

On Your Mark, Get Set---

Brace yourselves, kiddies. Get lots of rest tonight and don't work too hard on that WAA Carnival booth. Make an appointment early for a visit to the drug counter at the infirmary for sedatives.

Advance registration starts tomorrow.

And one of the most important of the changes, financially, is the late fee that is imposed upon students who don't go through step 5 by Mar. 4 (that's the Saturday of the Military Ball, and the office closes at noon).

Now this is really quite tricky—this late fee business. Was the time when a student didn't have to pay late fee unless he didn't get through registration by the end of regular registration period—which would be noon of Apr. 8 this year. But no more.

Last term it was through step four that was required to avoid an additional \$5 payment; but ever so cautiously the Registrar's office is making the required number larger. All the easier to snare more unsuspecting (and bewildered) students with, my dears.

So rush through registration as fast as possible—don't worry a great deal about what you should take or what you want to take Spring term; just make out any old program that will satisfy your adviser.

Nine times out of ten he will sign your card with no more than a brief glance anyway; and if your adviser seems to be a little slow, ask him if he, maybe, would be willing to pay the \$5.

After you've rushed through the formalities of registering (and be sure you get through step 5), then you can take time out for thought. Then is the time to PLAN your program.

And after you have thoughtfully figured things out, stop over to Emerald Hall and pick up your drop and add cards and set to work getting the study program you want.

A friend of ours did it this way last term and it worked beautifully; as we paid our \$5 late fee, he merely signed another drop card.

But far be it from us to advocate a policy of non-cooperation with the registration system; if you can honestly plan your program within the allotted time (and there are several thousand students who can) go right ahead—no need to go out of your way to be difficult. But if your time is rather occupied during this period of stress; you might follow our plan of registration and see what happens.

It is bound to be interesting, and hardly less confusing or more than the regular system.

Anyway, be sure to go through step 5, by hook or . . . and before Mar. 4.

No Dynamiters We

When discussing prospective senior class gifts, Jim Barratt of OSC mentioned in his Barometer an Orange O as a possibility.

We think this is a fine idea.

For years, Oregon Staters have been coming to Oregon and painting our O; it has been the traditional target of the Orange paint brush. The University planners shrewdly placed it atop Skinner's Butte so the campus would not have to be pestered by invaders from Corvallis. Guarding the O is one of those things we are sure we will look back to fondly as part of those good old College Days.

And now Oregon State may get an O!

For years, Webfoots (some unscrupulous persons claim) have been going to Corvallis—but what have they found? No O. No target. The efforts of the Ducks have been dispersed, scattered, frustrated, and hardly as effective as could be hoped. What type of College spirit is this that refuses to give traditional "enemies" a focal point for painting expeditions?

What type of school is this OSC that they won't have an O? Where is their old rah rah?

And as for the trouble of painting the O orange after it has been painted yellow, it is really no trouble at all. It gives a fine excuse for frequent paint jobs. Who would WANT an O that wasn't freshly painted?

And Oregon students are certainly not the type that would actually damage the OSC O. We are not dynamiters—merely painters.

The Latest How To

A college professor has written a booklet called "How to Study." It contains advice on memorizing, concentration and review. Sight unseen, we'd guess that this is one of those books that raise as many questions as they answer.

What has the author done about the reader who can't remember the lessons on memorizing, who finds his attention wandering from the advice on concentration, and who hasn't the will or energy to go back over what he's already missed? Perhaps the professor's booklet has given somebody the chance to write the ultimate in "how to" literature—How to Study "How to Study."

—Collier's February 4, 1950.

Offhand Observations

GPA's Replace Poems

by Bill Rogers



The powers-that-be up in Emerald Hall showed more honesty than judgement when they allowed the Fall grade averages to be published Wednesday. It might have been smart at least to have doctored them up a bit, because look what happened. The sororities and fraternities came out with a better all-around average than the dormitories did. But momma and poppa know best, so it's to the dorms with the freshmen so they can really concentrate on that old scholarship stuff.

One student isn't inclined to gloat over another because of a tenth of a point superiority in GPA, and the slight disparity between dorm and Greek grades wouldn't have been mentioned except for one thing. Last Fall, at the beginning of the term, the deferred-

plan boys sent out a letter comparing grades of independents and Greeks that also showed a tiny margin of difference—in this case in favor of the independents. Beneath the statistics there was something to this effect:

While the above difference may appear to be small, they have a great deal of significance because of the large number of grades averaged.

The low all-men's average came as a distinct shock. Emerald columnist Bill Rogers, who has been in and out of all the men's johns on the campus looking for more poetry (for which there has been a distinct demand) found nothing but GPA's written upon the

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A Rose is a Rose

A Survey Course for Seniors

by Mortar Board

With spring term and graduation approaching we wonder how many other seniors are beginning to realize that they DON'T have an education. Most of us when registration starts are looking for the courses which will make spring term pleasant. This let down feeling is a natural one. Yet for many there is also the realization that four years of college predominantly spent in a major field does not necessarily equip one for the years ahead.

It is a good sign when after years of college we can see that we still have much more to learn. Still if we feel a lack in our educational background isn't there something we can do about it?

Mortar Board feels that the University needs a broad survey course for seniors which will cover the liberal arts field. There is such a course on the freshman level. But that does not answer the problems for the seniors.

Many seniors have not taken the freshman course and hesitate to now because they need the upper division hours. When the senior year comes and seniors realize they should have taken economics, political science, literature, and many of the other courses outside their major, it is too late. They cannot hope to cover the wide range of interest that they suddenly find they have.

Many students will have been wise enough to have taken these courses during the other three years, but too many find that

with group requirements for junior certificates, major hours, and upper division hours they have had to skip equally essential courses.

Even the students who have a fairly wide background feel the need at the end of their college career for a synthesis which will show the inter-connections of knowledge. This course could help free the student from departmentalization of knowledge.

Perhaps some will say that the excellent lecture series offered on this campus is the answer. However, many students feel that they do not have the time to devote to lectures, especially when they listen to lectures all day.

Some people will object to such a course, because it would give only a smattering in the various fields. But isn't it better to have some understanding of other fields than none at all? We have had the experience in dealing with "educated" people who because they know nothing of a certain field refuse to "credit it" with any value.

We are offering this suggestion at this time because we understand that a committee in the college of liberal arts is now evaluating the curriculum. We have talked to various students on the campus and we have found that they feel that there is a need for such a course. We think it should be tried, for there is a demand.

—Members of Mortar Board.

Crotchety Old Vet

Dreaming

by Steve Loy

As I sit and Dream at Oregon. Ain't it the truth? It has occurred to me, not for the first time, that something must be done. I don't mean soon (like moving into the Student Union) but NOW. Just what is the sense in having classes on Friday afternoon during Spring term? The answer is none. Why should we humiliate our professors by not showing up for class, which we won't? Why not solve the problem by not having the class—ergo, no problem.

It must be pretty depressing for Dr. Whoo-

zis to stand before six students, who couldn't afford to chip in on the beer, and extoll the glories of the Keynesian theory. The poor guy has to wear a tie and coat, too. In fact, I think he is more put upon than the students. Maybe if afternoon classes could be held Monday, Wednesday, and Thursday we could do away with the nasty expression on Monday. Or maybe if the Friday lecture could be given on Monday it would confuse the instructor to the point where he would forget what questions to pull from the lectures where nobody heard him. Think I'll get up a petition.