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Let School Bells Ring

The turmoil of registration is past for most of us by now, the first day of classes is over, and we're more or less unpacked and settled. Christmas gifts have been displayed and we'll all be back into the familiar routine of college once more.

Now that these preliminaries are past we might snatch a few minutes to wonder why we go to all this bother and expense. Why do we go to school when our country is at war? Would it not be better to put our books on their shelves, to cap our pens, to turn in our library cards, to blow out the flame that burns from the midnight oil? Would it not be better to put away our education with a "do not open until victory" label on it? Would it not be better to get jobs in war plants or in Washington or to join some branch of the service? This is a war for working and fighting, not for sitting around and studying. Shouldn't we be taking an active part in winning the war? Why do we attend a university in such times as these?

These are familiar phrases, worn and tired from frequent use. They are the words we utter often—when we are tired, when we have lost sleep, when we are behind in our work, when we don't get the grade we think we should have had, when things don't go just right and the world looks dismal. Then, when our morale is down (in pre-war parlance, when we're in a bad mood), we drag out the old "oh, what's the use of all this, anyway" speech, polish it up a bit, and deliver it to whatever bored audience we can force to listen.

That old master of persuasion, A. Hitler, once said that even the boldest of lies, if uttered often enough, will be believed. And that's what has happened to the "education in wartime is unnecessary, foolish, and wrong" argument. Hitler himself has proved the fallacy of this argument by the recent arrest of between 1200 and 1500 Oslo university students and of almost all the university's faculty. Those arrested are to be sent to a concentration camp in Germany. The Norwegian Gestapo Chief, Wilhelm Redies, stated that the students were arrested "to protect the interests of the occupying power and to secure law and order in the country. During the whole occupation, students of Oslo university have formed a resistance group which has conducted propaganda and illegal activities against Germany and the Norwegian state." All over Europe, educational institutions are the centers of resistance against Nazi domination.

Education is not futile, foolish, and unnecessary. It is vital to the future of this nation and the world. The leaders of Germany and Japan know how important education is, and how dangerous an obstacle it is to the successful achievement of their aims. That is why they attempt to eliminate it. And education in wartime is even more essential, because its importance is more evident.

We cannot afford to wait until after victory for our education. We must educate ourselves now for victory.

—J. N.

Arthur Pratt Fund

(Continued from page thirteen)
receive scholarships must do their graduate study on the University of Oregon campus or any campus affiliated with the University.

Foster describes Pratt as a business man and financier of Beverly Hills, California whose assistance made his start in the bottling business in 1928 possible.

Dr. Barnett Leaves

(Continued from page one)
the foreign area and language division at the University of California. He has carried on an extensive research program among the Indians of the West Coast, British Columbia, and Alaska, and spent one summer on the Yakima Indian reservation, un-

der the sponsorship of the Northwest Regional council.

Enthusiasm for his classes was indicated by an increase in enrollment this year despite the decrease in student enrollment at the University.

Dramatists Decide

(Continued from page one)
of a formal dress rehearsal for the visiting Dads during Dad's Weekend. The performances will possibly begin the following week.

Margie Robinson, senior in journalism, will assist Mr. Robinson in directing the play. Miss Robinson appeared last year as the mother in "The Eve of Saint Mark" and has been active in University drama.

Supporting roles will be cast next Tuesday evening.

'You Cannot Be Dead--'

A new custom has been inaugurated at the University of Oregon. Mr. and Mrs. George Giustina and family have donated \$10,000 to the student fund in memory of their late son-in-law, Major Tom Taylor, ex-1940, who was killed in action while flying with the United States air force over western Europe.

A grant of money is a pleasant thing at any time. But the realization that it was occasioned by the heroic death of a former Oregon student should temper our pleasure with solemnity at the same time that it deepens our gratification. The man who has gone out and died with no thoughts of gifts or money or memorial on his mind has indirectly presented his University with a worthwhile gift which will be used for a worthwhile purpose, and also fixed his memory firmly in our hearts. This, we hope, may be some slight recompense for his having given his life for his country.

The Tom Taylor gift also means that a precedent has been set for an increase of gifts to the student union—gifts that come from the heart, with no taint of ego-feeding or profit hopes—gifts that arise from a genuine desire to ally grief by doing good for something which the deceased would have wished. This presentation was but the first. Others are bound to follow. The student union plan has progressed beyond the "promise" stage to that of actual contribution of funds. Moreover, the Tom Taylor gift should provide ample endorsement of the project for the benefit of those who might wonder if a student union was really such a beneficial thing as it has been played up to be. These skeptics know that grieving families do not make memorial donations to unworthy projects.

Finally, the University and its students owe a vote of the deepest thanks to the Giustina family.

Globally Speaking

It is the fashion nowadays to choose a "Man of the Year". Our choice is Winston Leonard Spencer Churchill.

Churchill was the fruit of one of the first international marriages. His mother was the beautiful Jennie Jerome of New York. His maternal grandfather was a part owner of the New York Times.

Winston's father, Lord Randolph Churchill, had a brief but brilliant career in British politics. He had reached his high point, having become leader of the commons and chancellor of the exchequer, when, after a bitter dispute with Lord Salisbury, then premier, he returned his seals of office to the "Widow" and retired to the opposition benches of Parliament. In cooperation with Dille he organized what was known as the "fourth party," but his career was suddenly interrupted by death.

His son, Winston, was born in 1874 at Blenheim palace, Oxfordshire, the seat of his grandfather, the Duke of Marlborough. Blenheim palace had been the gift of the nation to the great Duke as a result of his victories over the armies of the "Sun King," Louis XIV of France. His wife, the Duchess Sarah, fought many a battle of wits with Van Brugh, the spicy playwright of his day who was the architect of the Palladian pile. The castle is built on so grand a scale that Kaiser Wilhelm, upon visiting it, is reported to have said, "In Germany no private citizen would own it."

Winston was educated at Harrow, but flunked his entrance exams for entrance into Cambridge. His main stumbling block was mathematics—army men take notice. He was so poor at figures that he was drilled endlessly in English as a means of balancing his grades. The result—we have in him today the greatest living master of English prose.

Churchill entered a Hussar regiment after attending Sandhurst, the "West Point of Britain." He was stationed in India, where for a time he led the life of a typical "pukka sahib"—playing polo, "pigsticking" and drinking gin and bitters.

After a period of this service, he was attached to the Spanish army of "Butcher" Weyler, who was engaged in ruthless putting down the then current Cuban

They themselves can never hope to benefit one iota from the gift they have given. It is pure altruism on their part, except for that warm and kindly feeling of having done a good deed out of sincere and untainted desire to profit. We cannot but pity the Giustinas, but we rejoice when we see how, instead of being conquered by their suffering, they have ennobled it and themselves by turning it into an excuse for doing good. It isn't as if they had not already done enough for their country, or grieved their all when their son-in-law crashed to his death. No, this couple felt that they could give still more.

And let no one say that aiding a worthy student program such as the union project does not constitute helping the country. "The hope of the country lies in its college youth" has been said again and again. And student activities and social affairs such as those facilitated by a student union form a part of college education almost as vital as that part taught in the classroom. In the lecture halls we make the acquaintance of knowledge. Outside them we learn about life. One is not of much use without the other, but life could certainly get along without knowledge if it had to, whereas knowledge wouldn't be of much use without a basic understanding of how to live one's life in accordance with accepted standards. In the making of a country—and in the defending and preserving of it as well—men and women with knowledge are urgently needed, but if that country is to be worth preserving, it must be run and populated chiefly by people who know life as well.

The generous Giustina family are of the latter type. They have grasped the secret that Hitler and his pals have never learned and never will learn—that you cannot be dead in soul and still lead a people successfully, though you have at your command all the knowledge in the world.—N. Y.

war hysteria catapulted him into office.

While he was in office Joe Chamberlain's influence caused the Tories to declare themselves in favor of the abolition of free trade. Amid the howls of his erstwhile comrades, Churchill rose and crossed the aisle in protest, seating himself in the ranks of the opposition.

His rise in the Liberal party was little short of meteoric. He became in rapid succession home secretary, and first lord of the admiralty.

Then as now he was alive to the menace of German militarism. While Britain occupied itself with bitter disputes over the House of Lords' veto power, Churchill, along with Fisher, his assistant, quietly went ahead with modernizing and enlarging the "senior service."

In July of 1914 the British navy was on a war footing, in stark contrast to the unprepared army. When war came the wisdom of Churchill's plans was made plainly evident. Encouraged by his early successes, the future prime minister attempted to end the war by means of his brain-child, the ill-fated Dardanelles campaign. This expedition to the Gallipoli peninsula was right in theory but so poorly executed by a divided command that it had to be given up. This failure led to Churchill's being dropped from the cabinet. It has been called his "one big mistake," and as a result of it, many years were to elapse before he finally took office to bring his country through its most crucial test of all.

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