

Irked by Our System, He Dreams ---

Schleicher Plans 'Perfect University'

By Charles P. Schleicher
Professor of Political Science

Pipe dreams make the world go on—if not around. One of my favorites has been drawing mental blueprints for the perfect system of higher education. It goes something like this:

I am offered the presidency of the University. I turn it down. Finally the name of the position becomes chancellorship, the salary is doubled, and I reluctantly accept.

It's not too clear in my mind how I get all the money, and make all the necessary changes, but we can skip all these minor

items. In a remarkably short time the institution is transformed.

All textbooks are burned. We might as well burn the buildings while we are at it; also the lecture notes. The new buildings and grounds consist of: a thousand-acre campus; a library of five million volumes (no texts, please, except in the museum) with an individual study room for each student; Thirteenth street lined by rose gardens; a beautiful auditorium seating six thousand; a grand faculty club, and a student union building.

Seventy-five per cent of the courses are abolished or consoli-



DR. SCHLEICHER

dated into six-month affairs. School runs six months, and students study the other six. Professors go fishing. Registration takes place on the opening day. Examinations, written and oral, are confined to one week at the end of the first year, two the second, three the third, and four the fourth. No professor may examine his own students.

Class work consists of discussions and labs only. And by discussion I don't mean dialogues between students and professors. Each class has at least two profs, of diametrically opposed views—Zilch and Scullen, for example,

on the meaning of democracy.

Prof's salaries and teaching loads would range from one hour per week and \$10,000 a year for instructors, to ten hours and \$5000 a year for full professors. Deans also would be paid what they are worth.

My dream is over. You get the general idea, although a few details may be missing. What's more, I've got to read the text, and find another one, that the students don't know about, to take my lecture out of. If they call me on any of my facts, I can convince them by citing the text. I'd better make out a quiz too; attendance is lousy lately.

Are We THIS Weak?

An Oregonian editorial, reprinted in Thursday's Emerald, seems to be an apology for the dismissal of two professors at Oregon State. We agree that Dr. Strand has the legal right to dismiss faculty members who haven't permanent tenure. He undoubtedly also has the legal right to withhold the reasons for such dismissals.

The Oregonian, however, seems to have missed an important part of the question: Was Dr. Strand morally justified in dismissing the two professors?

The professors claim that they are being dismissed only because of their affiliation with the Progressive party. As far as we've been able to find out, the Progressive party, as such, has never advocated the forceful overthrow of the government. The press has not printed any stories to indicate the OSC professors presented any "clear and present danger" to what is commonly referred to as "our American way of life."

If this is true, the president of OSC is not standing on firm moral ground.

Although the Oregon State case has not been dragged through numerous committees and the state legislature, we cannot help feeling that it still smacks of witch-hunting.

The professors have no legal recourse. They cannot force OSC to show reasons for their dismissals and the Association of University Professors has upheld Dr. Strand's position. However, we feel that Dr. Strand is morally obligated to the professors and the people of Oregon to make public his reasons.

Have our democracy and our schools become so weak that they cannot stand criticism and controversy, or so static that they cannot countenance change?

John Milton brought out the crux of the matter three centuries ago: "Though all the winds of doctrine be let loose to play upon the earth . . . who ever knew Truth put to the worst, in a free and open encounter." B.B.

Now You Know the Psychology ---

It Takes All Kinds, The Man Says

By Larry Lau

This whole thing was started by a rather lovely, brown-eyed co-ed who asked me one morning, "Do you have to write about sex and drinking and things like that?"

That afternoon one of the near-extinct "old timers" growled, "Why all the soft-pedal? Someone had better tell these kids that life isn't all just peaches and cream!"

In the evening, huddled over a comp theme with one of the freshmen, I heard, "Gee, where do you get the ideas for all those articles?"

That did it!

Three years of columning has taught me just one thing . . . from Dr. Harry to the little cop who shoes cars, and from the campus "wheel" to the most anonymous freshman, the University is made up of just plain people.

Some of the nicest . . . and some of the crummiest.

What to write about? Well, look at the political zealots on this campus. They run from one-sided Scullin to one-sided Zilch, with a great majority in between who think Democratic and vote Republican.

Some girls around here still believe in the stork, and then there are others who know more about men than Dr. Kinsey. The great majority falls into neither class. . . . So, you write about all these different kinds of people.

Take Fogdall for instance, some think he's the biggest s.o.b. since Dillinger. Others say he's the gem of the ocean. He's neither. Just a guy plugging away at a rather tough job who, like the rest of us, makes an occasional blunder. The administration is studded with "Fogdalls" and so is the "outside."

There are drunken picnics

where everybody's off in the bushes with someone else, and there are others where the group has a whale of a good time holding hands, sipping coke, and singing sentimental songs. Most picnics fall somewhere in between. . . . So, you write about all these different kinds of people.

There are more latrine rumors about the faculty than there are Republicans in Oregon. Most of 'em are just plain folks, working for a mediocre wage, with an idea that they can teach us something. Some of these birds might as well sit in bed for all the teaching they do. Others, like Paul Dull and Gordon Wright for instance, provoke so much thought that some students think they're Communists. Thank God this isn't Seattle or Corvallis!

All some get out of four years of college is a workable knowledge of bridge. Others primly graduate with facts and figures

to magnify all the faults, hold them up to the full light, attack and criticize America, but you don't point out the good features of our great country, or you don't want to.

Let us remedy our faults within the framework of our democratic system. Let us have evolution, not revolution. Communistic rabble rousers want violent and forceful overthrow of all economic and social conditions. (See the Communist Manifesto, if you haven't already, Mr. Zilch.) Such

alien dogma is outside the framework of our Constitution. It is a menace to all we believe in, a threat to our security. Instead of harping on the NAM and the Morgans and Rockefellers only, why don't you join the majority of Americans and recognize that the abuses of capitalism will be overcome in due time by due process of law and that, right now, THE REAL THREAT TO OUR FREEDOM IS COMMUNISM?

Fred J. Scullin

Round Three ..

To the Editor and the Emerald and Mr. Zilch:

Yes, Mr. Zilch, after reading your highly unemotional letters to the Emerald of late, we all must be very enlightened. Thanks for letting us know what evil money interests are controlling our educational system and our government. I'm sure glad I found out in time who is to blame. Evidently it is a bunch of wicked, greedy capitalists.

I'm not accusing you of being a Communist, Mr. Zilch, but George Seldes' red-loving sheet, "In Fact," and the "Daily Worker" take just the same line as you have chosen to give us in the Emerald. "Down with the big money interests!" "domination of our economic rulers," calling a lar med citizens "patriotic gangs," and using other such phrases, but always minimizing the danger of Communism, are typical Communist tricks.

I wonder, Mr. Zilch, if you are not guilty of selecting isolated facts to support some zealous dogma of yours, without looking at the whole picture. American education, American government, American business have their faults. Any loyal citizen will admit that. Part of the price we pay for freedom and private enterprise is the waste and occasional injustice that crops up. You choose

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coming out of their ears. Most Webfoots fall somewhere in between.

There are guys on this campus with more designs on coeds than you'll find in an acre of wallpaper, and others who wouldn't lay a glove on a lady for love or money. A majority are in between. So, you write about all these different kinds of people.

People at the University lie and cheat and steal . . . and they also attend church and are honest and upright. Some are principled and some aren't. Some are cowardly and some are fearless. Some are fanatical whiners, and others take what's coming without a murmur.

A lot of the Webfoots happily combine the two extremes. The great American public does the same thing . . . and so we point out to the three inquisitors that they err when they think of this campus as set apart: it isn't.

Do we write only of the sordid, or only of the sweet?

Look, "brown-eyes" . . . this isn't a glass menagerie. People here think and feel and want and get twisted up . . . just like everybody else, they drink and swear and satisfy their cravings, and there's no use burying your head in the sand by saying they don't.

Look, "old-timer" . . . these kids aren't the kind of scum you met prowling the dregs of Paris during the war. Most of them are pretty decent. It isn't necessary to slam them in the face with the facts of life. They'll find out what they have to do in ample time.

Look, freshman . . . the University is like a diamond with 5600 facets. Every time you look at it, you see a different one. Some are prettier than others . . . do you see whence the ideas for all the articles?