

Oregon Emerald

An Independent University Daily

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Progress and the Classroom

DEAN Wayne L. Morse struck a chord vital to
higher education last week when he used the
matter of classroom freedom as the keynote of his
address to those assembled in Portland to observe
Founders' day.

It is just as essential that the student in political
science or sociology be permitted to explore the
irracies of the new movements to the right and left
as it is that the young physicist experiment with the
Wheatstone bridge. During their research and after
their conclusions are drawn it is likewise essential
that they be at liberty to discuss their experiments
freely.

The very life of any civilization depends upon
progress. No body politic can remain stationary.
Whenever it ceases to move ahead it drops back.
It is the student, who delves into the new move-
ments which confront the people of the world; it
is the student who is in the position to discard the
chaff and select the best from the new and combine
that with the best from the old.

The University has always maintained this free-
dom of academic expression. Were it ever to pass
into discard one of the most important functions of
education would have been destroyed. How then
would the world receive an interpretation of the
undercurrents which are powerful enough to push
it on to greater achievement, and which are at the
same time strong enough to throw it into oblivion?

Who Threw in the Towel?

ARE you one of those who "weep and forlorn"
just because Oregon's Webfoots took it on the
chin Saturday? Have you given up all hope for
interest in the football season that is merely start-
ing? If you do fit into this class of black-robed
mourners, just take a lesson from Prink Callison.

This man, to whom the difference between a
victory or a loss against the Husky probably meant
more than to any other single Oregon booster, does
not sit down and bathe himself in salty tears, be-
moaning the ill-luck of the past. He has bigger
things to think of. One of them is the game with
Idaho this week end; another is the annual classic
with Oregon State; and yet another is the trek into
the land of the once mighty Trojan. He is planning
and building for victories in these games, not weep-
ing over the loss to Washington.

Saturday's set-back may not be considered more
than a growing pain in the development of the
mighty machine that can still roll on to national
recognition. The boys who played Saturday's game
are the same heroes who trampled over the Bruin of
U.C.L.A. a week before. They received your support
then; they need it more now.

So come out from behind the towels. Because
all of those who give up with one defeat, and retire
to the big plush chair for the winter are going to
miss a lot of fine football; and, what's more, they
are going to miss the opportunity to be a contribut-
ing factor in the new morale that will mean a win-
ning—who knows, perhaps a championship—football
team.

Activities: Pro and Con

PROF. Stephen Leacock of McGill university, says
of campus activities: "Learning for learnings
sake cannot survive amid the tumult of students'
clubs and students' activities, and fierce and con-

Student Goodwill

(Continued From Page One)

French and a score or more
other languages. Informal dances,
concerts and teas are frequently
given in the great hall of the house

and other entertainment provided
for the student residents.

Oregon students planning to
travel or study abroad may secure
additional information and make
applications at the Institute of In-
ternational Education, New York
City, N. Y., the director of the
United States Foundation, Paris,

tinued excitement of contested games, enthusiastic
politics, students elections and mimic journalism.
Student activities are destroying the student. Soon
we must set up on the campus a monolith, 'to the
unknown student.'"

Somehow, we cannot quite agree with Professor
Leacock. All of us will admit that we have known
students whose devotion to activities and campus
politics has led them far from scholarly paths.

However, it is equally true that activities give
zest to college life and valuable social training to
the participants. Even the most academic mind can
become surfeited with a bookish routine, and a man
learned only in intellectual affairs is woefully out of
place in the modern world, where the social element
counts so much.

Though we would be far from denying that ac-
tivities do not sway numbers of students from the
straight and narrow path of academic progress, we
feel that this deflection is overbalanced by the social
training given to a horde of others by these same
activities.

Adult?

TWO incidents last week-end hinted that college
students are losing a little of their carefully
nurtured sophistication. The Battle of the Goalposts
and the painting of the Washington Chimes was a
distinct throw-back to that callow and blatant per-
iod just before the debacle of 1929, the w. k. De-
pression.

Some observers had been hopeful that these last
sobering years would have a maturing effect upon
our college youth. The sportsmanship and courtesy
exhibited during the contests between Oregon and
Washington in the past few years have ben a move
in this direction.

Many spectators at the last game were impressed
by the gesture of the Washington band in standing
at attention during the time the Oregon band was
parading. This civilized touch was mitigated, how-
ever by the pre-schoolish scramble around the goal-
posts after the game.

Washington, of course, had some excuse in cele-
brating the end of their seven year touchdown
drought, and it would be a little difficult to insist
that Oregon students stand idly by in any case and
watch the immolation of their goalposts. The touch-
down famine has been ironed out now, however, and
will no longer be an extenuating factor. Next year,
therefore and by the grace of God, we may be able
to give the impression that we are grown-up. This
year we'll have to be contented with saying 'Boys
will be boys'!

The Passing Show

THE ARMAMENT INVESTIGATION

LAST March Senator Nye offered a resolution
calling for the appointment of a commission for
the investigation of the munitions industry of this
nation. The resolution also called for the appropri-
ation by Congress of a sum of money to be used in
carrying on this research. At the time of present-
ing this resolution the senator himself offered some
very interesting information on the activities of
various foreign munitions companies. The final adop-
tion of this resolution was probably due in part to
the light which the senator's speech threw on the
activities of various foreign munitions companies.

Our understanding is that the heads of the mu-
nitions companies are viewing the disclosures of the
armament investigation commission with consider-
able concern for their own future security and
peace of mind. After reading some of the facts
turned up by that commission after barely getting
under way it is easy to see why the armaments
chiefs are at least slightly moved.

For one thing—the big boys aren't accustomed
to this kind of treatment at the hands of their gov-
ernment. In the past they have been able to demand
the greatest courtesy and cooperation from govern-
ments in their constant efforts to disturb the other-
wise peaceful relations of nations. For instance, just
a few years back the United States navy depart-
ment detailed Commander James P. Strong to aid
Columbia in the proper arrangement of anti-air-
craft guns in her five harbors to be used in case of
war with Peru. He suggested the exclusive use of
guns made by Driggs, an American manufacturing
concern. It is interesting to note that Commander
Strong later accepted a very lucrative position as
the head of Columbia's air force. In other words, for
some reason the officials of our Navy department
saw fit to order an officer to assist in the forma-
tion of war between two South American nations
to the ultimate profit of a purveyor of murderous
implements.

Another outstanding example of aid being gra-
tiously given by certain government officials to a
munitions concern in an effort to start war is shown
by the prominent part taken by our department of
state in 1928 in selling submarines made by the
Electric Boat company to Spain. Our state depart-
ment even instructed our ambassador to Spain, Al-
exander Moore, to assist in the negotiations.

It is also well to bear in mind that these affairs
together with many others of a like unpatriotic and
subversive nature were going on while we were
sending representative to so-called peace confer-
ences in all parts of the civilized world.

You may wonder why the newspaper accounts
of the results of the armament investigation
ceased so abruptly a few days past. It was recently
reported in the press that the United States secre-
tary of state, Cordell Hull, requested that the of-
ficials of the commission apply the soft pedal to their
very interesting disclosures. It seems that the head
of the state department feared that hard feelings
would arise if the activities of any more foreign
officials in the armament business were brought to
air.

May it be understood that we are trying to look
at this sickening situation of cooperation between
certain officials within government and lawful mur-
derers with a desire to rescue our American ideals
of fair play and humanitarianism from the feet of
international crooks, and with that aim in view, we
wish to see every detail brought to light.—Idaho
Bengal.

France, or from the nearest French
consulate.

Oregon students intending to
live and study at the Cite Univer-
taire during the coming year,
are urged to make their applica-
tions as soon as possible because
of the great demand for accommo-
dations.

Editor's Note—The following
is the complete text of the ad-
dress delivered at the Found-
ers' day banquet in Portland
Thursday night, October 11,
by Wayne L. Morse, dean of
the Oregon law school. It is
presented in full in these col-
umns because a large number
of students, alumni and oth-
ers interested in the Univer-
sity were denied the privilege
of hearing his remarks in
Portland.

Distinguished guests, alumni,
and friends of the University of
Oregon:

I sincerely appreciate the honor
embodied in your invitation to
speak on this program. I am very
happy to join with you and the
thousands of University of Oregon
alumni and friends who are paying
tribute tonight to the founders of
the state University. I shall not
attempt to eulogize our benefac-
tors because their eulogy cannot
be written. Even the words of a
poet could not portray our deep
feeling of gratitude, our apprecia-
tion of the service the founders
have performed, our devotion to
the educational ideals which they
breathed into the life of the Uni-
versity at its birth. They founded
an institution which by its very
nature was bound to exert a di-
recting influence in the intangible
realm of human values and social
forces. Their ideals and aspira-
tions, their perseverance, labors,
and sacrifices, were the materials
with which the University of Ore-
gon was built—not bricks and
stones. Their monuments are not
Deady and Villard halls, not the
campuses at Eugene and Portland,
but rather their monuments are
the unlocked minds of the stu-
dents who have come there, the
lives which have been enriched,
and the public service which the
University — its faculty and stu-
dents — has rendered to the state
and to the nation.

In a spirit of reverence we
should thank them tonight for
building an institution of learning
dedicated both as a shrine for
truth and as laboratory for the
searching and discovering of new
truths. Recognizing our great in-
debtedness and obligations to them
and to the state which has sup-
ported and maintained the Uni-
versity they founded, we should
pledge ourselves anew to the mo-
to carved over the portals of John-
son hall—"Knowledge, the Soul of
a Republic."

It is particularly fitting that in
these times we should so honor
the founders of our University and
pledge ourselves to protect and
preserve it as a free institution in
which untrammelled minds can
search, study, and teach the truth
as they see it.

It is to be expected that in time
of great social changes and read-
justments such as those we are
now experiencing, the hysteria of
mass emotionalism will grip many,
prejudice will blind some, and self-
ish desires will motivate others.
Mass emotionalism is a social fe-
ver, present when a nation is sick
with unemployment, with the loss
of private fortunes in a single
crash, with the necessity of drastic
modifications of long-accepted
theories of government, and with
fear and feelings of insecurity. It
is only natural that such a fever
will affect the reasoning of many
people and that false causes will

be advanced by mass-minded
groups to explain unwanted ef-
fects.

Thus today, even in the state of
Oregon, institutions of higher
learning are falsely accused of be-
ing hot-houses for the planting and
growth of poisonous vines of radi-
calism. Categorical indictments
that many professors are commu-
nists and that others are parlor
pinks and that almost all of them
are inclined to deprecating ques-
tion and criticism of existing
American social, economic, and le-
gal institutions, are being circu-
lated by many well-meaning but
misinformed persons and organi-
zations. They charge that Uni-
versity faculties are indoctrinating
the malleable minds of youth with
theories of social justice and po-
litical philosophy which are inimi-
cal to and incompatible with cher-
ished conceptions of American de-
mocracy.

I think I know your faculty at
the University of Oregon, and that
I can testify that not a single
member in it is guilty of advocat-
ing in his teachings, any of the so-
called dangerous principles or
theories. I do not mean that the
chief tenets of the world's "isms"
are not placed under the intellec-
tual microscope of faculty and
student analysis. I do not mean
that the world's social theories, an-
cient and modern, are not studied
at the University.

Imagine if you can, a political
science department ignoring and
failing to bring its students to an
analysis of communism, fascism,
and socialism, but limiting itself
entirely to a study of the more
generally approved forms of gov-
ernments such as the American
representative system, the British
parliamentary system, or the
French cabinet system. What jus-
tification would there be for a so-
ciology department that failed to
lead the student through the litera-
ture of changing social mores,
that branded as educationally ta-
boo, a study of modern social for-
ces? How proud would you really
be of an economics department
that propagandized the capitalis-
tic system and did not submit the
profit motive theory to compara-
tive analysis? Or of a law school
that feared to point out defects in
the administration of American
justice, and adopted theories of
justice and constitutional law
should be placed beyond the pale
of critical discussion.

I am sure that most of those
who have been misled into think-
ing that universities are anti-
American propaganda centers
have not clarified in their think-
ing, the purposes and functions of
a university. They have not the
vision of the founders of the Uni-
versity of Oregon. They are not
devoted to that almost sacred ideal
that social progress demands that
a university must be maintained
and protected as the social power
house for the generation and trans-
mission of the energy gained from
truth and knowledge. They do not
see that the shackles with which
they would bind university teachers
are destructive of the very soul
and spirit of a true university.

They seem to be unaware of the
fact that their advocacy of the
censorship of classroom teaching
can produce but one thing — that
which they fear most—indoctrina-
tion.

My friends, the moment the
doors of your university are closed

What Did 'Emeritus' Mean?

By FREDERIC S. DUNN

I was spending the summer
of 1894 in Eugene, an interim in my
course at Harvard, when a bullet-
tin was posted before one of the
local newspaper offices. It was
repetitious news of a meeting of
the Board of Regents, then in pro-
gress in Portland, detailing some
important faculty changes.

Professor Edgar McClure, also
just home from Harvard and des-
tined so soon to have his career
tragically ended, was standing be-
side me, a curious throng at our
elbows. The telegram included the
appointment of new incumbents to
supersede Professors Bailey and
Collier in their respective depart-
ments and the naming of these
latter as "Professors Emeriti."

It was the first experimental ac-
quaintance our University com-
munity had ever had with the ex-
pression. Some one inquired,
"Does that imply any accompany
salary?" I recall that Professor
McClure, with a tinge of soberness
in his voice replied, "It may or
may not," which were exactly the
words employed by the evening
paper.

Edgar and I walked away with
a dullness in our hearts. We could
read between the lines and sense
the truth, merely from the absence

of any appended statement. In
fact, there was no monetary stipu-
lation. Our beloved old professors
had been,—well, just dropped,—
that was all, "Emeritus" in their
case meaning simply dismissed.

Times have changed little since
then, though not much. It is true,
the University funds were at that
period pitifully inadequate, and a
new administration was clamoring
justly for expansion and the crea-
tion of new departments and the
infiltration of fresh young blood
into the faculty. Yet, all that can
be said in the defense of the action
can never disavow, in the minds
of the older alumni, the sacred
memories of those two aged pio-
neers of our first faculty from this
their dismissal. It will always be
as if we beheld them bowing their
grey heads beneath the axe.

Next year's catalog carried their
names with the appended title
"Emeritus," nothing more, though
the alphabetical list before and af-
ter was voluminous with pedigreed
degrees and publications. Alma
Mater has some pages which she
would gladly, is such were possi-
ble, tear from her book of memoi-
ries.

Emeritus?—yes, yes, if ever.
(The next issue will contain
"The Fight for Evolution".)

Dean Morse Speaks

to free minds, whether student or
faculty, the moment the serpent
head of censorship spits its way
into a single classroom, the mo-
ment a single tenet of academic
freedom is manacled and chained,
that moment your alma mater will
cease to be a university. When
that moment comes, then it will
have ceased to be as a beacon
light pointing the way to knowl-
edge; it will have become a spot-
light focused on the shibboleths of
the powerful special interests
which will have come to control it.
It will be a temple of ignorance
and propaganda.

We must continue to keep our
university a democratic strong-
hold wherein, unhampered by fear
and insecurity, scholars can bring
their best talents to the solution of
the perplexing problems of the
day; where students, in an envi-
ronment of unemotional fact find-
ing and theory testing, may devel-
op critical analytical attitudes,
strong qualities of leadership and
a consecration to principles free
from dogma, prejudice, and parti-
san bias. A university, if it is to
train leaders, and we need them,
must challenge a student's prej-
udices. If the student is to be
taught the difference between pre-
judice and conviction he must un-
dergo the mental pangs of cause
to effect reasoning. He must come
to understand the laboratory meth-
od of testing hypotheses. Of course
it is to be expected that at first
he will probably pass through a
stage of doubting much that his
parents, through experience, have
found to be right and sound. At
vacation time he may be very an-
noying and seem impertinent with
his questions, "How do you know
that's right. I'll believe it when
you prove it. What's your evi-
dence." Please do not judge him
or the University upon the basis
of his first coltish capers in the
rich meadows of intellectual curi-
osity. Whenever I find a student
questioning and challenging a
proposition, or advancing and de-
fending his individual point of
view, I experience the thrill of
knowing that a mind is suddenly
becoming aware of its powers, that
an independence of judgment is
maturing, that potential qualities
of leadership are being developed.

We must continue to maintain
our university as a fortress of
academic freedom so that the de-
vastating criticism of schools set
forth in an article, in the current
issue of Harpers magazine, enti-
tled "Forces that Control the
Schools" can never be rightly ap-
plied to the University of Oregon.
Permit me to read from this ar-
ticle written by Dr. Howard Beale,
investigator on freedom in teaching
for the American Historical Asso-
ciation's Commission on Social
Studies in the Schools. Dr. Beale
writes:

"The creation of a better social
order requires critical analysis,
great faith, intense labor, and
trained intelligence. Our schools
are indispensable in the cultivation
of these qualities. The creation of
such an order also involves change.
This would necessarily disturb
powerful elements which benefit
from the old order. It is these el-
ements that control the schools, and
they have always opposed change.
They seek to use the schools to
'develop character,' to instill 're-
spect for law and order,' to make
'good citizens,' and teach 'patriot-
ism,' but when analyzed, these
terms all mean to the interested
groups unquestioning acceptance
of things as they are. Men who
control the schools object to teach-
ers who stimulate thought and cre-

ate critical attitudes. Teachers
may express views on questions
that do not matter, but on any-
thing that does affect vital inter-
ests the schools must be 'neutral,'
which means that they may and
inevitably do support present con-
ditions but must not criticize or
try to improve them" . . .

"The forces that control the
schools and seek to prevent their
participation in attempts to solve
vital current problems are partly
outside pressure groups, partly el-
ements of the school system, and
partly subjective forces within the
educators themselves" . . .

"Abundant evidence exists that
schools and their teachers are of-
ten the football of politics. All too
often attacks on schools, or some-
thing taught in them, or the con-
duct or views of their teachers,
make excellent ammunition for the
demagogue. Evolution and radi-
calism would have been much less
serious issues if it had not been
so profitable for politicians to capi-
talize on them. When politicians
are in danger of losing on real is-
sues or when they wish to turn
(Please turn to page 3)

Who Cares?

By BOB MOORE

WE hereby emit the editorial
policy of "Who Cares."

1. The smatter of jitter in this
pillar of purity shall contain no
smut. We shall employ no "peep-
ing Toms" to give us the low down
on low lifers. We will do that our-
selves.

2. We shall refrain from fling-
ing pointed jests at Dick Neuberger
or George Bennett.

3. Graveyard scenes will be
treated with particular care and
tact.

4. Free verse such as the fol-
lowing will be passe:

Mary took it on the lam,
The cart before the horse,
A stitch in time saves nine,
She went from bad to worse.

Social welfare groups will be
given prominent mention. Also
garden improvement clubs, etc.

Wipe off your spectacles, and
take down your long hair, girls,
you'll probably like this.

We wish to heartily thank our
many friends in helping us to se-
lect such an appropriate title for
this column.

The garbage man? No, it is just
fresh politics in the air again.

Send the Emerald to your friends.
Subscription rates \$2.50 a year.

Quaker Starting
WINTER
76
UNION
GASOLINE

The Higher
Anti-Knock
LEADER

This way to PORTLAND



ONE WAY
\$2.49

ROUNDTRIP
\$3.75

Next time you go to Portland,
try the train. Let the engineer
drive you for a change. Ride in
a big, roomy coach on smooth
steel rails.

Southern
Pacific

A. J. GILLETTE, Agent
Passes 2200

Hoot
Mon!
Wait!
Watch!
WATYAGOT?

If you're Scotch don't
miss Wednesday's
Emerald!