



**DRAFT PROTEST:** Approximately forty people gathered Tuesday night in Waller Auditorium to listen to speeches and music in opposition to reinstatement of draft registration. The event was sponsored by the Salem Coalition Against Registration and the Draft (SCARD). (Hendrix photo)

## Tuition to skyrocket next fall

A student tuition increase of 13.2 per cent for the 1980-81 school year was approved by the Board of Trustees at their Friday meeting.

Under the approved rates, undergraduate student tuition will be raised from \$3,625 to \$4,110.

In addition to the tuition increase, campus living costs were increased by 12.1 per cent. The charge per person for a double-occupancy room in 1981-81 will be \$1,030 in comparison with \$909 this year and for a single-occupancy room, \$1,520 compared with \$1,346 this year.

Meal costs will go up from \$786 to \$870 for the 19-meal plan and from \$736 to \$820 for the 14-meal plan.

In a letter sent to Willamette parents this week, President Robert Lisensky said that "soaring operating costs, particularly in the utilities area, necessitated this action. Though it is shocking for many of us to see our

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## Freshman Glee...

### WU tradition continues

A 72-year-old tradition, as lively as it was when it was started in 1908, will keep Willamette University active as Freshman Glee begins its activities Feb. 25.

That date will mark the beginning of a week of practice sessions for songs and marching competition between classes, all revolving around the theme, "Changing Horizons."

The event, which was initiated by a trio of freshman 'way back in 1908, helps kick off the spring with its activity. Included in the class competition are original songs and decorations all set for March 1 in Cone Field House, at 8 p.m.

According to Nancy Prosser, one of three freshmen coordinating this year's Glee, songs for each of the four classes have been submitted and

sent in for evaluation by a group of judges.

Highlighting the annual competition, along with music and festivities, are traditional bets between classes and individuals, with losers paying off their debts on "Blue Monday," March 3.

The winning class receives the coveted Glee Banner and the losing class must wade the Mill Stream in front of the Putnam University Center.

Earlier this semester Buzz Yocum, assistant to the President, announced that the Glee Banner has been missing since the 1979 Glee celebration in Cone Field House.

Early this month, Clinton Morris and Bill Geiger of Kappa Sigma contacted Yocum and Glee officials and told them that the banner was being held ransom for a date will Glee manager Nancy Prosser. After negotiations, a date with Morris, Geiger and Prosser was arranged and the glee banner was returned to Yocum.

Heading up this year's glee with Prosser are freshmen Sara Hannan and Kate Deane. According to the glee managers, posters have been distributed around the local community and radio spots have been prepared for local radio stations. Tickets are available in the bookstore for all students. Tickets for community members are available for \$2 per person at the University Center or Stevens and Son Jewelers.

According to glee officials, "Chal-

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## Trustee Notes

### A presidential search policy...

A Search and Screening Committee to replace University President Robert Lisensky was outlined at last Friday's meeting of the Willamette Board of Trustees. This action came after the Board formally accepted the resignation of Dr. Lisensky, who will step down from his post on August 1.

Thomas Stoel, speaking for the Committee on Organization, announced that a 14-person search and screening committee for president would be formed as quickly as possible. The committee is to be made up of four trustees selected by the Board chairman in consultation with the Committee on Organization; four faculty members selected by the fac-

ulty — two from Liberal Arts, one from Law and one from the Graduate School of Administration; three students, one each from Liberal Arts, Law and the Graduate School of Administration, selected by the respective student governments of each school; two administrators appointed by the Administrative Council, and the president of the Alumni Board of Directors.

The committee's responsibilities will be to search and screen candidates and present three names and a recommendation to the Presidential Selection Committee, a trustee group appointed by the Board chairman to select the new president.

### ...and promotion, tenure OKs

Faculty promotions, tenure, and sabbatical decisions for the next academic year were approved at Friday's Board of Trustees meeting. Recommendations for such approval were made by the Faculty Council.

Professors James Cook (Music), Paule Drayton (French), Thomas Hibbard (Economics) and Robert Lucas (History) were promoted to Professor, as were Professors Richard Breen and James Nafziger from the College of Law. Virginia Bothun (English), Michael Dunlap (Computer Science), Thomas Talbott (Philosophy), and Kathy Graham (Law) were granted promotions to Associate Prof-

essor.

Tenure was granted to Michael Dunlap, Vern Petrick (P.E.), Marta Velez (Spanish), and James Nafziger (Law), all effective in September of 1981.

Ten faculty members were granted sabbaticals. Fall Semester sabbaticals were granted to Kent Markus (History), Thomas Talbott, and Grant Thorsett (Biology). Approval was given to Walter Gerson (Sociology), Robert Hess (Art), Noel Kaestner (Psychology), Richard Stewart (Music), and Carlton Snow (Law) for Spring Semester sabbaticals. Full year leaves were granted to Daniel Montague (Physics) and Thomas Hibbard.

## Faculty Series

### World Power and Human Rights

"World Power and Human Rights: Iran and Afghanistan" will be the topic for this Monday's Faculty Series Discussion, sponsored by the Student Development Center and the Office of Academic Affairs. The discussion will be led by Professors Jim Hanson (Economics), Ken Smith (Political Science), and Farooq Hassan (Law), and will be in the Lausanne Hall lounge at 7:30 p.m.

# Sen. Hatfield: alter foreign policy



AN OREGON STATESMAN: U.S. Senator Mark Hatfield makes a point during his speech on "The Art of Politics and Citizen Responsibility" last Thursday evening. The former WU student and faculty member drew a standing ovation from a full house at Smith Auditorium. (Tackmeier photo)

By EILEEN FOSTER  
for the Collegian

"The geographic location of Willamette University has played an important part in the history of Oregon's political position." With this opening statement the Honourable Mark O. Hatfield addressed an enthusiastic, attentive audience in Smith Auditorium last Thursday.

Hatfield's address on *The Art of Politics and Citizen Responsibility*, encompassed topics from U.S. foreign policies to the draft. Hatfield discussed the "hinge events" (defined as those events which determine the course of history). He cited three "hinge events" in the 70's; first, the Vietnam War, teaching us the deepest limits of our power; second, the Middle East conflict (including the OPEC embargo and realizing our increasing dependency on oil for energy); and third, the Islamic Revolution.

In discussing the U.S. foreign policy, Hatfield pointed out that it is not on the best footing and that we really "muffed it" when Russia moved into Afghanistan. The Russian's mask "fell off" and the Third-World countries began to see the giant in their midst. The U.S. didn't take advantage of this opportunity to drive a wedge in between Russia and the Third-World countries, he felt. Instead the Soviet Union convinced the Third-World (through propaganda) that the U.S. only interest was capitalistic colonization of their countries.

If we are to make any progress in world affairs, we need to alter our foreign policies and military politics isn't the only answer.

However "hawkish" foreign policy appears to be the manner in which the U.S. is moving. Hatfield said that 1 trillion dollars has been allocated for military spending over the next five years. The Pentagon has already studied and announced the possible use of tactical nuclear weapons. Carter has said that if it is necessary we will "defend the gulf by force." If we defend the gulf by force Hatfield said, this means actually meeting face to face the Soviet Union as a power, which could mean calling the world to arms.

Calling the world to arms he feels probably won't mean simply a limited warfare. Right now the U.S. has 615,000 thermonuclear weapons, and with SALT II the superpowers would each have over one million of these weapons. As for armed forces, there are over 2 million persons in uniform plus a reserve of 1.3 million trained persons.

If the U.S. goes to war, why is it necessary for a draft? Hatfield answered this question by pointing out that the 1.3 million reserves are lawyers, teachers, business persons and farmers, i.e., people with political clout. Yet there is an unlimited resource of people without political clout—primarily 18 year olds.

Hatfield reiterated the point that had it not been for the draft we probably wouldn't have gone to Vietnam nor stayed there as long as we did.

Furthermore, concerning the draft, Hatfield said that draft cards (not registration forms) are being printed up already and that you cannot separate the process of registration from the process of drafting.

Hatfield suggests we need to change our strategy. We have two choices. First, to call the world to arms—which could destroy civilization. Second, use our minds and come up with a creative, constructive alternative. He proposes that an alternative could be to focus more energy and money into the developing of our renewable resources i.e. solar energy (however, he feels that nuclear energy is not worth the risk) and sharpen our diplomatic skills in the international arena.

In this manner we would cut off our extreme dependency on other countries and improve our compromising methodology (in international politics).

After nearly an hour of speaking to the large crowd in Smith Auditorium, the senator answered a few questions, and a reception followed in the University Center.

**\$50 REWARD:** For information leading to the recovery (or conviction) of car stereo stolen night of Friday, Feb. 8 from parking lot east of WISH. PLEASE contact Chris at WISH, Room 15, 370-6358.

From the Student Development Center

## 'Self-care' investigated

By MARTHA STELLMACHER, R.N.  
Health Center Nurse  
for the Collegian

Self-care has become a new challenge to individual health. There is a growing trend toward personal self control. The escalating cost of medical care has been one of the factors which is forcing our society to look for alternate ways of health care delivery.

With the recent examination of health care services at Willamette, we would like to challenge you to examine several questions. What is self-care? What is preventative medicine? What is this new health care concept of "wellness" and what does it offer to Willamette University students?

In order to examine some of the options available to us, students Carol Lee, Rebecca Roberts, and Jeanette Halsey, program director Sue DeGrow, and I spent an afternoon at Clark College in Vancouver, Washington, gathering first-hand information.

The staff at the college was similar to our own. They had nurse practitioners, an M.D., psychologists, and counselors available for appointments and professional care. What set them apart from our Health Center was the addition of their "Wellness Center."

Students had the opportunity to go to a variety of different rooms, taking responsibilities for themselves,

learning skills in self-care, keeping well, and choosing alternatives to their life styles, which determine whether they will be well or ill.

For example, a room was set aside for relaxation therapy. A "quiet" sign hung on the door. Inside were four comfortable looking beds. Students came to collect their special pillows for a relaxation session being taught. A variety of relaxation tapes were available to students.

Another room was set aside for cold care. In this room, a student would be able to take his own temperature, review posted signs and symptoms, and pick up throat lozenges or other cold medicine. The first aid station worked much in the same way. You could clean and bandage your own cut or abrasion or review what to do for a blister or bee sting.

Although professional help is available when requested, the emphasis of the program is on self-care. Other

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## FUTURE CONVOCATIONS

### WILLAMETTE'S NEW LOOK

President Robert Lisensky

President Robert Lisensky will present a slide presentation on the proposed new University Library and building renovations at this week's University Convocation, beginning at 11 a.m. This will be Dr. Lisensky's first formal presentation of the plans to the campus community.

## Music coeds to perform

Two Willamette University students, Julie Esparza and Cathy Wade, will present an evening of piano music on Sunday, Feb. 24 in Smith Auditorium at 8 p.m.

Included in the program will be works by Scarlatti, Mozart, Chopin and other noted composers. Both performers are currently studying under Dr. James Cook at Willamette.

The evening recital is scheduled for 8 p.m. and is free and open to the public.

## AFROTC recruiting

Willamette University students are eligible to compete for pilot candidate positions still available through the University of Portland AFROTC program, according to Lieutenant Colonel Alan Dettmann, the Professor of Aerospace Studies.

The University of Portland AFROTC detachment is presently working with sophomore students who are interested in entering the program their junior year. Upon graduation, qualifying students receive Air Force commissions and are sent to pilot training. Lt. Col. Dettmann says that if candidates are not soon identified to fill the positions, the slots will be transferred to another university's program where they are needed. WU students are eligible because of a crosstown agreement which students to take the AFROTC courses at University of Portland tuition-free while continuing their normal courses of study at Willamette.

Interested students should contact the AFROTC detachment as soon as possible at 283-7216 or stop by their offices on the University of Portland campus.

## Miniatures to be shown

One of the world's largest collections of miniatures will be displayed at the Meier & Frank store in Salem in the Special Events Area on the 2nd floor today through Sunday, February 24.

This priceless collection of man-made delicate and small works belongs to Orville Elton of Seattle. Elton has collected miniature curios for the past 60 years.

The collection contains thousands of fascinating and unusual items, including: the world's smallest working sewing machine, the smallest faceted diamond in the world (1/500 carat), paintings on pinheads and grains of sand, fine rice carvings, real dressed fleas, the world's smallest working violin and bow, and countless other remarkable curiosities.

Some of the miniature curios are from the famous collections of Jules Charbneau, Jack Norworth, John Stephens of London, Joseph Gray, Frank Matter, and John and Ellen Blauer. Many of the miniatures in Elton's collection have been recognized by the *Guinness Book of Records* and by Ripley's *Believe It or Not*.

Microscopes are needed to fully see the intricate designs of some of the miniatures, and they will be provided. Elton will be available at the exhibit daily to answer questions on his collection and to interest people in starting their own collections.

Admission to this special event is free to the public.

## WISH invites community

All members of the Willamette community are welcome to practice their foreign languages at WISH language meals (lunch). Persons not on SAGA meal plan are welcome to bring their own brown bag lunches. Persons on the SAGA plan are asked to give the cook a day's notice by phoning 6377. Foreign language faculty generally attend according to this schedule:

Tuesdays — Spanish, Thursdays — French/German, Fridays — Russian. People speaking any foreign language, including Japanese, are welcome anytime.

Activities which the campus community is invited to attend include: Tonight, Lance Haddon will show slides and speak on the Peace Corps at 7 p.m. in the living room; Wednesday, Feb. 27, at 6 p.m., there will be coffee, cookies, and foreign conversation, with entertainment, in the dining room.

## Smith to address group

Dr. Ken Smith, former foreign service officer and chairman of Willamette's political science department, will speak at the Great Decisions meeting tonight at 7 p.m. in the Harrison Conference Room (UC).

The topic of discussion is "Eastern Europe's Emergence from the Soviet Shadow." Great Decisions is a nationwide public forum, sponsored by the Foreign Policy Association. Ballots from the meeting will be sent to Congress. All students and faculty are invited to attend.

## Girl Scouts need art

Creative drawings and artwork of Oregon are needed by the Santiam Girl Scout Council for the organization's 1981 calendar. The calendar is a fund-raising project to provide troops with money for activities and the Council with operating funds.

Drawings in black and white, pen and ink, pencil, lithograph or engraving, suitable for a horizontal reproduction size of 8 1/2 inches long by 11 inches wide will be accepted until Monday, April 7, 4:30 p.m. at the Council Office, 339 Washington St. S.E., Salem, OR 97302.

Possible themes for the drawings are points of interest in Oregon, wildlife, flowers, landscape scenery, or landmarks unique to Oregon. All artwork must be signed and should include the artist's name, address, phone number, and an informative description of the drawing location or subject matter.

Artists will receive forty dollars for every drawing chosen for the calendar. For more information, call Phyllis Arnett, Director of Public Relations, at 581-2451.

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# The ship that Ken Smith built

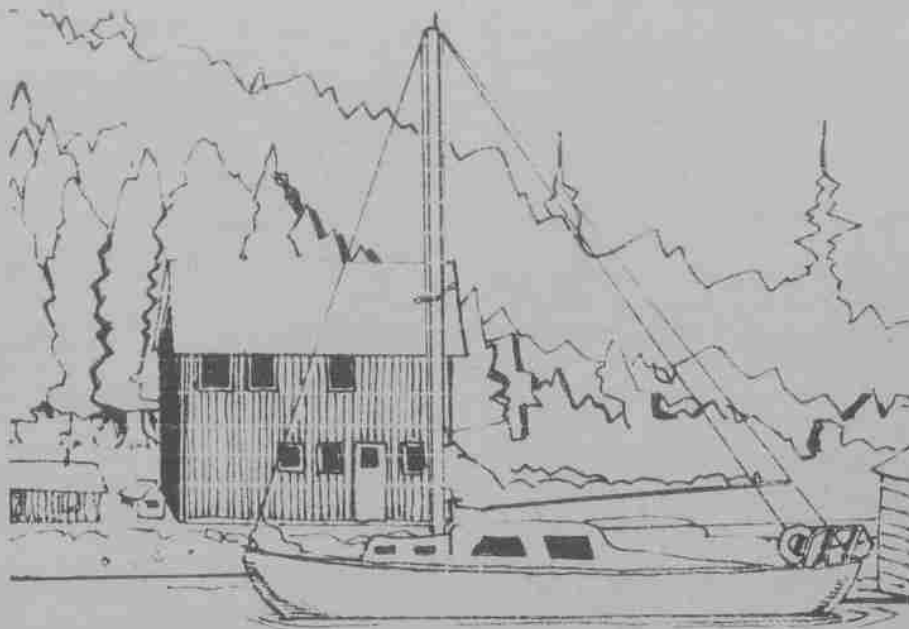
By JOHN PARTIGAN  
Managing Editor

Have you ever wondered what your professors do when they're not in the classroom? Can you imagine them bowling or eating filet-o-fish sandwiches at McDonalds? Professor Ken Smith sails a 29-foot home-made yacht in the "off-season."

From behind an over-cluttered desk of law school catalogs and memoranda, Professor Smith relates the "liberating sense of self-reliance" one experiences while sailing. "As a young kid, my ambition was to enter Annapolis. I have always had a fascination for the sea." Although denied admittance to the Naval Academy due to color blindness, Smith served in the U.S. Navy during World War II, and has been an avid "sailor" of sport boats since 1968.

Moving at a speed of from 6-7 knots with a month's supply of food, Dr. Smith and his wife Mary spend their summers on the ocean. Teaching is a consuming sort of profession that is "with you all the time," even at home. "Summer gives us a chance to be together."

In and around the western seaboard, the Smiths have sailed to such places as Desolation Sound, Washington, Vancouver, B.C., and Sitka, Alaska. "There are places beyond Powell River [Alaska] that we visit, which can only be reached by plane or boat," he said.



The 3-ton vessel, christened *Malia* (Mary, in Hawaiian) cost \$24,000 to build. "We purchased the hull and deck — essentially a fiberglass shell. My wife and I built the hatches, bulkhead, rigged the mast and sails, and designed the interior cabin."

It is difficult to picture Ken Smith drifting in the sea for months at a time, isolated from "politics" and controversy. The "problems of frustration" encountered in political science demand a break, he says. "Sailing helps one gain a perspective on what's important in life."

In terms of his long-term step out of the classroom (retirement), Dr. Smith hopes to sell his house and "build a new solar house in the state of Washington." He would like to sell the *Malia* and build a 36-foot yacht, capable of more lengthy ocean voyages. Possible "targets of opportunity" for the Smiths after Willamette might include Mexico, the Panama Canal, and a trip through the Great Lakes by way of the St. Lawrence River.

## From ODK and Mortar Board

Glee is fast approaching and the campus is beginning to stir in anticipation of 5 a.m. rehearsals, Glee night, and Blue Monday. It's all part of a much-loved tradition that awakens students from the numbing effects of endless rainfall and gives the ducks of the millstream some human company.

There is an aspect of the Glee tradition that has not stood the test of time. Glee bets involving the wasting of food show an amazing ignorance of important issues. It is difficult to understand how the same campus that sponsors a Fast for Oxfam can stand by and watch and/or participate in "human sundaes" and similar activities. We urge some creative alternative Glee bets.



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We'll drink French wine, German wine, different vintages of the same wine, and different wines of the same vintage. We'll drink Oregon wine and California wine and compare their Rieslings and Chardonnays to those of Germany and France. And we'll compare Bordeaux and Burgundies from France to Cabernet Sauvignons and Pinot Noirs from California. We'll compare sweet ones and dry ones, red ones and white ones, young ones and old ones, and good ones to poor ones. And we'll have guest speakers who are especially knowledgeable about certain aspects of the wine industry or about particular types of wine. To buy the wines we will taste would cost between \$250-300. And the information gained from such a course would take weeks of reading and research.

Cost for the course is \$50 per person. Each session will begin at 7:00 P.M. and end promptly at 9:00. Please call or stop in to make your reservations.

March 5	INTRODUCTION.....	Whites-dry & sweet Reds-light & heavy
March 12	HISTORY, TYPES.....	Riesling, Chardonnay Cabernet, Zinfandel etc.
March 19	GEOGRAPHY, CLIMATE.....	French wines and American equivalents
March 26	LABELS AND LAWS.....	Rieslings-Germans, Cal, NW Pinot Noir-French, Cal, NW
April 2	PURCHASING SELECTION, STORAGE, AGING..	Chenin Blanc, Sauv. Blanc Bordeaux, Cal. Cabernet
April 9	FOOD AND WINE, USE SELECTION.....	Dessert Wines-Port, Ries- lings, Sauternes, Zinfandel

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# Liberal arts philosophy revitalized in new graduation requirements — a student's view

## analysis

By STACY HEYWORTH  
Student Representative  
Academic Council  
Academic Programs

Have the present graduation guidelines satisfied the philosophy behind a liberal arts education? Perhaps not. For two years now, a subcommittee of Academic Programs, comprised of three faculty members (Norman Hudak, Jim Hanson, Christine Gentzkow), and one administrator (Dean Jerry Berberet), have directed their attention to the ideals of a "liberal arts" education. The committee recognized after intensive research that not all students procure a liberal arts education upon graduation from Willamette; in fact, statistics proved

that a number of students failed to satisfy even the present guidelines. Thus, in an attempt to devise a viable alternative to the present guidelines system, the committee proposed numerous drafts of graduation requirements in hopes to revitalize the intent of a liberal arts education.

After considerable deliberation over previous drafts in both Academic Programs and Council, the committee has finally produced a commendable draft after two years of nothing short of drudgery. The requirements, if implemented, will modify the present system in four basic areas, and take effect in the Fall of 1981. (1) Thirty-one credits will be required instead of the existing thirty for graduation; (2) Proficiency in basic mathematics, as defined by the mathematics department, will be required; (3) Those students who opt for the Bachelor of Science degree will be required to satisfy three credits from at least three of the following four categories: a) Calculus, b) Statistics, c) Computer Programming, d) Logical Analysis. (4) The satisfactory completion of six credits in "a program of study which includes experiences in discipline-

based inquiry and explorations which transcend usual discipline boundaries" (otherwise known as the General Education Program). The GEP is divided into two categories: *Discipline Based Inquiry* (4 credits) and *Integration and Use of Knowledge* (2 credits).

If implemented in the proposed form, the breakdown of required courses for the entering class of 1981 will look as follows: For the Bachelor of Arts student: 4 credits in foreign language, 6 credits in the General Education Program, 1 credit in English proficiency, and 1 credit in mathematics proficiency. For the Bachelor of Science major: 3 credits in B.S. requirements, 6 credits in the General Education Program, 1 credit in English proficiency, and 1 credit in mathematics proficiency. Tack on to both degrees  $\frac{1}{2}$  credit in a specifically designed senior year experience, and the sum total of required courses will be  $12\frac{1}{2}$  for the B.A. student, and  $11\frac{1}{2}$  for the B.S. student.

At first glance, the proposed draft may seem constraining to students not familiar with the philosophy behind basic breadth requirements.

The committee has taken into consideration the generous feedback from faculty members as well as students and have negotiated with both Academic Programs and Council in an attempt to formulate a program applicable to the Willamette curriculum and the times. One must keep in mind, as Dean Berberet has stated, that "the present proposal to revise graduation requirements and guidelines casts no ill reflection upon our past or present academic quality or dedication to excellence." Rather, it is an attempt to revitalize the philosophy behind a liberal arts education; thus, it is an effort to liberate, not to constrain. As Dr. Jim Hand stated, "Yes, it's going to take some reorganizing, but it's imminently worth it." And as Thomas Jefferson, author of our Declaration of Independence once stated, "For with slight efforts, how can we obtain great results, it is foolish even to desire it." The deficiencies have surfaced; however, the efforts to resolve them are before us, and the ideals of a liberal arts education must be drawn forth to meet the needs of our time, and ultimately, the future.

## The Proposed New Graduation Requirements and Guidelines

The Academic Council has approved the following revision of graduation requirements and guidelines. The Academic Council vote to recommend faculty adoption of the proposed curriculum was 8-1, the vote to submit the document to the faculty for action was 9-0. The Council has scheduled a special faculty meeting to consider the proposal for Tuesday, Feb. 26, at 4 p.m. The meeting will be held in the Kresge Theatre because Waller Auditorium is otherwise scheduled.

### GENERAL REQUIREMENTS FOR ALL BACCALAUREATE DEGREES

All baccalaureate degree candidates from Willamette University must complete the following requirements:

**Satisfactory completion of 31 credits.** At least 15 of these credits must be earned at Willamette University. The last or senior year shall be spent in residence, or in Willamette-approved off-campus programs. In unusual circumstances students with exceptional academic records may petition at entrance to graduate with fewer than 15 credits earned at Willamette.

**Written proficiency in the English language,** as defined by the English Department and approved by the faculty of the College of Liberal Arts. This proficiency normally is demonstrated during the freshman year. Students must satisfy the English proficiency requirement to attain junior status. Transfer students must establish proficiency by the end of their second semester at Willamette.

**Proficiency in basic mathematics,** as defined by the Mathematics Department and approved by the faculty of the College of Liberal Arts. This proficiency normally is demonstrated during the freshman year. Students must satisfy the mathematics proficiency requirement to attain junior status. Transfer students must establish proficiency by the end of their second semester at Willamette.

**Satisfactory completion of the General Education program** as described below.

**Satisfactory completion of an approved major program.** Creation of new major programs, substantial revisions of existing major programs, or elimination of major programs must be approved by the Academic Council and the College of Liberal Arts faculty.

All approved major programs leading to the Bachelor of Arts or the Bachelor of Science degrees must:

- include no fewer than 7 and no more than 14 total credits;
- require no more than 8 credits in a single subject field; and
- incorporate an array of courses which provides opportunities for the systematic acquisition and application of knowledge in the specified fields.

Students must declare a major program dur-

ing the second semester of the sophomore year, or in the case of students transferring more than 12 credits to Willamette University, at the end of the first semester in residence. A student may devise a major program to meet individual needs or objectives not met by approved major programs. Such a program must:

- satisfy the criteria listed for approved major programs;
- be endorsed by a special committee of three faculty members from at least two different departments; and
- be submitted for approval by the Academic Council no later than the end of the sophomore year, or in the case of a student transferring more than 12 credits to Willamette University, at the end of the first semester in residence.

**Completion of a specifically designed Senior Year Experience** (at least one-half credit). This experience may assume a variety of forms (seminar, internship, field study, artistic performance, creative exhibition, research project), and must be approved by a majority of the faculty involved in the student's major program of study. It should serve to integrate and apply significant elements of the student's major program, stressing important relationships to other subject fields and the value implications of the selected topic.

**A cumulative Grade Point Average of at least 2.00 (C)** for all courses taken at Willamette University, and for all courses taken within the major program.

### SPECIFIC REQUIREMENTS FOR THE BACHELOR OF ARTS DEGREE

**Satisfactory completion of foreign language study** at the second-year college level. This may be met by completion of foreign language courses at the 22, 35, or 47 level at Willamette or by successful completion of a challenge examination administered by the Department of Foreign Languages and Literatures.

**Distribution of Credits.** A maximum of 10 credits in a single subject field may be applied toward the minimum 31 credits required for graduation. Major program internships and professional program internships are exempted from this limitation, but no more than 2 such internship credits may be applied toward the required 31 credits.

### SPECIFIC REQUIREMENTS FOR THE BACHELOR OF SCIENCE DEGREE

**Satisfactory completion of three credits, including courses from at least three of the following four categories:**

- Calculus: Math 19, 20, 21, 22
- Statistics: Math 17, 60; Econ 65, Int 82, 83
- Computer Programming: CS 21, 22
- Logical Analysis: Phil 65, Linguistics (proposed new or modified course)

**Distribution of Credits.** A maximum of 10 credits in a single subject field may be applied

toward the minimum 31 credits required for graduation. Major program internships and professional program internships are exempted from this limitation, but no more than 2 such internship credits may be applied toward the required 31 credits.

### THE GENERAL EDUCATION PROGRAM

To express its commitment to the ideals of a liberal education the faculty requires that each candidate for a baccalaureate degree complete a program of study which includes experiences in discipline-based inquiry and explorations which transcend usual discipline boundaries. The latter involves both study which interrelates knowledge across a variety of liberal arts disciplines and study which applies knowledge in the individual and civic dimensions of a liberal education.

Each student, working with a faculty advisor, is encouraged to design a general education program which possesses overall coherence and reflects his or her own special interests and objectives. This program will include at least six academic credits. Students should complete a majority of their general education courses prior to the junior year.

**Discipline-Based Inquiry (4 credits).** In this part of the General Education Program, study experiences are organized within four basic areas of human knowledge, each of which is fundamental to education in the liberal arts setting. Selected discipline-based courses which meet this requirement are explicitly designed to present theoretical knowledge and analytical methods central to each area. Such courses are offered within a context that reflects the intellectual purposes, practical applications, and value implications of the area.

One credit of study must be completed from each of these four areas of inquiry:

#### 1. Humanities

The primary objectives of study in this area are: a) to provide training in the analytical methods of disciplines which study civilization and culture from the viewpoint of the humanities; and b) to acquire critical perspectives about cultural assumptions and experiences through examination of major philosophies, religions, historical developments, and cultural achievements of civilizations.

The secondary objective is to develop capacities for making effective personal decisions through consideration of value choices and moral issues which civilizations have faced.

#### 2. Natural Sciences

The primary objective of study in this area is to provide training in the experimental processes of scientific validation and proof.

The secondary objectives are: a) to examine some of the major scientific discoveries, historical developments and theories which have influenced perceptions of nature; b) to explore the role of scientific knowledge and imagination in the evolution of civilization; and c) to consider the uses and applications of science in society, and the value implications of how we

choose to use scientific discoveries.

#### 3. Literature and the Arts

The primary objectives of study in this area are: a) to provide training in literary and artistic analysis; and b) to examine the creative and aesthetic dimensions of cultures as reflected in their great works of art, music, and literature.

The secondary objective is to consider how literature and the arts serve to heighten awareness of moral and aesthetic questions.

#### 4. Social Sciences

The primary objective of study in this area is to provide training in the analytical methods of the social or behavioral sciences.

The secondary objectives are: a) to develop increased capabilities for effective and responsible citizenship through analysis of the social, political and economic processes by which societies function; and b) to consider the value questions which are inherent in issues involving tensions between individual freedom and social responsibility.

#### Integration and Use of Knowledge (2 credits)

The ability to perceive relationships in knowledge drawn from diverse perspectives and to apply the results of inquiry and analysis to personal and societal problems is an important element of the liberal arts tradition. In this part of the General Education Program, courses focus on the process of using and integrating knowledge to develop critical thinking, informed judgement, and sensitivity to the complexities of contemporary personal and civic life.

The primary objectives of study in this area are: 1) to develop appreciation for the interrelatedness of knowledge from a variety of liberal arts disciplines; and 2) to focus on the process of integrating and using knowledge in making value judgements and ethical decisions in one's personal life and in functioning as an informed, responsible citizen in a world of increasingly complex and interdependent societies.

### GUIDELINES

A greater appreciation of artistic potential can be gained through participation in activities of creative expression. Many courses in art, music, writing and theatre have an active rather than a passive focus and students are strongly encouraged to participate in at least one such course to develop and expand their capacity for creative experiences.

Similarly, attention to health — achieved through physical exercise, sound nutrition, and understanding of human physiology — is also seen as essential to the development and the well being of every individual. Students are strongly encouraged to include in their programs involvement in physical activity in order to develop and maintain physical fitness, and to enroll in studies which provide understanding of the elements of physical health.

# editorials

## Let's talk grad requirements

The proposed graduation requirements are basically good ones, and if accepted by the faculty will change the meaning of a "degree" from Willamette University. In theory, at least, that is. We hope that the new requirements are implemented, and that some sort of "checks and balances" arrangement will be created to insure that in practice the new requirements don't, like the state in the ideal stage of Marxist society, "wither away."

Unfortunately, it is presently possible to graduate from Willamette by doing a minimal amount of academic work. Information about the "easy A" and "blanket B" classes is quite readily available to students who want it, and from there it can be a smooth ride to the finish. Many majors have lenient requirements for senior seminars and projects. Willamette students really could use an academic shot in the arm.

Creating requirements for the Bachelor of Science degree is a good idea in the new requirements. The proposed basic mathematics proficiency requirement for all students, however, looks rather suspicious, if its success turns out to be anything like the present English proficiency requirement. Many students "proficient" in English presently are really not proficient — "performing with expert correctness and facility; adept." We wonder about the level of proficiency "proficiency" means, and hope that this requirement will actually mean something in practice.

sjb



Riding the news tractor

Win ah herd daat duh Preza-dint wannid redjister sall fer duh draaft, id mehd me kahna maad. Din deh sed deh maht doowit bah kamyooter widdout evin askin me tuh sahn nuttin, an ah failt baad. Deh sed deh wannid tuh draaft duh wimmin too, an daat mehd me rill saad. Din ah red daat Kaanaaduh doan wahn no mo peepul moovin up daya, an ah thot "cegad!" Bud din ah fand at daat deh ent gunna draaft no twintee-wun year oldz, witch mehd me glaad. (Ahm twintee-wun naa, haa baat daat?)

## A new curriculum worth its salt

By JERRY BERBERET  
Dean, College of Liberal Arts

The underlying motive behind the proposal to revise graduation requirements and guidelines for College of Liberal Arts students is really quite simple—a desire to assure each Willamette graduate the best possible liberal arts education the University can provide. Achieving this purpose assumes that each student should acquire a variety of communication, reasoning, and calculating skills; be exposed to central theories and analytical methods of basic areas of knowledge; and have experience in dealing with significant issues of life as both an individual person and a member of society.

Nearly everyone recognizes that many students accomplish these aims

of a Willamette education already. The point of graduation requirements and guidelines is to help all students realize the highest potential of their Willamette education.

The commitments of faculty members and students at a liberal arts college are rooted in the idea that education can make human life more worthwhile and that thoughtful people can improve the quality of education students receive. The challenge is to create a balanced structure in which the professional wisdom of faculty and the interests of students can work together in a way most beneficial to students.

Central to this balance is a curriculum which helps students to learn how to make informed choices, the acid test of truly free persons who are able to influence their personal lives and professional careers in rewarding

ways. A curriculum worth its salt provides students with meaningful alternatives in choosing courses and programs which satisfy various requirements. A curriculum which effectively communicates the faculty's professional wisdom is especially important in the context of our highly competitive society and rising tuition costs. The aim of the proposed program is to seek wisdom in the whole person aspects of education, a process which should, as well, enhance the value of a Willamette transcript.

Faculty and students originated the effort to revise graduation requirements and guidelines in October 1977, when the Academic Programs committee created a subcommittee to review the present system. From the beginning the subcommittee felt that any new curriculum structure should develop clear educational objectives for all requirements and avoid any requirement that all students must take a single course. Likewise, the subcommittee believed that any proposed curriculum should provide for general education and free electives, as well as major program requirements.

Over the past two years, faculty and students have discussed no less than nine drafts of the proposal. Countless changes have been made in response to a wide variety of suggestions and criticisms. The document probably represents the best judgement Willamette can make at this time about our commitments to educational excellence for the 1980's. The proposed curriculum expresses the idealism of the original motive to stimulate fulfillment of each student's potential and to lay a foundation for lifelong and creative intellectual satisfaction.

## Calling a 'T' a 'Q'

By GLEN FURNAS

The decision of the faculty last week to reform its policy concerning "T" grades is to be commended.

The "T" grade was originally intended for continuing projects that require more than one semester to complete, such as a senior thesis. It has most commonly been used, however, as an extension for students who fail to complete their work for a class in the allotted time.

The new reform actually involves three changes. First, it establishes a thirty day limit to the length of time an "incomplete," or "T" grade, may remain on a student's transcript. Second, it requires that whenever a "T" is submitted to the registrar, a contingent grade must also be turned in. If no final grade is received by the thirty day deadline, the regis-

trat will automatically change the "T" to whatever contingent grade was provided earlier, which will then go on the transcript as a permanent grade. Third, a new "Q" option has been added to designate that the student is working on an extended project that was not intended to be completed in one semester.

The new policy will prevent procrastination on the part of students and teachers alike. It will make a student aware of his options and obligations at the time he accepts a "T", while freeing his instructor from any disciplinary responsibility if the student should fail to meet the deadline. This stricter and better defined method of extension, combined with the "Q" grade to distinguish such cases from legitimate continuation, represents a significant improvement in policy.

## THE COLLEGIAN

The contents of this publication are the opinion and responsibility of the staff of the Collegian and do not necessarily (and, in fact, in most cases don't) reflect the opinion of the publisher, the Associated Students of Willamette University.

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# um

## guest editorial

### On the Proposed Graduation Requirements and Guidelines



By TED SHAY  
Professor of Political Science

After two and a half years of work and a great deal of administrative prodding, a new system of University graduation requirements will be going to the faculty for consideration on Feb. 26. These new requirements will extensively alter the curriculum and the quality of education at WU. They are based on a particular philosophy of education with which I fundamentally disagree.

A liberal arts education is difficult to define to everyone's satisfaction. I like to stress the idea of liberal (free) education. Our present system of guidelines, though not perfect, permits the student a great deal of freedom in planning his/her course of study, and places major responsibility on each student to seriously think about the kind of education desired. Guidelines suggest components that should be included in a good education. They may be used by the student and the

advisor to meet the particular educational goals of each student.

Requirements, on the other hand, bring much more structure. There are courses and areas of study that each student *must* take, and at times their relevance is questionable. Under a system of guidelines, the student who wants structure can interpret the guidelines as rigid structure. The student who wants more freedom of choice need not rigidly follow them. Under the proposed requirements, everyone will have to follow the more structured course.

Though a faculty-administration committee has drafted the new system, the impetus, from its in-

titutive hurdles" before all B.S. candidates. No one has proven to my satisfaction the vital importance of calculus to every one of our B.S. graduates.

4) It has been argued that many present B.S. candidates will prefer to shift to a B.A. program, with its foreign language requirement, rather than face the exceptionally stringent new B.S. requirements. But should a significant number of students, who do not now opt for foreign language study, take up to four language courses, there will have to be a major shift of faculty positions to the Foreign Language Department, and a concomitant loss

But for others, a different kind of senior experience might be much more valuable. The option will be lost under the new requirements system.

2) All students will be required to take four credits, one each in Humanities, Natural Science, Literature and the Arts, and Social Science. This is not a simple distribution requirement, however. The courses that are to be selected to meet this requirement will not be the present entry level courses most departments offer. New or modified courses will have to be constructed which emphasize a value and issue orientation to achieve the goals indicated above, however "undefinable" and "unclear" these goals are. One thing is certain: this part of the GEP will have a major impact on what is now being taught at WU, and on students and major programs that will have to change their present relatively clear objectives in order to incorporate the GEP ideals.

3) This is the most vague component of the new GEP requirement. The Academic Council voted to require two credits under this component. The administration has argued long and hard to have four credits required. The primary objectives are: a) "To develop appreciation for the interrelatedness of knowledge from a variety of liberal arts disciplines; and b) to focus on the process of integrating and using knowledge in making value judgments and ethical decisions in the major dimensions of one's personal life and in functioning as informed, responsible citizens in a world of

*"Requirements bring much more structure...at times their relevance is questionable."*

ception, has come from the administration. The twig was bent before the committee began work, and after many revisions the new tree is still bent. Among the changes are the following:

1) The number of credits required to graduate is increased from 30 to 31. This is a hardship for students who might wish to accelerate and for the students who might have to take an occasional "W" grade or "NC" course.

2) There is a new math proficiency requirement, somewhat similar to the English proficiency requirement. Though the mechanisms for achieving this are not yet developed, this will undoubtedly require a large number of students to take math courses to demonstrate their proficiency. Additional math sections will probably mean additional faculty for the Math Department. There is more to be said on this point below.

3) In order to take the B.S. degree, students will be required to take three credits in a "quantitative language," meaning math, computer science, statistics, and/or symbolic logic. Many of the courses suggested as meeting this requirement will have prerequisites. If the present proportion of students taking the B.S. remains constant, there will have to be a significant increase in the number of faculty in departments such as math and computer science.

The present administration is planning on a policy of retrenchment, specifically the reduction of faculty size by five or six full time

to other programs.

But we have not come to the centerpiece of the new requirements system yet. The teaching of "issue centered" and "value oriented" courses is particularly advocated by President Lisensky and Dean Berberet. It is called the General Education Program (GEP). Herein we find the real substance of that particular philosophy of education referred to earlier. The concepts are admittedly vague and the goal "utopian." As Dr. Lisensky himself stated in a *Collegian* interview of Feb. 14, "...it's such a difficult concept to get hold of...I'm not sure that we ever clearly defined it, nor that I could ever clearly define it to satisfy

*"...a system based upon the 'undefinable' and the 'unclear'..."*

everyone." Yet WU is now called upon by Lisensky's administration to approve a system based upon the "undefinable" and the "unclear," to drastically alter existing programs, weaken majors, and implement the new GEP with all deliberate speed.

Some of the preferred values of the GEP have been indicated. They include such worthy objectives as: interrelation of knowledge, making effective personal decisions, the value implications of science, heightened awareness of moral issues, effective and responsible citizenship, tension between individual freedom and social respon-

increasingly complex and interdependent societies."

There are several major unanswered questions here: Do any of our present courses fulfill this requirement? Would such courses have to be team-taught? How many new courses will have to be created to meet this requirement, since every WU student will be required to take two (and perhaps four) credits worth of this kind of learning experience? What courses presently taught will have to be dropped because some percentage of faculty teaching time will have to be diverted to this General Education Program? Advocates of the GEP admit that sacrifices will have to be made by some major programs, but which ones? Is the benefit sought by the GEP worth the price in existing, admittedly excellent, academic programs? Is GEP really sound and of greater value to students? Will students welcome the loss of their present freedom of choice, or be willing to have it restricted on the promise that the GEP and the new requirements will provide a better education?

The present guideline system is not perfect, but the new requirements are a major departure from the old, based upon one way of interpreting the concept "liberal arts education." With a new president planned for next fall, one who may have fresh and divergent ideas, the haste in passing the requirements scheme should receive even less support. The price we pay will be high if we adopt the proposal on Tuesday next.

*"...the impetus...has come from the administration. The twig was bent before the committee began work..."*

positions over the next five years. These positions will have to come from departments and programs now being staffed. If you add to this loss of five or six faculty members an additional loss of two or three faculty positions, in order to shift those positions into the math, computer science or other areas, existing programs will sustain from seven to nine lost teachers. Major programs will have to suffer. I ask whether this shift to a math proficiency program and a three credit "quantitative language" requirement are worth the price that will have to be paid by students in other programs. Moreover, I doubt the utility and desirability of placing these "quan-

sibility, ethical decisions in one's personal life, and so on. Noble goals, to some degree met by existing courses under our present system, but basically requiring modification of courses and creation of new courses, with concomitant impact on major programs. The three parts of the new system are:

1) Each major will have to complete a "Senior Year Experience" in which integration and application of discipline-based knowledge will somehow also reach out into general education and deal with value implications. For some students and for some majors this is highly desirable and already being done.

# mill stream diversions

## 'Firebugs': modern man's dilemma

By GARY E. NELSON  
Collegian Theatre Reporter

The Willamette University Theatre demonstrated its versatility and innovation last Friday as Max Frisch's *The Firebugs* opened to a large and appreciative house.

The play is an allegory of the problems facing modern man and his inability to deal with them even when he realizes their existence. The script is delightful, and for the most part the message comes through loud and clear. The set, however, detracts from the overall impact of the show. The designer seems to have concentrated on artistic appeal at the expense of function. A sizable portion of the audience has a restricted view of the main action, and the scaffolding has an annoying tendency to squeak, which breaks the mood, especially during black-outs.

The acting in *Firebugs* is consistent through the entire cast. Alan Brown and Amy Smith, as Luther and Doris Kellerman, have perhaps the most difficult roles in the play, but they are more than equal to the task. The Firebugs, who represent those nasty problems we can't seem to face, are portrayed by Jeff Barr and Michael Lynch.

Jeff provides an outstanding performance with his foppish Willi Eisenring, demonstrating his versatility as an actor. The Chorus of firemen, whose positions in the allegory are those of our political leaders, appear on stage in masks representing public figures from present-day American society. The masks are an inspired addition, and those who had a hand in designing and constructing them deserve much credit. The use of flashlights by the chorus is also an excellent touch, and an effective one, especially during the final scene.

And now that I have brought it up, I urge everyone to see this show, if for no other reason than to experience the finale. Without giving anything away, I honestly didn't know that the Willamette University had this caliber of special effects up its collective sleeve. Special applause to Kurt Walls and Annajo Trowbridge for their technical expertise.

There are serious problems facing our society today, and more serious ones to come. The University purports to be a preparation for that society; *The Firebugs* has done us a favor by reminding us where the responsibility lies.



(Hendrix photo)

## Chess... without patience

By GLEN FURNAS  
Chess Player

A good game of chess usually lasts about as long as a bad lecture, and is equally inviting to the typically over-committed, underslept college student seeking release.

Chess is just not well suited to the university life. It is too long a game to be played as a study break or during an extra handful of minutes between scheduled appointments; it is too involved to be played well in the corner of a crowded room; and even the top-notch intrigue of an intricate position tastes a little too much like a math test. Another problem with regular chess is the need for a closely matched opponent, not to mention that the game is entirely incompatible with the consumption of beer.

But fear not, frustrated players, for you need not give up chess entirely! This somber, cerebral, and esoteric discipline can be transformed almost immediately into a lively, fast-moving game suitable for frenzied action and drunken shouting — which is just what most students are after. All you need is one regular chess set (preferably large and indestructible) and one special chess timer, and you will be ready to play *speed chess*.

The key to speed chess is in the two-faced clock, which measures separately the amount of time each player has used to choose his moves. Whenever it's my move,

my clock is running; after I move I punch a button, which makes my clock stop and yours begin ticking annoyingly. Each player is allotted only five minutes. The clock signals if one person's time has run out, in which case he loses. In speed chess it doesn't matter one whit how well you have played once your time runs out, because you've lost.

Speed chess is often criticized by "serious" chess players as being a superficial and insignificant version of chess. They are most apt to espouse this opinion right after being beaten by an "inferior" opponent.

Speed chess is a great equalizer of ability. While a good understanding of chess theory is certainly helpful in playing speed chess, such skill is by no means necessary to win. It is often possible to beat a "better" player by suckering him into thinking too hard about an intricate position. This element of bluff proves invaluable, since it makes wits as important as brains.

There is nothing wrong with traditional chess. This ancient and respected pastime remains unsurpassed as an intellectual exercise for those with the necessary patience and leisure time. For the harried student, on the other hand, speed chess provides a drinking man's alternative to the thinking man's game.



(Hendrix photo)

## 'Saturn 3': almost but not quite

By MARK E. ANDERSON  
Composition Manager

*Saturn 3*, now showing at the Elsinore, comes agonizingly close to being a good movie. Unfortunately, close only counts in horseshoes.

Apparently, the managers of the Elsinore (or *somebody*) did some rather nasty editing, and tried to make up for it with a short subject (an obsolete documentary on Taiwan). As a result, the film's continuity suffers.

The story is something of a ripoff on *Alien*, *Psycho*, and *Frankenstein*, with a few half-way original concepts thrown in for the heck of it. On an isolated moonbase orbiting Saturn, Alex (Farrah Fawcett) and Adam (Kirk Douglas) live together, doing their research into food production for a hungry earth. Their research is apparently not progressing fast enough, because Captain James (Harvey Keitel) is dispatched, with his robot, Hector, to speed things up.

In the opening scene, James is murdered quite gorily by a psychopathic crewmate who then assumes his identity. He arrives on Saturn 3 just as it is going into eclipse and several weeks of radio silence.

James puts together Hector, first of the "Demi-God" series, and starts programming the 8-foot machine with a plug in the back of his (James's) head. He also takes hallucinogens and lusts after Alex.

But Alex remains faithful to Adam. James's frustration, mental instability, and hallucinations are passed on to Hector.

Hector, who started out innocent, goes wild, chopping Alex's dog in two and generally terrorizing Alex and Adam. He eventually murders

James, assumes his personality, and destroys the only spaceship — and only escape route — on the planet.

Now the effects on the script of *Alien* become obvious. We have the hideously ugly robot pursuing our hero and heroine through the dark and spooky corridors of the base; numerous unsuccessful attempts to do the robot in; and his eventual destruction — at the cost of Adam's life.

The movie would be an excellent horror flick if not for that editing I mentioned earlier. An entire scene, in which Alex and Adam fantasize (under the influence of hallucinogens) about killing James, has been dropped. This, and other snipping apparently done by the nervous managers of the theater, ruins the effect of the film. The plot is simply too jerky to make much sense.

The space effects, considering the size of the budget, are horribly inept, but the interior sets make up for it. What seem like miles of corridors dazzle the eye. Hector, the robot, the real star of the film, is a technological masterpiece.

The music is menacing, but not memorable. The acting is mediocre. The plot line, as I mentioned earlier, isn't too original.

What is so annoying about *Saturn 3* is that it has the potential to be a good movie, but that all that potential lies on the cutting room floor.

*Saturn 3* is rated R. However, due to the annoying editing, there is less than a minute's worth of R material — actually a good candidate for a PG by today's standards. Since the rating is R, the editing is probably on the local level. I suggest you see *Saturn 3* somewhere else.



## Glee: a parting shot

By O.B. O'Brien  
Diversions Editor

The need for riot prevention and control programs on college campuses across the nation is rapidly becoming a reality in the context of present world crises. New York City has purchased a fleet of tanks, Chicago has perfected the air-to-ground rubber missile, and Los Angeles has developed a method of diverting smog and dispersing it among rabble-rousers.

In preparation for the onslaught, college campuses nation wide have updated their security troops and arsenals. At Willamette, however, there is no need for this frantic rushing of funds to buy tear gas, guns and clubs. No, at Willamette there already exists one of the most effective and powerful riot-proofing apparatus in the country: Glee. Known strategically as MSQ (Maintain Status Quo), this institution-by-virtue of its status as a long-standing school tradition has essentially freed itself of any suspicion regarding ulterior motives. Nevertheless, it is an extremely powerful force in shaping campus politics and in preventing the dangerous ferment which occurs in times like these.

Glee operates at two levels in ful-

thetized as insurance against rebellion from within the ranks. Suffice it to say that if some world event were to trigger a violent student reaction, the forces of Glee would move quickly to quell the disturbance—no matter the magnitude. Trained to defend the status quo, apple pie and U.S. military efforts, these patriots would restore peace to the campus rapidly and without a mess.

But as I have said, there is a more basic effect upon student behavior resultant of the institution called Glee. It is one thing to put down student revolt; it is quite another to prevent its inception. The generally upper middle class student population at Willamette requires about one cause per year to rally around; both as an outlet for excess energy and in order to create a sense of social fulfillment. The existence of Glee insures that this energy is released in a manner which is controlled and predictable. In order that participants don't begin to question their "class bonds" as defined in Glee, they are kept busy and exhausted by the rigorous training schedule. This has two effects: first, it takes away the



filling its role to maintain order on campus. Overtly, Glee acts as a boot camp; members are ranked, classified, trained and armed for action. But this is only part of it. At the subconscious level can be seen the most telling effects of Glee: apathy, political unconsciousness and energy drain. Because I have dealt at length with the military aspect of Glee in the past, I will not dwell on it. Students are ranked by class, finely honed in battle skills so as to act and react in the manner of a precision machine, and anes-

enthusiasm that might bring support to some "real" cause; and, second, it dissipates energy so as to insure peace and quiet on campus.

I only hope this analysis will help to alert those unsuspecting students not acquainted with an institution of this nature to its pernicious methods and effects. The channeling of useful energy toward artificial causes can only prolong injustice, rather than allowing those best equipped to confront it on its face to do so.

## Authentic serenaders 'woo' WU



(Heringer photo)

By JOHN PARTIGAN  
Managing Editor

The Phi Deltis are not the only group of crooners on the campus. Juan Cristing and Mauricio Vargas, students from Uruguay and Costa Rica respectively, advertised for "free Latin serenades" in the *Memorandum* this week, and followed through with appearances at the Cat Cavern, Alpha Chi Omega, and WISH on Tuesday night.

As Juan states, "the purpose of the serenade is to express friendship, and to bring people closer to our culture."

In Latin America, the serenade is a popular device for a boy to use who wishes to signal his attraction to a particular girl.

The guitar is the traditional musical accompaniment to the serenade, which usually consists of a set of five "love songs." On the Day of Mothers (*Dia de la Madre*), the sons dedicate songs to their mothers. A husband might also serenade his wife. This "gift" is highly esteemed, and, as Mauricio relates, if a woman were to receive more than one singing caller in an evening "she would be very lucky."

Both Juan and Mauricio have done a fair amount of serenading in their time, and from their experience "the best time to serenade is late at night, around 1 or 2 p.m."

The visit should be a complete surprise to the girl. The idea is to interrupt her slumber with the echo of strings and soft voices. As a sign of encouragement, she is to turn the lights on and off, to let the serenaders know that they have chosen the correct window.

Juan recalls selecting the wrong side of a girl's house and singing passionately beneath the window of her father or brother.

The traditional Latin American serenade is thought to be more romantic if it is done by one person. Juan is studying biology at Willamette, and works at the nuclear research center in Montevideo (the capital of Uruguay); his friend Mauricio is in his last year of medical school in Costa Rica. Neither of them are professional musicians. While each plays the guitar and sings quite beautifully, both seem to prefer the shared support of a group serenade.

## Choir off to fine season

By DAN FINDLEY  
for the *Collegian*

After returning from a very successful tour during Christmas vacation, the Willamette University Choir faces a busy schedule. Under the direction of Dr. Gary P. Bangstad, the Choir opened Spring Semester with a number of fine performances, including those at the Capital Manor Retirement Center, the Mark O. Hatfield banquet of February 14, the Salem-towne Club, and a spectacular performance at the Oregon Music Educators Association Conference of February 17. The O.M.E.A. appearance is a special source of pride because the opportunity to perform was based on an audition

tape submitted to a panel of adjudicators who were responsible for final group selection for the program. Dr. Bangstad termed the performance of the Bach motet *Jesu, meine Freude* "solid." Of the seven motets written during Bach's life, *Jesu* is viewed as somewhat esoteric and extremely difficult.

Members of the Willamette community are invited to come and enjoy the Choir on Wednesday, February 27, 12:15 p.m., at the First Presbyterian Church (Cheney and Winter Sts.). In addition, the Choir will perform April 12 at the Willamette Invitational Choir Festival, and will give its final on-campus concert of the Spring Semester on April 22 at 8 p.m. in Smith Auditorium.



# Swimmers success goes beyond just winning

By STEVE MCGREW  
Sports Editor

It looked like a Bearcat record free-for-all last Saturday as both the men's and women's teams won their respective conference championships. It was the second year in a row that both titles were won by the Bearcats, with every Willamette swimmer entered scoring.

Sophomore Steve Koga led the men's victory with three NWC records, posting wins in the 50-yard freestyle, 100-yard butterfly, and the 100-yard freestyle. His times were fast enough to qualify for the NAIA national championships.

Senior Cindy Pemberton led the women's team by setting three conference records in the 100-yard freestyle, 100-yard backstroke, and the 200-yard backstroke. Her times qualified her for the AIAW national championships, as well.

However, the success of the Bearcat swim program goes much deeper than the records, the wins, and the fast times. Coach Brik believes that more than public recognition is needed for a successful program.

"Our people are doing twice-a-day workouts, lifting weights, and doing an incredible amount of work. I'm proud enough of our program not to demean it. Our kids sign a contract in which they assume responsibility and that they will make it to 90% of the workouts," commented Brik.

"The team this year has worked out really well from the standpoint of team interaction," says Brik. "It's probably the best team in that all our kids pull together and are interested in each other's performance; from the very quickest down to the slowest."

Brik is also not the kind of coach who will ride the tail of an athlete and tell him what event he or she will swim. He leaves it up to the individual athlete to make the decision. "I have found that a kid will not swim well if he really doesn't want to." Brik has never had to kick anyone off the team.

The program at Willamette doesn't exist solely to win championships, which seems to be consistent with



**RECORD HOLDER:** Sophomore Steve Koga pours it on in the butterfly event. Koga set three NWC records in the Conference meet last weekend.

the general philosophy of the rest of the athletic programs at Willamette. Therefore, the level of quality at a school such as Willamette is not as high as at a larger school, especially those schools that can afford to offer athletic scholarships. However, the swim program is highly successful here at Willamette because of the individual nature of the sport. "Unfortunately, there are some folks who have been on in our program that wanted to be kicked in the tail and wanted to have the coach jump all over them. But I've found that people like that don't survive our program," said Brik.

"These kids," remarked Brik, "don't need spectators, in fact they're kind of anonymous. The individual that goes out for swimming is already aware that the basketball program, the football program, and the baseball program will be the ones getting all the headlines."

There is a different mentality required for an athlete to be successful in an individual sport than in a team sport. The athlete must get satisfaction from doing his best even if it's short of being a champion.

The Bearcats travel to SOSC this weekend to compete in the NAIA District II (men) championships and the AIAW Division II (women) championships. Willamette is expected to have some excellent performances from some of the outstanding individuals, but as far as team titles go, the chances are slim. "SOSC has an outstanding men's team. They are really dynamite and will be really tough to beat. In the women's race Simon Frazier looks like the lik pick for the team championship. They have over 7000 students in the school and offer swimming scholarships. They will really be tough."

Of course, Pemberton, Koga, George Randolph, and the relay teams will be very competitive, but the real strength of the Bearcat team will be those swimmers who consistently improve and who work hard every day. Swimmers like Kelly Blesse, Heidi Brevet, Woody Maxwell, and Ed Nachtrieb, to name a few, are the real source of pride and strength, and what make the Bearcat swim program a truly winning one.



**NATION LEADERS:** These women are five good reasons for the Bearcat success in swimming. (L-r) Kim Clarkson, Cindy Pemberton, Dawn Lien, Marie Wright, and Susan Thompson. The last four make up the nation-leading 400 Free Relay team.

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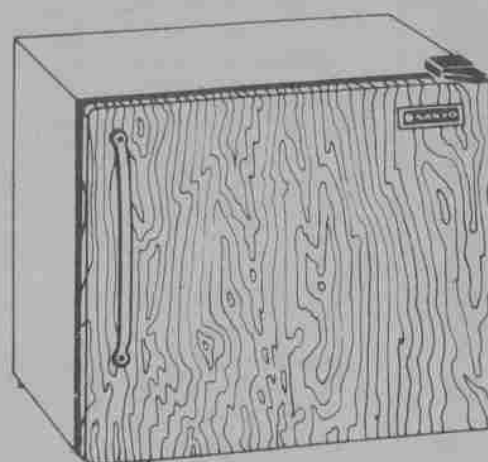
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# Bearcat Scoreboard



**WOMEN LEAPERS:** Vangie Warren outleaps an opponent in a recent game. The women are now 16-5 for the season, 7-2 in Conference action. (Holznagel photo)

## Cat wrestlers clinch 3rd in meet

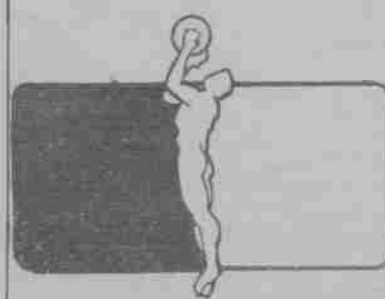
By SCOTT WADDEL  
for the Collegian

The Bearcats captured third place in the Northwest Conference wrestling tournament for the third consecutive year at Pacific University last weekend. Overall, it was an excellent tournament for the 'Cats, as they sent a total of six to the finals, the highest number that Willamette has ever sent to the finals.

On a sour note, however, was the fact that none of the Bearcats managed to capture an individual title. Freshman Tim Martin, 134 lbs., defeated a national tournament participant in gaining a berth in the finals. Martin went on to finish 2nd in the finals.

Al Carpenter, 150 lbs., also captured second place in the finals along with Kelly Hughes at 158 lbs., Jeff Southwell at 167 lbs., and Rob Skinner, who was bumped up two weight classes before finally wrestling at 190 lbs.

This weekend Willamette will host the NAIA District II championships in the Cone Field House. The event will last two days and will determine who will compete in the national tournament. The tournament this weekend begins Friday with the finals slated for all day Saturday.



Friday, Feb. 15

Linfield 96, Willamette 80

Linfield — Edwards 10, Akarich 20, Whitehurst 5, Shired 20, Sitton 11, Mondeaux 4, McManus 2, Kipp 14, Martin 6, Munson 4, total 96 (half 34)  
Willamette — Cantonwine 17, McCracken 9, Neit 9, Novitsky 11, Gilson 18, Vipond 16, total 80 (half 42)  
Rebounds — Linfield 65, Willamette 56  
Turnovers — Willamette 26, Linfield 14  
Total fouls — Linfield 28, Willamette 24

Saturday, Feb. 16

Willamette 72, W. Baptist 66

Willamette — Cantonwine 4, McCracken 2, Keady 12, Novitsky 16, Higgins 6, Gilson 25, Vipond 7, total 72 (half 31)  
W. Baptist — Neustel 14, Seiber 4, Rust 2, Emery 5, Philips 24, Bernol 3, Williams 14, total 66 (half 35)  
Rebounds — Willamette 51, W. Baptist 35  
Turnovers — Willamette 15, W. Baptist 8  
Total fouls — W. Baptist 20, Willamette 16

Monday, Feb. 19

Willamette 68, LC 65

Willamette — Novitsky 10, Vipond 12, Gilson 12, Cantonwine 9, McCracken 2, Keady 6, Neit 17, total 68 (half 31)  
LC — Cochran 24, Rollinson 8, Mess 5, Jones 13, Gilmore 4, Carson 2, Force 2, Enterman 7, total 65 (half 25)

Rebounds — Willamette 48, LC 33  
Turnovers — Willamette 22, LC 14  
Total fouls — Willamette 19, LC 23

### NORTHWEST CONFERENCE STANDINGS

	W	L	Pct.	GB
Pacific Lutheran (15-10)	9	1	.900	-
Linfield (10-13)	6	4	.600	3
Willamette (12-12)	6	5	.545	3½
Whitworth (9-14)	5	5	.500	4
Lewis & Clark (12-13)	5	6	.455	4½
Pacific (4-18)	3	7	.300	6
Whitman (4-19)	2	8	.200	7

### WOMEN'S

Friday, Feb. 15

OCE 76, Willamette 56

OCE — Hernof 4, Fehlen 12, Lindell 11, Nelson 2, Wheeler 13, Vaughan 2, Hellesio 12, Guy 4, total 76 (half 40)  
Willamette — Canda 6, Hansen 22, Warren 6, DeCorte 10, Garvin 2, Bieren 6, Butler 2, Stoker 2, total 56 (half 30)

Saturday, Feb. 16

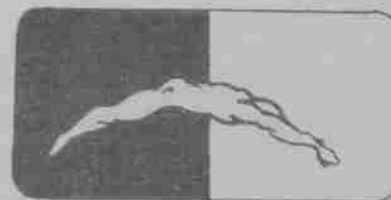
Willamette 71, Linfield 60

Willamette — Hansen 23, Canda 28, Warren 13, Bieren 7, Garvin 6, Stoker 2, Carreira 2, total 71 (half 36)  
Linfield — Sirelow 12, Whitener 10, Carder 10, Carlson 8, Nance 6, Noe 4, Brewer 2, Eastman 2, Miller 5, Olsen 1, total 60 (half 27)

Tuesday, Feb. 19

Pacific 70, Willamette 68

Willamette — Hansen 21, Bunker 10, Stoker 9, Carreira 8, Canda 8, DeCorte 4, Garvin 4, Daly 2, Bieren 2, total 68 (half 42)  
Pacific — Groeswald 18, Schappert 14, Bode 12, McNamara 8, Wall 8, Curtis 6, Jamis 4, total 70 (half 29)



Men's

Willamette 160, Pacific Lutheran 133, Lewis & Clark 104, Whitman 85, Whitworth 5, Pacific 2

500 yard free — Nelson, PLLU, 5:02; C. Downing, WU, 5:06; 200 IM — Bragg, LC, 2:04; 9. Cook, WU, 2:05; 200 free — Koga, WU, 2:19; 100 conference record, national qualifying time; Randolph, WU, 2:23; 400 medley relay — Willamette (Downing, Cook, Koga, Randolph), 3:45.09 (national qualifying time); Lewis & Clark, 3:00 IM — C. Downing, WU, 4:36; 200 free — Evans, PLLU, 1:48; 100 back — Bragg, LC, 1:40; 200 fly — Koga, WU, 3:20 (conference record, nat); Randolph, WU, 3:48; 100 breast — Hammetts, LC, 1:04; 7. Sun, PLLU, 1:05; 7. 800 free relay — Pacific Lutheran 7:24.41 (nat); Willamette 7:27.8; 1650 free — Martin, PLLU, 18:00; 8. C. Downing, WU, 18:14; 90; 100 free — Koga, WU, 48.2 (conference record); Randolph, WU, 49.9; 200 back — Bragg, LC, 2:03; 3. Cook, WU, 2:07.8; 200 breast — Hammetts, LC, 2:20; 9. Sun, PLLU, 2:23; 5. 200 fly — Wess-decker, LC, 2:02; 7. C. Downing, WU, 2:00; 6. 400 free relay — Willamette (Pemberton, C. Downing, Koga, Randolph) 3:19.01 (nat); 1 meter diving — Folley, LC, 305.5; Tourne, WU, 291.35; 3 meter diving — Tourne, WU, 319.7; Amos, W, 326.0

Women's

Willamette 193, Lewis & Clark 130, Whitman 119, Pacific Lutheran 90, Pacific 26, Whitworth 6

200 medley relay — Lewis & Clark 2:04.0; Whitman 2:05.8; 500 free — Young, WU, 5:42.24; Thompson, WU, 5:47.86; 50 breast — Whitman, LC, 1:35.45; Wright, WU, 1:34.11; 100 fly — Lien, WU, 1:03.56 (nat); Savage, LC, 1:05.9; 200 IM — Griffin, W, 2:20.6; Savage, W, 2:25.7; 200 back — Pemberton, WU, 1:02.6 (conference record, nat); Sahyan, WU, 1:11.2; 200 free — Bosch, PLLU, 2:05.9; Thompson, WU, 2:07.29; 100 breast — Whitman, LC, 1:13.5; Wright, WU, 1:16.1; 200 fly — Lien, WU, 2:21.8 (nat); Savage, 2:26.1; 50 free — Bosch, PLLU, 26.3; Mouson, PLLU, 27.3; 400 medley relay — Willamette (Pemberton, Thompson, Wright, Lien) 4:24.9 (nat); Pacific Lutheran 5:14.3; 1650 free — Griffin, W, 18:40.6 (conference record); Hunt, PLLU, 20:49.9; 100 free — Pemberton, WU, 56.6 (conference record, nat); Bosch, PLLU, 57.2; 50 back — Pemberton, WU, 29.3 (nat); Basin, P, 31.9; 200 breast — Clarkson, WU, 2:41.1; Whitman, LC, 2:41.6; 50 fly — Lien, WU, 29.1 (nat); Koga, W, 29.36 (nat); 100 IM — Bosch, PLLU, 1:06.5; Griffin, PLLU, 1:06.2; 400 free relay — Willamette (Wright, Thompson, Pemberton, Lien) 3:51.84 (conference record, nat); Pacific Lutheran 4:04.7



Saturday, Feb. 16

### NORTHWEST CONFERENCE CHAMPIONSHIP

Team Scores — Pacific 101, Pacific Lutheran 75½, Willamette 64½, Linfield 22½, Lewis and Clark 13, Whitman

Individual — 118 — Vana, P, pinned Clark, LC, 1:07; 126 — Hubbard, P, d. Kicker, LC, 19:0; 134 — Gwynn, PLLU, d. Martin, WU, 12:3; 142 — Flanagan, P, d. Traff, PLLU, 1:5; 150 — Reisinger, P, d. Carpenter, WU, 19:3; 158 — Ellison, P, d. Hughes, WU, 5:3; 167 — Smith, P, d. Southwell, WU, 8:1; 177 — Salas, P, d. Wahl, PLLU, 4:2; 190 — Judkins, PLLU, p. Skinner, WU, 3:47; Hoyt — McCracken, PLLU, d. Oiler, WU, 4:1

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Today 21

●WOMEN AND THE DRAFT, featuring Professor William F. "Red" Dill, at a brown-bag lunch in Conference Dining Room #2, sponsored by the Willamette Off-Campus Women.

●UNIVERSITY SCHOLARS PROGRAM: Professors Richard Brown, Gavriel Chakraverty, Spivak, and Hayden White will speak at Portland State University from 2-3 p.m. Contact University Scholars Program, PSU, P.O. Box 751, Portland, OR 97207.

●THE OLD FASHIONED IFAY (1954) will be shown at the Northwest Film Study Center in the Portland Art Museum at 8 p.m. Admission is \$2.

●THE FIREBURN will be presented by the Theatre Department Feb. 21-23 at 8 p.m. in the Kresge Theatre of the Playhouse. Admission is free with WUID.

Fri. 22

●WOMEN'S BASKETBALL vs. Linfield at Cone Field House, Sparks Center, 7 p.m.

●JURY'S BUSICABARET OF DUBLIN will perform traditional Irish dances, music, and stories of old Ireland at 8 p.m. at the Portland Civic Auditorium. Call 248-4496 for details.

●WRESTLING — NAIA District I and II Championships, Feb. 22-23 in Cone Field House, Sparks Center, all day.

●AN EVENING WITH BOB GARDNER AND BILLY OSKAY at the Northwest Film Study Center of the Portland Art Museum at 7:30 p.m. Admission is \$2.

Sat. 23

●MEN'S BASKETBALL vs. PSU at Cone Field House, in Sparks Center at 7:30 p.m.

●OREGON ARTIST PANEL DISCUSSION: a panel composed of five Oregon artists will discuss a variety of topics vital to artists. Panel includes Carolyn Cole, Barry Johnson, Jim Minden, Laura Ross-Paul, and Tad Saviner. Discussion will take place at Lawrence Hall Room 117, University of Oregon, Eugene, from 1-6 p.m. Student fee \$3.50 with ID. Discussions will also be held March 8 in Portland and March 15 in Newport. For details call Jim Minden at 252-1707 or Barry Johnson at 285-8809. Sponsored by the Oregon Chapter of Artists Equity Association.



(Hendrix photo)

●WILLAMETTE SKI BUS to Mt. Hood Meadows. Cost \$5 (non-refundable), payable in ASWU office.

●KING KONG (1935) will be shown at 2 p.m. in the Northwest Film Study Center in the Portland Art Museum, Portland. Admission is \$1.50.

●THE LOVED ONE (1965) will be shown at 7 p.m. in the NWFS, Portland Art Museum. Admission is \$2.

Sun. 24

●FLUTE AND PIANO RECITAL will be given by Cathy Wade and Julie Espaza at 8 p.m. in Smith Auditorium.

●RICHARD STOLTZMAN, clarinetist, will perform at 7:30 p.m. with the Oregon Symphony Orchestra at the Civic Auditorium in Portland. Call 248-4496 for information.

●MONDO CANE (1962) will be shown at 9:15 p.m. in the NWFS, Portland Art Museum. Admission is \$2.

Mon. 25

●YOLANDA MITCHELL will present a voice recital at 8 p.m. in Smith Auditorium.

●GLEE PRACTICES begin today!

Tues. 26

●WOMEN'S BASKETBALL vs. George Fox, Cone Field House, Sparks Center, 7 p.m.

Wed. 27

●CONVOCATION: "Willamette's New Look" will be presented by President Robert Lisensky. Plans for the new library and major building renovations will be shown at 11 a.m. in Waller Auditorium.

●ASWU SENATE MEETING, 5:30 p.m., Autzen Senate Chambers.

●OREGON SYMPHONY with clarinetist Richard Stoltzman will perform at 8 p.m. in Smith Auditorium.

Thurs. 28

●MODEL UNITED NATIONS will meet at 6 p.m. in the Baxter lounge.

●WOMEN'S BASKETBALL vs. Lewis and Clark, 7 p.m., Sparks Center.

●ALFRED HITCHCOCK FILM SERIES: *The Lodger* will be shown at 7:30 p.m. in the Film Screening Room of the Playhouse. Admission is \$1.

●MADNESS AND MEDICINE and *Life on Death Row* will be shown in the Autzen Senate Chambers beginning at 7:30 p.m. Admission is free. Sponsored by the Salem Chapter of the National Lawyers Guild.

●LATE MEDIEVAL MYSTICISM, a lecture by Susan Karant-Nunn, will be presented at 8 p.m. at Portland State University, 635 SW Montgomery, Portland. Sponsored by the Oregon Committee for the Humanities.

●DIE FLEDERMAUS will be presented by the OCE Theatre Department Feb. 28, 29 and March 1 at 8:15 p.m. on the Mainstage in the Fine Arts Building. Tickets are \$2.50 and \$3.50, and can be reserved by calling 858-3771.

●ZREKTS will be presented by the Portland State University Theatre Department Feb. 28, 29, and March 1 at 8 p.m. in the PSU Studio Theatre, Portland. Call 229-4440 for ticket information.

Etc.

●STUDENTS INTERESTED in doing student teaching next semester (fall, 1980) should see Mr. Ozawa in the Education Office before February 22. Arrangements for a student teaching position in the Salem Public Schools require the completion of several forms and conferences with department personnel. Please contact the Education department as soon as possible.

●OREGON SHAKESPEAREAN FESTIVAL: Tickets for 1980 productions go on sale Feb. 15 at ticket outlets. Tickets can be bought at Stevens and Son. The festival's season runs from Feb. 26-Nov. 1.

●SALEM HIGH SCHOOL ART TEACHERS' EXHIBIT will be on display in the Hallie Brown Ford Gallery of the Art Building until Feb. 29. Gallery hours are 9-5 weekdays.

●WORKS BY MERRILY TOMPKINS will be on display in the Wentz Gallery, Portland Art Museum, through March 8. Gallery hours are 9-5 and 7-10 Mon. through Fri., and 9-5 Saturday.

●POETRY CONTEST, sponsored by the World of Poetry, has rules and entry forms available from World of Poetry, 2431 Stockton Blvd., Dept. N, Sacramento, CA, 95817. Grand prize is \$1,000.

●SOMETHING'S AFOOT will be presented by the Portland Civic Theatre, Portland, through Feb. 23. Call 226-3048 for times and ticket information.

●COLLEGE POETRY REVIEW of the National Poetry Press announces the closing date for the submission of manuscripts by college students is Feb. 15. Any junior or senior student is eligible to submit his verse. There is no limitation as to form or theme. Shorter works are preferred because of space limitations. Each poem must be typed or printed on a separate sheet, and must bear the name and home address of the student, and the college address as well. Manuscripts should be sent to the office of the Press, National Poetry Press, Box 218, Agoura, CA 91301.

●ITEMS FOR THE *Collegian* calendar can be sent to the *Collegian* or dropped by the Publications Office. Deadline is noon on Monday and is enforced. Please limit items to a brief paragraph and include a phone number for further information. We reserve the right to edit any material due to space limitations.

## continued

### Tuition (from Page 1)

tuition go above the \$4,000 mark, we know that Willamette remains lower in cost to comparable institutions and continues to be among those private colleges and universities which have a relatively low percentage of operating costs funded by tuition — Willamette's being 62.5 percent."

Roy Ruffner, Vice President of Financial Affairs, told the *Collegian* that the majority of increasing costs are coming from skyrocketing energy costs and faculty and staff salary adjustments.

According to Ruffner, salary negotiations for both the faculty and the staff are still underway.

Ruffner also announced that student financial aid would be increasing 24.7 percent, with \$2,587,850 being included in the budget in com-

parison to \$2,075,111 during the current school year.

A preliminary check of other private schools in the area shows Willamette slightly below the median in tuition percentage increases. Release of final figures is pending approval by respective boards of trustees and regents.

In figures provided by Ruffner, electric expenses rose from \$119,217 during the 1976-77 school year to \$160,000 this year. \$208,000 has been budgeted for next year. Oil-based fuel costs rose from \$157,714 during the 1976-77 school year to \$228,000 this year. \$285,000 has been budgeted for next year.

The final University budget will be submitted for approval to the Board of Trustees at their May meeting.

### Self-care (from Page 2)

stations visited dealt with blood pressure, birth control information, weight management, and nutrition. A library provided other information.

Right now, students and members of the health center are examining some of the many options available to us and would like your input and ideas. A "wellness center" at Willamette wouldn't be an overnight thing but, with planning and cooperation of students and professional staff, an exciting new dimension could be added to our health care.

care program. We hope you'll take the time to stop by and chat with us.

### Glee (from Page 1)

lenge Night" has been set for Sunday, Feb. 24 in the Cat Cavern beginning at 8:00 p.m. Glee practice begins on Monday, Feb. 25 for all classes at 5:00 a.m. Senior Skits have been set for Friday, Feb. 29 in Smith Auditorium beginning at 6:30 p.m.

Glee manager Prosser told the *Collegian* Wednesday night that any raiding in Cone Field House during glee practice would mean immediate end to all glee practices in that building. She asked for student cooperation.

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