

Registration Daze

System Not Perfect, But Better

Another registration day passed Monday with only minor disappointments and no reported injuries. Though the University's present system of arranging 10,000 students into course schedules of their own choosing is not ideal, things used to be worse.

Students still moan about closed sections in general psychology discussion or principles of economics. But the seniors can remember the days when there was no signing up by alphabetical section. Instead, everyone registered at the same time for each school and department. Massive herds lined the sidewalk to McArthur Court, eagerly awaiting the signal to storm the entrances in search of an English class. Students in the front of the line suffered cuts as their arms were jammed through windows by the swaying, surging throngs stretching three abreast for two or three blocks.

Inside the gym floor resembled a political convention scene complete with a separate table for conflicts and/or complaints, staffed by patient and haggard teaching assistants.

The rule of first come first served prevailed then even more than now. Most popular classes are crowded and must be limited

in size; the current methods of registering by letter groups eliminates the need for camping out at dawn to wait for a favorite course. Of course some persons still feel they are cheated. But the freshman must realize that he is going to have a fight to get the composition class he wants while the senior will breeze through his registration for quantum mechanics.

Persons often point to the procedures employed by other institutions, such as pre-registration methods used at California or Washington. But in fact, classes close even in pre-registration systems. The student is simply offered another alternative if one exists. And all University departments do not adhere strictly to the alphabet plan. It would be a bit silly for the religion department to turn students away from classes not full simply because they have not been punctual in their priority times. At the same time, this method is needed to keep order in such mobs as those found in the physical education building.

The system is not perfect. But somehow everyone manages to complete a schedule and buy his books and go to class and no one is heard complaining much by the end of the week.

Pigger's Guide

The great wheels of the University machinery apparently bogged down, sputtered, coughed and finally ground out a Pigger's Guide for us at the closing hours of last term. The annually-published directory of students and faculty formerly operated under the pretense that it was to be published sometime in October, according to the directory given incoming freshmen. This usually meant that it would come forth in mid-November, still in time for a month or so of use before the term closed.

The reasons for the delay do not seem entirely excusable. Typing problems, press delays or whatever the reasons, a publication which is allotted a specific budget each year and which operates under a virtually unchanging format should have no trouble meeting obligations to its readers or users. And given all the vast data-gathering resources employed by the University at the beginning of each term, we find it difficult to imagine major setbacks in organization or composition.

Most publications, be they annual or daily, cannot operate on a "will be published sometime" basis. Instead they must

be responsible for meeting stringent deadlines. We suspect that a sizeable sales market was lost the guide when it came too late for students who have now left the University. To be sure it is a unique and valuable directory. But when it is distributed after more than one-third of the academic year has passed by, some of its usefulness is certainly lost.

The Last Word

"We must recognize that the young in many areas of the world today are in the midst of a revolution against the status-quo. Their anger is turned on systems which have allowed poverty, illiteracy and oppression to flourish for centuries.

"We must realize one central fact. They will prevail. They will achieve their idealistic goals one way or another. If they have to pull governments down over their heads, they will do it. But they are going to win a share of a better, cleaner world." —Robert F. Kennedy, April 14, 1964.

Down With Activists; Up With Indifference

By ED SCHWARTZ
Collegiate Press Service

Nothing is more disgusting than student activism. On campuses across the country there exist small groups of individuals whose sole function seems to be to embroil their colleges in some sort of gigantic cause. They form political organizations, write for their school newspapers, and occasionally run for their student governments. During the last decade, they have tried to make apathy seem undesirable to the world in the most intolerant and malicious manner. It's about time that someone put these people in their places, before they destroy our educational system and the student's way of life.

The function of a college is not to educate, but to train. The former concept is too broad. It involves more than the memorization of factual data. It demands that fact be synthesized in the form of opinions. It suggests thoroughly erroneous proposition that classroom learning can be applied to the "real" world. In short, the term "education" means thinking, and thinking, as we all know, is a useless, taxing, and even dangerous occupation.

Contrast this gibberish with the precision of the word, "training." To be trained, the student can assume that he is unqualified to think, as any college administrator knows. All he must do is to attend classes five or six days a week, copy verbatim the pearls of wisdom emanating from the sage at the front of the room, and reproduce them on the exam. He needn't try to relate the data of one class with that of another. He needn't discuss any of it with his friends. He can render it as irrelevant to his life as it really is.

The trained mind is the happy mind. It has learned to accept authority, to adjust to its environment, and to filter all unpleasant sights or sounds from its receptive organs. It knows that no problem is serious enough to demand solution, particularly problems miles away from the student's dormitory room. It recognizes that originality is merely an excuse for egotistical arrogance. It is completely attuned to the demands of a bureaucratized society and will be rewarded upon graduation with a good job, fast promotions, and piles of money.

Under the circumstances, why should anyone listen to an activist? His position is antithetical to the demands of university life. In choosing to act, he must decide. Decisions involve thinking, which by its very nature impedes the process of memorization essential to learning. This means that the activist is fundamentally an

anti-intellectual, although he often couches his arguments in the most scholastic terms. It is little wonder that so many activists flunk courses or leave school, completely unable to adapt to the healthy environment of the campus.

There are two kinds of activists: internal and external. The former protests curricular structure, social rules, dormitory facilities, and other so-called "atrocities" of our educational system. The latter registers voters, pickets for civil rights, and demonstrates against the House Un-American Activities Committee. Some engage in both varieties.

Neither brand should be condoned, by the student or by a college administration. Internal activism violates the sacred maxim that only a Board of Trustees knows what's necessary for a successful college or university and that the student who disagrees should leave if he cannot recognize the wisdom of their decisions.

External activism creates bad relations with the community, blocks necessary alumni contributions, and gives the impression that all students are immature cry-babies. But the main sin of both groups lies in the assumption that there are problems to be solved—an assumption deliberately calculated to encourage unhappiness.

Activism is the blight of our educational system. It demands thought at a time when thinking is dangerous. It requires choice at a time when neutrality is necessary for success. It makes noise at a time when silence is golden. Let us cleanse ourselves of this social rot, wherever and whenever we find it.

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HOW'S IT BEEN THIS YEAR?



ROUGH, EVER SINCE THE ECUMENICAL COUNCIL WE'VE HAD NOTHING BUT THESE JEWISH GIRLS TRYING TO GET INTO OUR SORORITY.

WHAT DO YOU TELL THEM?



WHAT CAN YOU TELL THEM? YOU OPEN YOUR MOUTH TO EXPLAIN AND THEY CALL YOU ANTI-SEMITIC.

WHAT ROT! NOBODY DOES ANTI-SEMITISM ANYMORE. IT'S PASSE'. IF WE'RE ANTI-ANYTHING THESE DAYS, IT'S NEGRO.



WELL, HOW WOULD THEY KNOW? THEY DON'T KEEP UP. THEY'RE TOO BUSY READING—OR WHAT—EVER IT IS THEY DO.

WE HAD A COUPLE OF THEM OVER TO OUR MIXER—AND THEY WERE SO ANXIOUS TO BE LIKED IT WAS EMBARRASSING!



I KNOW! THEY THINK ALL IT TAKES IS TO BE NICE! ITS LIKE WE SPEAK DIFFERENT LANGUAGES, REALLY!

WELL, HOW DO YOU HANDLE IT—NOW THAT THEY'VE BEEN JUDGED "NOT GUILTY"?



WE SIMPLY TELL THEM IT DOESN'T APPLY TO US.



AFTER ALL, WE DON'T TAKE CATHOLICS EITHER.