

Another Great Miler

Another great miler from the University of Oregon is in the making. Jim Greile, the smooth-running Webfoot junior, ran against many of the world's best milers in two indoor meets during his recent eastern trip and finished third in both of them. Grelle lost only to Villanova's Ron Delany and Hungary's Istvan Rozavolgyi; both men have run the event in less than four minutes.

The Webfoot distance runner was clocked at 4:06.8 in the AAU mile championships Saturday at New York's Madison Square Garden, which was his best time for the event.

Grelle is the third great miler product of Oregon's track and field coach Bill Bowerman. The other two were Jim Bailey, who was the first man to break the four-minute mile barrier on American soil, and Bill Dellinger, who was the NCAA mile champion and held the American 5,000 meter record in 1956. Bailey and Dellinger put the University on the track and field map, and Grelle is in a position to do the same thing.

Only 20 years old, Grelle has a great career ahead of him. His performance last Saturday proved that he is improving rapidly and he should be able to better his personal mile record later this spring when he runs on the more-familiar outdoor ovals. Grelle, with Bowerman's expert help, has the possibility of becoming America's best miler.

Honorizing Kwama

Kwama took a step in the right direction last week by revising their constitution to make the organization a more honorable honorary. We hope the Kwama action will prove an influence on the policies of other "honorarys" which presently subordinate

their honoring function to the pursuit of busy-work.

The revised Kwama constitution now states that the purpose of the organization is to honor its members for the service they have performed individually and to allow them to render worthwhile service as a group. This section is presumably supposed to eliminate activities for the sake of activities, as well as strictly money-raising projects with no real service value.

Unfortunately, the wording of that section of the constitution is not really concrete; it leaves interpretation (or ignoring) of the word "worthwhile" up to future members, some of whom are sure to be carried away with the "necessity" of raising money for scholarships. We trust that cooler heads, able to read the spirit as well as the letter of the constitution, will prevail.

Membership requirements for Kwama, as listed in the new constitution, are quality, importance and quantity of activities—plus a 2.5 grade point average. It's good to see quality and importance taking precedent over sheer bulk of activities, as in the past, and it's likewise gratifying to see recognition that success in academics is also honorable.

Kwama, at least, is keeping pace with the changing nature of the University. Its members have recognized that an honorary which honors only for bulk of activities and then puts those "honorable ones" to selling programs and serving potatoe salad stands a good chance of being laughed right out of existence in an atmosphere of growing seriousness and intellectual emphasis.

Footnotes

Mike Shredli, 18-year-old San Franciscan, is doing his part for service unification. This youth has appointments to all three service academies, from a Representative, a Senator and Vice-President Nixon.

Educational Television



"—SO HE ASKED HIS ADVISER HOW TO IMPROVE HIS GRADES."

William Cook

Goals of Modern Generation Stated in Graduate's Letter

The Emerald and its columnists have, in several instances, discussed our college generation in terms of "apathy," "conformity" and "security." We've noted that our generation has been called the "silent generation" or, as Failing Lecturer Crane Brinton called us, the "safe bet, sure thing generation."



The pieces which have appeared on this page have reflected the concern which many have felt about our generation.

A Princeton University professor recently completed a book about our college generation in which he, through 11 anonymous essays by Princeton students, attempted to reveal just what we think, believe and want.

Excerpts from the book, "The Unsilent Generation" by Otto Butz, were published in last week's Life Magazine. The essays are interesting and, when the book is published next month, should be good and revealing reading.

This columnist would like to add a bit to this literature.

Recently, this columnist received a letter from a good friend in which he discussed his own feelings about what he wanted to do and get out of his life. The letter is particularly interesting because, during his undergraduate years, the writer of the letter had scorned those who had reflected the feelings which he stated.

If the following bit of introspection sounds familiar, it's probably because it contains elements of most of the observations which have been made about us. The fellow who wrote the letter, a recent University of Oregon graduate now married and serving in the army as an enlisted man, had this to say:

"...I've decided that I may as well go into teaching. After all, I spent much time and money on an education that supposedly was to prepare me to do that. Besides, teaching is always a safe berth whether the country's economy is up or down... From what I've heard, things are just as bad out on

the coast as ever. I'm making sure that when I get out I can step right into something.

"I'm just like everyone else today. I'm not interested in cutting a big bull in the tail. I'll forego a gamble for a sure thing that offers security and an adequate living. All this is very contemporary and perhaps the outstanding defect of the modern generation but no matter how prosaic that's what I want. I suppose we all think 'big' at times but the one thing I've never had till now is that tyrannical word security. For as long as I can remember I've never had it and now it can be had... When we get back to Oregon we are going to put a down payment on a home and begin leading the 'good' life.

"I imagine this all sounds middle-class to you but it's the ultimate to me. No more fiddling around for me. The radical concept has had it."

Sound familiar?

Letters to the Editor

Emerald Editor:

I have been reading the local daily for about three years and am very pleased that for once the movie review was well written.

I am referring to the review of the movie "Men in a Crevise." The writer perhaps should stick to this imaginative form of epistolizing, and leave factual reporting to those with a talent for it.

Some writers seem to believe that a good review requires cynicism. I for one enjoy a factual report, letting the reader decide how good or bad a movie is.

James C. McClellan
Graduate Student in
General Studies

Our Contemporaries

(ACP)—From the Oredigger, Colorado School of Mines, comes this name for a party: the "Flunk and Forget Dance." Sophomores at the Golden, Colo. school are planning it.

Our Contemporaries

The Heritage of Progressive Education

(Editor's note: The following editorial by Roger Davidson is reprinted from the Jan. 9 issue of the University of Colorado newspaper, the Colorado Daily.)

If 1957 is remembered as the year when the Red star thrust its ominous shadow over the complacent American landscape, it will be also reckoned as the twilight of what might be called "the divine average" theory of education, a creed to which many of the University professors of education claim hearty allegiance.

Although we can hardly mourn the passing of this theory, it is not difficult to discover its appeal to contemporary educational practitioners.

More than anything else, progressive education is democracy embodied in the classroom. With its levelling doctrines born of Jacksonian democracy, it threw open the doors of the stuffy Latin schools and cried lustily that education must be geared to the masses. To aristocrats—whether they be Tory or Federalist or Brahmin—the middle class asserted their claim on learning, and the thousands of little red schoolhouses which blossomed on the American countryside proved that their claim would not be denied.

In practice, the rise of modern educational theories served to democratize our schools, a chore long overdue. But the process which was to broaden the bounds of "reading, writing, and 'rithmetic" could not run its course without also reducing learning to the lowest common denominator of the classroom. Such a system might focus its efforts on the average student, but only at the expense of the gifted.

Unconsciously, then, much modern educational theory stressed mediocrity. In a middle class society, the student who allowed his genius to become too conspicuous would be committing a serious breach of conduct indeed. "Life adjustment," rather than life mastery, became the order of the day. Stressed also was "citizenship training": why infect young minds with notions of individuality, when "fitting in" with the group was so much easier?

It was only a step from such thinking to the distrust of the "egghead" which we have heard bandied about so often. The democratic ideal has given animus to the American experience ever since the days of Roger Williams, but when rigidified into a dogma of the inherent su-

periority of the average, it becomes narrow and stagnant in its denial of individual experience. It is the "organization man" who expects to see his own countenance mirrored in all of his contemporaries.

If Americans were ever led to such conclusions by the "life adjustment" pragmatism of modern education, these delusions were smashed into a thousand pieces by the bewildering awareness of Soviet technical supremacy. The Sputniks are the products of eggheads in a society which consciously organizes its schools to cultivate eggheads. Clearly the Reds have raised the level of learning for the masses of Russians in the 40 years which have elapsed since the Bolshevik Revolution; but it is equally clear that the Soviets have not forgotten that the future of their state lies in the hands of the gifted minority, as well as with the masses from which that minority springs.

Now, we dare not forget our democratic heritage in this effort to cultivate the intellectual aristocracy upon which our future hinges. It will profit us nothing to gain the battle, only to lose our own souls. But we must relearn that lesson of history which often comes hard to democrats: namely, that leadership must be cultivated as carefully as followership, and that extraordinary talents may well be as necessary for the life of the republic as the ordinary virtues of citizenship.

Oregon Daily Emerald

The Oregon Daily Emerald is published four times in September and five days a week during the school year, except during examination and vacation periods, by the Student Publications Board of the University of Oregon. Entered as second class matter at the post office, Eugene, Oregon. Subscription rates: \$5 per year, \$2 per term. Opinions expressed on the editorial page are those of The Emerald and do not pretend to represent the opinion of the ASUO or the University.

ALLEN JOHNSON, Editor

GARY CAPPS, Business Manager