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Freedom of the Press Week

John Stuart Mill said it in his pamphlet, "On Liberty" when he wrote "... The peculiar evil of silencing the expression of an opinion is that it is robbing the human race—posterity as well as the existing generation." Through the history of man's supposed civilization, intolerance to new ideas has consistently attempted to withhold from him startling and unusual innovations in the fields of religion, politics, and morals. Great libraries and superb writings have been destroyed—the unorthodox thinkers have been persecuted. And even today, with more enlightened interpretations of security, race, color, psychology, prevalent in society, there is evident an even more violent and persistent censorship.

Surprisingly enough, it is the soldier who has become the center of a wave of censorship. In the Soldier's Vote Act, later amended, reading material available for the armed forces was seriously restricted, and there were widespread attempts to prevent such books as Carlson's "Under Cover" from reaching them. But this new control has not been concerned only with what the servicemen read. In the field of fiction many would-be protectors have attacked numerous books on the basis of moral filth. "Strange Fruit," "The History of Rome Hanks," "The First Lady Chatterley" are only a few, and the persecution is growing as persons and organized groups in the country feel increasingly threatened by criticism of their deep-seated convictions on politics, economics, and morals.

It is in view of this new problem that the American Library association has instituted a Freedom of the Press Week for libraries, running from November 19 to 25. The purpose of the week isn't so much to stimulate reading on the dangers of censorship, as to give libraries an opportunity to take a concerted stand on the right of the individual to read what he wants. A display featuring famous treatises on this individual right—Milton's "Areopagitica" and Voltaire's "Candide"—is being shown at the library on the campus, and an article recently published by the American Library association by Kimball Young, former assistant professor in psychology on the campus is being featured. Celebrated during this week also, is the tercentenary of Milton's "Areopagitica" and the 250th anniversary of Voltaire.

What About The Student?

On December 6, a proposed change in the advisory system will be considered by the faculty.

On the whole we think the faculty committee's recommendations are a step in the right direction, mainly because it looks as if the new system would eliminate the present rapid run-through-the-mill technique now employed during registration.

However, an important section of potential advisers has been completely left out of the proposal. We are referring to the students themselves. No doubt a similar idea will be prevalent in the students' report for it seems only appropriate that those who have taken courses here and are looked up to as "the old and wise" seniors could easily advise new students who are starting out in their field of study.

It has long been obvious that one of the difficulties of our present advisory system has been the large number of students assigned to each professor. Registration day becomes a whirlwind of students, none of whom get as much advising as they need—simply because their adviser is weighted down with too many advisees. Here then is where the seniors could step in and help.

We suggest that near the end of spring term the dean of each department recommend as advisers a number of students who will return as seniors the next school year. These students would meet together and talk over the problems of advising, courses, requirements, and other pointers they should know. Then they could be used to augment the teachers included in the advisory system. The final say on schedules should come from a faculty member.

Another suggestion we would like to make would eliminate

A Pause for Thanks

It is a very famous tradition that we are practising today, and one that is exclusively and typically American. It is not a very old one when considered in comparison with the customs that other nations and races celebrate, because we aren't a very old country, and neither is it very representative of our national temperaments and characteristics. We take what we can get while we can get it and we enjoy it to the limit of today with little thought of tomorrow. We are not given overmuch to reflection or meditation upon the reasons behind the origin of this tradition because we have lost almost completely the spirit that it was first intended to be celebrated in.

The student today is probably concerned at the moment with mental pictures of roasting turkeys, steaming potatoes, hot vegetables, sauce, stuffing, mince pie, and all the other traditional trimmings. He is preparing himself for a good "feed" and the greater glutton he can make of himself the bigger sport he will be for the company. This is a day set aside by the nation for eating and everyone's creative forces and digestive equipment are concentrated on that one goal.

But during the process someone should pause for a moment and consider just why he is doing all this. Apart from the sheer epicurean purpose behind it, there lurk some subtle and somewhat melancholy ideas which should lay hold on everyone's conscience during the day.

We are giving thanks for what we have and we are doing it in the best manner possible—by enjoying to the fullest those gifts of ours. And if there are many of us that are not able to enjoy them or can only do so in a makeshift manner that they were never accustomed to before, then we are doubly grateful for this day. Because of these latter ones who are at this moment probably doing a lot of remembering, the day is made a little sweeter and a little sadder for us. Sweeter in the sense that we are enjoying a restricted and precious privilege and sadder because all Americans are not united in carrying out a very strong American tradition.

the large number of new students who arrive on the campus fall term with only a slender knowledge of the University. Why not set up a group of speakers—upperclassmen from each of the several departments—who would travel to the high schools during spring term and hold meetings with seniors planning to attend the University. They would be able to answer questions on the fields of study, courses necessary for those fields and for graduation, and activities on the campus.

A new advisory system is definitely needed. No matter whether or not a change is made, it is a good sign that the system has been brought up and discussed.



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