

1940

Miscellaneous LSU Events 1940-1944

Paul M. Hebert

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May it please your majesties - Mr. Chaeron and
your majesties all and members of the
Louisiana State University class of
1944 - we mutually hope.

In the annals and forms of legal
methodology there is a procedure
designed to relieve individuals of immaturity
from the disabilities that attach to such
a status. Such procedure is known as
emancipation. By custom and tradition
at this univ. today's ceremonies are

distinctly analogous - You are no longer
the imbecile & lowly freshmen - this
is your emancipation day - freshmen are
kings and queens for a day on the
Campus and you are officially
emancipated from those disabilities
and impressions - of varying intensity -
which by custom all in a spirit of
fun & good fellowship have been
imposed upon you - as first
year men & women manipulating under

the Am. Collegiate system -

Before you can be officially emancipated - even for a day - it is necessary that your solemn testimony be recorded to support the program of emancipatory program of activities planned for you today. I must therefore ask you certain questions and at the same time admonish you to answer them sincerely and by your own enthusiastic force

of outward manifestation indicate exactly how you feel - if necessary you use the Bronx cheer in lieu of a written transcript of testimony.

1) First I should like to ask you all - What do you think of the sophomore class?

(I can see a lot of sincere affection)
They will reciprocate

2) What do you think of the upperclassmen?

3) What do you think of the freshman class of 1940-41

4) What do you think of your queen for the day?

5) And last - but perhaps the most important evidence - what do you think of that outstanding campus personality who exemplifies the spirit of the student body & the spirit

of the Freshman class. Make the Tiger?

In view of the testimony
so solemnly given - I hereby
facetiously pronounce you to be
full fledged freshmen of La. State
University announced for this
day - full stepped in the folklore of
the collegiate class distinction &
entitled to ~~at~~ all of the fun &
festivity planned.

1) Scope & functions of State Univ. -

1) Relation between education + economic development -

1) Education makes possible the utilization of natural & human resources;

1) As a land grant college - peculiar obligation to agric.

1) Louisiana predominantly a rural state - with a majority of small farms - intermingled with larger plant. or holdings.

1) Teaching - research - extension

1) Great economic problem -

1) Ag. Economics -

9) If the economic plight of La. farmer is to be solved:

Must strive for some solution of the population surplus in our agriculture →

these solutions are -

- (1) Better farm management;
- (2) Better marketing opportunities;
- (3) Production per man must be increased;

10) Strive to improve living conditions, raise the income & improve the health of farm population -

1) Problems confronting our staple crops of cotton & rice - sugar. -

2) Live at home -

3) Livestock program -

(1) meat cattle -

(2) dairy -

4) Should produce & consume at home - dairy products, beef, poultry & eggs & other similar commodities.

Mr. Toastmaster, Ladies and Gentlemen, Members of
the Football Squad of 1940:

It is a distinct pleasure to join with
this outpouring of friends and supporters of
L.S.U. football in honoring the members of the
Tiger Team of 1940 and at the same time, officially,
in the name of the University to have this oppor-
tunity of extending congratulations to Head Coach
Bernie Moore and to the members of the Athletic
Staff on the fine work which they performed in
bringing the past season to a very successful cli-
max -- a climax of the type that is most appreciated
by every loyal Tiger football supporter.

I was informed in the press announcements
concerning this occasion that football players,
fans and their friends, like a good banquet, but
very brief speeches. I am also informed that the
accepted rubrics of an annual football banquet re-
quires the speaker to relate at least one of the
familiar classic football yarns. Since propriety
dictates that I be orthodox in these matters, I

am reminded of the story of Knute Rockne. You know even the great Rockne had the problem of how to make football greats out of his Notre Dame Ramblers, especially when they spent so much of their time traveling. Rockne tried to make them football wise through "chalk talks" on buses and trains. He would frequently outline a tactical situation on a blackboard and then charge up and down the aisles, calling for the best solution. One day, while his team was on a train bound for Southern California, he chalked up a particularly difficult play.

"Now what would you do if they tried this on us?" he demanded.

The players all remained silent, fearing to give a wrong answer. The coach grew quite angry. I am told that even a football coach sometimes loses his temper. Finally, Rockne's glance fell on a young substitute, who had not been in a single game all season. The lad seemed all attention. "Hemmingway," exploded Rockne, "you tell us what you would do!"

The youngster's eyes popped with surprise at the famous man's attention.

"Why coach," he stammered, "I guess I'd just move a little farther up the bench to see the play better."

oo000oo

This fall in Tiger Stadium as witnesses of the great American game of football, we have all had the opportunity to see good football games during an exciting season and the experience of this season affords the opportunity for us to see football better, as it were. During the past season we saw quite clearly demonstrated that truism which has been so aptly described in the language of President Wells of Indiana University that "Football unquestionably has an effect on the spirit of an institution, provided it is winning football."

After several reverses in that keen competition which a difficult football schedule engenders, the L.S.U.-Auburn game was won by our team in an upset victory. The institutional spirit began

to rise immediately. You know the story well -- the press related that the "triumphant Tigers of Louisiana State University were accorded a noisy welcome by a large crowd of University students and part of the big cadet band as the Bengal backers waxed enthusiastic over the team's fine 21-13 upset of the Auburn Plainsmen at Birmingham Saturday."

And when this upset was followed by a victory over our traditional rivals -- the horizon was golden and the spirit of the institution rose in further gratifying proportions. If we really, like Hemmingway, look more closely at football, I think we would all agree in fairness that too much emphasis is placed on winning all games in every season. All of the ills that football is heir to and most of the practices that educators deplore and that football coaches are forced to resort to in meeting competition for athletes by other institutions, are directly the results of inordinate demands for victory -- inordinate demands for vic-

tory in perpetuity by over-zealous institutional loyalists. Intercollegiate football today has definitely become a part of the pattern of American college and university life and there are indeed few educational institutions which would dare to emulate the example furnished recently by the University of Chicago. In the South, through the medium of the Southeastern Conference, a studied attempt is being made to utilize the Commissioner plan as the solution to control practices among competing institutions. There is a further phase to be considered in any campaign to make football more respectable -- college administrators, alumni, students, and football fans generally must constantly strive to see football in its proper light -- as a superb spectacle, full of color and thrills, combining physical ability, training, good sportsmanship, intelligence, daring, coordination, and stamina. If football is conducted in American universities in such a fashion as not to interfere with a student's educational program as an

undergraduate; if football is not considered the entire objective of college life; if the fans can learn "to take it" when Alma Mater loses -- then and then only will the proper emphasis be placed on football as an American inter-collegiate sport.

In conclusion, I desire to express to each and every member of the 1940 football squad my sincere admiration for the spirit of good sportsmanship and fair play exhibited on the gridiron this fall. You have shown that you possess the ability to take defeat with good grace and to accept well-earned victory with becoming modesty. Your public demonstration of your loyalty to Head Coach Bernie Moore has warmed the hearts of all fair-minded well-wishers of L.S.U. I congratulate you with the full realization that you join with me tonight in wishing Coach Moore success in the work which he will take up with your successors -- the football squad of 1941.

"A university must be
indigenous; it must be rich;
but, above all, it must be free.
The winnowing breeze of freedom
must blow through all its chambers.
It takes a hurricane to blow
wheat away. An atmosphere of
intellectual freedom is the
native air of literature and
science. The University
aspires to serve the nation
by training men to
intellectual honesty and
independence of mind. The
Corporation demands of all its
teachers that they be grave
reverent and high minded,
but it leaves them like their
pupils free." President
Chas. W. Eliot - Inaugural
address 1869.

1 large degree freedom of ^{our} speech = Best test of truth - is ability to get itself accepted.

(1)
= What Dr. Mc Cracken says ~~is~~ good but what worries me is how to apply it to concrete cases =

Great minds can differ -

I. Presupposes

Dr. Leornichant had
me worried for
a moment - I thought
he was going to call

May 19, 1941

Col. Hill, distinguished guests, members
of the Cadet Corps: -

Permit me in the name of the
University to congratulate those of you
who have successfully completed the courses
of study and the program of training leading
to a reserve commission in the United States
Army. The gravity of conditions confronting
the nation is known to you all -- and the
nation's need for additional well-trained
military leaders to swell the ranks of a
properly officered army, gives added
significance to these ceremonies today.
In the service which you as graduates of
the ROTC may shortly be called upon to
perform in the interest of the national
defense *I am confident that*
~~you will~~ as officers, as college
graduates, and as gentlemen *you will*
always reflect

credit upon this institution.

Louisiana State University
-2-

is proud of your achievement.

She is

proud of the service rendered to the State

and to the Nation through the medium of

the Reserve Officers Training Corps. L.S.U.

takes a particular pride in
~~is particularly proud of~~ this graduating

class of 1941 -- young men who represent the

very flower of a strong America's young

manhood. Wherever your paths may lead,

uncertain
whatever the future may hold in store for

you, the sincere wish of your University is

for success and happiness in the strenuous

years of service which may lie before you

for success and happiness
and, also, in the normal years which a

peaceloving nation prays may succeed the

darker days of wartime emergency.

With sincerity
I

congratulate you and wish you well.

And now it is a great pleasure to

present our guest of honor and your speaker

for these graduation ceremonies -- a man who

has had a distinguished military career and

who has found it possible to take the time away from his present heavy responsibilities as Commanding General of the Fifth Army

Corps to address you today. An honor graduate

of the United States Military Academy and of

the Army Field Engineers School, ^{and the Army War College} his outstanding

ability and leadership have merited the steady

promotions in rank which have come to him

in 35 years of service in the United States

Army. In the course of his military

career he has held important posts of high

responsibility too numerous to mention.

His eminence as an engineer has resulted

in a distinguished career of service, not

only in the planning and execution of operations

during war time, but also in carrying on the

work of reconstruction and service for which

the United States Army Engineers are noted

in time of peace.

He has recently returned from his duties in Puerto Rico to assume the important post of Commanding General of the Fifth Army Corps with headquarters at Camp Beauregard. It is a privilege to have him with us, and it is a distinct pleasure to introduce Major-General Edmund Leo Daley.

General Daley.

1941.

TO THE GRADUATING CLASS OF 1941:

Never, perhaps, in the history of the University has a graduating class had to face more discouraging prospects than will the class of '41 have to meet as it goes out into this war-torn world of today. I would prefer to paint a more cheerful picture, to be able to tell you that now that you have your diploma tucked safely under your arm the world is waiting for you. But you are intelligent, you have kept informed of world conditions and you know that you will have to fight, if not with arms, with all other means at your command to retain the things which those in a democracy hold dear.

We who believe in the ultimate triumph of truth and justice feel that a way out of the present chaos and confusion will be found. We believe that education is to play an even more important part than ever before in the return of sanity to a maddened world. The alumni and students of Louisiana State University have a part to play in the preservation of our democratic way of life and, as in the past, we know that they will not be found wanting. It is to the educated citizenry of the world that we must look for a return to normalcy and peace that all cherish. Although "government of the people, by the people and for the people" has not solved all of our problems there is not one among us who would exchange our liberties for the tyranny and brute force prevailing in so many parts of the world today. We must remember, however, that liberty in a civilized nation does not presuppose freedom to do entirely as one chooses; the rights of others must be respected. Education perpetuates individual liberties by developing a people able to govern themselves and determined that America shall ever remain the land of the free and the home of a people unafraid of the duties and responsibilities that liberty entails.

A tremendous challenge awaits you; you have been provided with powerful weapons for the defense of democracy. Much depends upon how you use them.