

Conversation Piece

It probably won't transform the Fishbowl into a culture center, but a recent addition to the Student Union's everybody-meeting place might help to create one or two more intelligent conversations. It's called, appropriately enough, "Conversation Piece" and it's just a bulletin board with a map and some "take one" material on it.

But the current affairs topics available for the tearing might provoke some discussions in those padded booths that will relegate the "relative capacity" and lurid date descriptions to the sleeping porches. Whatever the outcome, the SU Coffee Hour Committee deserves a pat on the back for a move in the right direction.

\$100,000 Sheepskin

That sheepskin that some of us will receive a few weeks hence is apparently worth quite a bit more than its weight in gold, according to an Associated Press dispatch.

Paul Gurske, director of the U.S. Bureau of Labor Standards and past president of the Oregon Federation of Labor, says that

a college diploma is worth about \$100,000 in an average person's lifetime.

A high school graduate, says Gurske, can expect to earn about \$165,000 in his lifetime, while a college graduate should be able to rake in about \$268,000.

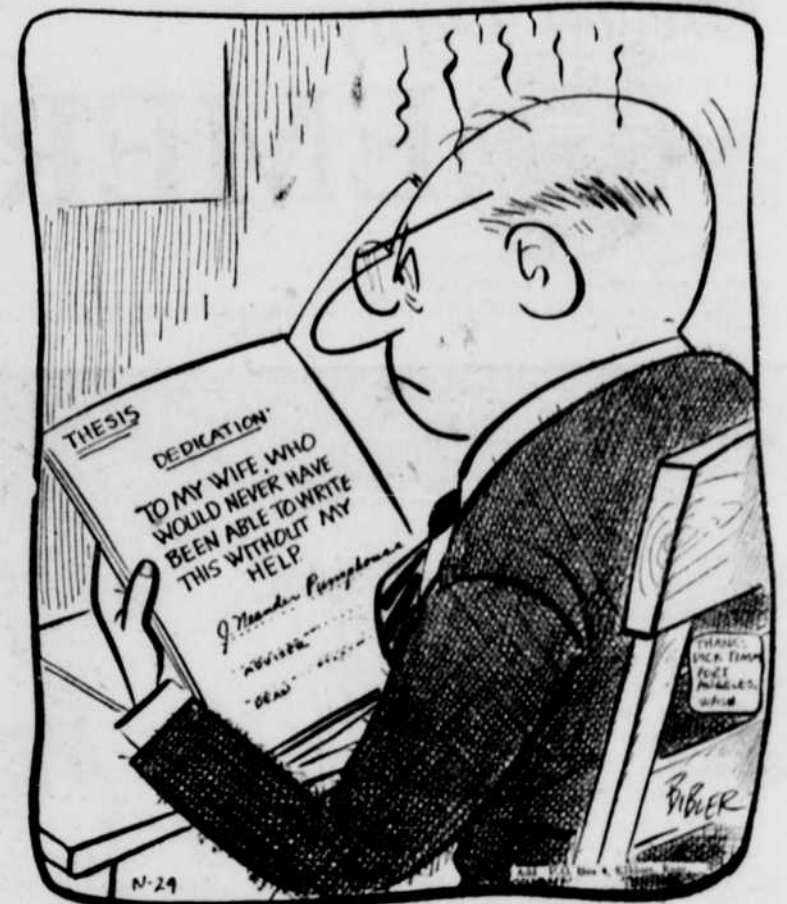
Actually, we probably come out about even with non-college graduates. We imagine if someone made a similar comparison using ulcers and heart attacks, he'd find college men well ahead in that category, too.

Footnotes—

Let this be a warning: The Oregon State Barometer reports that one of their politicians, who campaigned unsuccessfully for student body president and was later chosen Inter-dorm Council president, is nursing an ulcer. His doctor recommends that he cut out extra-curricular activities.

* * *

We wonder if petitions are now being accepted in response to the Pi Phi's Saturday night plea for "stout-hearted men." Perhaps a home - and - home agreement could be worked out with the dame-worshipping Sigma Chi's.



Our Colleagues

Syracuse Columnist Views Modern Education Problems

(ACP)—With a roundup of ideas from many sources Syracuse Daily Orange writer Bill Jones brings together this column (here condensed) on some of the problems in education.

Education and problems that surround the securing of a sound background in universities has been the subject of national controversy.

This discussion has reached the Daily Orange through letters to the editor attacking Syracuse as not even a university, but a machine in many ways.

We would like to contend that the fault for our lack of education and so called "intellectualism" is primarily the responsibility of the individual student, not his university.

Intellectual revolution was the subject of a recent editorial in the University of North Carolina Tar-Heel.

"Why are we, as students and the proverbial leaders of tomorrow, content to sit on our comfortable rear-end in class all morning and stir not a cell of our brains? Why do we search for the memorized fact, or the already digested and neatly-outlined opinion, instead of the truth?"

"The status quo is one of the most terrible threats to modern politics, to modern living," observes the newspaper.

Of course with the conformity of the modern world, why should students be different? It is much more comfortable to be like everybody else.

Where are the leaders, the thinkers, the ivory-tower people of this or any other university? For the most part, they are members of the faculty. They certainly aren't evident in the student body. There are the "pseudo-intellectuals" who think they are, but actually they aren't at all.

Maybe the university's standards should be raised. At Oregon for instance, new entrance requirements are designed, to "raise academic standards at the University."

By raising requirements, though, another problem is created. If the number of students is decreased, income de-

creases. Tuition must rise to meet the continued financial demands of a large school...

Periodicals are full of articles proclaiming the impasse being reached in education. From Harper's to the Cleveland Plain Dealer, from the Columbia University Spectator to the Western Maryland College Gold Bug, the question of what's happened to our higher education is being asked.

Increased enrollments, higher maintenance costs, inadequate teaching and facilities are popular manifestations of the problem.

A professor at Oberlin commented thus: "At first it may not seem essential that liberal arts colleges do anything to meet this crisis."

"One could argue that by limiting enrollment the schools' standards of excellence would rise with selectivity..." (but) It takes more than a talented freshman class to insure continued excellence in an institution.

"Aside from these essentials, but not ultimate considerations, lies the main issue: the providing of the best possible preparation for the students."

He proposes a unique and promising system: Have a four-quarter year. The first and third would be spent in regular study. The student would spend the second quarter off-campus, but—it would be a fully-academic one and not a work program... a program of independent study.

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William Cook

Too Many Spring Term Activities Bring Woe to Serious-Minded Students

After the delirium of last week-end, on which nine (count 'em) separate events and activities were scheduled more or less concurrently, and after the surplus of activities all spring term, one is led to stop (if he has time) and wonder how all this fits into "the total University experience."

There have been only two weekends so far this term on which something affecting large numbers of students has not been scheduled. One was the first weekend after registration. This was, it seems, just too soon to get anything started.

On the second weekend of the term, the women's organizations held their house dances. Greek week was held on the third weekend. The fourth weekend of spring term fell on Easter and many students went home, so nothing could be scheduled.

Duck Preview consumed the entire fifth weekend, while everyone "oriented" the high school students. With the high ratio of social functions and

activities to those academic for the high school students, they were indeed accurately oriented to the University.

More house dances were held on the sixth weekend, and the Junior Prom was scheduled for the seventh. This ill-fated dance was a good one, but a financial loss. Perhaps the reason was not that "students must not be interested in big name bands anymore," but rather that they just had to have a breather (socially, academically and financially) before the grandest weekend of all, Junior Week-end.

Junior Weekend all started on Friday with the All-Campus Clean-up and Terrace dance, the Canoe Fete, the track meet and Mothers arriving on campus.

Saturday morning was the Mother's Breakfast, and at noon at the All-campus Luncheon we ate sandwiches and drank Cokes while those responsible for all the activities got their just desserts. The successful (for Oregon) track meet concluded Saturday afternoon.

The All-campus Sing was held Saturday evening and though overlong, was a good, well-run show. "Alice in Wonderland" was also playing (and

not up to UT's usual standards) throughout the weekend.

The Philadelphia Orchestra played Sunday afternoon, and while this concert should have been the climax of the busy weekend, it was the straw that broke many students' backs as far as their time was concerned.

This list of spring term activities just includes the major ones affecting large numbers of students. Many other activities were held by smaller groups (as can easily be seen by scanning The Emerald Campus Briefs and back pages).

Many of these can probably be justified as, worthwhile to the students and the University. But when they are viewed as a whole, one begins to wonder just what is happening to the academic side of the University—the side for which a university is really set up—for all these events and activities certainly take time away from academic pursuits.

Can it be that social and extra-curricular activities are actually more important than studying and attending classes?

I don't think so. We had our fling with many extra-curricular activities during high school and probably did not get too

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Are Activities Overemphasized at Oregon? (Photo by Woodman)