
Revised ASWU Constitution Invalid

See Story Page 3

Willamette Collegian

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Willamette University, Salem, Oregon

Tuesday, November 10, 1970



Uncle Jim Doesn't Want You...



COLLEGIAN Photo by Mike Brown

Unless You Cut Your Hair

Willamette's "All NWC" sharpshooter, Doug Holden, called a halt to his four-day "hair" holdout on Thursday. After numerous consultations with Coach Jim Boutin, the junior cager succumbed to the wishes of his coach. Doug, although feeling that the length of his hair had nothing to do with the way he plays ball, decided to trim his locks and is presently practicing with the team.



Willamette Collegian

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OSPIRG Sparks Activism

The general upheaval and student unrest on college campuses last spring left the impression that a large number of students would plunge into the political scene this fall. Student turnout for campaigning and election day activities fell far short of anticipated proportions.

Why the apathy? Probably the de-escalation of the war and disenchantment with candidates can be cited as possible explanations. But the most important reason lies within our nature. Look at us. The world of active concern and involvement is foreign to the typical Willamette student. In order to draw Willamette students out of their caves and into this world, emotion-packed appeals and the promise of excitement apparently are mandatory.

The October, 1969 Moratorium activities at Willamette could be described as the epitome of such a situation. The demonstrations, seminars and vigils resulting from the invasion of Cambodia and the student deaths at Kent State reflected a genuine concern. The responses to the entire spring political scene were tense, emotional, yet conscientious. We wanted to become aware and knowledgeable, so we asked questions. We wanted to express our grief and disillusionment, so we held vigils. We wanted to do something to help correct the situation, so we organized, wrote letters, discussed. School ended.

This fall, we find ourselves faced with the same basic problems and frustrations, but because the degree of immediacy has lessened, the enthusiasm too has subsided.

With the inspiration of Ralph Nader, the undergraduates and law students have re-kindled the interest and "activism" of the spring. This comes in the form of the public interest group called OSPIRG. Though this spark of enthusiasm can be seen as positive, it is a sad situation when boredom with one area of concern results in its replacement with a new cause.

What was begun last spring in the area of political activity required long-range planning and renewed efforts by large numbers of students. Participation in the elections this fall could have facilitated the attainment of many of the peace objectives set last May.

Regardless of their past failures, Willamette students have the opportunity to show their active interest in a very worthwhile program on the November 16 OSPIRG referendum.

The referendum scheduled to go before the student body November 16 reads:

We hereby approve of the increase of Student Body fees by two dollars per semester, the money to be used for the purpose of supporting a statewide Public Interest Group staffed by full-time professionals.

see story page 5

The COLLEGIAN needs help. There are many positions at various levels which are open and which must be filled.

You do not need to be a journalism major to work on the COLLEGIAN. What is needed is common sense and people with good heads on their shoulders. If you are interested, please contact the COLLEGIAN office.

to the editor

Goal of Education Viewed as Betterment of Mankind

Fellow students:

What are we striving for? Are we striving for the memorization of facts and figures and dates?

I'm not. Hopefully the goal of the Willamette student is to educate himself for the dual purpose of bettering himself to help those he is able to help.

Trite? Probably. Trite for those seeking not an education but a diploma for the purpose of a fat paycheck and an easy life.

Needless to say, the opportunities of every Willamette student far exceed those of most people in the world. And we, being among the materially luckiest people in the world, are automatically entrusted with the duty of repairing Mankind...of making as large an effort as we can to make sure that people have enough to eat; that people don't kill each other...in short, we are entrusted with the duty of repairing the damage that the older generations are so often accused of being responsible for.

This should not be a dreaded duty but a duty to be looked forward to: it should be the overall

goal of men to better Mankind. That desire should be innate.

I don't believe in "starting at home" in this effort. I don't think it is practical to try to make a utopia out of Willamette while the rest of the world burns. Aside from being selfish, such an effort obviously just wouldn't work.

I have heard a lot of words about ecology. Words, though, don't stop pollution. I have seen no action. Every day we breathe air that is befouled by the almighty Boise Cascade. I have heard of no student effort to stop this environmental destruction.

I am ashamed to admit that I have made no effort myself. In my defense I would like to state that I have been here for less than two months. Even so, I can't help but suspect that even if I did make an effort; even if I did know where to start, my efforts would be futile: if I asked for student support, I would be knocked down by an intense wave of apathy.

And what about the war? And what about problems of poverty and suppression of the minority groups? I know that Willamette could not shake the world, but no effort at all is like selfishly be-

traying Mankind.

I am aware of two organized student protest efforts since I have been here. One was a boycott on the food (which never came off) which is far superior to the food most people eat all their lives and never complain.

I'm not saying that we should eat our food and shut up because there are people in China starving. I am merely suggesting that we redirect our efforts towards more important things. We should think of people outside Willamette besides relatives and friends. It is so trivial to complain about the food.

The other organized student protest effort that has been manifest on campus is by a group seeking the elimination of the language requirement, of hours for freshmen women, and of the rule that allows dormitory visitation on only four days a week instead of seven.

Is that all we can think of to complain about? Man, I wish it was all I could think of to complain about.

I agree that the reforms sought by both groups are needed. I think that the complaints of both groups are valid. I am questioning the order of importance that these problems are put in. I question the importance of the problems attacked as compared to the problems attacked by students of other schools.

I just think we should think a little less in terms of Willamette and a little more in terms of the world.

Miles Levit
Freshmen
Lausanne Hall

THE COLLEGIAN IS HAPPY TO RECEIVE "LETTERS TO THE EDITOR." DUE TO SPACE AND LAYOUT NECESSITIES, WE ASK THAT THE LETTERS BE LIMITED TO LESS THAN 250 WORDS; THAT THEY BE TYPEWRITTEN, DOUBLE-SPACED, AND IN THE COLLEGIAN OFFICE BY THURSDAY AFTERNOON.

J. Deere Sign Co. 1969

The Willamette Liberal Arts College

From 1970

CANCELLED

...to provide a combination of approaches to American life to the end that a fuller awareness can be attained and Heritage evaluated...

Dick Todd

"... to give this institution direction..."

Calendar

Tuesday, November 10

- 1 - 3 p.m. — Seminar Discussion (sponsored by Foreign Policy Seminar), Autzen Senate Chambers
- 4 - 5 p.m. — Committee Meeting, Parent's Conference Room (see story p. 4)
- 6 - 7:30 p.m. — Ski Club Meeting, Main Lounge
- 6:30 - 7:30 p.m. — Air Force ROTC, Autzen Senate Chambers
- 6:30 - 7:30 p.m. — MENC Student Chapter Meeting, Harrison Conference Room
- 7 - 10:30 p.m. — Screening of Video Tape of Mame, Alumni Lounge
- 8 p.m. — Faculty Forum Speakers, Autzen Senate Chambers.

Wednesday, November 11

- 11 a.m. — Department meetings with students and professors. Check with department for locations. (see story p. 4)
- 11:30 - 1 p.m. — Student Affairs Committee, Autzen Senate Chambers.
- 3:30 - 5:30 p.m. — Visiting Lecture, Mr. Chandler Beall to speak on "Dante", Alumni Lounge (see story p. 8)
- 7 - 9 p.m. — Photography Class, Free University, Autzen Senate Chambers.

Thursday, November 12

- 12 noon - 1 p.m. — Spanish Table, Harrison Conference Room
- 3 - 5 p.m. — Group Discussion sponsored by Cornell University Law School, Parent's Conference Room.
- 3:30 - 5:30 p.m. — Cornell Interviews for Law School, Committee Room 1.
- 4 - 5:30 p.m. — Educational Policy Meeting, Harrison Conference Room
- 4:30 - 5:30 p.m. — Episcopal Campus Communion, Alumni Lounge
- 7 - 8 p.m. — Decoupage (sponsored by Free University), TV Conference Room
- 7:30 - 9:30 p.m. — Mortar Board Cancer Film, Autzen Senate Chambers

Friday, November 13

- 12 noon - 1 p.m. — French Table, Harrison Conference Room

Saturday, November 14

- 9:30 a.m. - 5 p.m. — Simulated Society (sponsored by Sociology Dept.) meetings held in — TV Conference Room, TV Theater Room, Autzen Senate Chambers, Parent's Conference Room, and Harrison Conference Room.
- 10 a.m.-4 p.m. — Portland Area Literature Conference, Alumni Lounge, (see story p. 8)

Sunday, November 15

- 9:30 a.m. - 5 p.m. — Simulated Society (sponsored by Sociology Dept.) Meetings held in same rooms as on Saturday.

Monday, November 16

- 8 p.m. — Senate Meeting, Autzen Senate Chambers.

Constitutional Issue Dominates Senate

The rule of law or the best interests of the student body was the submerged question in a stormy session of Student Senate last night, which considered the validity of the Revised ASWU Constitution.

In other action, budgets totaling \$21,000 were approved, including a record \$18,500 budget for student publications, Dan Stocker was approved as Editor of the 1970-71 Wallulah, and the announcement was made by Secretary Sue Garrison that progress on the University Planning System has come to a "screeching halt" pending full consideration by faculty and students.

The validity of the ASWU Revised Constitution was the dominating issue of the Senate meeting. Jim Robinson, First Vice-President, began by delivering a vigorous defense of the new constitution. He contended that Student Senate, by accepting the results of the spring, 1970 election had interpreted the requirements of amending procedure, under the old constitution, as having been fulfilled. Ken Hughes, WITS representative, countered by charging that, regardless of Senate action, a constitutional quorum (51%) had not voted in the spring

election, and that therefore the new constitution had failed. He held, "If we ignore the constitution it becomes a mere plaything of Senate."

Robinson read to Senate a letter from Hugh Ellis, Student Bar Association President, which included a brief declaring the new constitution invalid, despite a resolution of the Executive Committee stating that there is no desire on the part of law students to be "re-

integrated into the ASWU."

Senate voted after further heated debate (and a tabling and untabling of the motion) to reject the new constitution and operate under the provisions of the old constitution. Bruce Botelho, Student Body President, upon taking the chair, announced a meeting of student body officers and Constitutional Revisions Committee to study the implications of the invalidation decision.

Nader TV Series Coming

Ralph Nader and his "raiders" come to Oregon Educational Broadcasting in a weekly series of reports starting Wednesday, November 11 at 9:30 p.m. The programs will be repeated Thursdays at 7 p.m. beginning November 12.

The first "Nader Report" looks at a vestige of feudalism in America — the company town. Title of the program is "Red, White and Blue for Uncle Charlie."

Uncle Charlie is Charles Cannon, Chairman of the Board of Cannon Mills, and virtual owner of the town of Kannapolis, North Carolina, where Cannon Mills'

biggest plant is located.

Kannapolis, according to Nader, is Uncle Charlie's fiefdom: the people work in his mill, live in his houses, and pay him for such services as electricity and water.

Life in the town is comfortable. Its hospital and police and fire protection are excellent.

But the Nader Report went to Kannapolis to find out how much such comforts cost. Some people were willing to pay for the good life, for economic stability and the sense of belonging that the mill offers. Others said the price was too high. To them security means racial discrimination, unhealthy working conditions and a denial of democratic rights.

The Nader Report is produced by WGBH, Boston. The series is made possible by grants from the Ford Foundation and Corporation for Public Broadcasting.

Choir Tour

The Willamette choral groups in their first concert since their successful European tour, will perform in concert Wednesday night in the Smith Auditorium at 8:15 p.m. The works to be performed range from the Renaissance to the very contemporary.

The choir, Glee Club, and Willamette Singers accompanied by instrumental ensembles perform in groups varying in size between small madrigal groups to a massed choir of over 100 voices. Complimentary tickets are available to WU students.

DEPARTMENT MEETINGS

Listed below are the meeting places and times of the various departments. All meetings will be held Wednesday, November 11 for the purpose of discussing the UPC goals and objectives. Department bulletin boards should be consulted for areas not listed.

- Biology — Collins 213, 11 a.m.
- Chemistry — Collins 240, 11 a.m.
- Economics — Gatke 204, 11 a.m.
- Education — Waller 28, 11 a.m.
- English — Eaton 27, 11 a.m.
- Foreign Language — Walton 102, 11 a.m.
- Mathematics, Physics — Collins 115, 11 a.m.
- Physical Education — Gym, 204, 11 a.m.
- Philosophy — Cat Cavern, 2 p.m.
- Psychology — Waller 3rd floor, 11 a.m.
- Sociology and Anthropology — Eaton 21, 11 a.m.
- Music — Music Recital Hall, 10 a.m.
- Political Science — Gatke 102, 11 a.m.
- History — Eaton 37, 11 a.m.

Language Requirement, Bachelor of Science Viewed

The Curriculum-Scheduling and Educational Policy committees met in joint session Friday to consider the report of their joint subcommittee on the Foreign Language requirement. The subcommittee made two recom-

mendations. The first was to institute a Bachelor of Science degree; this degree would be essentially the same as the B.A., minus the foreign language requirement. The other recommendation was to institute a new concentration area, the International Studies C. A.

Both recommendations were sent back to the joint subcommittee for further consideration. However, the two committees did jointly recommend to the faculty that the faculty direct the two committees to investigate a Bachelor of Science degree, thus committing the faculty to the consideration of this degree and thereby alleviating the problems of the Admissions Office in recruiting students who are not interested in a degree that requires a foreign language.

The committees also recommended to the faculty a minor change in the wording of Graduation Requirement F-2. The change is designed to clarify the distinction between the terms "course" and "credit."

Student Affairs Okays Proposals

Extensions of the card key system to freshman women and the elimination of sign-out procedure for all women was recommended by the Student Affairs committee last Tuesday. The recommendation was proposed by Dean Karen Anderson, Dean of Women.

Student Senate's proposal to allow each living organization to determine their own visitation program was sent to an ad hoc subcommittee of the Student Affairs group. The change, if enacted, would expand visitation hours from the present 18 to

whatever the halls decided.

A compromise proposal was put before the Committee to allow living organizations to determine their own visitation program within certain limitations. Hours included in the compromise proposal were from 12 noon to 12 midnight on Sundays through Thursdays and 12 noon to 1:30 a.m. on Fridays and Saturdays. The compromise proposal was discussed but was not put into the form of a motion at last week's meeting.

Dr. Edwin Stillings, a committee member, indicated that the

Board of Trustees might have to approve changes in present student conduct rules. He said that the present regulations were approved by the Trustees on a one year trial basis and that they are scheduled to be reviewed in February of next year. Brown told the committee, however, that he believed a change in visitation hours can be made without consulting the Trustees.

The Student Affairs committee meets again today from 11:30 a.m. to 1:30 p.m. in the Autzen Senate Chambers. The meeting is open to the public.

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Stanford Eliminates "F" Grades

Palo Alto, California (IP)--

Starting this fall, the sole penalty for failure to complete an undergraduate course satisfactorily at Stanford University will be loss of credit toward graduation. Following more than three years of study, the Faculty Senate has approved a comprehensive overhaul of the University's grading system for undergraduates.

The only grades recorded will be "A" for exceptional performance, "B" for superior performance, "C" for satisfactory performance, and "pass" for non-letter-graded work equivalent to a "C" or better.

In addition to eliminating "D" and "F" grades, "plus" and "minus" designations, grade point averages, and class grading

"curves," the new system will provide special incentives for students who want to delve deeply into a particular subject or are recognized by their instructors for truly outstanding work.

The changes were first proposed by the three-year Study of Education at Stanford (SES) which The New York Times said "may well be the most basic attempt to come to grips with (the problems of) alienated campuses of any in the nation."

The well known Grade Point Average (GPA), which is sometimes known to three and four decimal places by students, will be eliminated. In its place, a letter grade indicator (LGI) will be computed for each student to one decimal point only, to suggest the general caliber of a student's performance. It will be released only on written request of the student for use in applications for scholarships, fellowships, entrance to graduate and professional schools, etc.

The option of taking courses on a "pass-no credit" basis will be extended to any course, subject only to the consent of the instructor and the department concerned.

Interim Objectives Set; "Urban Living" Theme Chosen

"The totality of urban living (both work and leisure) has become our perspective for this particular living-learning community," stated Interim Manager Jan Gregory of the Interim 1970-71 program.

In a letter to the members of the organizing committee, she detailed guidelines for evaluation of urban life styles in a series of questions:

"How is the experience affecting each of us as individuals? How is it affecting our choice of life styles and our present life style as students? What is

the role of education and the community?" And finally, in tying all those inquiries together, "How does the learning process give us the opportunity to become self-directed people who can establish life styles whereby we meet the needs of ourselves and our society?"

Interim will include 60 to 70 participants, probably split into about five groups, according to Gregory. It is a learning group, deciding its own structure, held each year during the Christmas break for five days before the beginning of the new semester.



COLLEGIAN Photo by Rolf Junge

Dr. William Devery shown holding a gigantic hypodermic syringe will speak today on drugs at the final Faculty Forum program of the year. Dr. Devery is an associate professor of Psychology.

"The Chemistry of Pleasure" Topic of Final Faculty Forum

Dr. William J. Devery, Associate Professor of Psychology at Willamette, will speak at the final Faculty Forum program of the year on Tuesday, November 10, at 8 p.m. in the Autzen Senate Chambers. His topic, which is centered around drugs is entitled, "The Chemistry of Pleasure" or "Cheap Thrills."

Professor Devery received his doctorate from the University of Washington. His dissertation was on "The effects of monoamine oxidase inhibitors on the behavior of sleep deprived rats."

Prior to coming to Willamette Dr. Devery has held a variety of positions. For three years he worked as a Research Associate for the Department of Pharmacology at the University of Wash-

ington. During 1969-70 he worked as a Psychology Resident of the Psychiatric Department at the University of Oregon Medical School. He worked with both inpatients and outpatients. During 1969-70 he also served as a Thursday evening counselor at the Outside-In in Portland.

Dr. Devery's interest in psycho-active drugs was a basis for a great deal of informal communication with students at his former position at Reed College. While at Reed he organized a credit course in "Group Sensitivity Training." He is presently cooperating with Bill Parnell in developing a sensitivity training group at the Free U.

The Faculty Forum is open to the public and is free of charge.

Lecture Given by Geophysicist

Dr. James F. Kenny, a research geophysicist for Boeing Science Research Laboratories, gave a series of lectures at Willamette last Thursday.

He talked with physics classes on Thursday morning, and gave a lecture-slide presentation at 4 p.m. that afternoon in the Autzen Senate Chambers.

His lecture, entitled "Exploring Earth from Space," dealt mostly with the varied ways scientists can use satellites to study the earth. One of the most interesting applications is using satellites to take infra-red photographs of the earth. Since infra-red film strongly reacts to the presence of chlorophyll, scientists can use photos of forested areas to determine just how healthy trees and plants are.

Dr. Kenny's visit was made possible through the American Geophysical Union and the Willamette physics department.

Where Is Willamette ?

Perhaps, upon your return, you noticed a sign which is often overlooked on this campus: On the corner of Winter and State, "Willamette University, founded by Jason Lee and the pioneers, 1842." Pioneers... Webster defines it as "One who goes before, to prepare the way for others." What an adequate description of a group of men responsible for the establishment of an institution credited for the inception of law and government in the vast expanse known then as the Oregon Territory.

We have little difficulty identifying Jason Lee as a pioneer. We see men willing to accept risk. We see men who did not have time to wait—men who acted because "there was a need". These were men who had no examples except themselves, men like Tennyson's Ulysses: "Strong in will to strive, to seek, to find, and not to yield." Pioneers. They could look to no University of Oregon, Reed, or Portland State to guide them. They had to accept the risk of creating a new reality, an educational institution 1000 miles from any other. Before there was a city, there was a school.

Today we sit in the midst of a vital community, surrounded now, not by the hills which Jason Lee encountered, but by freeways. We are surrounded by the results of pioneers. And it is today that we must ask ourselves: Do we come together as pioneers or are we merely the others, those who follow behind?

These are the questions that students ask: Where is Willamette? What direction does she take. As much as we are the oldest university west of the Mississippi, do we strive to be the newest? Does our institution cope with the times? Is Willamette continuously prepared to undergo self-renewal? Or does the institution wait patiently for students to change, issues to change that it might avoid its moments of truth, unable to confront new academic approaches, new decision-making processes, new living alternatives, community concepts, among its students? Are we hesitant to be innovative?

If we wait too long, if we look too much to others, if we seek the certainty of never making a mistake, there will be no mistake, but there will be no change. What is the tragedy of missing the change? The emptiness of changelessness is the grave in which the pioneer spirit is buried, because the pioneer must continually seek new frontiers. He cannot afford the luxury of old age. We cannot afford to cede to others the task of pioneering. We cannot afford to barter the inspiration of discovery for the security of tried and proven ways.

Please excuse our impatience. Yet it is an indication of our concern and commitment to this university. We shall look to you for leadership as we assert our own. We want you to accept the legitimacy of our concern and desire to take part in the formulation of our community, in the spirit of cooperation. We wish to work together, to achieve a greater institution, and in so doing let us strive together for a complete rebirth of the pioneering spirit. Let us in deciding the issues of our academic community take untried paths. For, yet more difficult and dangerous, it is the way of the pioneer.

by Bruce Botelho
presented at recent Trustees meeting

Students Urged to Attend Meetings

Tomorrow, Wednesday, November 11, students will meet with professors of the department in their major at 11 a.m. The purpose of the meetings is to discuss the objectives of the department and to select representatives to similar meetings in concentration areas. The representatives to the concentration area will discuss the concentration area's objectives. Organizers of the discussions hope the decisions of these meetings will then be used at the faculty-student conference next spring to discuss university objectives.

Chairman of the University Conference Committee, Dr. McCowen, is being asked to consider the proposal. Those students who have not decided on a major are urged to attend department meetings which they are interested in, according to Skip Macy, one of the organizers of the Wednesday meetings. Macy went on to say that being at the discussion of a department's objectives would certainly facilitate a decision

in whether or not to choose that area as a major.

The idea for such departmental meetings sprang out of all the discussion and disapproval of the work being done on the University Planning Committee. Many complaints were over the idea of result-oriented objectives; answers to these complaints were difficult because of the meaning of result-oriented objectives. Maurice Stewart, in a discussion with students last Friday, stated that many people seem to feel that result-oriented objectives mean objectives must be measurable by some statistical means. This is not the case, according to Stewart. Result-oriented objectives, Stewart states, mean that in establishing objectives one is more concerned with the ends rather than the means, i.e., more concern for what is accomplished than how it is accomplished. And also, there must be some means of measuring or observing whether the objectives have been achieved. Thus, in establishing objectives three cri-

teria have been used: what do we want to accomplish, how are we going to accomplish it, and how are we going to tell if we've been successful in reaching our goals?

These criteria are what will be discussed in Wednesday's departmental meetings. Organizers hope that they will help in Willamette's present difficulties in deciding what are its objectives, what means will be used to achieve these objectives, and how to tell if these objectives are successfully met.

President Fritz, in a meeting October 30, reassured department and concentration area chairmen when he said, "We are fully aware that other values and purposes besides these that are 'result-oriented' are part of the meaning of Willamette University and have a bearing upon institutional planning: the fact that these considerations are not the subject of the present planning emphasis does not mean that they are going to be ignored in the determination of institutional directions and priorities."

Nader to Address WU on Consumer Law Issues

The purpose of the Oregon Student Public Interest Research Group (OSPIRG) shall be to articulate and pursue, through the media, the institutions of government and other legal means, the concerns of Oregon students on issues of general public interest, such as environmental protection and consumer protection.

Membership in OSPIRG will be open to all accredited degree-granting institutions of higher learning in Oregon which participate in the OSPIRG financing procedure. Willamette will be among ten to fifteen colleges, both private and public, which will be members of the statewide group.

Willamette students who are concerned in areas of general public interest will have a chance to voice their ideas at meetings of the university chapter. Ideas will be openly aired and discussed. A majority vote will decide the priorities of the concerns of the Willamette students. The issues and resolved priorities of the Willamette students will be communicated to a state control board through an elected representative from Willamette.

The purpose of OSPIRG is not merely the pooling of student money to hire professionals to pursue student concerns. It is hoped that it will also function in an educational capacity through the participation of interested students in OSPIRG research. The Willamette chapter will provide: an opportunity for students to participate in studying such problems as those faced in consumer protection and ecology; and to participate in making policies regarding these issues for presentation to the state board of OSPIRG. Thus, these efforts

Referendum

Goes to Student Body Nov. 16

Local Board Will Coordinate Activities

An entirely new approach for students interested in improving the environment and the consumer's voice in economic affairs was proposed to a gathering of interested students, Monday, Oct. 12, in the Cat Cavern. Don Ross, an associate of consumer advocate Ralph Nader, outlined a proposal for forming a student-financed group of experts to investigate and combat corporations and governmental bodies that encroach upon the consumer interest.

Ross returned to the WU campus again last Thursday, Nov. 5, to speak to interested students. The purpose of his visit then was to check on the progress of the proposed Student Public Interest Group and to answer any questions. The purpose of this article is to analyze the Oregon Student Public Interest Research Group (OSPIRG) as proposed by Ross and answer a few of the most commonly asked questions concerning the proposal.

OSPIRG... 'student action arm through which students will have an avenue to attack problem areas of environmental and consumer concerns.'

In a policy statement issued two weeks ago, Ross said "The purpose of the OSPIRG shall be to articulate and pursue, through the media, the institutions of government and other legal means, the concerns of Oregon students on issues of general public interest, such as environmental preservation and consumer protection." Nader refers to the OSPIRG as a "student action arm through which students will have an avenue to attack problem areas of environmental and consumer concerns."

OSPIRG proposed the hiring of lawyers, scientists and engineers to challenge through legal channels those illicit and negligent operations that threaten the State of Oregon.

OSPIRG would be financed by assessing the duly-enrolled students of Oregon institutions of higher learning. Here at Willamette, the rate of assessment would be two dollars (\$2.00) per semester, per student. This assessment would be a part of the registration process and would be a part of the already existing incidental fee.

Any student who did not wish to participate in OSPIRG would be entitled to a refund at the beginning of each semester for a period of one week following registration.

The first goal of the OSPIRG is to raise money. Since Ross' first appearance on campus, a group of interested students labeled themselves OSPIRG and worded a referendum. It reads:

"We hereby approve of the increase of Student Body fees by two dollars per semester, the money

Consumer Advocate to Bring National

Press Coverage

would be both self-instructive and also provide new ideas for the state OSPIRG organization. A local board will be elected to coordinate campus activities and research. The Willamette board will consist of six members.

Willamette will elect one representative to the state control board. The function of the representative will be to articulate the resolutions of the Willamette students, and to vote accordingly.

A compromise settlement of representation to the state board was made to account for the disparities in enrollment among the participating schools and yet to still honor the integrity of each school. Each campus will elect one representative to the state board for every 4,000 participating students. Regular meetings of the state board will be held to decide on objectives. The state board decisions will be communicated to the professional staff, which will then pursue the issues upon which the student board has decided. The state board will also hire the professionals, and the latter will be responsible to the student control board. A two-thirds majority will be required for the adoption of resolutions. This will guarantee that the work of OSPIRG will truly be of general student interest.

Student support for OSPIRG has been growing at Willamette. Thus far, seventy-five students have indicated an active interest in establishing Willamette support for the plan. Canvassing, publicity, and administrative committees are eagerly pursuing the imple-

mentation of the idea at Willamette. The canvassing committee hopes to reach all of the students in order to explain lingering questions and promote support for OSPIRG.

That Ralph Nader recognizes the importance of small school participation in such a plan has been evidenced by the fact that one of his staff members has already made two trips to this campus. Furthermore, Nader has indicated a desire to speak here on his November 16 OSPIRG promotional tour of Oregon colleges. National and local news are planning day-long coverage of his engagements. The referendum will also be held on November 16.

Students may vote in the auditorium after Nader's speech, or in the Cat Cavern or the law school throughout the day. Willamette may be the first school to vote for membership in OSPIRG.

Those Willamette students who have attended statewide OSPIRG planning meetings have noted a high degree of enthusiasm and cooperation among the students from many other schools throughout the state. The students from other schools have indicated widespread support for the plan. There has been much mutually beneficial dialogue among the students, and the state organization is rapidly taking shape.

Students having questions or desiring further details may contact one of the following: Avis Atkinson and Peg Traugher, at Doney Hall; Ted Meece, at Baxter Hall; Joel Cannon, at Lausanne Hall; Paul Anderson and Tom Branford, at the Law School.

by Paul Anderson and Tom Branford

to be used for the purpose of supporting a statewide Public Interest Group staffed by full-time professionals."

This raises a few questions each student should ask himself - how much money is being asked for, and how does the student know his money is being used properly?

Don Ross answers these himself. "We're talking about approximately \$200,000 statewide. There's no way we can make it without the support of the private institutions." Ross also points out that each campus will have a "school-controlled Board of Finances" handling all money. There will also be an independent audit, the results of which will be public information. This audit will be provided for by the State Board of Directors and will take place once every twelve months.

Dr. Whipple, Vice President of Student Affairs here at Willamette, has pointed out that any increase in student body fees has to pass a majority vote of the Associated Students of Willamette University, and then has to be referred to the Board of Trustees as a recommendation. The Board of Trustees then votes on it.

WHO STARTED OSPIRG?

The concept of student-supported Public Interest Research Groups was formed about ten weeks ago in Nader's Washington, D.C. office by Ross and other members of his legal staff.

'There's nobody in the country that has the go, the guts, and the drive that students have.'

According to Nader, "a student-financed PIRG can effectively represent student interests. It is capable of channeling student resources into a force that can go off the campus and into the community. Since it employs full-time public interest professionals, it will not fall into the semester rhythms that have plagued most student groups." He also stressed this point: "At best, it would be a force of almost revolutionary impact that could affect decision-making at every level of government and in the nerve centers of great corporations."

Why have a STUDENT Interest Research Group? Nader answers, "There's nobody in the country that has the go, the guts and drive that students have."

Why was Oregon chosen as a starting point? According to Ross, "Oregon was chosen as a starting place because of its tradition as leader in student innovation and community awareness." Jim Welsh,

another Nader associate, echoed Ross' comments and added that they (Ross and Welsh) hoped to make Oregon the "fishbowl of the nation for our concept of student public interest groups."

STATEWIDE EFFORT

Ross lists seven schools besides Willamette who already have initiated some type of OSPIRG. These schools include Southern Oregon College, Ashland; University of Oregon, Eugene; Oregon Technical Institute, Klamath Falls; Eastern Oregon College, La Grande; Oregon State University, Corvallis, Lewis and Clark College and Portland State University, both in Portland.

What's in it for each student? How will each student benefit? Ross says there will probably be no tangible individual benefits. "Ideally," says Ross, "you'll go to your mailbox one day, find a check with a note attached saying 'Here's the refund for the car you bought from "X" New Car Dealer. He has been convicted of price fixing.' That day may be a long way in the future unfortunately."

BOTELHO SUPPORTS OSPIRG

The COLLEGIAN asked two of Willamette's Student Body officers for their opinions on the referendum. President Bruce Botelho stated, "I endorse the proposal. I believe it's important that Willamette students get involved in issues that concern not only the campus, but the society in general. We mustn't say 'since we paid our money, we've done our part.'"

Sue Garrison, ASWU Secretary, voiced this opinion: "I think it's the only viable way to do things on a scale that will have any real effect as far as any legislation is concerned." Miss Garrison went on to state that the way the two dollar tuition rises may be a problem. "Should it be a constitutional change? Should it be revokable by a 2/3 Senate vote?" These questions will only be answered as the OSPIRG begins to become an integral part of campus life.

... 'apathy can only be combatted by drive and desire.'

Ross points out that any proposal such as the referendum for the OSPIRG is initially met with apathy. He pointed out that "apathy can only be combatted by drive and desire. That's the only way to beat it."

Students will have the opportunity to voice their opinions on the OSPIRG when the referendum goes to the polls on November 16.

by Rick Lavelly
COLLEGIAN Staff Writer

Individual Growth Stressed by McCoy

The catalogue reads like a fiction account of an institution combining every necessary educational principle expounded since classical times.

Yet, as Chancellor Pressley McCoy will tell you, Johnston College is far from fiction...it is very much a reality.

A small Liberal Arts college associated under the cluster college concept with the University of Redlands, Johnston has been tagged as one of the most experimental colleges in the United States.

A look at the structure shows why.

"... the college's prime goal: the personal growth of the individual ..."

"Johnston is a college designed to provide new styles of teaching and learning, and constant evaluation of these in terms of the college's prime goal: the personal growth of the individual," writes McCoy in the preface to the catalogue.

And indeed it does.

The college employs a "contract" concept in outlining a program leading to a B.A. degree. Johnston administrators have drafted a method whereby "each student is helped to define his educational purposes. These objectives, with the advice of the faculty, are translated into individual blueprints for graduation and are tested, challenged, and modified by the student's graduation committee."

In evaluating the proposed contract, the following criteria which may be negotiated with the committee by the student are considered:

"a. Personal integrity---Does the plan facilitate integration of parts of the student's experience so as to make or keep him a whole person? How does the proposal combine the cognitive (intellectual) and affective (behavioral) aspects of learning?"

"b. Integration of knowledge and mastery of varied methodologies---Does the plan include mastery of several important methodologies, or ways various disciplines approach the study and solution of a problem?..."

"c. Language---If a foreign language is not included in the proposed contract, is there good reason for its omission and is there a reasonable substitute?"

"d. Contemporary problems---Does the plan reflect continuing awareness of urgent problems of our time, or does it ignore these problems?...."

"e. Independence---Is there evidence that the student is increasing his ability to work effectively on his own?"

"f. Professional Objectives---Does the plan take into account the student's professional or graduate school objectives?"

"g. Post-graduate education---Does the plan suggest a program of 'lifelong learning'?"

"h. State requirements---Does the plan meet state requirements for special courses and careers?"

"i. Physical education---Does the plan include physical education, and competence in at least two sports that will have sustained value in his adult life?"

"j. Concentration---Does the plan have a feasible focal point, a 'major' emphasis or its equivalent?"

"k. Cross-cultural experience---Does the plan include in-depth experience in living, learning, and working in a culture other than his own--either in the U.S. or abroad?"

"works with a critique system rather than with grades ..."

Those criteria encompass the objectives of Johnston, according to McCoy. The Chancellor says that he does believe in the language requirement as "students should learn to use another set of symbols to describe relationships other than our our alphabet...whether they be mathematical symbols, another language or whatever. This is why we require it, yet leave the requirement flexible so it can be best suited to the individuals needs."

Johnston also works with a critique system rather than with grades where a "comprehensive, personal critique replaces traditional letter or number grading."

The critiques will be based on the contract with the teacher and the student both evaluating what the student has gained in a seminar or tutorial that has helped him to attain his contract objectives.

The student may then choose which critique, if any, will enter his personal file.

"... does not propose to play with the intellectual lives of students ..."

Critics say there is a danger that constant experimentation, such as they claim to see at Johnston could damage the student's intellectual and behavioral capacities, but Johnston says that it "does not propose to play with the intellectual lives of students as a proving ground for a variety of theories. Relationships between students and faculty are serious, with mutual concern for vitality and growth."

There are endless other innovations at Johnston, but the college is best summed up by yet another statement from its catalogue:

"Johnston College is a place of learning where the student is invited to participate actively in research appropriate to himself and his time. He is directly involved in governance, curriculum planning, his graduation requirements--indeed in all aspects of the learning experience. From such involvement, he is expected to acquire intellectual discipline and skills in problem-solving, data-gathering, and academic and personal growth that will have lifelong value to him."

by Steve Wynne
COLLEGIAN Staff Writer

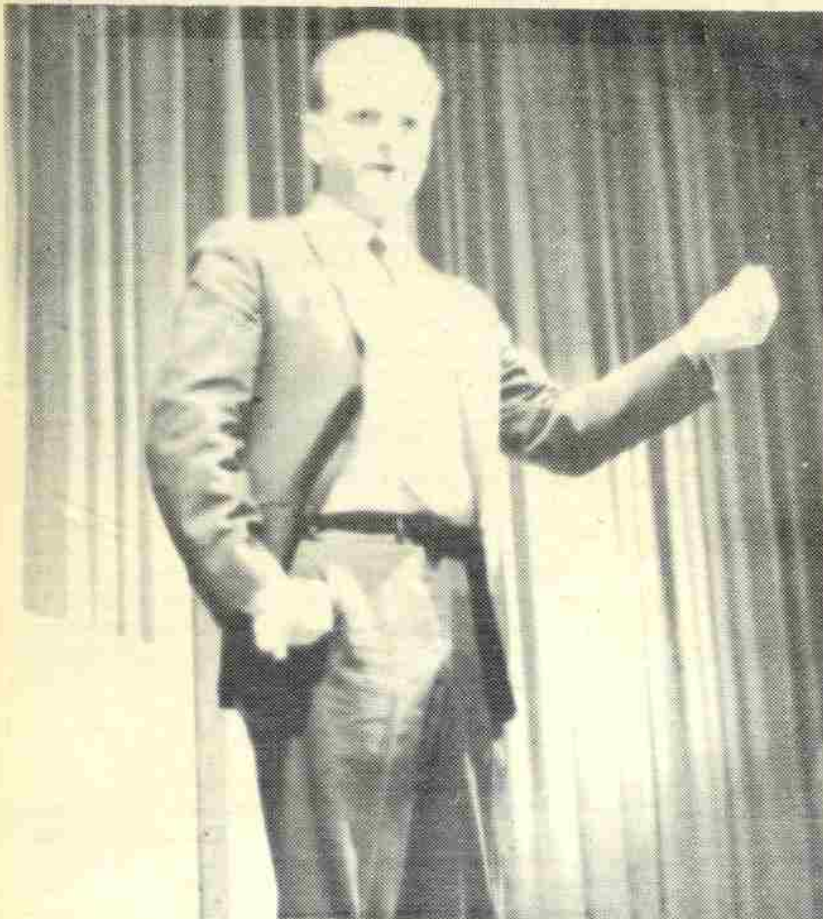
Johnston

College

Provides

Educational

Experimental



Pressley McCoy speaks at Wednesday Forum
COLLEGIAN Photo by Mark Halliday

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Johnston to Develop "Community Insight"

A college senior set the tone for the Johnston College philosophy a year ago when, in a letter reprinted in a Harper's magazine article, he wrote: "It gets pretty depressing to watch what is going on in the world and realize that your education is not equipping you to do anything about it."

Chancellor Pressley McCoy explains that this is the main concern of Johnston College---to prepare students to attack world problems with some insight as to what is going on.

Programs in the Intercultural Dimension department are designed to help students develop "community insight" by living for a month with families in a culture "other than their own."



Many innovative ideas on Higher Education were expressed last Wednesday.

COLLEGIAN Photo by Mark Halliday

The Los Angeles Times, reporting the results of the first such project, which sent out 18 students, said students could be found "living with families ranging from the small, incredibly poverty-stricken barrios and ghettos of California's desert towns to the homes of affluent second-generation Japanese-American in swank suburbs."

The program places students "into situations where one would expect to find stereotypes"....that is, situations other than their own which they haven't previously 'experienced' and, as a result, have developed stereotype images of the people in these areas.

The Times goes on to quote from the writings of Carol, an upper-middle class girl who had never lived in a "poverty area" before. She was living in a two-room house with 12 people in it.

Some quotes from her daily diary:

"An older daughter who, lives near here with her husband has become friendly with me. We rapped awhile and she told me all about her experience with the Sacramento police and being in jail and her experience with the lesbians. The whole story was, like I tried not to react, to show my surprise and how it affected me. I've never talked to anyone who went through all this. The whole story is really astounding and what sickens me is that it is probably true."

The students are gaining a lot of insight, according to McCoy, and the program has drawn a positive reaction. This year's program will send some 300 students into these type of experiences.

by Steve Wynne
COLLEGIAN Staff Writer

Changes in Curriculum Come Easily and Naturally At Johnston

Forum speaker, Dr. Pressley McCoy was also the primary attraction last Wednesday on a panel discussion concerning education which included Dr. Stewart and Prof. Mandl.

Dr. McCoy, one of the most progressive educators in the country is chancellor of Johnston College. Johnston is an experimental extension of the University of Redlands in Redlands, California.

Dr. McCoy gave an idea of how his school operates. Each student will usually have the equivalent of three or four classes per semester. Each class or "seminar" meets three hours a week. The time schedule for each seminar is decided by its students which seldom number more than 14 to a group. The students and the seminar's group leader (teacher) evaluate what the student has contributed and received from a course with no grades given. Dr. McCoy said, "Where I see commitment, I see learning."

Course topics are determined by the students and faculty. A student's major or interest filed will determine the courses the colleges past and present students and faculty feel necessary to graduate. Dr. McCoy says no one "knows better than the student what has been valuable."

After an average of four years, entering as a freshman, the student will graduate. Concerning graduation requirements Dr. McCoy thought that "Graduation requirements aim at solving the students as well as society's problems." A graduation committee checks on the students progress to see if he is ready for graduation. There are many ways to meet the criteria of graduation, with seminars forming the conventional way and independent outside or previous study also are utilized to fulfill requirements.

With many Willamette students asking how an external check on class learning is possible, Johnston's chancellor has some answers....Students evaluate their seminars. "The evaluations are as specific as possible about the teacher, although the evaluation is not solely on the teacher but also on the learning," said McCoy. If the general feeling is that something is wrong a third person is invited to sit in on the seminar. This objective person usually can help the group solve any problems.

Changes in curriculum come easily and naturally: any group of students can form a seminar and a teacher can be found in the faculty or from the students themselves. Any student may challenge the value or valid-

ity of a suggested course sequence either on his own behalf or for all students. Any proposed change is presented to the "Johnston community" for its ideas and possible approval. McCoy thinks that eventually the college will develop a kind of planning board for classes, which would probably be composed of one-third of the students and the entire faculty.

Johnston's approach stresses active involvement in the arts, sciences, and languages. Why? Dr. Johnston perhaps saw what others might see in relation to Johnston and Willamette when he asked what difference there was between the 120 year old degree as found at WU and the constantly changing degree at Johnston. Dr. Mandl and Dr. McCoy didn't see that much difference as both agree the similarities exist. Both colleges stress Liberal Arts, languages and are small.

But just as certainly, there are great differences evidenced by the fact that Johnston seems more progressive in its one year of life than WU in its 120. Perhaps the greatest difference though is in the mutual trust and dependence inherent among Johnston's faculty administration and students.



Dr. Mandl (left) German, Dr. Pressley McCoy (center) and Prof. Maurice Stewart, Physics, participate in a panel after the Forum.

COLLEGIAN Photo by Terry Prottzman

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Shakespearean Tragedy Interpretation Challenged



Dante Lecture

"Dante and his Poets" will be the topic of a special lecture by Professor Chandler Beall, Chairman of Comparative Literature at the University of Oregon. Beall will speak tomorrow at 3:30 p.m. in the Alumni Lounge of the University Center, and will be available for questions after the lecture.

Professor Beall is a Dante scholar whose publications include work in Franco-Italian literary relation and other topics in Comparative Literature. Known as "Mr. Dante", Beall has spoken at such schools as Yale, the Sorbonne, and Stanford.

Willamette University's production of KING LEAR was, on the whole, enjoyable, but suffered from the standpoint of interpretation. Lear always seemed a noble, imposing figure who, at the outset of the play, was tired of the affairs of state and of ruling with a strong hand. Lear looked forward to retirement and leisure. His strength however, failed in one area - his vanity. One interpretation of Shakespeare's Lear made him seem a shrewd monarch, but his shrewdness failed in relation to his family.

Mr. Putnam envisioned Lear differently. He began as a doddering old man, unreasonable and fanciful. This action foreshadows his madness in later scenes, and weakens the tragedy of the post-intermission scenes which would have been more dramatic if the farcical tone which opened the play had been played down. Lear's madness stemming from his daughters' infidelity would have carried much more pathos had the audience not been anticipating it. Putnam, despite some weak scenes, had some very strong ones and did an excellent job overall.

Randy Stockdale as Edmund did his usual good job. The comic aspects which he accentuated at the beginning seemed later to tie his villainy down and limit him to his

role as an opportunist. This interpretation fit however, with the general tragi-comic tone of the play.

Bret Rios was perfect for the part of Edgar. His versatility as an actor was put to good use. His portrayal of Edgar-straight was passable but his Poor Tom was excellent.

Garry Ritchie's portrayal of Gloucester was realistic down to the walk and his lines were never lost even in the poor acoustics of the auditorium. He was especially strong in acts IV and V. The same may be said of Ted Roisum as Kent though he was sensational throughout. His alternating calmness versus anger came through in his gesture and effortless delivery.

The three daughters portrayed by Marijo Poujade (Goneril), Kathy Randall (Regan), and Sarah Finch (Cordelia), were excellent.

Sarah delivered her lines clearly and her hand movements were especially good in reflecting her pious and pure nature. Regan came across as the frail lioness that Shakespeare seemed to have conceived. Several of her gestures such as grabbing her stomach in times of intense emotion, demonstrated the fact that she was actually frail despite her often explosive manner. Goneril was a strong figure,

though at times she seemed a little too amused with sane situations and enamored with her feminine prowess. Marijo was exceptionally strong in her role as a conspirator and in her wench-like inflections.

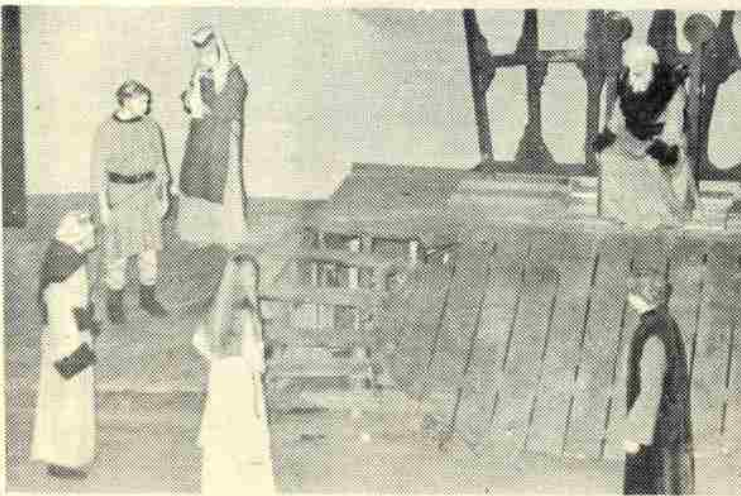
The supporting cast, especially the fool and Oswald, did a good job of maintaining the farcical atmosphere at the beginning and merging into the tragedy at the end.

The stage was interesting if nothing else. The flying saucer

in the middle of the stage was distracting and cumbersome, however, considering the numerous scenery changes, it was probably as expedient a device as any.

In general, I was impressed with Willamette's production of KING LEAR as were many of the students I spoke with in conjunction with the play. The light interpretation of Lear was somewhat distressing to me, but all the characters sustained the tone so that the play was a dynamic whole.

by Sue Murray



Deluded Lear spurns favorite daughter.

COLLEGIAN Photo by Terry Prottzman

American Watercolor Society Exhibit Reviewed

Paintings by members of the American Watercolor Society will remain on display through tomorrow in the university gallery on the ground floor of the art department. The exhibition warrants a visit, for the medium of watercolor is one of translucent and delicate beauty.

Viewers may find the exhibition most pleasing when they consider it as a whole. From a vantage point in the center of the gallery, the works are fresh, vital, and crisp--splashes of color on bald walls, bright notes for gray days.

At closer view, most of the works are less appealing. The exhibition is well larded with predictable beach scenes and still life studies--some of the latter of which are scarcely more interesting than exercises by beginning students.

Many of the offerings are little more than illustration--competent, to be sure, but uninspired. The impression is that you have

seen all this better done before; vaguely invoked are the styles of such known artists as Lyonel Feininger ("Lotus Voices," by Maxwell Desser), Andrew Wyeth (G.C. Miller's "The Threshing Floor," remarkably priced at \$1,5000), Winslow Homer, and (only occasionally) John Marin.

That most of the paintings are academic and conservative does not in itself constitute a criticism, for innovation and excellence need not, and should not, be equated in art. Within the rather narrow range that members of the AWS have chosen to work, a few of the represented artists have produced fresh and handsome works, suggesting that traditional art can be infused with new life when the artist is more than technically facile.

For example, "A Secret Place," by Irving Shapiro, beautifully captures the translucent light quality associated with traditional watercolor at its best, while Robert Atwood's "Mont-

ana Ranchlands" is a green valley freshly wet with rain. (Such works as these suggest the appropriateness of watercolor as a medium for depicting the Oregon landscape, with the strange light from a watery sun that so often bathes it.)

Other impressive works are the two featured in the Willamette installation, hung outside the gallery proper in a prominent position just inside the building's east door. These are "Back Yard," by Borys Buzkij, and "On the Hillside," by Jerry Stangle--muted forms from which color has been drained, evocative of brittle fall and silent winter.

Arne Lindmark's "February 1, 10:43 A.M.," hung in the main gallery, is a pleasing coordination of abstract form and representational image, a strong work weakened by its affected title. L.N. Jensen's "Cuttyhunk" is another attractive combination of pattern and image.

The show, in brief, harbors gems worth seeing, but too many of the paintings are wall-fillers, colorful enough to draw you in but too banal to hold your attention.

by Prof. Roger Hull

Literature Conference Slated

Willamette's English Department will play host to the Portland Area Literature Conference in the Alumni Lounge of the George Putnam University Center on Saturday, November 14, from 10 a.m. to 3 p.m. This informal conference of modern literature professors from about a dozen colleges in the Portland Area was founded fifteen years ago to promote professional enrichment and personal acquaintance among the literature faculties of the several institutions.

The program, following the Registration and Coffee period at 10 a.m., will include interesting papers and discussion on a variety of topics ranging from "Comic Techniques of Indirect

tion in 18th Century Literature," by Assistant Professor Wilbur Braden of Willamette's English department, to the "War and the Cannibals: A Post-War Japanese Novel" presented by Professor Arthur Kimball of Linfield College, recently returned from three years in Japan.

Any Willamette faculty and students interested in modern literature are cordially invited to attend the morning and afternoon sessions.

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The Covenant Players, a professional national repertory theatre company will perform in the round in the Cat Cavern of the UC next Tuesday, November 17 at 9 p.m.

Draft Counseling Center Offers Information

"We're not part of the resistance group. They refer people to us, but we don't do that type of thing."



COLLEGIAN Photo by Mark Halliday

Located in Lausanne Hall, the Draft Counseling Center has seventeen counselors. Hours for counseling are 10 to 11 p.m. Monday through Saturday, and 6 to 7 p.m. Monday through Thursday, or call, by appointment (370-6319.)

Willamette Establishes Draft Counseling Center

Salem's first official Draft Counseling Center has been established on the Willamette campus and is located in Lausanne Hall. The Center was begun this semester and has operated with considerable success, drawing the major part of its business from WU students.

The Center's own philosophy as stated by Paul Anderson, one of the primaries involved in the Center, is, "The counseling in order to be effective must take an open and non-persuasive style. Ideologically biased counseling, whether done by the draft board or an independent counselor, is un-

satisfactory if it produces an outcome which does not reflect the needs and convictions of each counselee."

Seventeen draft counselors are involved in the program. Anderson indicated that these counselors are kept busy. Both law students and undergraduates are involved in counseling.

Because of Administrative reticence as to the center's functions, Anderson stated, Community publicity has been restricted. A publicity campaign was planned for Salem newspapers and high schools, but the Willamette publicity office was reluctant to cooperate with releases because of President Fritz's concern over the objectivity of the center, Anderson went on. Anderson stated, however, that the new draft counseling center is objective and has satisfied many concerns along that line.

Center hours are 10-11 a.m. and 2-3 p.m. Monday through Saturday and 6-7 p.m. Monday through Thursday, or by appointment (call 370-6319).



COLLEGIAN Photo by Mark Halliday

Much Literature is available on draft regulations. The main source of information is the Selective Service Recorder.

The Selective Service affects every male that resides in this country who is between the ages of 18 and 35. Often many of these men do not understand what procedures there are to follow within the Selective Service System. Usually they are never completely informed of their rights and obligations. In many cases this may lead to early induction or frustration which might result in a hasty flight to Canada.

Many draft aged youths move stoically with the draft system until they are confronted with a 1-A, then they either quietly yield to induction or become prematurely inducted as a result of their lack of technical knowledge.

"We don't try to decide for anyone."

The purpose of the draft information and counseling center is to provide an independent agency that young men and their parents can freely approach and accept as a source of impartial information about their choices and rights under the Selective Service Law. Its functions are to explain the operation of the draft system, to provide information about their choices and rights under the Selective Service Law, its functions are to explain the operation of the draft system, to provide information and make referrals to doctors, lawyers and other professional help that is needed.

The Selective Service System has been unable to provide sympathetic counseling and impartial advice because of its lack of funds, inadequately trained personnel and focus on military manpower procurement.

"It's illegal to counsel people to refuse the draft or go to Canada so we don't."

The full legal nature of the service can not be over-stressed. For example, when the counselee needs to be advised as to what information is required for a certain classification, he should be able to seek assistance from a counseling center. He must provide all the information necessary which might affect his classification in order for the draft board to satisfy the requirements set forth by the regulations. If he does not, he might be denied a legally deserved deferment and possibly, as suggested above, suffer from premature induction. The center merely follows the procedures established by the Selective Service and acts as a check for any administrative errors. The main source of information is the Selective Service Law Reporter.

To urge either that the counselee should refuse induction or fight for his country, when all he requests is help in finding alternatives within the system, is a serious breach of ethics.

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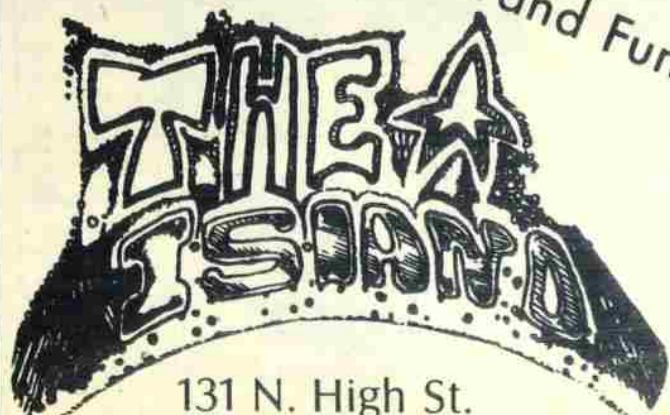
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New Housing Policy

A new housing policy was released by the Personnel Deans Office at a campus meeting of Resident Assistants Saturday. The housing policy as released appears below.

Willamette University, holding to the concept of its being a residential institution requires that all its undergraduate students reside in University housing. The only exceptions allowed are:

1. Students living with parents, blood relatives, or spouse.
2. Students who register for less than a full course load (below 3 credits). However, students who contract for a room within a University residence and who, during the course of a semester, drop one or more courses, lowering their status to "Part-time", will be bound to their contract for the remainder of the semester.
3. Students who are granted permission to live off campus at such time as all residence spaces are filled. Such authorization is granted on a seniority (class-credit) basis and can be revoked for the subsequent semester should space become available.

All housing arrangements are made by the Personnel Deans, who will make final confirmations prior to the completion of registration. Any authorization for off campus housing, as stipulated in the conditions above, must be obtained from their office.

Also discussed was a Health Aid Program and case studies with the R.A.'s, Personnel Deans, Dr. Speth, Head of the Willamette Counseling Program, and Dr. Schrader, consulting psychiatrist.

POLICY CHANGES

Dean Anderson stated that the housing policy was essentially the same as it had been except that medical and financial criterion for off-campus living had been eliminated. The reasons for the changes, Anderson said, were to eliminate the use of financial and medical exemptions as loopholes. "We do not want to encourage the use of devious methods for getting off-campus," the Dean of Women said.

Although medical and financial exemptions for off-campus living will be much more difficult to obtain, Dean Nelson said "extenuating circumstances" concerning medical reasons would still be considered. Nelson knew of only three such cases at present.

On eliminating the financial aspect, Anderson stated that she was concerned that those who had a real financial need would not be considered. She suggested that those who could not afford Willamette tuition and room and board fees, would be better off going to a less expensive school.

The tighter housing policy would not mean that fewer individuals would be able to live off-campus. It does change the structure somewhat as to who will be able to live off-campus.

During R.A. conference, it was pointed out that many people would like to live off-campus. In the discussion efforts to improve the desirability of on-campus living were encouraged.

FUTURE HOUSING GOALS

"One of the goals of the Personal Deans by 1980 is to have a system which would allow every student to live in the housing of their first preference", Anderson stated. This could include

residence halls, co-operative housing, co-ed residence halls, and co-ed fraternities, off-campus living, university sponsored apartments, suite-type residences, or just about anything.

HEALTH AID PROGRAM

Mrs. Althoff, Director of Nursing at Willamette Health Center, introduced a concept of having student Health Aids in each living organization. The students would be specially trained in first aid and health education. Mrs. Althoff said, including the question of administrative acceptance of financing the program. Included in the discussion on the program was the suggestion that the Health Aid program be incorporated as an extension of the already existing Resident Assistant program. No conclusion was reached. Mrs. Althoff is looking further into the matter, especially concerning the type of instruction needed for the students who would be Health Aids.

The R.A.'s will meet again in December.

Fussers' Guide

Fussers' Guide student directories are now available at the Publications Office, according to Mike Weber, manager of the publication. Weber said any mistakes noted in the Fussers' Guide should be sent to the Publications Office (370-6224.) A supplement would be released later.

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Free School Organization Created by Cultural Center

Something new and exciting has come to the Salem Community for those interested in and well acquainted with some educational field. A "Free School" has recently begun with plans for the creation of what is hoped to be an organization consisting of those students of any age who are interested in sharing their know-

ledge and ideas in any educational, athletic, or extracurricular pursuit of interest. The Free School Organization held its first meeting Sunday, November 8, at the Salem Cultural Center. The goals stated were as follows:

1. To have an alternative to public schools (whereby the organization wishes to avoid the teacher-student atmosphere and bring all involved onto the same level with one another.)

2. To have an atmosphere wherein all present would be freeing themselves to find out who they really are.

3. To have separate and group-made rules and not to have any imposed upon them.

4. To supplement public school courses.

5. To introduce experimental teaching methods.

6. To encourage the group members involved to learn not because they have to learn but because they want to.

7. To help the individual discover who he is.

8. To discover communal ways of living.

9. To encourage each individual to share his own gifts of knowledge and ideas to the group.

10. To establish power and equality for all students.

The organization established concentration areas selected by the group present, divided the groups up for private discussion and planning and has already set down dates for this coming week to meet and organize further each concentration area within the program. A few Willamette students were present and more are encouraged to attend next Sunday's meeting at 2:30 p.m. at the Salem Cultural Center.



Professor Richard Stewart a recent addition to the Willamette Faculty, has reorganized the Music Education's National Conference. Professor Stewart is in the Music Education Department.

Professor Stewart Re-activates National Music Chapter

The Music Educators National Conference student chapter has been reorganized and activated by its faculty advisor, Mr. Richard Stewart head of the Music Education Department.

Officers have been elected: Mike Johnson as President, Diane Mattson as Vice-President, and Jeanne Thomas as Secretary-Treasurer, to lead the nineteen member group.

M.E.N.C. is an organization for persons interested in music education. Through participation in

chapter activities and lectures by various speakers, members intend to further their knowledge and interest in the field of music education.

Our first speaker for the year will be Lee Doving, a 1970 Willamette graduate, currently teaching music in Salem. She will acquaint us with her experiences as a first year teacher. Her presentation will begin at Tuesday 6:30 p.m. in the Harrison Conference Room of the University Center. Anyone interested is invited to attend.

Cap and Gown, Willamette University's chapter of Mortar Board, will present an American Cancer Society film entitled "Breast Self-Examination" this week. Four sessions are scheduled:

Tuesday, Nov. 10, 6 p.m., Matthews Hall; Wednesday, Nov. 11, 6 p.m., Doney Hall; Thursday, Nov. 12, 6 p.m., Pi Beta Phi, 7:30 p.m., Autzen Senate Chambers.

A physician will attend each session to answer questions and pamphlets will be available. There will be no charge. All women students and faculty, faculty wives and university staff members are urged to attend.

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Bosco: Profile of a Defeated Prankster

by Ed Lusch



A master has been deposed, vanquished, and now drifts into the realm of has-beens, head hung low in shame. It's sad, but alas, true. Doug Bosco, the seven year champion of various practical jokes at Willamette University has not only met his match, but has been emphatically defeated as the Prince of Practical Jokers. Perhaps at this time you're thinking - Impossible!! Could Tiny Tim outbox Cassius Clay? Could the Willamette Bearcats beat the Green Bay Packers? Could Spiro Agnew outthink a fourth-grader? And, at last, could anyone outwit Mr. Bosco?

No, not impossible!!! It was done Friday the 30th, a day that will live in infamy in the minds of Willamette University students, the police, Dean Nelson, and of course Doug Bosco. Now you are thinking - how was it done? It's much too long to tell here, but quickly summarizing: Bosco, after being duped into believing a non-existent theft story and later told of his gullibility, tried to retaliate by informing the police of the theft. They arrived at Baxter and were sent quietly away in good humor, after an explanation was given to them by the intended victims. Strike one for the champ.

Unfortunately, Dean Nelson saw the police car or was somehow informed of their arrival and of course Bosco was left with the chore of explaining to the Dean what had happened. Again, unfortunately, Doug's call was a bit late, and the Dean was awakened to hear the paltry, unconvincing explanation - strike two for the mighty Casey.

The final swing from our dying warrior was a desperate attempt to regain his sapped superiority, in the form of a witless, unoriginal practical joke - too worthless to mention here - which failed miserably. Willamette has lost a once magnificent jokester.

There is no joy in Baxter Hall, the mighty Bosco has struck out.



Doug Bosco, the seven-year champion of various practical jokes at Willamette, consoles himself with a banana.

COLLEGIAN Photo by Rolf Junge



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Black Seminar Probes Issues Concerning Violence, Strife

"What do you like about blacks?" was the first question discussed in the second of the series of meetings for the Black Awareness Program last Thursday night. Questionnaires previously filled out by the participants provided material to launch Thursday's seminar. Leading the discussion was coordinator Robert Nelson and returning guest, Leon Johnson.

The seminar proceeded to give background and perspectives on responses from the questionnaire. Responses such as "blacks are good athletes," "musically-inclined," or "always happy" were some of the racial stereotypes that Nelson indicated were present.

The next related question discussed was "What bothers you about blacks?" The background given on this question gave further indication of racial stereotypes.

Time allowed only one more question regarding the participants' impressions of the Black Panthers. The background and discussion on this question indicated that participants identified the Black Panthers with violence. Johnson and Nelson spoke on the violence of increased infant mortality rate in black sections of cities, the proportion of minority groups sent to fight wars, and the discrimination in employment and housing that effects the living conditions of blacks, and other violences from the black perspective.

Integration of Willamette was discussed. One point of view given in discussion was that we should have blacks here for the students' and the school's sake. It was also pointed out in the discussion that the school should be open to all students regardless of race or group for the students' and the school's sake.

Discussion moved to where the problems of racism lie. A participant felt unable to identify with the problems of racism since he, in his own life, was not aware of racism in his actions. In response, Nelson pointed out that racism was involved in how one associated with the problems of a person's community and in how he limits his community.

Nelson described how the town he was raised in was a limited community and had only one black family. Therefore they assumed they had "no racial problem." Johnson stated that "Either you are a portion of the solution (in this case of racism) or you are the problem."

The question of why the blacks on this campus may be discontented was raised. It was mentioned that the process of answering this question might require direct interaction with those students.

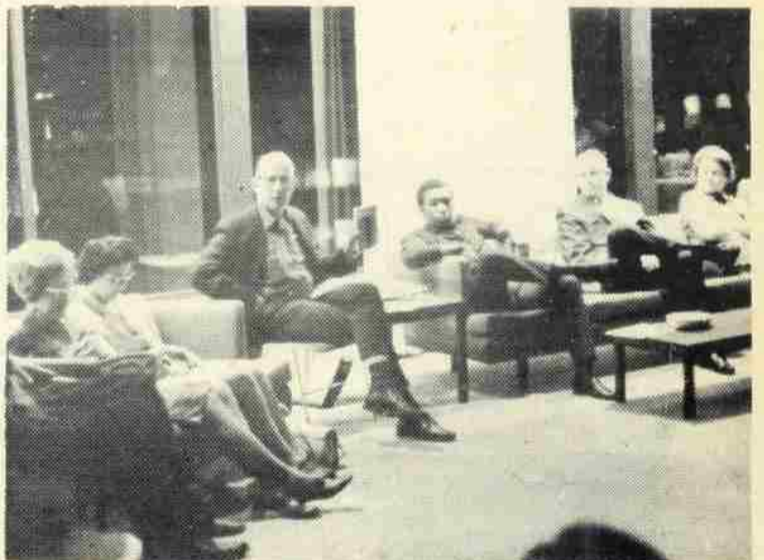
Johnson suggested that becoming

middle-class, pursuing materialistic objects, and other conditions involved in becoming middle-class were a dehumanizing process. Johnson felt many of the participants were affected by this process. No concurrence on this suggestion was achieved.

Suggested background books for the seminar are BLACK REFLECTIONS ON WHITE POWER, SOUL ON ICE, THE NEGRO IN THE MAKING OF AMERICA, THE BLACK MESSIAH, and BLACK POWER AND BLACK THEOLOGY. Black theology is a possible future discussion topic. Material was given out on the why of black theology, what is black theology, and Black Power and the American Christ.

Mr. Robert Nelson is the executive director of CCAP (Churches Community Action Projects) in Portland.

Mr. Leon Johnson is a teacher-counselor in the Albina Youth Opportunity School in Portland.



Seated center, (holding book) is Ronald Nelson. To his left is Leon Johnson, a teacher-counselor in the Albina Youth Opportunity School in Portland.

COLLEGIAN Photo by Rolf Junge

NET Series Presents Art History

The NET series, Civilization, over the past several weeks has attempted to trace the development of art and architecture, its content and form, the artists and scholars, and the principle ideas and motives which affected such changes from the 12th century through the 14th century and the dawn of the Renaissance. Narrator Kenneth Lord Clark adds a very personal touch with his insights and amusing observations.

The episode on the 12th century covered the development in church ornamentation and sculptures from the gargoyles with hideous faces and saints wearing contorted expressions found (for example) in the Abbey of Clunae

to the austere, transcendent looks of the faces of the saints surrounding the main door of the cathedral at Chartres.

The comparison in style and thought between the 12th century and our present period are striking. The 12th century, more than any other period during the Middle Ages, was an age of turmoil. People of this period were passionately interested in the truth but their sense of evidence was different from ours. Proof of any given theory often came from religious or superstitious sources. It made me wonder if the assumptions that we make concerning a viable basis for truth are actually justifiable.

The program on the 13th century portrayed beautifully the antithetical dichotomy which existed during this period. On the one hand was the traditional Middle Ages, Gothic atmosphere of immensity and on the other, the newly-arsen "joie-de-vivre" manifested in the romances and courtisan life style which arose out of this period. It was the merger of these two which eventually resulted in humanism, which was to predominate during the next century. Two outstanding examples of this were St. Francis who made poverty the "in" thing and Dante who, although he was still Gothic in style, had definite humanistic characteristics.

One of the symbols which seems to characterize this per-

iod, and which relates extremely well to our own, is that of birds which appear in numerous paintings and sculptures of the period. The bird is of course the symbol for freedom.

Last week's episode was entitled: "Man: the Measure of all Things." In this program Clark examined the art and architecture which came up in the city-states of Italy such as Florence, Venice, Mantua, and Urbino. Art was mostly light in tone and form—no more of the Gothic heaviness. Optimism was the word of the times and man was content to look to himself for truth, beauty, and the answers to his problems. The classics were once again studied for their insights and content rather than merely for their style. Perspective, the drawing principle, which was elaborated (though not discovered) during this era, became, as it were, the symbol of man's attempt to control his own position in the universe, to eliminate exterior absolutes. Man, they claimed, could be perfected.

It was this egotism of sorts, this materialism, this loss of transcendent awareness that brought about the pessimistic tone which existed toward the end of the period.

Next week's program which will deal with the 15th century, may be seen on Wednesday at 8:30 p.m. or on Sunday at 9:00 p.m.

by eric yandell
Arts Editor

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'Cats to 10-7 Win - Nab Conference Crown Over Pacific

Freshman cornerback Harold Stringert's 61 yard return of a pass interception and a determined defense spelled downfall for the Boxers from Pacific and a 10-7 victory for the Willamette Bearcats Saturday in a NWC contest at Forest Grove.

The Bearcat offensive attack again sputtered along and failed to produce a touch down, Stringer's third period theft however, turned a 7-3 Pacific lead into a 10-7 Bearcat victory.

Rock Hudson put Willamette on the scoreboard for the first time in the second quarter when he launched a 35 yard field goal strike. Although the Bearcat offense failed to score a touchdown Dan Mahle once again captained the Bearcat ground attack, Mahle rolled up a total of 146 yards in 26 carries for a fine afternoon. The Willamette passing game

The fine Willamette defense, led by Dave Cook, Byron Brooks, Dave Wooster, and Stringert pressured the Boxer offensive attack all day. The Bearcats picked off 3 Pacific aeriels, returning one for a touchdown and narrowly missing another when a 60 yard return fell 4 yards short of paydirt as the half ran out.

The Bearcats now find themselves in 5th place in the NWC with a 2-3 record. Willamette travels to Walla Walla next Saturday for a crucial encounter with Whitman College. The Bearcats hope to even their conference mark and knock the "Whits" down a notch.

suffered, however, as the 'Cats garnered only 40 yards via the air. The ground game was a landslide as the Bearcats totaled 199 yards rushing compared to Pacific's 19.

On November 7, the Willamette Bearcats ventured out upon Portland's Pier Park five-mile course and returned to Salem with the Northwest Conference crown. The harriers not only captured the team title but freshman Don Johnson nabbed individual honors in a time of 26:45.6 over the soggy course. The other All-Conference stars for W.U. are Dave Steinke (3rd) and JJohn Othus (5th). The other essential elements in the team's success Saturday were Carl Lopez (9th), John Christenson (13th), and Leonard Valadez (16th) and Dwight Anderson (26th).

The Bearcats used the strategy of close pack running for three miles which tended to spread the distance between themselves and their nearest competitors. Lewis and Clark, unable to unify for a challenging bid finished second in the team standings with 40 points compared to Willamette's 31; Whitman was third with 77 pts., Pacific Lutheran fourth,

99pts., Pacific fifth, 108 pts., Linfield and College of Idaho had incomplete teams and therefore no score.

The victory avenged an early season loss to Lewis and Clark and gave the Bearcats the inside track for the District meet.

Johnson, Saturday's victor, "had one anxious moment when I and the Whitman runner (Bill Sos, who finished second) started to kick the final quarter-mile. As for the upcoming District

meet, I plan to do the best I can."

Coach Bowles has offered the extra incentive for the District victory means a possible trip to Kansas City for the NAA National Meet, November 21. The harriers will seek to attain the District victory over the other small colleges of Oregon and Idaho this Saturday at LaGrande, Oregon on E.O.C.'s five-mile course at 11:00 A.M.

Soccermen Drop Squeaker, Set Sights for Whitman

The Willamette University Bearcats dropped another close decision in soccer action this past weekend. By virtue of a 3-1 loss to Portland State, the Bearcats carry a 2-4 record into this weeks non-league with Whitman College. This game will be closely observed by the NWC since it will be the first meeting between an Oregon school and a North-

west Conference opponent from Washington. Hopefully this game will provide a stepping stone to the official sanction of soccer by the conference.

Gametime for this match is scheduled for 10:00 a.m. at Walker Field Sunday morning, November 15th. Again, Walker Field is located at 24th and State St. right next to the State Penitentiary.

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