

The Oldest Story

In the hustle and bustle of a modern Christmas, with talk of Santa Claus and Rudolph and layaway plans and orange Christmas trees, we hope there is still room for a rereading of the oldest Christmas story of them all:

And it came to pass in those days, that there went out a decree from Cesar Augustus, that all the world should be taxed. And all went to be taxed, every one into his own city.

And Joseph also went up from Galilee, out of the city of Nazareth, into Judea, unto the city of David, which is called Bethlehem, because he was of the house and lineage of David.

To be taxed with Mary his espoused wife, being great with child.

And so it was, that, while they were there, the days were accomplished that she should be delivered.

And she brought forth her firstborn son, and wrapped him in swaddling clothes, and laid him in a manger; because there was no room for them in the inn.

And there were in the same country shepherds abiding in the field, keeping watch over their flock by night.

And, lo, the angel of the Lord came upon them, and the glory of the Lord shone around them; and they were sore afraid. And the angel said unto them, Fear not; for, behold, I bring you good tidings of great joy, which shall be to all people. For unto you is born this day in the city of David a Saviour, which is Christ the Lord. And this shall be a sign unto you; Ye shall find the babe wrapped in swaddling clothes, lying in a manger.

And suddenly there was with the angel a multitude of the heavenly host praising God, and saying, Glory to God in the highest, and on earth peace, good will toward men.

On Resolutions

Resolutions are traditionally associated with New Year's Day. And, although rosy thoughts will predominate in many minds come New Year's Day, some of us will once again sit down and firmly resolve to make 1958 a year of self-improvement. But whoever keeps New Year's resolutions anyway, you ask.

The percentage is probably low, we grant, similar to the percentage of women remaining on strict diets during holiday dinners. But it is possible to keep them.

The New Year is a good time for all of us to sit down and take stock of ourselves. In what ways are we doing less than our best? Can we improve our present system? What things about ourselves do we want to change?

Most people are beaten before they start. They aim too high. They fail to plan ahead. Or they think only in general terms and neglect to get specific.

All right, how do you make a resolution you can keep?

1. Set a reasonable goal. Good things can't be hurried; they have to come gradually. A tentative long-range goal is all right, but unless you can pass definite milestones along the way, you won't feel you're accomplishing much. You'll bog down within a week. Few people can jump from a 2.2 GPA to a 3.7 in one term—instead, one should concentrate on bringing up those C's in biology and comp without neglecting other work.

2. Make a flexible plan. Conditions change, and a too-rigid plan is almost as bad as no plan at all. The person who simply says, "This year I resolve to make some new friends and get out of my rut" should stop to consider a few solid possibilities

and then draw up his plan. He then can decide what he wants to do. He can register for a class none of his friends are taking. He can join a club in which he is interested. Or he can try out for the play, volunteer for a committee, join a work party.

Sitting down and drawing up a tentative plan will help greatly in arranging one's thoughts in systematic order.

3. Get specific. It's fine to say "I'm going to be a friendlier person", or "I'm going to try something new this year"—but it's where you go from there that really counts. Get specific! Resolve to write a letter to your folks each Tuesday afternoon, take that modern dance class or study Wednesday afternoons—and we mean STUDY—at the library. Getting your specific goal down in black and white is your first job.

Resolutions make us consider how we can improve our weak points. Thinking and talking about them, and even writing them down won't do the job. It takes hard work!

Faith in the Aim

At the time we began last spring we listed the aim of the new Emerald staff as improvement in service to the University community. We made some changes and some innovations in news and photographic coverage, in physical make-up and news judgment and even in delivery time, all with the aim of improvement in service.

Most of our changes were concentrated in this page. We made display and typographical changes, but our hope for improvement was in the choice of subject matter and style. We selected columnists who we thought would supplement the editorials themselves in keeping with our aim of improved service.

In retrospect it is painfully easy to note our failures in following our aim. We admitted to limitations when we began but we found more limitation than we anticipated. The "think pieces" over which we lost study and even class time passed unnoticed. And the hastily assembled word-piles caused what we thought undue comment. In this our greatest limitation was ourselves; our great indictment was "we might have been."

But this should not invalidate the listing of an aim or the attempt to follow such an aim, and we hope it will never be reason enough to discontinue doing so.

We believe that our aim—no more, really, than an open statement of the ideals of our predecessors — will be continued through the staff which begins under Allen Johnson in January. The knowledge of the work of those before us, the work of those with us and the capabilities of Johnson and those who will work with him give us this faith. The Emerald will continue to serve, and it will continue to improve in service. (-c.h.m.)

No Panacea

Some of us are about to suffer through our tenth finals week (try to imagine a full term of finals); a few of our number will try their luck for the first time—some with devil-may-care confidence, others with shaking hands and bloodshot eyes.

We know of no panacea which will make the finals week ordeal any easier for the worried ones—or, for that matter, of any way to inject into the complacent ones a sense of urgency. Finals weeks is a sort of a modern-day duel: a test of the individual's skill and courage, with no outside assistance allowed.

About all we can do, as the appointed time draws near, is to urge one and all to fight the good fight—we'd like to see you back next term.

Busy Days Ahead



William Cook

Educators Shouldn't Panic Into a Lop-sided Curriculum

"It behooves educators in these days of semi-hysteria about education to keep balance." This warning from John R. Richards, chancellor of the state system of higher education, should be heeded.

Richards, speaking of the American reaction to the Soviet Sputniks, aimed his remarks at those who are calling for more intensive science and mathematics training in educational institutions. He said, in a speech before the state board of education, that more emphasis on these subjects should not exclude the social sciences and other fields (according to Jerry Uhrhammer of the Eugene Register-Guard).

The launching of the Soviet satellites and the realization that the Russians have, or soon will have, operational inter-continental ballistic missiles, came as a great shock to the American public. It seemed inconceivable that any nation was capable of surpassing us in what we regarded as our own special skills—scientific and technical development.

American education has been taking quite a beating since the Sputniks. Educators have been blamed for not producing as many able scientists as have the Russians. This helps account—so the thinking goes—for the Russians' evidently superior rocket and satellite development.

But in the public clamor for more scientists and scientific education at any cost, some important facts are being overlooked.

The reason that the Russians beat us with satellites and long-range rockets was not due to any great shortages of American scientists. We simply started later than the Russians in our rocket and satellite development programs.

It takes several years of patient research and development to build a Sputnik or an ICBM.

The Russians started right after World War II; we started actively only four or five years ago.

American scientists had been saying for a long time that they could, given the time and money, develop earth satellites, ICBM's and moon rockets. But they rightfully have had no power to make the decisions to undertake such projects under government auspices.

The blame for our lag in scientific development of super-weapons should be attributed to governmental leaders who saw no value in such "Buck Rogersish" devices.

The real change in education should be to gear it to produce more liberally educated citizens and leaders—men who are not so specialized that their viewpoints are warped. These men provide the nation's moral and actual leadership, a far greater national strength than scientific and technical leadership.

If our educational system is overhauled to place the primary emphasis on science, the more important component of national strength would be neglected.

The struggle between the United States and the Soviet Union is basically over which nation shall exercise the moral leadership of the world. We cannot afford to subvert the processes of liberal education which help develop and define this leadership.

Vice President Richard M. Nixon has summed up the point nicely. "The greatest mistake we could make would be to become simply a pale carbon copy of the scientific materialism which the Soviet Union represents in the world today."

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