

House Dance Time Again

Save That Spirit

Sitting in the Oregon rooting section at Multnomah stadium last Saturday was like spending an afternoon in the morgue. Which was fairly appropriate, perhaps, as the Web-foot winning streak was murdered down on the playing field by a fired-up pack of Washington Huskies. And for a few days after that afternoon of dejection it seemed more like last year around here, with much cursing of the team and coaches and mutterings of "what a waste of time it is to travel to see Oregon play." It was the first real let-down this campus has had since the Webfoots started looking like champions earlier this year.

We trust that by now the gloom has worn off and the student body realizes that one loss does not a miserable season make. The Ducks of Coach Len Casanova are still very much a championship team—they need only one more victory to wrap up at least a share of the PCC hardware—and they're planning on picking up that one victory this weekend.

The place is Los Angeles. The time is Saturday afternoon. The team is the University of Southern California. They're a team with an unimpressive record and no real stars, but the Trojans have one thing on their side. Sportswriters call it the "Coliseum jinx." Which simply means that Oregon has not beaten a USC football team in the Los Angeles Coliseum since 1941.

And it's not going to be easy sledding (even if there's snow on the ground in Los Angeles) to end that jinx. In Willie Wood, Coach Don Clark has a top-notch running and passing back, and in Tackle Monte Clark he has one of the better linemen on the coast. USC's only win was over Washington, which is not much help to those who like to juggle statistics.

It'll be almost the same Oregon team that looked so good against UCLA, Cal, Stanford, WSC, etc. End Ron Stover will be back in action after recovering from a mild concussion, and Dave Fish returns to bolster the injury-weakened center position. It WILL be the same Oregon team if that never-say-die spirit stays with them.

If Oregon plays the kind of football they're capable of playing, there isn't a snowball's chance on Olivera Street for a continuation of that Coliseum jinx. And a word of advice—it isn't necessary for you to prove your spirit (even if it did slip a little this week) by rushing out to join a death-defying car parade after the final whistle. Save that spirit for a royal welcome for the team—and for the Homecoming game.

Education Week

By proclamation of President Eisenhower, this has officially been Education Week. For the Oregon student, laboring from one midterm to the next, this announcement

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probably has all the import that an Armed Services Day has for the troops during a war—why observe one week out of a battle approximately 36 weeks long?

But perhaps we are so "vitaly" connected with this complex process of maturation and learning called formal education that we have not evaluated its structure, functions, goals and problems. These questions would seem to be the proper concern of students, as well as instructors and administrators during an Education Week.

Unless our major field is education we've probably never been exposed to the more sophisticated topics involved in learning—all kinds of "isms", systems etc. But you don't have to have a background in teaching to appreciate the most urgent problem facing the School today.

To us, it's this: should American education take its cue from a society which is in the act of shifting its framework to a technological basis?

This is no new problem for schoolmen—their attacks on it have produced doctrines like John Dewey's progressivism, which has had its vogue in recent years. The well-publicized "Why Can't Johnny Read?" inquiry represents a critical look at one of education's progressive new teaching techniques, and Oregon's own pioneer classroom-TV system is an instructional aid that is part and parcel of the present trend toward the technical in both methodology and subject-matter. But how far should this trend be continued?

The nation's scientific and military forces decry the lack of emphasis on scientific pursuits in today's schools and predict a leveling-off and eventual decline in America's technological and industrial output, unless some action is taken, beginning with this generation. To reiterate the problem: the United States may soon be in the position of a great factory without motive power, if today's pupils are not offered an adequate technical background. Must contemporary education meet this challenge by stressing such topics at the expense of the classical "3 R's and F" (football)? (Russia's recent scientific binge suggests that their approach to the problem is paying off.)

Aside from such vital-to-all problems, education is faced with an internal dilemma: there simply aren't enough teachers to go around, from grade one on up. Spiralling population and the demands already mentioned for a broadened, more complex curriculum are the culprits here, but there is no denying this sobering point: unless the rate of qualified teachers keeps in better step with the number of students, something must suffer. Educators are afraid it will be the quality of learning, and we scarcely need to be reminded that a democracy requires an educated electorate.

As students of a liberal arts University, the problems of education ought to concern us as much as they concern the schoolmen who have requested a National Education Week—in the event that we graduate, we may find ourselves as employers, employees, parents—even teachers—looking at education from quite a different angle.

And right now, perhaps, because of our unique "inside-looking-out" viewpoint, we can find something of worth to say back to our mentors.

Footnotes

One of our lettermen is apparently still learning his way around the University. Editor of the Springfield News reports asking one of the athletes how to find the Dads Room in the SU. "Go down the stairs and to your left," answered the letterman. He hid, wound up in front of a door labeled "Men."



Letters to the Editor

Emerald Editor:

The editorial of the Emerald which "exposed" Wynn Dahlgren as a "campus political boss" is deserving of comment. The Emerald's exposure of "bossism" is indeed shocking. But, don't let the outward happy disposition of this new Tammany Tiger (the Carmen Desapio, of the OSP) fool you.

Beneath that cheerful, Eisenhower-like grin lies a power-drugged politician whose desire is complete control of the ASUO Senate. His motive is to control the Senate, thereby gaining access to the huge resources of "graft" at the disposal of that august body.

The tremendous power of the ASUO Senate in the hands of Boss Dahlgren will be a springboard to total control of the University. Everyone knows that student government is the real "power elite" that guides the actions of those Senate "puppets" such as the Office of Student Affairs, the Emerald, the faculty, and the great "unwashed" masses that we sometimes call the student body.

The Emerald should be commended for its "muckraking" and its courageous editorial stand against the rise of a campus Huey Long. In time such strong stands will insure the Emerald of a place "up yonder" in the Journalism Hall of Fame along with Confidential, Expose, and Time Magazine.

George M. Boyet
Graduate Student
Political Science

Emerald Editor:

We have noted Dave Cass's column in the October 29 Emerald, particularly the headline; OSC's Admission Practices Shouldn't Affect Oregon's.

Merely want to point out that there have been times in the past when the University took that position.

In 1941, both Oregon and Oregon State had lots of California students, Oregon by far the most. This caused, I am told, some raised eyebrows. On inquiry, it was revealed at a meeting of the State Board of Higher Education that Oregon State had higher requirements for the admission of non-resident students than did Oregon. The California students at OSC were eligible to enter the University of California, but not many of

them registered at the University were so eligible.

When this was discussed at the December, 1941, meeting of the board, President Erb stated that the University couldn't afford to make a change right away because of the loss of fees. A good many thousand dollars was involved.

You're right there at the board's head office; look it up. No, you don't need to follow OSC. Another point of departure you might consider has to do with so-called special students. Oregon State has less than half a dozen; Oregon has over 260. How did they get in, and how many athletes are among them? What's more important, what kind of students are they, and how many credits are they taking? They seem to be counted in the total enrollment. You aren't following OSC there either.

Aren't you getting a little dizzy on that high pinnacle of scholarship?

Thomas Wright
Senior at OSC

(The following letter was received by Jim Lynch, President of the ASUO.—Ed.)

Mr. President:

Although you may have meant your letter as a joke we did not think it as such. Your criticism of Oregon State is not in keeping with the Student Body Presidents role in maintaining satisfactory relations with neighboring schools.

It has been brought to our attention that you and your student body seem to be lacking confidence and faith in your "Rose Bowl Team(?)." Perhaps, you feel like Linus without his blanket. Realizing that the Ducks may lose the OSC game and the "O," your reply was the only logical answer you could make.

We gather from your letter that Oregon would like to make OSC's Homecoming court a revolving trophy. We the OSC students feel that our court is far above that of being equal to your "O." Besides what would happen to your traditional "O"?

We regret that the Oregon Students have not had the opportunity to visit the Oregon State Campus and notice our outstanding girls. The Homecoming court is only a small

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