spontaneous, capable of sudden fits of energy, so needs constant watching."
(Man is relatively stupid and needs prodding by the Office of Student Affairs, but man is also capable of sudden fits of rioting, so needs constant supervision, preferably by the Oregon Mothers.)
- "It demands constant sacrifice with the smallest material rewards and the longest delay."
(It demands constant studying with the lowest GPA rewards and the longest delay in returning papers.)
- "It exacts a frightful toll on the grounds of responsibility without giving the citizen a chance to control all the factors involved."
(It exacts a frightful toll on the grounds of requirements without giving the student a chance to control his course of study.)
- "It confuses people's origins with their behavior and intentions."
(It confuses professors' number of published magazine articles with their academic ability.)
- "It attaches a political meaning to every personal act."
(It attaches a moral meaning to every glass of beer consumed.)

Now we can all sit back and wait for the McCarthy investigation.—G. G.

Teacher Material?



"Th' whole family was proud of Stan last week—First one in our generation to graduate from college."

Campus Headlines...

Frat Serenade Ends in Brawl

By Rae Thomas

What started as a serenade by two fraternities at the University of Chicago turned out to be a mass free-for-all with "real spirit," as someone said.

The two singing groups were joined by others and soon over 200 men were gathered. Things soon got out of hand. Girls' dorms were raided with cries of "Bring out the women" and "We want sex."

Campus police were surrounded, and air was let out of their tires. Said one officer: "I would say that so far the demonstration is orderly."

The campus was pleased that, on a campus well-known for its lack of spirit, such a brawl could be organized in such a short time.

Fifteen male residents of Cascade hall at the University of Washington pitched in to take over their janitor's duties one day last week. The janitor, John Adair, was guest of honor at the hall's annual picnic.

"The real reason the boys are doing this," Adair said, "is because their girls say they don't get enough training in housework."