

Class on Saturday

Three years ago all freshmen were asked to schedule at least one Saturday class unless, with their advisor's approval, their schedule did not permit this. This plan was abandoned the next year, but the Saturday classes remained, and are still with us. Unfortunately, there are very real economic reasons for scheduling weekend classes at the University. Classroom space is at a premium with all class space being used the 30 hours a week recommended by the State Board of Higher Education. Until more space is available (and at the rate the University is expanding construction may never exceed enrollment increases) students will have no choice but to take Saturday classes. We dream, however, of the day when students and professors can work the five day week enjoyed by most other occupations today.

The prevailing rationale behind scheduling Saturday classes is the space limitation. The present senior class has seen class schedules change until classes are now scheduled through the lunch hour and through the 1 p.m. Tuesday period traditionally set aside for University assemblies. The seniors have seen schedules modified until a student can very easily have classes from 8 a.m. to 2 p.m. without a break plus a Saturday class and one or more evening classes per week.

Apart from the economic need, however, weekend scheduling also has a philosophical justification; to prevent "weekend exodus." It is difficult to build an academic environment when large portions of the student body exit early Friday afternoon, not to be seen again until Monday morning. Weekend scheduling of cultural events or other programs necessary to an academic community may be curtailed by this exodus.

With both of these reasons considered, however, we feel that the student and instructor still have cases to build against the University's current scheduling system. Relaxation and an opportunity for uninterrupted study are both essential for the university student. For many students, a mid-morning Saturday class means fewer hours for library research. The library closes at 5 p.m. on Saturday and does not open again until 2 p.m. Sunday. With current academic demands offering increasing challenges to students, class preparation takes longer hours and frequently requires long periods of independent research.

Current studies have time and again pointed to the greater pressures placed upon students to achieve and meet the challenges of the modern university. These pressures have taken their toll in nervous breakdowns, drop outs for emotional reasons, and the long list of psychological reactions frequently attributed to college life. Each cut into the student's weekend means less time to reach a balance between relaxation and study. For some, it provides an excuse to play for the entire weekend. For others, the majority perhaps, college life is blurred into one long "session with the books," broken only by vacations.

The lack of classroom space is a reason with which we cannot argue. The financial limitations of the state schools are old news. We can only keep asking for better physical facilities. Until more space is available, we cannot hope to change the current scheduling system. We can, however, hope that when more space is available better scheduling will also be available.

After all of this, however, one observer has said:

The Lord only rested one day. After all He did . . . why should students need more?

Our Smokeless Industry

This speech, delivered by Logan Wilson, president of the American Council on Education, was reported in the ACE publication, Higher Education and National Affairs, published Oct. 23.

Education is becoming an industry which offers a product for its consumers, the students. One leading educator has warned that, with the demands being placed upon colleges by business and industry, communities, and government agencies, "there is a recurrent need to recall that colleges were created primarily for students."

The "seller's market" in higher education which has young people clamoring for admission to college makes it all too easy for teachers and administrators to avoid confronting issues involving students, President Logan Wilson of the American Council on Education warned recently.

In an October speech, Wilson said, "because others are standing in line to take the places of dropouts, there is a danger of our becoming indifferent, if not callous, to the sources of discontent and the causes of failure."

Fast Expansion

The rate of expansion of college enrollment may leave the student with less personal contact with the faculty and college staff members, Wilson noted. Citing the "faceless anonymity," that programmed instruction, IBM cards and identification numbers represent, he declared that "the depersonalization of the study, if allowed to go unchecked or unchallenged, represents a grave threat to the very purposes of higher education."

Among issues deserving attention, Wilson said, are the intellectual climate of the campus, including the student body's view of extra-curricular life and the faculty's attitude toward teaching, the personal conduct of students, and the high rate of college drop outs.

Re-Examination

A re-examination of the extra-curricular life of our colleges is needed, he stated, adding, "It may well be that certain of the adolescent preoccupations of nineteenth-century college life are no longer fitting."

"With the rising expectations and standards demanded of students and, I hope, the increasing level of student maturity, we can afford to drop the enervating and time-consuming activities that (on some campuses) preoccupy the energies of students and obstruct realization of the real goals of education," he observed.

Wilson also decried the "low value attributed by faculty and administration to the effective and committed teaching of students" with the resulting infer-

ence by the student body that "such activity is not considered terribly important."

What About Honesty?

To questions of student honesty, integrity, and morality, Wilson said, "colleges and universities cannot be indifferent." However, he pointed out that the institutions sometimes find themselves between parents who "do not support the restrictions which colleges have traditionally placed on students" and other parents who "expect the colleges to police their sons and daughters in ways which they themselves did not or could not."

"It is no wonder," he added, "that the present tension exists between students and institutions regarding rules, discipline, morals, rights, freedoms, and responsibilities."

The continuing high rate of student attrition in higher education, which finds only four out of ten entering freshmen graduating from college four years later, presents a picture of "waste, inefficiency, and probably considerable personal unhappiness," he said.

Some of these students, he conceded, are outright academic failures, but others find "that they do not fit a preconceived mold or are repelled by the pressures and irrelevancies put upon them." Furthermore, he said, in the collegiate "race for excellence, too many students who would have been successes a decade ago are found in the tally of casualties."

Letters

All letters to the editor must be typewritten and be double-spaced. Letters not over 300 words in length will be given preference for publication.

OREGON DAILY EMERALD

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Letters to the Editor

Courtesy?

Emerald Editor:

In my two years as a member of the University Marching Band, I have had ample opportunity to observe the rally squad in all its glory. My observations of them have been generally favorable until this year's Homecoming game. My observations were then shattered. While our alumni band was playing, our thoughtful rally squad then decided to fire up "Louie, Louie," completely oblivious of the alumni band. Incidentally, this was the only time any selection (I hesitate to use the word music) boomed forth from the loudspeaker.

Soon the sound from across

the way was inundated in the screaming wave of music(?) issuing from the cavernous loudspeakers situated in front of the students. Someone evidently temporarily forgot how to turn off the record player. It's funny, though, someone had an instant memory recall when the football team returned to the strain of "Mighty Oregon" and switched it off. I fully realize that the alumni band's music was not as loud nor as sensuous as the rally squad's selection, but the rally squad at least owed the alumni band the common courtesy of waiting until they were finished, to cut loose.

There was a note of irony in that situation. The yell king had

earlier in the game cordially welcomed the alumni band on behalf of the students. Then came "Louie, Louie," which most certainly was not a cordial welcome, but rather a discourteous and rude one. This type of irony has no place at a football game or any other activity at which the University is represented.

I am not condemning the rally squad per se, because their contribution to school spirit is immeasurable. My only hope is, that in the future, they exhibit more courtesy and respect than was evident in this incident.

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