

A More Substantial Return

The Eugene Register-Guard, in an editorial reprinted elsewhere on this page, agrees with Gov. Robert Holmes in his call for more thinking time for college students. The Register-Guard has little trouble convincing us that there is need for this time for reflection and contemplation.

That University students spend too much time just going to class, reading books, working on activities, keeping up hectic social schedules and fretting over football games—that this is unfortunate truth has often been the theme of this page. We do not worry with Charter Day speaker Walter Paepcke about the approach of the 35-hour week and its attendant problems of how to spend additional leisure time; we ask for a 35-hour day.

But, says the Register-Guard, we don't get a chance to think. And what's more, it continues, this is not solely our fault. Perhaps colleges and universities have an obligation to provide thinking time in the students' schedule, the Guard suggests.

This, we agree, would be fine—some definite time set aside for a walk by the river, for an hour's stretch in the sun, for a time of reflection in a chapel. But practically speaking, the thought of turning loose students for an hour of thought strikes an almost terrifying note, on this campus at least.

Can you imagine three hours out of the already activity-trimmed scheduled 12 to 15-hour schedule set aside as "Thinking 111, 112, 113?" We have no doubt that Oregon students would be more than happy to sign

up for this sequence, but the results, we fear, would not develop this habit of thinking, questioning and doubting that the Guard says should carry over into our adult lives.

Instead, we would probably see more of the working on activities, keeping up the hectic social schedule, fretting over football—precisely what now keeps us from thought. Not even supervised thinking (and we quiver at the, pardon the expression, "thought") could save use from the logical end-product of additional free time on this campus.

All we can do is urge students to take time for reflection (this sounds like the standard editorial page endorsement of the American flag), pointing to the need for dropping the "urgent" and considering the "important" now and then. The retreat by student leaders last weekend proved that this can be done, in a specialized area at least.

But just retreating to talk in more generalized terms, for the value it may have, is not enough in this case. What is needed is the realization by the individual student of the value of developing this habit. This realization cannot be achieved in the present whirl of activity. We can only hope that enough students can see in time the eventual futility of activity alone and seek a more substantial return from their four-year investment of time and money. Perhaps in that process, some of them will exercise a little thought.



"THAT'S A RIDICULOUS RUMOR, DEAN. I RUN HERE A VERY DEMOCRATIC CLASSROOM."

Our Contemporaries

From the Register-Guard: 'We Need Thinking Time'

Time after time Thursday noon Gov. Robert Holmes rang the bell in his address to delegates at the governor's conference on higher education on the university campus. He called not only for more education—the problem all educators know they must face in the next few years—but for better education and perhaps for a different kind of education. He did not call so much for a new kind, as for a different kind, a kind more like that which we have been told previous generations experienced.

Throughout he stressed the need for "content," for courses in the solid core of man's knowledge, rather than the drolled up "do it yourself" courses that parents so often demand for their children. And he squelched the idea that by putting more stress on the technical courses America would somehow lick the Russians. The need, he made clear in his speech, is for a better educated citizenry—in all fields, not just in technology.

And he talked about thinking, real thinking, that most neglected of human pastimes. It is here, we believe, that the educational system really needs improvement. This view is shared by James Bryant Conant, former president of Harvard and a philosopher and scientist of keen insight. He once told a group of graduate students at Harvard approximately this:

"You'll find this (Harvard) is a big place and a wonderful place. You'll find more things to do here than you can possibly do in the short time you are here. The library is full of books you'll want to read. The greatest men of our time lecture here. All these opportunities are yours. I hope you will avail yourself of a few of these opportunities. But not too many. Don't get so busy that your life becomes meaningless. Each day take a few minutes or a few hours and get away by yourselves and think. Think about what you've been doing, what you've been reading. Don't be like a squirrel on a treadmill."

And Governor Holmes Thursday said:

"One of the most popular, often quoted criticisms of college students we hear from fac-

ulties of liberal arts and professional colleges is that our students are not disciplined to think. The bright ones read rapidly we are told, but don't know what to do with the material they read. They have reflected scarcely at all on the kind of basic emotional and spiritual problems they will be called upon to meet and solve as adults."

Part of the blame for this sorry state of affairs must rest with the students themselves and with the society that shaped them before they unpacked their trunks at the state university. But at the university something should be done about it. Maybe the answer is not to be found in an accelerated program that pushes more and more work at the student, but in a simplified program that gives the student really less to do. College students are busy people. They go to class, read books, work on "activities," keep up a hectic social schedule, stew and fret over the game of last Saturday and the game of next Saturday, and try to live up to the expectations of their parents and teachers. But they don't get a chance to think.

This is not solely their fault. They are in a sense the captives of a system they didn't make.

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Scholastic Paradox

A scholastic paradox may come about shortly, involving perhaps the most important part of University life (and the one that probably gets least group attention from the student body).

The age-old problem of studying (how, when and where) has taken on a complication—stimulated by the resurrected enforcement of an existing rule governing the use of campus buildings at night.

A rule approved several years ago by the board of deans called for authorized attendants to supervise all post-dinner studying outside the library's facilities.

Catalyzing the problem most recently was the closing of still another well-used area—the reading room in Allen Hall. Though this room was closed for another reason, the action fell under the existing rule.

Study space is rapidly taking on luxury status, if one realizes that the majority of study areas in individual living organizations is generally unsuitable or inadequate. The library becomes the atmosphere most conducive to effective study, and it's packed!

The use of other rooms has been curtailed via the rule and the enforcement of

it by custodians and campus police. Still, some students have found it necessary to virtually break and enter buildings to find study space.

The Emerald would like to believe that students sincerely in search of study space need no supervision, but we're hard-headed enough to realize what the dean must have—that some college students are not worthy of complete trust.

Certain hardships are worked on well-meaning students as a result of the actions of a few—as must always be the case. It would seem an important consideration to future planning of University expansion to think about creating more study space.

If increased enrollment is to continue, and desired high standards maintained, some sort of re-appraisal would seem necessary. For by the time limited enrollment takes on real meaning, the students here will be wanting to spend much time in study pursuits.

For these students to remain students, study space must be as fundamental as living space. It seems somewhat pointless not to take full advantage of existing building facilities. Rules are supposedly made for the situation. In our eyes, the situation merits change.

It Might Happen...

Lunar Pioneers End Cold War

By ED CREAGH
AP News Analyst

WASHINGTON—A fable for the future:

As it turned out, the United States and Russia landed on the moon at the same time. One American. One Russian. Each jabbed a flagpole into the lava-like ground. The Stars and Stripes faced the Hammer and Sickle. Then the two pioneers grinned at each other.

"Sputnik," said the American, since that was the only Russian word he knew.

"Brooklyn," replied the Russian, who had a sister there.

They set about their respective scientific chores, bouncing lightly about in the weak moon gravity. Each made a broadcast to the folks back home. By some unspoken agreement neither pioneer mentioned that another pioneer was present.

Then, exhausted, they sat down together.

"Brooklyn," said the American, tentatively.

"Sputnik," replied the Russian politely.

Conversation lagged. It is hard to talk through a space helmet even if you know the language. But then the Russian produced a pocket chess set. The American's eyes lighted.

"Pawn to queen's four," he murmured, and made his opening move.

The chess match ended in a draw. Then, needing exercise, they Indian-wrestled. Exhausted, they traded dictionaries.

"Peace" said the American in Russian.

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