

Oregon Daily EMERALD

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This Change Makes Sense

When we were in kindergarten, and even grade school, mom and dad always used to come when our class was singing in a Thanksgiving or Easter program.

We're older now. But we think mom and dad probably still have that same feeling of pride when they see their offspring standing on a platform performing before an audience.

Besides, the folks like music. And they especially enjoy hearing songs well-sung by fresh, young untrained voices.

Put these two parental attitudes together and you'll see why this year mom and dad will get a chance many of them haven't had before—to hear the Junior Weekend All-campus Sing.

Since dad works till 5, he couldn't make it down on Friday nights. The Sing was always on Friday, so he and mom missed it.

This year he's pleased as punch that he and mom, though they're still not coming until Saturday morning, will hear the All-campus Sing.

And we don't think we'll really mind dancing on Friday night instead of Saturday.

Do you?

A Tactful Queen

The Netherlands' Queen Juliana seems to be a pretty tactful messenger of good will to this country.

It was this weekend that the Queen arrived in Los Angeles for a two-day visit. All the reports we've seen indicate that not even a chuckle issued from the royal party when the name of Los Angeles Mayor Fletcher Bowron was mentioned.

It was Mayor Bowron who fairly blew his top when Secretary of State Dean Acheson made arrangements for Queen Juliana to stay at the Beverly Hills hotel, an establishment actually outside the sprawling limits of Los Angeles. Bowron made page one April 1 when he wired Acheson that the action indicated "to the world that Los Angeles does not have adequate and proper accommodations for her majesty."

Either the Queen is mighty tactful, or she hasn't been reading American newspapers.—D. D.

Students and Books

There's too much emphasis on the "activity," non-academic side of life at Oregon.

You've heard that said as many times as we. And, like us, you may agree to some extent.

Now, emerging from the ocean of "days," "weekends," "sales," and "committees" and their accompanying "sign," "cleanup," "attendance" and "song" contests, we find an event that will not only appeal to the academic minded but will recognize him as well.

What it it?

The annual personal library contest is underway.

Three categories of collections will be judged—undergraduate general libraries, undergraduate specialized libraries and graduate general collections.

Since the books will be displayed in the Library reserve room for judging during Junior Weekend, not only members of the University family but outsiders as well will be able to see and appreciate the collections.

There's a tangible (and most appropriate) award for the winners, too—books.

A common question around a university is: How do you tell a real "student" when you see one.

Well, we have no magic formula, but we'll guess that one measure of the intensity of a person's quest for knowledge may be found in the size and variety of his personal library.

Though we grant that this is not by far the only criterion for determining who is a "student," we'll wager those whose book collections are on display in the libe during Junior Weekend, May 9 and 10, will deserve the title.

Quest Editorial

NSA Challenges 'Silents' to Become 'Significant'

(Ed. Note: Bill Dentzer, president of the U.S. National Student Association, was on our campus Monday to talk with student leaders. There's been much discussion on campus this year concerning NSA membership. In fact, at one time the senate voted to send observers to the summer NSA conference, although they just recently threw out the plan. Since so few of you had an opportunity to talk with Dentzer, we're giving you this opportunity to read a bit of what he had to say, in his own words.)

The United States National Student Association (NSA) is a national federation of some 300 college and university student governments representing approximately 800,000 students. NSA's purpose is to strengthen and make student government more effective, democratic and responsible on the campus and to act as the "national student voice" of the U.S. students on national and international educational activities.

As a service organization for student governments across the nation, NSA provides a platform for the exchange of ideas on student government philosophy, program, and administration. Students from all parts of the U.S. meet together each summer in the National Student Congress to spend long hours on student problems on their campuses, as well as discussing educational problems on the regional, national, and international level.

In regional meetings and through printed materials dealing with all phases of student government activity received from the national and regional offices of NSA, student leaders find ways to solve the problems which confront them and also often find the vision and perspective which enables them to see basic problems and needs which effective student government must serve, where before, they had seen nothing at all beyond the usual cut-and-dried programs of ineffectual student government.

NSA also exists to serve the educational community by speaking for the interests of American students on non-partisan educational matters that vitally affect students, such as the draft deferment policy UMT, the GI Bill, inter-collegiate athletics, and economic benefits for students. Toward this end, it represents them on such organizations as the American Council on Education, the National Education Association, the American Commission on UNESCO, World Student Service Fund, and many other national groups.

NSA is the only national non-special interest student group in the United States. Just as other groups of people speak for their desires and work toward their ends through their own national federation, NSA, whose policies are decided by the

elected representatives from every member school at the annual student congresses, does for students.

Just as individuals join together so that they can do together what they cannot accomplish alone, so students governments work together through NSA to accomplish their democratic ends and speak for the more than two million American students who have been so lately criticized as "the silent generation."

Just as NSA speaks in the interest of U.S. students across the nation, so does it carry a vital message from American students to students all over the world, many of whom know only what the Communists have said about the United States.

By working for true international understanding through programs in all parts of the world, students in other lands have come to know the truth about the United States instead of vicious lies about "Wall Street imperialism" spread by enemies of America.

American students must realize that the well-financed activities in the under-developed areas of the world must be met with sincere expressions of friendship and the true story of what free students and the free world are fighting for.

It seems that for the first time in their history, American students have within their own hands the power to change their own destiny. Together and through the U.S. National Student Association, they can improve and strengthen democratic student self-government on the campus, contribute responsible and experienced leaders to the nation, work together toward the solution of many problems facing serious students across the nation who are concerned with the present and future of their democracy, and work with students around the world in the knowledge that whenever the true story of the struggle between freedom and totalitarianism is known, the day will draw closer when all people can live again in freedom and with dignity in a world at peace.

NSA is a challenge to "the silent generation" to become "the significant generation." There is going to be a national student voice. Are you going to exert your efforts in that voice that is the USNSA, so that the voice will say what you want it to say and so that the ends toward which free men are working are more likely to be achieved?

To do nothing is to do worse than nothing. It is to retreat from every responsibility and every hope that ever stirred the minds of the student world to work for a world better than that in which they now study and in which some day they must take their places as responsible citizens in a leading nation—the world.—Bill Dentzer

-- Letters to the Editor --

Honor Code Under Fire

Emerald Editor:

You will note in my Emerald campaign statement and my March 6 statement in the senate that I made special reference to the Honor Code report only.

I have confined my references to the report because it is the only written work that has been made available to the public by the honor code committee. It is upon this document that the stu-

dents of the University will be asked to support the honor system.

I have attacked it because it lacks convincing arguments that the honor system is applicable to the University of Oregon. Why does the Stanford system work? (If it does.) Why does the Virginia system work?

Is this important you ask? It is important because if there are common factors that make for a workable honor system, all I ask is that these common denominators be pointed out. The

committee has side-stepped this approach.

Rather, the committee approach has been the bland statement that the success of an honor system is up to the wholehearted support of the students. Yet has there been any wholehearted demonstration of support?

Sure 82 per cent agreed with the principles of an honor system as they understood them. But what about the 34 per cent that decided a honor code as they understood it was not applicable to the University? One-third of the interviewees liked the idea of an honor system but didn't feel it applicable to our campus. And there is nothing in the honor committee report to prove the system applicable at Oregon.

On what grounds did the committee refuse to study why our neighbors to the north (OSC) threw out a honor system?

Why did Mr. Ebbighausen shudder when he read in the newspaper that athletes had been suspended from under the honor system at the University of Florida?

Why doesn't the honor code release the complete text of testimony gathered at Stanford and let the students evaluate the meaning of these documents?

Why? Because the committee has decided the University of Oregon should have a honor system and a honor system will be—per se—good.

Any honor system instituted on our campus should be accepted only after conclusive evidence of its workability and applicability, otherwise the school has the honor and the students have the system!

Don Collin

The Well-rounded Student



"Of course I'm educated—I have to spend all my time going to class."