

Interview: Gayle Osburn Explains Release of Report

A sample copy of the confidential personal record report form circulated by ASUO Presidential candidate, "Swede" Carlisle failed to push him into the general elections, but it did serve to arouse student interest in the situation.

THE GIRL who gave the form to Carlisle explained that she did it not particularly to support Carlisle, but simply to provide the information to the students.

The girl, Gayle Osburn, submitted to an Emerald Editorial Board interview, and her comments are reproduced here verbatim and in toto.

Q.—Why did you release this personal record form?

This area of "personal files" is one of the most unfair practices of the administration. I am strongly opposed to this practice for a number of reasons. First, the persons making these judgments are not professional. Undergraduate dorm counselors and house presidents are not qualified to rate students in areas where only psychological tests and interpretations have any validity. The people filling in these "score" sheets may have a biased attitude toward the student because of one incident. For instance, due to the large number of girls assigned to each house-mother, the housemother could not possibly be qualified to knowledgeably rate a student. Perhaps her only contact with this student might have been when the student had gotten into trouble. This one incident would be the whole basis of her rating.

THERE is only a short time that these ratings would have any validity. The records are kept for ten years, and maybe during his college experience the student lacked poise. Perhaps two years later the appli-

cant for a job is very poised and self-assured, but the reference sent to his prospective employer states "lacks poise." This could seriously hamper his chances of securing the position.

THESE FILES are unfair because the student is not allowed to see them. Now, students are sentenced without knowing what they are guilty of and without an opportunity to present a defense.

DEAN DuSHANE stated that the "report copy distributed applied to women students only." If a similar report is not kept on men, I wonder why a rating sheet is filled out on women students every year she is on the campus? This discriminating practice is, itself, unfair.

G.—Why did you give this report to Swede? Was it just a campaign gimmick?

A.—No! I, and a score of others, had tried to accomplish something in this, and other areas, through the regular channels. We always ran into a brick wall of administrative pacifying devices. I felt the only way to open this issue to the campus as a whole was through a media such as this. The senate failed in their attempts last spring and was palliated with such statements as Dean DuShane made. Swede's platform promised action rather than just more discussion.

Q.—What do you think about Dean DuShane's statement that there was no secret about these personal files and reports?

A.—This is similar to his previous statements on the matter. However, when these forms were given to the counselors, they were instructed to keep these forms hidden and not to let the students see them. Also, the reaction of the students when they saw the forms indicated that they had no pre-

vious knowledge of them.

Q.—What is your opinion about DuShane's statement that these forms were used for recommendations only when it was for the betterment of the student?

A. That's ridiculous! If prospective employers knew that the only information they would receive would be beneficial to the student, they wouldn't write for references.

Also, if these personal records are only going to be used for the benefit of the student, then he should assist in their maintenance.

Q.—Do you mean that files should not be kept on the students?

A. No. I think files are entirely necessary; but, these files should contain concrete data such as grades, activities, and honors. They should also record serious infraction of the rules. These "personal records" and the other types of prying done by the University are unwarranted. If the purpose of this rating sheet is to help with references, then its existence is unjustified. In the first place employers should not expect a University of 8,000 enrollment to have objective and informed data on the personal life of a student that may have graduated years ago. And in the second place, why would they be interested in the sex life of a student?

CERTAINLY records are necessary. I object to maintenance of semi-permanent records on my personal habits which I am unable to see. Perhaps it's too unrealistic to advocate the abandonment for such files at least under the present administration. But I do think that if this practice is continued the students should be able to see the judgments passed on them and to voice a defense if necessary.

The Best of Bibler



"I ENJOY A CLASS MORE WHERE THE PROF HAS A SENSE OF HUMOR."

B. J. Scheer

Professor Delineates Place Of Science in A University

By B. T. SHEER
Professor and Head, Department of Biology

We cannot ignore the increasing importance of Science in the world these days. On our own campus the general mess occasioned by the construction of two additions to the Science Building brings this importance more urgently to our attention. What does this construction and the academic development which underlies it mean to you as students? What does it mean to the University and to the State of Oregon?

THE SCIENCE departments here—and I shall restrict myself to the natural sciences, physics, chemistry, biology, and geology—were reconstituted in 1941 after a period of about nine years in which the University offered only elementary and service courses in the sciences. The abortive effort to run a university without science, inspired by motives of economy during the Depression, had definitely failed. In the reconstitution the lines of division between the University and our sister institution at Corvallis were clearly defined by the State Board of Higher Education.

The applied sciences—agriculture, forestry, fish and game management and engineering—were to stay at Corvallis; medicine and dentistry in Portland; and we are to concern ourselves here with basic science. In the science faculty we have no desire to change this. All of us are interested in the search for scientific knowledge and in the teaching of the basic principles of science. We are perfectly happy to leave the application of the results of our research to others.

THE TIME of the faculty in the science departments is divided more or less equally between two functions, teaching of regular university courses and research and informal graduate instruction. The science departments are all part of the College of Liberal Arts and one of their responsibilities is part of the university's attempt to provide a liberal education for students, who may seem to us sometimes quite determined to resist this attempt. In our large elementary courses we try—

how effectively only you, the students, can say—to provide an introduction to the facts and ideas of science and some concept of the way in which these facts and ideas are arrived at.

The scientific method has been proved over the last three centuries to be the most powerful tool ever invented for the acquisition of knowledge about things and events. No one is educated until he has some idea of the nature of this tool, its powers and limitations. The fate of humanity may well hang upon the uses to which the tool is put.

YOU, as citizens and in many specialized capacities as well, will be called upon to make decisions which involve science in one way or another, and your daily lives will be influenced increasingly by new scientific discoveries and applications. Lack of knowledge of science in the next 50 years may be as serious in consequences as the inability to read or write once was.

Our second major task is the professional training of scientists. For professional students, whether they move eventually into applied science, into teaching, or into research, we must provide a range, depth and quality of specialized training at both undergraduate and post-graduate levels sufficient to en-

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Letters to the Editor

Emerald Editor:

In your Editorial Column yesterday, April 20th, you reported "The Junior Prom lost close to \$1,800 with a concert featuring a jazz performer. The Sophomore Swing also lost very close to that figure." I do not wish to express any opposition to the editorial, but I would like to correct this financial statement. Our budget was approximately \$3500 for the Sophomore Swing. This included \$2000 for Andre Previn's performance, \$800 for Teddy Moore, plus about \$700 for other expenses. Ticket sales amounted to \$2600. This left us with a deficit of about \$900, not the \$1800 indicated in your column. I doubt that we lost money simply because Mr. Previn is a jazz performer. Other factors involved were the Homecoming weekend two weeks prior and a game with the University of Washington in Seattle on the same evening. However, I do agree with you in that there are more popular programs available than jazz programs.

Doug Greer,
Sophomore Class
President

Emerald Editor:

In Thursday's edition of the Emerald, Mr. Mongar made some statements in a letter to the editor which were, I feel, unfair to Mr. Harris of the Ath-

letic Department. He suggests, in his letter, that the Union debate was scuttled because of Mr. Harris' "fickleness." This was certainly not the case.

MR. HARRIS had been approached some weeks ago and asked if he would debate the negative side of the question, "This house, the Oregon Union, resolves that no student fees be used for a new stadium," with a fellow faculty member. Mr. Harris agreed to participate in such a debate. When, two days before the proposed debate, he was informed that the committee had been unable to provide a faculty member to debate the issue with him, Mr. Harris declined to take in the debate.

I think it unfair to Mr. Harris, who showed good faith throughout the chain of events, to blame him for the scuttling of the debate. As far as discussing this issue with students, I think any student who has bothered to visit Mr. Harris' office will testify that they were treated with courtesy and given candid answers to their questions.

William C. Landers,
Member of Oregon Union

Emerald Editor:

It is with sincere regret, loathing our power and loathe to use it, that we turn to these means to remind you that there are

still no bicycle ramps on campus. After an impassioned plea from one of our members (Emerald, April 5, Marianna Lonseth) did any candidate for the Senate make bicycle ramps a plank, as it were, of his platform? NO. Did you write any supporting editorials? NO. In fact, you produced a startling and dismaying example of hostility in your editorial on Bicycle Safety Week. Stay off our sidewalks and we'll stay off your street, you said. Gentlemen, we ask you, how can we get off the sidewalk without bicycle ramps? As pedestrians need steps, and automobiles need streets, so the bicycle needs ramps.

RAMPS, gentlemen, are not new, nor radical. They are in great favor artistically—note the Guggenheim Museum. A ramp is constructed from simple asphalt, it requireth not white lines nor doth it need banisters. The man who invented the wheel was immediately followed, nay probably preceded, by the man who invented the ramp. We have the wheels, where are the ramps?

Consider, gentlemen, if Mt. Hood and The Sisters were to be revived, if their volcanic sources were again stirred, and they buried—perish the thought—this glorious campus under lava and ash; consider, visualize if you can, anthropologists,

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