

# Oregon Daily EMERALD

The Oregon Daily Emerald is published five days a week during the school year, except during examinations and vacation periods, by the Student Publications Board of the University of Oregon. Entered as second class matter at the post office, Eugene, Oregon. Subscription rates: \$5 per school year; \$2 per term.

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## We Owe a Great Debt

A great University today pauses to reflect upon its past.

Standing today amidst the buildings and beauty here provided by the generous citizens of our state, it is easy to forget the past and its contribution to what we now enjoy. Just 80 years ago the legislature had to be almost bribed to open an institution on this spot.

The great investment made here, both human and financial, is a great monument to man's belief in education. He has here evidenced his faith that man can improve himself and thus his environment.

The justification of a university's existence must be found in the men it develops and sends forth better able to contribute to society. It must produce men capable of understanding and leading their fellow men into something better. It must teach men to think, and to do this it must create an atmosphere which allows the free flow of ideas. It must keep alive the culture of the past and develop men capable of coping with an unknown future.

Since 1876 this University has sent nearly 32,000 men and women out into society, each armed with a diploma and a mind better able to meet the problems of the day. Untold others who were not graduated have nevertheless benefitted themselves and society because of attendance at this institution.

Many men have made this University the intellectual center that it is. For this we must thank not only the school's great professors and administrators but all those men of mankind's history whose lives have left something to inform and inspire this generation. These men have created a great light of learning, through which we travel. Who

knows where the shadows may one day fall? One never knows where an idea picked up at this University may someday lead.

In the past 80 years this institution has made great forward strides. On Oct. 16, 1876, the doors of Deady hall were thrown open to the 100,000 residents of Oregon. Few entered immediately, but those men had the foresight to see what could develop from a modest beginning.

One cannot add up this University's total contribution to society's cultural and material well being, but certainly it has been enormous.

As all the Betty Co-eds and Joe Colleges of this generation pause today, let's hope they reflect upon the opportunity lying here before them. It is an opportunity generously provided by those who have preceded us through life, and it is limited only by the time and effort each of us is willing to invest.

We owe a great debt; we are indebted to men of 1876 who began this institution; we are indebted to the past and present citizens of Oregon who have so generously provided these facilities which we enjoy; we are indebted to our parents or whoever has made it possible for us to be here; and most of all, we are indebted to the great men of past and present who have on this campus dedicated their lives to the service of their fellow men.

There is but one way to repay such indebtedness, and that is in turn doing something of lasting benefit for our contemporaries and those who will follow us. By taking full advantage of all that is offered here, we must walk out into society with the ability and desire to more effectively contribute.

## "...Both NOW and in the Years to Be..."

"Fair Oregon, we pledge to thee our honor and fidelity, both now and in the years to be, a never-failing loyalty..." So runs the first line of the Oregon Pledge song. The words are easy to understand, but are not always so easily interpreted.

There isn't a student who could not fill a page with glittering generalities of what the University of Oregon has done for him. What does he owe Oregon in return? The song asks no more than a pledge of honor, fidelity, and loyalty.

"That is simple," is the usual student reaction. "Why, I'll come back to the Homecoming games when I'm an alum. I'll always defend Oregon against OSC slander. And when I get rich, I might even finance a building or two. That ought to repay Oregon."

It does. However, it only takes care of the "and in the years to be." There is an additional clause which says, "both now."

Now is also the time to show respect to the University. It is not entirely a matter of what we will do after we leave.

Now we are here. We have immediate opportunities to repay Oregon.

Now, at Charter Day, we have such an opportunity. We can fulfill our pledges, and show the University the present part of our honor, fidelity, and loyalty. (S.J.G.)

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A world community can exist only with world communication, which means something more than extensive shortwave facilities scattered about the globe. It means common understanding, a common tradition, common ideas, and common ideals... The task is overwhelming, and the chance of success is slight. We must take the chance or die." — Robert Maynard Hutchins, former president, University of Chicago.

An educated man stands, as it were, in the midst of a boundless arsenal and magazine, filled with all the weapons and engines which man's skill has been able to devise from the earliest time." — Thomas Carlyle.

"There are two ways of spreading light: to be the candle or the mirror that reflects it." — Edith Wharton.

## Academic Freedom - A Definition

# American Scholars United, Independent

**Editor's Note:** The following statement defining academic freedom was drafted by the Association of American Universities and edited by the Daily Texan. We present it in the interest and spirit of Charter Day.

A university is the institutional embodiment of an urge for knowledge that is basic in human nature and as old as the human race... The search that it inspires is an individual affair... Like its medieval prototype, the modern American University is an association of individual scholars... They are united in their loyalty to the ideal of learning, to the moral code, to the country, and to its form of government. They represent diversified fields of knowledge, they express many points of view... Free enterprise is as essential to intellectual as to economic progress.

A university must therefore be hospitable to an infinite variety of skills and viewpoints... Its whole spirit requires investigation, criticism, and presentation of ideas in an atmosphere of freedom, and mutual confidence. This is the real meaning of "academic" freedom. It is essential... that the faculty of a university be guaranteed this freedom by its governing board, and that the reasons for the guarantee be understood by the public.

To fulfill their function the members of university faculties must continue to analyze, test, criticize and reassess existing institutions and beliefs... such investigations cannot be confined to the physical world. The acknowledged fact that moral, social and political progress have not kept pace with mastery of the physical world shows the need for more intensified research, fresh insights... The scholar's mission requires the study and examination of unpopular ideas, of ideas considered abhorrent and even dangerous... Timidity must not lead the scholar to stand silent when he ought to speak... In matters of conscience and when he has truth to proclaim the scholar has no obligation to be silent in the face of popular disapproval...

What applies to research applies equally to teaching. So long as an instructor's observations are scholarly and germane to his subject, his freedom of expression in his classroom should not be curbed. The university student should be exposed to competing opinions and beliefs in every field, so that he may learn to weigh them and gain maturity of judgment... In teaching, as in research, (the instructor) is limited by the requirements of citizenship, of professional competence, and good taste. Having met those standards, he is entitled to all the protection the full resources of the university can provide...

There is a line at which "freedom" or "privilege" begins to be qualified by legal "duty" and "obligation." The determination of the line is the function of the legislature and the courts. The ultimate interpretation and application of the First and Fourteenth Amendments are the function of the U.S. Supreme Court... These are not to be determined arbitrarily or by public outcry. The line thus drawn can be changed by legislative anxieties as well as by

reason of "clear and present" danger. Its location is subject to, and should receive, criticism... However much the location of the line may be criticized, it cannot be disregarded with impunity. Any member of a university who crosses the duly established line is not excused by the fact that he believes the line ill-drawn... He is subject to the same penalties as other people...

Historically the word "university" is a guarantee of standards. It implies endorsement not of its members' views but of their capability and integrity. Every scholar has an obligation to maintain this reputation... His effectiveness, both as scholar and teacher, is not reduced but enhanced if he has the humility and the wisdom to recognize the fallibility of his own judgment. Others, both within and without the university, are as free to criticize his opinions as he is free to express them; "academic freedom" does not include freedom from criticism.

As in all acts of association, the professor accepts conventions which become morally binding. Above all, he owes his colleagues... complete candor and perfect integrity, precluding any kind of clandestine or conspiratorial activities. He owes equal candor to the public. If he is called upon to answer for his convictions, it is his duty as a citizen to speak out. It is even more definitely his duty as a professor. Refusal to do so, on whatever legal grounds, cannot fail to reflect upon a profession that claims for itself the fullest freedom to speak and the maximum protection of that freedom available in our society...

We condemn Russian Communism as we condemn every form of totalitarianism. We share the profound concern of the American people at the existence of an international conspiracy whose goal is the destruction of our cherished institutions... Since present membership in the Communist Party requires the acceptance of these principles and methods (of revolution) such membership extinguishes the right to a university position...

"Academic freedom" is not a shield for those who break the law. Unless a faculty member violates a law, however, his discipline or discharge is a university responsibility and should not be assumed by political authority. Discipline on the basis of irresponsible accusations or suspicion can never be condoned.

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"We do not know what education could do for us, because we have never tried it." Robert Maynard Hutchins.

The primary concern of American education today is... to cultivate in the largest number of our future citizens an appreciation both of the responsibilities and the benefits which come to them because they are American and free." James Conant, former president of Harvard University.

"Human history becomes more and more a race between education and catastrophe." Herbert George Wells.

Educational relations make the strongest tie." Cecil John Rhodes.