

Fraternity Housemothers

The Emerald Stands Against Mandatory 'Adult Supervision'

There are people who believe that housemothers are the answer to all that ails our fraternities. We do not.

We believe that there are several improvements that can take place in fraternities. We believe that fraternities should begin now to demonstrate that they are positive educational influences in the college community. We believe that they are beginning to realize, even if a little too slowly, that their hazing practices are incongruent with the academic objectives of this University, and, are personally degrading.

The imposition of mandatory housemothers, however, will not bring fraternities to an immediate realization that in order to survive the future they must change. The existence of housemothers in fraternities will not convey the idea to fraternity members that they should become leaders in the solution of social problems, instead of defenders of the status quo as they are at present. Housemothers will not contribute one iota to making fraternities cognizant of the fact that they should be the major leaders to the cultural and intellectual development of this campus, not debunkers of the creative and imaginative intellect as they are now.

It is our belief that long overdue steps are now being taken, both by fraternity leaders and the University administration, to remove the stigma of hazing from our campus. We cannot see how housemothers would improve the progress being made.

Furthermore, there are problems involved in forcing fraternities to accept housemothers. Who will pay their wages, the fraternity or the University? If they are responsible to the University, should not the University pay their wages? Can

the expenditure of state monies be justified in such a case?

There is no doubt that housemothers would benefit some fraternities, merely from the fact that there would be a woman in the house during meals and at other times. Housemothers could teach members of fraternities manner and self-discipline. We give credit to those houses which have voluntarily decided to hire housemothers.

However, there are times when the wrong kind of housemother, or any "adult supervisor" for that matter, may do much more harm than good. The manner in which college students best learn to become mature is through being placed in an environment in which they are forced to make their own decisions. This theory is practiced in the classroom, and it should be practiced in other areas of student life as well.

The line between "adult supervision" in the matter of hazing and "adult supervision" in other areas of student life is a difficult one to draw. It is almost contradictory to claim that the University should interfere in the matter of hazing, but should not interfere in other areas of fraternity life. Yet this is our belief. The University was justified in taking action on hazing because it crossed the boundary into the area of an insult to the dignity of human beings. It is our belief that the University administration should play as small a part as possible in matters of student life that do not cross this boundary line.

Only by having the opportunity to make mistakes, to assume responsibility, and to come to their own decisions through testing what is right and wrong will fraternity students, or any students, become mature.

The National Legislature

With all the attention which the state legislature is getting from Oregon's state system of higher education, it is easy to forget that proposals are also being considered by the legislature in Washington, D.C. which might have an impact on institutions throughout the country including the University of Oregon.

Of immediate concern on the national level is President Kennedy's proposed omnibus aid to education bill, which is largely an extension of the National Defense Education Act which expires this year. If this bill is passed, the benefits which will accrue to the University of Oregon will be both direct and easy to see.

At a recent news conference University President Arthur Flemming pointed out that the University has been one of the greatest beneficiaries of the NDEA provisions. It is logical to assume that any extension of the provisions will help the

University to a similar extent.

Geographically, the University is fairly distant from Washington, D.C. It is encouraging to note this physical distance has not unduly put us out of touch with possible aid which can be received through federal action. Contacts maintained by the University's president and other administrators also benefit the University.

But even as people in the District of Columbia are aware of the University of Oregon, it is desirable that the whole University community, not merely its administrators, become aware of what is occurring in Washington. Too many people are too likely to let the physical distance encourage ignorance about how the University might be affected by various policies under consideration.

We should not let the immediacy of the state legislature detract from the governmental issues which concern this, and other Universities on a national scale.



Letters to the Editor

Birth Rate

Emerald Editor:

In response to Rep. C. R. Hoyt's statement, "Married students who live in state-supported housing have a higher birth rate than those who live in privately-owned housing. They are creating a burden on the school district," in your February 5th issue, it would seem that Mr. Hoyt has grossly misinterpreted the facts.

For example, out of the fifteen couples I know in our housing project, five have one child and two are expecting a child. All of these couples either had their child or were expecting their child before moving into student housing. Obviously, the main reason for these couples moving into a cheaper housing unit was for the purpose of conserving money for the continuance of their education with the added expense of a child.

Naturally, the couple without any children are going to have more money to spend on a nicer, privately-owned place to live. Also, many of these students are older and either already have their families or have already raised them.

As for "creating a burden on the school districts," how long does Mr. Hoyt think a married student stays in school. There is a span of at least five years from the birth of a child until he reaches school-age. The average married student doesn't even begin his family until he is about a junior in college. In fact, all of the married students I know with a child are either seniors or graduate students, and all of the children are less than 1½ years old.

I suggest to Mr. Hoyt that instead of jumping to erroneous conclusions, he look a little more into the facts.

Susan Johnson
Wife of married student
with one child.

Editor's Note: Rep. Hoyt refers to state-supported housing, not just married-student housing.

What is Adjustment?

Emerald Editor:

I was really amazed to read Mr. Mohan Goel's letter to the Emerald of Feb. 5 in which he withdrew naive inferences from the data of my survey which appeared in Emerald's editorial of January 28.

Allow me at this time to mention that he was disturbed by the fact that 52 of the 100 foreign students interviewed received adjustments in their courses from their professors. Mr. Goel naively inferred that Asian students "were scared to work hard"; that professors are setting "a double standard of judgment"; that "these 52 students accepted that fact (?) that

they were inferior academically; that they took advantages of the American friendliness; that they had a low IQ, etc. In brief, the figure does not reveal any of these.

At this time I want to define what is not adjustment!

1. When an instructor makes any adjustment to any student, he is justified democratically and educationally. This means that the course is made for the student and not the student for the course. This is based on the democratic system that the government is made for the people and not the people for the government. The wise teacher who knows the growth and development of the human beings adjusts the learning experiences because he realizes the existence of the individual difference—God-given or man-made.

The educational literature, for instance, urges teachers to adjust their teaching to meet the individual differences of the students. Dr. Grace Graham found in her doctorate study at Stanford University that professors there, like here, did adjust their teaching experiences to help foreign students. In the Republic of Lebanon, where democracy is at its best, the Ministry of Education urges teachers in its School Syllabus (manhaj al-Taleem) to adjust their teaching to facilitate learning and growth.

2. What is not adjustment? The educational literature reveals that adjustment or flexibility is not: considering one nationality inferior to the other, lowering the standard for one race or nationality against a superior one, setting double standard of judgment, etc.

Educational adjustment is a sound philosophy of learning to facilitate human growth and development. It implies that human beings learn differently because courses are made for them, the teacher is justified to facilitate learning via adjustment.

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Doctorate Student
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Letters to the Editor

Protection

Emerald Editor:

I am but a poor ignorant freshman, who wishes to express my thanks. I speak on behalf of the whole student body, whether I have their support or not. I want to thank you, Dean Hawks, Dean Wickham, and Dr. Flemming, and the student government. We want to thank you for making the decision of whether or not to drink for us. We want also to thank you for deciding what time college

women? should get in at night. We want to thank you also for the multitude of moral decisions you have made for us.

We want to especially thank you for making decisions for us regarding our private living organizations. You have protected us from the terrible hazing of fraternities. You have protected us from discrimination within living organizations. Thank you for telling us how to run our private living organizations.

Again, briefly, thank you for

protecting us from the demon rum, and for making decisions for us regarding our morals and our private living organizations. Who knows, if you didn't we might even have to make decisions for ourselves. Thank you one and all.

Dale Liberty, Jr.
Freshman Journalism
Ronald Holm, Freshman
P.S. Perhaps you should also protect us from dangerous and people such as Gus Hall and Harry Bridges.

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