

OREGON DAILY Emerald

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University of Oregon, Eugene, Monday, May 3, 1965

Same Paper, New Faces

It's That Time Again (Mayday)

Each year about this time a hopeful, idealistic and sometimes cynical soul takes over the desk in Room 301, Allen Hall reserved for the editor of the Emerald. He (or she) generally comes to the position with the idea of putting out a daily newspaper of as nearly professional quality as possible. Each new editor usually has a few ideas to add to those of his predecessor concerning news coverage, editorial policy, and staff organization.

Some of the innovations will, hopefully, be well-received. Others probably won't. But we hope that we can continue the tradition of thorough and responsible news coverage that has extended the Emerald's sphere of influence to areas beyond the campus boundaries. But our first responsibility is to the University of Oregon. We on the staff are students and, being such, we will always try to remain aware of what is happening on the campus. And we will try to report these things as accurately and interestingly as we can.

This does not mean that we will not extend our sights beyond our relatively small 176 acres here in Eugene. When things happen in the state, the nation, or the world that we feel are worthy of reportage or commentary, we will do so. Students of today are becoming increasingly aware of the political and social events taking place daily in the world at large. This has been shown by recent demonstrations here and on other campuses. To keep pace with this awareness we must not confine ourselves always to the immediate locale.

We will attempt to maintain broad cov-

erage of things relating to higher education. This we did during the past year with the Legislature and the State Board of Higher Education, as well as through reporting of significant events happening at other schools across the nation. Next year the Legislature won't be in session. But we will attempt to keep in touch with the interim work of that body, as well as providing more extensive coverage of the State Board and other groups that are deciding policies and formulating plans that will affect higher education both here and elsewhere.

These are our goals. We hope some people are happy with us. We know some will probably be unhappy. We would like to think we could please everyone with our performance, but we know we never will. No newspaper ever has. But, happy or unhappy, we hope our audience will continue to read the Emerald and, in some way, be stimulated by it. If we can achieve this, along with a responsible sense of news coverage and comment, we will feel we have succeeded.

— Chuck Beggs

We've Moved

Readers who went through the paper today looking for the editorial page probably wonder what we're doing back here. This will be the permanent position of the editorial page—the next-to-last inside page in the paper, page 6, 10, or 14 depending on the size of the paper. The move was made to enable us to better utilize our news space.

Head Residents Cause Dorm System to Falter

By PAT HOLT
Editorial Board Member

George Bernard Shaw once said, "Some people look at things the way they are and ask, 'Why?' I dream of things that aren't and ask, 'Why not?'"

Certainly in an era of all-night protests, of marches, demonstrations, and picket lines, when the student is reproached for demanding concrete means toward an ideal end, it is reassuring to remember Shaw.

Much of his literary work attempts to bring together the "what is" with the "what could be." In the context of his statement, the ideal vs. reality struggle is uncovered once again. For our purpose, in regard to what the dorms could be and what they are now, the time has come to begin asking, "Why not?"

Why not have a dormitory system which is totally integrated with the University's educative process? Why not have a system which prepares its residents for the responsibilities of a demanding life outside the "cotton world?" Why not have a system in which counselors, head residents and top administrators work conscientiously toward one sound and common goal: the educational welfare of their residents?

Questions Being Resolved

In many ways the first question is already being resolved.

Under the advice of Marjorie Ramey, educational program director for the dorms, steps are being taken to fill the gap between classroom and social activity.

Recreational libraries, faculty sponsors, lecture series, tutorial systems, feature movies, and philanthropic projects are all part of a dormitory program to expand and develop the student's academic environment. Mrs. Ramey also handles all social events, from sit-down dinners to fashion shows, in advisory capacity.

Next year she plans to hold a leadership retreat to acquaint dorm officers with the educational and social opportunities available within the system.

Long-Range Attempt

The second question uncovers the much haggled-over problem of student conduct, considered at length in last Friday's Emerald as a separate concern. But it too is only a part of a long-range University attempt to develop student potential.

Although it would be easier for dormitory personnel if the areas of conduct, social activity, and educational endeavor were separated, they overlap to such an extent that they must be taken as parts of a well-integrated whole. All of them are connected with at least one common denominator, responsibility. All of them interact with-

in the student's mind, to consummate hopefully in the form of maturity.

Worthwhile Goal

Whether this consummation is possible on the University level or not, it is a goal which dormitory administrators might do well to consider. Both Mrs. Ramey's program and the Conduct Code aim toward it, yet they are handled in a way which keeps them separated.

Thus, another "why not": why not have a leadership program that really develops students' leadership potential? To acquaint them with educational and social opportunities, and the methods by which these can be exploited, is only a part of it. Why not extend the program to include problems of conduct, self-government, group dynamics, and leadership principles?

Taking this question one step further, why limit such a program to one leadership retreat, or one group of students? Why not give each resident a chance to take full advantage of all areas of his environment, by working with him instead of above him? by talking with him instead of reprimanding him? by believing in him instead of waiting for him to fail?

Counselors Comment

There are probably few counselors who need to ask themselves this question, and surely dormitory administrators themselves have taken a firm



"WHATEVER IT IS, IT ISN'T PAPER."

Letters to the Editor

Chan Lecture

Emerald Editor:

Before thanking for Mrs. Palandri's letter (April 22 Emerald), I want to make myself clear that my opinions are comments only on the contents of the lecture and the letter, and do not represent the idea of the Chinese Students Association. I am grateful that my idea, "Confucianism cannot exist in its genuine form in Mainland China" was elaborated in the reiteration, "Communist China has failed to achieve the Confucian virtue."

My questions might be erroneously put as "unintelligent and unanswerable inquiries," which practically speaking should be easier to answer; my idea about Communist China might be intelligent since it was suggested in the letter.

My rules in freshman writing class have been helped to refine and a new hypothesis arises that one's ideas are logical provided the statements were backed with all the facts on can possibly assemble although he did not produce evidence as Mr. Wai would have liked."

I do agree but do not try

to support that Chan's lecture was "the most authoritative and lucid presentation," for I cannot draw such conclusion without some evidence, but the new hypothesis in writing ignore concrete details. Anyhow, it is not that I love authority less but I love concrete facts more.

My only intelligent question, "Were half-known facts more valuable than complete ignorance?" was actually an irony. Half-known facts refer to evidence not quite concrete in nature.

So such examples were 'mysterious and foggy' and would be dangerous to draw infallible conclusions from them. Such common sense are by no means intelligent but I think my IQ had been overestimated.

Furthermore, the point of view in the letter shifted from "I hope I am wrong" to "We all have reasons . . . but no reason to brand every lecture on Communism . . . as Communist propaganda." Obviously she seemed to blame all of us readers on the basis of one opinion of mine out of one thousand students and one feedback out of numerous lectures. But how such judgment was formed and why?

Sincerely,
Chi K. Wai,

Junior, General Science

*My editorship in the CSA has no connection with the opinions in this letter.

Consistency?

Emerald Editor:

Open letter to the faculty: In his address, Senator Morse stated that the professors on whose judgment he relied had forgotten more about Asian affairs than Mr. Rusk, Mr. McNamara, Mr. Bundy, and other Presidential confidants would ever learn. That remark was certainly calculated to undermine public confidence in our administration by intimating that the President now formulates our foreign policy on inaccurate and/or inadequate information from incompetent and/or unqualified advisors. Yet

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