

Willamette Collegian

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Fritz looks to the future

Monday evening Student Senate suspended all regular business so President Fritz might speak and answer questions. Fritz outlined the goals and priorities for Willamette as he sees them. Afterward the session was opened up for questions and answers.

President Fritz prefaced his talk with the statement, "The goal setting process strange as it may sound is relatively new in higher education." As long term goals Fritz hopes to improve the quality of students entering and graduating from Willamette, faculty strength, teaching effectiveness, learning achievement and environment, student activity programs both educational and social, financial and business

management, community service, and the planning process.

Special emphasis was given to improving communications. Fritz indicated that at present there are needless blockages in communication both internally and externally. President Fritz stated, "Information and access to information is power; the greatest single leadership tool Bill Bennett has or Roger Fritz as President of this university has is access to information."

Also goals for the future include extensions in curriculum, student government and discipline, of the library into a learning resources center, and of the communications arts programs (English and foreign language). Fritz hopes to

increase gifts and endowments to the University, and increase utilization of our physical facilities.

At this point the floor was opened to questions. President Fritz was asked about library development plans. Currently the University spends \$35,000 a year on the library. Next year this amount will be raised. Eventually the library should become a learning resources center, utilizing all forms of media (ie, closed circuit television). Senate also received assurances that the University will not begin its School of Administration until the undergraduate colleges are adequately financed.

When questioned on his position in relation to the "Standards of Conduct" proposal Fritz stated that he will endorse but not sign the proposal. He feels that it is "...appropriate that in this time in Willamette's history that the Board understand the significance of these Standards of Conduct."

When the idea of a guaranteed tuition was raised Fritz stated that in a time of high inflation it would be difficult to control costs. A better management procedure is to draw financial aid from funded sources (gifts and endowments). Presently, Willamette is the only private institution of high education in Oregon that did not have an operating deficit last year. Reed's deficit was \$700,000.

The possibility of off-campus living in the near future was discussed. Fritz believes off-campus housing would be impractical because Willamette was built as a residential campus and has millions of dollars invested in dormitories. Fritz quipped, "You can't just wave a magic wand and say dorms go away." He believes that eventually Willamette will phase itself out of the dormitory situation.

The discussion ended with Fritz's challenge to students "What's happening here? Why aren't the living units taking more initiative? Why aren't they using the educational advantages?"



English department chairman, Dr. Donald Smith, was among interested listeners to Dr. W.T. Jones' keynote address at the faculty-student conference. Results of the conference discussions are outlined on pages 4 and 5 on the COLLEGIAN.

Accreditation team of NASHS reviews

An accreditation reviewing team visited the WU campus Monday, Tuesday, and Wednesday of this week. All departments and virtually all aspects of Willamette were investigated and evaluated.

Included in the visiting evaluation committees was a ten man team from the Northwest Association of Secondary and Higher Schools (NASHS), and an eight man team from the State Department of Education, and a representative from the National Association of Schools of Music.

"I fell the team has been generally impressed with...Willamette," stated Father Leary, Chairman of the NASHS team. Official reports of the evaluations will be made in about a month.

Many students and faculty members were interviewed by members of the various evaluation teams. "I got a lot of interesting feedback, soundings-off, high affirmations, and severe criticisms," mentioned Father Leary. The committee chairman felt that "feedback from the ordinary student" was an important aspect to be considered in evaluating any university.

Besides complaints about Willamette housing and conduct regulations, Father Leary heard student criticism that Willamette was a "gold fish bowl where everybody knows everybody else's business."

A subjective aspect of the University that Chairman Leary mentioned should be investigated was the question of whether Willamette has "sufficiently articulated its raison d'etre, its goals, what it is trying to do."

In discussing the challenges facing universities today, Chair-

man Leary said, "we are roaring down the track at such a pace that you can hardly recognize the landmarks," and it is the responsibility of the University to prepare the student for this rapidly changing outside world.

Chairman Leary was, "envious of the fiscal solvency (of Willamette). It has been a prodigious job to get that kind of support when so many private schools are struggling." Concerning the need to make expenditures for new faculty members and new programs, Father Leary said, "There is an awfully close relationship between quality and quantity," referring to student-teacher ratios.

Of the three evaluation teams, the NASHS team was the most comprehensive, covering most aspects of the university while the other teams evaluated their respective specialties of the Dept. of Education and the College of Music.

The NASHS team met Wednesday in their temporary headquarters at the University Center for a final summarization conference. Wednesday afternoon, Chairman Leary met with President Fritz for an informal discussion of the team's findings.

Antigone tickets ready

"Antigone," the famous Greek play will be at the Willamette University Fine Arts Auditorium for a single stage matinee performance at 2:00 p.m. on Friday, Feb. 27. The play will be in French. Tickets are on sale now at the University Ticket Office and at Stevens and Son for \$2.00 per student seat.

Petrie retirement announced

Vice-President Milo C. Harris will be a new name and face on the Willamette campus after April 1. Harris is replacing Dr. Richard Petrie as chief administrative officer for planning and finance.

Harris' appointment was made public Monday by University president Roger Fritz. Currently employed in policy planning and evaluation by the executive department of the state of Oregon, his previous experience included 12 years as Salem branch manager for Carnation Company.

Dr. Petrie's retirement is effective August 1. With his August departure, he will conclude 16 years as University financial vice-president.

Harris will be charged with coordinating planning and developing campus facilities as well as evaluation of cost alternatives for educational programs.

Jones is keynoter

The Faculty-Student Conference last week was keynoted with a speech on "Learning and Existential Pathos", by W.T. Jones. The hour address by Jones was related to the theme of the Conference which was the "Teaching-Learning Process."

Jones began the speech by looking at the relation of education to the whole of life, as seen in the past and how this compares to how we regard the role of education today. According to Jones the idea of a classical education, was considered, until recently, as a sufficient foundation to deal with any type of problem. Today this is no longer true. A classical education is no longer sufficient to deal with today's needs. People are trained in specific areas to deal with specialized social problems.

From this statement Jones went on to say that students and people today, are interested in dealing with experience and a learning process which is directly related to the here and now. This was explained in terms of the German words, *Erlebnis* and *Erfahrung*. The former refers to an immediate, direct experience. The student wants to grasp the truth in terms of an immediate relationship rather than through a mediated means. He wants to know a person or an object in

terms of an *Erlebnis* and this to become one with it.

This poses a problem for the teacher. How does the teacher create the concept of *Erlebnis* in relation to the subject he is teaching? How does history or chemistry become an immediate, direct experience for the student and his situation?

Jones said that the solution to this problem comes through the attempt by the teacher as well as the student to develop a life style. The teacher can't attempt to reach the truth or the immediate experience of the student without being existentially committed to the truth. According to Jones neither the "Thrusting-in" type of teaching, which is the lecture method, nor the "Drawing-out" type, which is based on student directed questions or discussions, will achieve the *Erlebnis* which the student is seeking in relation to the subject. Only by living the truth and developing the life style, by both the teacher and the student, will the problem of how to relate the *Erlebnis* to the Teaching-Learning process be solved.

Proposal to go to Board on 20th

The Student Affairs Committee met Wednesday, February 11 to make final additions and corrections to the Revised Standards of Conduct proposal and to discuss possible approaches to the presentation of the proposal to the faculty and Board of Trustees.

The proposal is due to be presented to Student Senate Monday night and to the faculty at their meeting Tuesday. If approval by Senate is secured Monday, Bill Bennett, ASWU President and Bruce Robertson, member of the Student Affairs Committee, will present the proposal to the faculty and seek their approval on behalf of the student body and Student Affairs Committee.

The Revised Standards of Conduct proposal is concerned with a revised drinking policy and the implementation of a guest visitation policy. If passed by the Senate and faculty it will then be presented to the Board of Trustees at their meeting February 20.

In this issue...

- WU changes suggested p.4-5
- Is a language worth it? p.3
- Sophomore named Bearcat of the Week p.7
- Surprising concert presented p.8

Willamette Collegian

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Positive feeling from Conference

Frustration is the difference between being alive or dead. Dr. W.T. Jones included this statement in his closing remarks for the Student-Faculty Conference. From a statement such as this, one could easily come to the conclusion that Willamette is really quite alive. Many interesting subjects were discussed in a purposeful manner. Here is one of the topics which seemed to create some stimulating dialogue.

Frustrated living conditions seem to put a stigma upon the academic environment at Willamette. This statement got the backing of almost all the rule-abiding people in the discussion group. However, it seemed that those who have found ways to get around such restrictive situations were less frustrated. These less frustrated people were of good character, reasonable intelligence and far from a criminal existence that the Dean's Office would place upon them. Many of the faculty also felt that they have no business in making rules for students on campus. One felt that if the faculty lived on the campus with the students, then their voices should be heard, but they don't live on campus and as a result the rule making should be left up to the students and not the faculty.

The continual question of "why" such socially restrictive rules should be enforced was always being asked. The answers that were given didn't indicate why a certain rule should be enforced but how to change that rule. One faculty member felt that the freshmen girls at 11:00 p.m. should just go out and sit on the porches of their respective living organizations. This would certainly be the most efficient method of getting something done, and, let's face it, there are more students than there are housemothers and Deans. If the acts of students are unreasonable then the students will realize what chaos they have created. However, if things like co-ed dorms, no closing hours, and open dorms cause chaos than I am sure the students, and not the Board of Trustees, would be the first to change the situation.

The faculty has made some good efforts toward a better academic atmosphere. A student can usually study a particular subject and gain some kind of positive conclusions. The conclusions he makes are not cut-and-dried textbook statements, but a product of both the social and academic environment. If the social factor is greatly inhibited then the academic factor cannot possibly function in a correct manner. If the powers-that-be are really concerned about the students at Willamette, then why don't they liberalize some of the 127 year old social restrictions? The students aren't asking for the elimination of all rules, but the liberalization of them.

I left the Student-Faculty Conference with positive feelings. It seems that a greater rapport is developing between faculty and students. With continued understanding and more purposeful interaction, one can see a better Willamette University in the making.

Changes require understanding

Within a relatively short period of time, students at Willamette often discover various aspects about the Willamette system which they would like to see changed. It generally requires more time to discover that the changes desired cannot be accomplished without a great deal of effort.

In recent years it has been shown that changes can come about at Willamette through legitimate use of the various committees created for that express purpose.

The appearance of President Fritz Monday evening at Senate gave interested students the opportunity to direct ideas and questions to the most influential and powerful administrative voice at Willamette.

Generally the points raised by the questioners were valid; however, the tone with which they were directed at President Fritz was often more that of an indictment than a question.

An attitude which conveys the impression of placing blame rather than gaining understanding will not help gain understanding and cooperation in the Willamette community. It is vital to have such understanding and cooperation if Willamette is to remain viable and ready to meet the demands of educating its students.

Lack of adequate audience prevents campus interaction

by L. Edward Seto

Over the years there has been heard a veritable cacophony of seemingly profound utterances bemoaning the "Social Situation," "social environment," "living conditions," "social conditions," or, to bring this train of thought to its logical conclusion, the "living environment."

In any event we have been told by those who have received divine revelation on this particular question that because of the aforementioned environmental conditions, it is virtually impossible to get an education from this place; the intellectual atmosphere being so lacking.

With the girl students isolated on one side of this expansive

campus and the boys an equally insurmountable distance on the opposite side, there is no possibility of intellectual or social interaction or for that matter any meaningful interpersonal relationships.

However, we are told, there is a solution to his tragic dilemma - several, in fact: open dorms, co-ed dorms and shuffled dorms, a hybrid suggestion which involves moving living organizations around. Each of these groups has its own avid and vocal proponents, indeed, these advocates seem to hold overlapping views and one proposal is as good as the other. . . . but some changes in the living conditions

sure would be nice." While I would not contend that any of the proposals are without some merit, though they may be obscure at times, the rhetoric that couches the proposals in terms of God, Country and Academic freedoms borders on the ridiculous. The phrases are in themselves noble and do trip lightly off the tongue, but after wading through this sort of propaganda, one must, of necessity, hose off his hip boots and polish his shovel.

An open dorm will apparently save thirty-seven percent of the children from the horrors of transferring and bring them back as sophomores. If an open dorm is all that's keeping them here maybe it's just as well they left.

I fear that there will be no cultural renaissance with the advent of open dorms or the other alternatives. Looking at the situation rationally there is really nothing stopping interaction now, except adequate audience participation. It does require a certain amount of personal initiative and effort, like walking across campus or really having something to say that is worth listening to.

The intellectual atmosphere will not be increased to any significant degree, because it already exists for those who want it. Those who really don't want it will continue to avoid it and those who like to talk about it will keep on talking. The millennium is not " . . . just an open dorm away . . ."

While students whine like a bus full of grade schoolers about rights and utopian benefits to be derived, the administration falls back behind a bastion red tape and Salvation Army morality. What was once a rational, if for Willamette, revolutionary idea has degenerated into an idiot's dialogue of pretty words which thinly disguise an essentially ludicrous nature.

inside straight

Tony Robinson

Last Thursday, February 5, the Student Affairs Committee broke bread with their equivalent committee of the Board of Trustees. Subject for discussion was the revised Standards of Conduct. The most controversial items in the new package dealt with "intervisitation" or "open-dorms" (we could sponsor a name it and claim it contest), and a change in the policy regarding intoxicants. One sensed from the discussion that open-dorms stands good chance of being realized. That is to say that the trustees present seemed favorably disposed to such a program. Whatever elation one might feel over this is dulled by the apparent reason for endorsement.

There was a great deal of talk, some sincere, and most all of it justifiable, about the benefits of an open-dorms program to the social and academic aspects of the University. In the final analysis, however, it seems that Willamette may now christen its own open-dorms program, not because all have been

convinced of its possible contributions to out educational goals, but because enough other schools are doing it that Willamette may venture the change with minimum risk.

The lack of substantive reasons for endorsement is worrisome from two standpoints. First, it endangers whatever open-dorms program which may eventually blossom upon us. Suppose we have problems with our open-dorms program. An evaluation of that program will have little basis for judgement if our reason for implementation was "everybody else is doing it." Furthermore, if conformity is to be the basis of change at Willamette we shall soon find it difficult to distinguish our institution from any other "education factory."

It could be that open-dorms will prove either so good or so inconsequential that the reasons for it will not matter. Our present basis for action, and the one which will probably prove decisive, may however prove worse than none at all.

That ole' Black Magic

(Editor's note: The following commentary on Willamette University is offered for those who prefer the allegorical to the straightforward. The author wishes for his material to be judged on content rather than personality, for this reason his name has been withheld. It is not

the policy of the COLLEGIAN to offer a showcase of poetry or literary prose and is doing so in this instance only because the poem is directly relevant to current and recently past events and activities with the Willamette University community.)

*I, Tiresias, though blind,
 throbbing between two lives*

Have died that darwinian niche,
 Tho' I can remember back when
 we were so safe there,
 unknowing
 simple souls,
 with many hands, fingers and feet,
 disturbing the silence,
 unknowing

Then, the years,
 they got shorter,
 jacks, marbles,
 they got harder (or bigger)
 An' thaw's ma ta lawf, den dat! ya know?
 but we didn't know

And now,
 well,
 that is a mere detail.
 Ah lawst ma oz, ya see, (and given prophesy)
 when the travel ended,
 and to my mind, lended,
 that I, Tiresias,
 had not failed in the quest
 that I, Tiresias,

Perceived the scene and foretold the rest

I live in that red-rocked tomb,
 on the knoll thar.
 It is a quiet place;
 clean, and well-lighted, too.
 But when I get the urge,
 I find time to emerge
 when I lay waiting,
 restlessly, waiting for spring

And here, in motion and form
 I sit
 with the arid plains behind me
 when the twilight is on the reef
 to listen,
 to the echo
 of dead gulls,
 to the wind thrust thru' dry grass
 to the white water drinking oil-slicked sand

And ooh that Shakespearian rag mama rag!
 those seething witches,
 When shall we four meet again?
 Will it be sunny on the moors?
 And an oasis on the plain?
 Will your hair be wet and your arms full?
 -When the hurleyburly's done
 When the battle's lost and won.



Academic Affairs to consider language requirement

by Lauren Ronald, 1st V.P.

One of the traditional marks of the liberal arts graduate has been "proficiency" in a foreign language. In the past, this requirement has been seldom questioned. It has always been a sacred offering on the altar of knowledge. But, in an academic community even historical requirements should be examined.

In order to examine questions of this nature, Senate has organized the Academic Affairs Committee. Hopefully, this committee will be able to formulate a proposal for the modification of the language requirement. At least two alternatives are open.

First, a broader Communications Arts department could be developed. This would necessitate the expansion of the Rhetoric department and perhaps the addition of a semantics course. Students would be able

Doney hall hosts all-campus formal

Amid gigantic Spring flowers and bright red hearts, couples will dance to the music of the Kevin Boyd Trio this Saturday evening in the Cat Cavern. Theme of this semi-formal and formal dance, sponsored by Doney Hall, is "Keepsake."

"Keepsake" is an all-campus dance and will be the first formal dance to be held in the new University Center. The dance will last from 8:00 until midnight (not 9:00 to 12:00 as incorrectly published earlier). Admission is free.

Pictures will be taken by "Mr. B" beginning at 9:00 p.m.

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to fulfill the Communications Arts requirement by taking a certain number of courses within the department. This could mean that a student would take a foreign language, but he would not necessarily have to take a language in order to fulfill the requirement.

Secondly, the same options would be available if the foreign languages were placed in a language-culture department. The student would be able to fulfill the requirement by studying the foreign language or by studying the culture and history of a foreign country in our own language.

These alternatives should be open, however, only if it is established that the present language requirement is unsatisfactory. The Academic Affairs Committee must grapple with the following advantages that are often cited by those in favor of the present requirement: 1) the language requirement enables us to study the culture of another country, 2) proficiency in another language aids us if we

travel abroad, 3) language study teaches academic discipline, 4) language study (especially Latin) gives us a better grasp of the English grammar, and 5) some graduate schools have language requirements.

On the other hand, the committee must ask: 1) can culture be studied more efficiently in our own language? 2) does two years of language study actually provide proficiency? 3) are there any better means of academic discipline? 4) should the individual decide whether or not he needs another language for travel or for graduate school requirements? 5) are the advantages or language study sufficient to merit taking up 1/4 of the course load during the first two years at Willamette?

The answers to these questions are not simple. The Academic Affairs Committee may well find that that language requirement is justified. We could find that the requirement should be extended in order to provide true proficiency. But the questions should and will be asked.

Seminar considers issue of over-population

"Is there really anything we can do to prevent mass starvation?" "Yes." "I'm really quite pessimistic about there being anything we can do to prevent the calamity of over-population." "We still have time to make the choice—either we let nature run her course and get rid of the surplus population or we realize that there is a limit to what this earth can support."

Because neither Dr. Trainer nor Dr. Toland, two men who know a great deal about birth control methods, could attend, the seminar ignored for the most part contraceptives, focusing on the problem of overpopulation. Willamette faculty members who participated included Dr. Shay, political science, Dr. Springer, biology, Dr. Harder, Willamette's Chaplain, and Mr. Bjorkquist, sociology. Each professor looked at the problem from his discipline's point-of-view.

Dr. Shay, after saying that there were only two ways to solve the problem, increase the food production or decrease the population, said that he doubted if we could do either in time to solve the problem.

Dr. Springer agreed with Dr. Shay that there were indeed cultural problems, but felt the problem could be solved. Despite some reports that certain nations were beyond help, Dr. Springer said there is enough food to feed everyone; the problem is distribution.

Speaking on the moral side of the problem, Dr. Harder said it was two-sided. On one side you

have the questions where does life begin and, are you murdering when you use contraceptives? On the other side is the question, is it right to bring a child into the world for which there are no visible means of support? This was somewhat in line with Dr. Springer's statement, "We'll have to reach a point where it will not be a right, but a privilege to have a child. Maybe we should have a pill that a woman could take in order to have a baby."

Mr. Bjorkquist said that sociologists look at the problem in three ways: Size - how many people are we going to have? Distribution - where are they going to live? and Composition - who's going to have the kids? He also pointed out that having a child is the only creative thing a ghetto mother can do. Relating to colleges he said he felt the pill should be dispensed from college infirmaries.

It was felt America, if not the world, could successfully meet the challenge of feeding its burgeoning population. Such a conclusion provides some hope amid the grave problems confronting man in an over-populated world.

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Letters to the Editor

Awaiting a rational response

To the editor,

By this time next week the trustees may be discussing the open rooms proposal. Some faculty and trustees members are alarmed that any such proposal has a chance of acceptance at Willamette; some students are frustrated because the proposal will allow only 18½ hours of visitation per week. After working on the open dorms issue for two years, I am disappointed with both extremes.

Those who fear any type of guest visitation should note that similar policies have worked at scores of other colleges and universities. More importantly, the Student Affairs proposal can work at Willamette. It is an experimental policy that tests the responsibility of students and the trust of the faculty and trustees. It is a thoughtful challenge that asks Willamette to get out of the day-care business so that we can start building a vibrant academic community.

Those who want unlimited open rooms should remember that the issue has failed several times before. Only a reasonable and documented proposal has a chance of acceptance. And, in the final analysis, that's what really counts. All the rhetoric, all the good intentions, and all the righteousness are worthless if the proposal has no chance of being accepted. Senate could expand the hours vastly, but that would only prolong the battle and leave us with nothing.

The Student Affairs proposal is a viable compromise between these two extremes. However, after three years of effort, students have compromised to the limit. We have taken a rational stance; we await a rational response.

Lauren Ronald

Hope for change

To the editor,

Personally, I feel that the paper staff should be complimented for the diversified and true opinionistic articles in the last COLLEGIAN on present dilemmas of Willamette University, in which students have no say so, and everything else is a big front.

From day to day, I go to class, eat my meals, go to work, and put things aside long enough for a couple of hours sleep. I think about life, society, moral conceptions and teachings of my parents. I sit in my lonely room surrounded by a drabby green atmosphere. I'm constantly confronted with rules, hypocrisy plus brainwashed minds and attitudes.

When walking throughout the campus, I see all the beauty in nature God has given us. I think of how the world is out there, where changing minds create thinking people, where people live and relate to living. Then I think about Willamette, the place where I presently reside and spend my time. I often wonder, when I finish will I be prepared to begin living or will I be bounded by traditions, past conditions or what someone tells me to do? Will I be a victim of an ideal liberal arts education?

Actually, I should not be questioning myself, but those still hung up on this principle, those poor souls who will be

frightened by the real world, those who are pleased with the set-up of Willamette, and those who work as instruments for higher ups.

I hope that within the next century, this institution will catch up with the present day. More than that, I sincerely hope that I'm not thinking and questioning alone. Perhaps I'm just an invisible man among invisible people in an invisible state. But when a revolution is taking place, even the invisible should revolt.

Cassandra L. Brooks

Thanks, Phillips

To the editor,

Professor James Phillips, chairman of the Faculty-Student Conference deserves an expression of thanks from the faculty and student body. As a result of his many hours of preparation, the Faculty-Student Conference transpired flawlessly. Moreover, nearly all of the discussion group scribes reported enthusiastically on the discussion groups and described highly favorable feedback on the conference as a whole.

Charlie Nevin

Seminar apology given by Money

The Open Seminar on Birth Control and Overpopulation began five minutes late last Tuesday with opening remarks by Dr. Shay, Dr. Springer, Phil Harder, and Professor Bjorkquist who were in attendance. After opening remarks by the panel the program progressed for over two hours with a discussion of world overpopulation. Conspicuous by his absence was the promised medical doctor that was to speak on contraceptives. The Manager of the program wishes to express his apologies to the student body; and especially to those students who attended the seminar in expectation of discussing the many problems involved in the use of contraceptives.

Michael Money
Manager, Open Seminar

Reader says wake up WU

To the editor,

The chances now seem slim, but, someday... Maybe our Deans of Men and Women will stop trying to play mommy and daddy.

Maybe the women here will realize that they don't have to put up with being tucked in at night.

Maybe there will be more than sixteen Black students in our student body of sixteen hundred.

Someday maybe this will change from an outdated upper-middle class nursery to an actual free academic community.

"Yes, Willamette, I know that you just don't ever want to hear it - but someday you're going to have to. And if you don't bother to listen, what kind of flowers do you want on your grave? (not that I'd send any anyway.)"

Cathy Peterson

Conference seeks improvements at Willamette

Apathy and frustration typical of WU students

"What type of person is the typical Willamette University student?" was the first question asked by the Life Styles Committee of the Student-Faculty Conference. The conference concluded that the "typical" Willamette student is non-existent. It was the committee's opinion that the Willamette student body contains some seven different groups of students (i.e. vocationalists, professionals, collegiates, ritualists, academists, intellectualists, and activist/hippies).

The closest characterization of the "average Willamette student" that could be devised was that of an apathetic and/or frustrated individual.

In the course of the meeting the causes of these characteristics were traced to a number of inherent defects in the Willamette University environment. These shortcomings are as follows:

1. A lack of continuity to the academic structure. It was felt by participants that the academic program of Willamette University was too fragmented and lacked cohesiveness.

2. The Campus is split into too many different factions. The autonomy of Greeks, independents, men, women, faculty, etc. all make functioning as a whole difficult.

3. Students feel powerless in determining their own social and academic environments. Student initiatives are often downgraded or ignored.

In an attempt to remedy these shortcomings and enable a life style to evolve which is compatible with that of modern society, the committee offered the following proposals:

1. The faculty should have nothing to do with the determination of student policies.

2. The University should offer certain courses which help develop personal life-styles and value systems. Even though most of these classes might not be "academically respectable."

3. Since many students spend much time in extracurricular activities that help the development of life-styles, academic credit should be granted for outside activities.

4. The resolving of social problems should be the foremost in our minds, because only after their resolution can academic problems be resolved. Students spend the majority of their time in the social atmosphere rather than the academic. They can't concentrate on academic progress until social progress has been realized.

5. Student participation on faculty committees should be continued and expanded, also the possibility of student representation on the Board of Trustees in an ex-officio capacity; thus producing a line of communication between the board and the student body.

6. A co-ed living set-up which would be similar to that of interim should be implemented. It would be self-disciplinary and would be based on the interdependency of its members.

Interviews:

The Personnel Deans made the announcement of placement interviews for seniors today. The following interviews are available:

Wednesday, Feb. 18 - Metropolitan Life Insurance Co.; Wednesday, Feb. 25 - U.S. Civil Service; Thursday, Feb. 26 - Firestone Tire and Rubber Co.; Wednesday, March 25 - Allstate Insurance Co.

The sign-up sheets are available through Mrs. Breakey at the Personnel Deans' Office.



During the faculty-student conference participants were split into smaller committee groups, such as this one, discussing various areas of interest.

Student, faculty polarity

Impetus for significant University improvements are a likely result of last weekend's Faculty-Student Conference. The most obvious benefit was the production of suggestions, some of which have great potential and soon may be actualized, particularly if they receive immediate and extensive consideration.

WU for diverse population

The Student-Faculty Committee on Student Population proceeded on the premise that the student body population of Willamette University has an effect upon the Willamette institution.

It was generally agreed that there are three manners in which the student body influences the institution, these are:

1. Through the academic ability and desire of its students.
2. Through the socio-economic background of the total student population.
3. Through the geographic representation of the student body.

It was felt that the most important effect of the students upon the university was through their socio-economic backgrounds. Some participants expressed the belief that Willamette University should be committed to creating a diverse socio-economic strata.

In an attempt to meet this end, the committee recommends that:

1. We accept as a goal for Willamette the growth of a heterogeneous student body in terms of cultural variety to enhance the total environment on the campus and to encourage a larger number of students to elect to remain at Willamette University for four years.

2. We propose that each student pay an extra fifty dollars tuition per year in order to provide grants and scholarships to needy minority students. On the basis of a student population of 1500 this would make

Perhaps equally important for University progress, though not as obvious, is the increased understanding which faculty and students have of each other as a result of their interaction in the conference. Understanding is a definite prerequisite for overcoming faculty-student polarity,

which hinders this residential university from actualizing its potential as a community.

There is a final advantage from the conference which perhaps nobody would be aware of had it not been for Dr. W.T. Jones, the delightful philosopher, who presented the keynote address Friday night. Dr. Jones, at the end of the conference Saturday noon, hypothesized that the important result may occur in the teachers who change because they attended the conference, although they won't be aware of that reason.

Conceivably, if there were more faculty-student conferences, or variations on that theme, even greater benefits for the students and faculty could be realized.

Lecture method discussed

The discussion group entitled "The Lecture Method at Willamette, Its Advantages and Disadvantages," moderated by Charles Bestor, began by noting that the lecture method predominates in Willamette classrooms.

Although the lecture can provide needed basic material, it was pointed out that merely "thrusting in" of facts may inhibit the student from receiving a workable knowledge in a given discipline.

The lecturer may create problems when he makes the lecture redundant, out of date, or boring. The students create problems for the lecture method when they fail to intervene in the lecture with significant additions or questions, or if they do not adequately prepare for the lecture.

It was also observed that there is a lack of in-class supplements to the lecture. Particularly recommended were more audio-visual aids and personnel to administer them. It was stated

that "Many topics that are now verbalized could be transformed into demonstrative lectures which could stimulate student and teacher interest. Transforming formal set-piece lectures into audio-visual tapes would be one such suggestion. Put into the library for use at student's convenience, a tool like this could eliminate some present rigidities of time and enhance the in-class situation."

Another criticism of the present lecture system was that classwork is so structured that little time or grade value is allotted for independent study.

Also, it was concluded, there exist certain tendencies in Willamette lectures for knowledge to be segregated, rather than integrated with related areas.

In general, the lecture method was seen as a useful mode for transmitting knowledge though it could be considerably enhanced through efforts by both faculty and students.

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Faculty-Student Conference discusses improvements in lecture methods

Wright Cowger opened the discussion group on "Alternatives to the Lecture Method at Willamette" by presenting a chart which revealed that the verbal symbol, such as the lecture consists of, is the most difficult and least productive way to learn, while direct, purposive experience is the easiest, most productive way to learn. Students, though, found that teachers spend in excess of 75% of class time lecturing.

It was noted that a refinement of the lecture technique, such as is utilized by Professors Duell and Hudak, would allow class time to be spent using teaching methods other than the lecture. Chemistry professors Duell and Hudak, at the end of each class period, pass out printed annotated lectures which are to be discussed the following day. This method subscribes to the theory that any information which can be spoken can just as easily be presented in written form. There are six basic advantages to this method: 1) it frees class time for other activities, such as discussion, independent research, or field work. 2) Printed notes can be digested by the student in a fraction of the

time that lectures require. 3) Students do not have to take notes so they have more time to think about the material and raise questions concerning it. 4) Professor-prepared notes are more accurate than student's notes. 5) The professor must force himself to plan and clarify his material.

The discussion group suggested a number of alternatives to the lecture, such as first-hand, or field experience, independent research projects, junior year abroad, and a month of independent study along the format of the 4-1-4 program.

Dr. W.T. Jones, guest speaker for the conference, related that his most rewarding educational activity occurred when he clarified his thinking by performing written assignments which were carefully criticized by the professor. Dr. Jones suggested that field research would be especially valuable if students wrote extensively on their experience.

Early in the discussion, the question regarding the best way for students to learn initiated a discussion on types of professors who are able to foster student learning. The students agreed

that students are most frequently "turned on" to learning by certain characteristics of the professor. Particularly appealing are teachers who exude enthusiasm about their subject, apply their knowledge in their lives, and make the subject matter relevant to the student. Also cited as desirable is a professor's possession of charisma. As Robert Frost phrased it, "I don't give lectures, I give myself."

Near the end of the discus-

sion, it was suggested that honor students might be allowed to plan their own curriculum and method of study. A further possibility is that honor students might earn their B.A. entirely on the basis of four years of independent study.

Tools for teacher preparation include: Audio-Visual aids, role playing, debating, student teaching, field experience, independent projects, resource speakers and group projects.

Profs. show desire

Intense desire, on the part of the faculty, to learn how to become better teachers, was apparent in at least one of the discussion groups at the recent Student-Faculty Conference. The professors weren't playing at participating, they were totally involved.

It's a tragic paradox that most, if not all, professors at Willamette have dedicated their lives to sharing their knowledge and enthusiasm for learning with students, while few students are assisting them. Students could contribute immeasurably to their own learning experience by offering suggestions and criticisms to the professor in or out of class. Also, classroom sessions could be considerably enlivened if students simply participated more.

Another situation which enhances learning occurs when students become acquainted with the professor. Not only

could students discover the values of dialogue, they would have an opportunity to see and to share the professor's enthusiasm for his subject, and to gain a better understanding of what led him to choose his particular subject field as his life's work.

If students really want to make their years at Willamette more worthwhile, they can. President Fritz, at the close of the Student-Faculty Conference, proposed as an apt theme that we "commit ourselves to the best that we have in helping each other to succeed."

Faculty-student confab evaluates grading

The purpose of the Student-Faculty Conference Committee on Grades was to investigate some of the different aspects of the Willamette grading system.

Among dissatisfactions expressed by students and faculty are the following:

1. There is an apparent discrepancy between what grades indicate a student has learned and what he actually has learned. It was stated that because of the differences in student backgrounds it is difficult to evaluate the progress of a student's learning.

2. The purpose of an "F" grade was questioned. It was generally agreed that an "F" grade tends to intimidate students and the fear of a failing grade scares some students away from potentially valuable courses.

3. It was felt by some professors that recommendations were more important to some graduate schools than grades.

In response to these criticisms several alternatives to the present system were considered. Those grading systems considered (College of Marlin, Linfield College, and grading systems under consideration at Stanford University and the University of Oregon) all had eliminated the "F" grade. Following the analysis of grades, the committee offered the following suggestions:

1. A new transcript should be adopted which would not reflect a student's complete academic history, but rather only his successful (i.e. passing) accomplishments.

2. This transcript should contain some type of grade.

3. A transcript should be created which has two different sides, each evaluating a student's performance in a different way. One side would have the traditional grading system and the other would provide for a written evaluation. Under this proposal the student would elect at some time in his college career which side he wanted to be evaluated on.

Lockers are now available for student use on the ground floor of the University Center. There will be a charge of 10 cents for each usage. Keys will be available at the Main desk. Off campus students will receive first priority.

Koinonia Interdenominational Fellowship meeting will be held Sunday night, 9 p.m. in Waller Hall Chapel, west door entrance. The meeting will be informal and all interested persons are encouraged to attend.

Free U opens second year

Entering its second year "proud of the success of the past two semesters," the Free University will offer courses beginning on or after Monday, Feb. 16.

Free U. President, Bud Alkire, lists seven course offerings for spring semester. Although this is a reduction in classes, the variety of courses remains.

A one-hour Tuesday evening class taught by Brad Knappe will deal with "Common Sense Approach to Investing and the Stock Market." The class hour will be from 7-8 p.m.

At 11 a.m. Wednesday mornings, Dave Pearson, Publications Dark Room Manager will teach a class on "Photography Principles and Practice." Included in the course will be theory and practice in camera production, picture composition and darkroom procedures.

Guitarist Ken Hughes, Baxter, offers a course for those interested in guitar techniques, styles and instruction.

A Spanish language experi-

ment involving learning basic Spanish without textual aid will be the subject of interest offered by Carmen H. Matos. Carmen may be contacted at the Delta Gamma house.

An encounter group will meet Monday, Feb. 23 at 7:30 p.m. More details are available from Free U. President Bud Alkire.

Trampoline will be the physical education course offered at this time. Steve Hackney is the instructor.

Jean Woodring's "Women's Liberation" course will offer rap sessions dealing with the oppression of women at Willamette and the world.

ISIS interviews

Dick Brady of ISIS - Financial Services Counselors will be on campus for senior interviews, Friday, February 27 from 9-12 a.m. Any interested seniors may sign up in the Personnel Dean's Office, University Center.

activities calendar

Saturday, February 14

8-12 p.m. - Valentine Ball
Doney House Dance: Cat Cavern.

Monday, February 16

9 p.m. - Student Senate; Senate Chambers

Tuesday, February 17

Faculty Meeting
7 p.m. Div. of Cont. Educ.
Anthropology Lecture: Law School

Wednesday, February 18

9-12 a.m. - Metropolitan Insurance Interviews; University Center.

7 p.m. - Newman Club Meeting; Law School

Friday, February 20

8 p.m. - Basketball: Whitman; Gym

8:15 p.m. - Opera: Marriage of Figaro; Fine Arts Auditorium
11 p.m.-1:30 a.m. - ASWU "Cat Cabarat" Carlos Reyes Poetry Reading

Saturday, February 21

9:30 a.m. - Student Trial Association; Law School

8 p.m. - Basketball: College of Idaho; Gym

8:15 p.m. - Opera: Marriage of Figaro; Fine Arts Auditorium

Sunday, February 22

3:00 p.m. - Opera: Marriage of Figaro; Fine Arts Auditorium
Cat Cavern.

Debaters compete

On February 6 and 7, six students from Willamette competed in a forensics tournament at Southern Oregon College.

Representing Willamette were seniors Betty Jo Hicks, and Rush Hoag, Sophomores Joe Fuiten and Ric Weaver, and freshmen Rich Jones and Joe Whitsett. The competition included debaters from 23 colleges and universities.

Among the winners, Rich Jones placed second in the junior division interpretative reading.

Within the next month, the Willamette speech squad is scheduled to participate in forensic meets at Oregon State University, Lewis and Clark College and Linfield College.

WU is on KATU

A one-half hour television program on Willamette University will be shown at 2:30 p.m. Saturday (Feb. 14) on KATU Channel 2.

Narration for the show will be provided by President Roger Fritz and President Emeritus G. Herbert Smith, while Dr. Theodore Shay, chairman of the political science department, will be the moderator.

Nearly 20 minutes of color film taken last week on the campus will be shown.

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Willamette's NWC title hopes crushed by Wildcats

Willamette's hopes of a Northwest Conference Title were crushed last Friday night as the Bearcats fell to Linfield 67-59. On Saturday Willamette won in overtime 70-68 over Pacific.

The Wildcat game saw the Bearcats open with a man to man defense with Dick Kraus guarding 6'8" Dan Beeson. With Kraus stopping Beeson the Bearcats were able to stay close and were only down by five by half time.

The start of the second half saw the complexion of the game change rapidly as Linfield hit 8 out of 10 field goal attempts and surged into a 16 point lead with 15 minutes left in the game.

From this point on the Wildcats had control of the game, and never let up. Fundamental mistakes, poor shooting and Linfield's full court press were the key factors in Willamette's downfall.

The Bearcats were led by forward Dave Steen who scored 24 points and pulled down 13 rebounds. Also performing well in the loss was Kraus who held Beeson to only 11 points, far below his season's average.

The next evening saw the Bearcats host an erratic Pacific ball club. Willamette jumped off the several early leads only to have the Boxers close the margin.

The second half saw the Bearcats in command until the final minutes when Pacific managed to tie the score and force the game into overtime.

The 5 minute extra period was again a see-saw battle with both teams scoring three baskets to keep the score knotted. With less than 10 seconds on the clock Bob Lundahl went up for a jump shot, but to the surprise of everyone fired a perfect pass to Jon Huggins under the basket. Huggins made the cripple and

was fouled on the play with only three seconds left in the game.

The Boxers has a chance to tie the game when a Pacific player was fouled going for Huggins rebound. Fortunately he missed and Willamette won a squeaker 70-68.

Leading Willamette offensively was guard Doug Holden with 21 points and Steen with 20 points. Kraus turned in another outstanding defensive performance as he held Clifton Woods to only a handful of baskets before he fouled out of the game.

Tomorrow the team travels to Tacoma and a return match with Pacific Lutheran University. Earlier this season the Lutes edged Willamette in Salem. PLU is led by their big front line of Ake Palm, Al Kollar and Leroy Sinnes.

Willamette should give the Lutes a real tough battle if they can keep their shooting life and poise. The varsity game is scheduled to begin at 8:00 p.m.



Star guard Doug Holden (10) drives for a layin as Bob Lundahl anticipates a rebound. Led by Holden and Lundahl, the Bearcats went on to post an 83-63 victory over Lewis and Clark Normal.

Soccer club awaits arch-rival Reed College

In April of 1967 Al Berglund and eleven students traveled to Reed College to play in Willamette's first soccer match. Of those original eleven only four are left and Saturday they play Reed College for the last time. The game is at McCullough Stadium at 2 p.m.

In that first game Willamette lost but since then the Bearcats hold a slight margin of wins in both league and non-league encounters. More than wins and losses, an intense rivalry, has, quite naturally, built up between the two teams. This rivalry has resulted in some very close and exciting matches. In fact, neither team has ever beaten the other by more than 2 goals. Last fall

Willamette was ahead 2 to 1 with no time showing on the clock when Reed managed to score on a penalty kick resulting in a 2-2 tie.

Last Saturday the soccer team played its second game on astroturf and confirmed its opinion of the carpet when it lost to the Ducks, 8-0. However, the game is being contested on the grounds that many of the Oregon players were of post-graduate status.

Willamette will face Reed with a 2-2 record. Coach Tom Angelo has put the team through

extra practice sessions and has provided the team with a new "Asian net" type defense. With players up for this game, a dry field and a small but quiet crowd, the Bearcats should have little trouble putting the lid on the pot.

Freshman experiment

An experiment in student government is taking place in the freshman class this semester, under the leadership of Jim Cuno, newly elected class president.

Anyone interested in writing golf or track stories for the COLLEGIAN should contact Jeff Weinstein as soon as possible at the COLLEGIAN office. No qualifications are necessary but knowledge of the fields would be helpful.

With the backing of fellow officers Dick Todd, vice-president, Mary-Claire Shepherd, secretary, and Linda Kittredge, treasurer, Jim has abolished class officers and created a committee of nine with equal votes to lead the class.

Currently, the class is having meetings every other Wednesday evening at 7:30 in the University Center, with the next meeting slated for February 25.

Pitney, Huggins lead JV's

The Willamette JV Basketball team picked up two victories last weekend over the Linfield and Pacific JV's and lost a tough battle with the University of Oregon frosh.

The Linfield game saw the young Bearcats blow the Wildcats off the court as they won by a margin exceeding 20 points. Garvin Pitney paced all scorers

Huggins pulled down 22 rebounds.

The next evening the JV's continued their hot-shooting and rolled past Pacific. Freshman Phil Nelson led the Bearcats in scoring with 21 points.

Last Tuesday evening the JV's faced the tough Ducks of Oregon and fell short by 20 points. Pitney and Mike Coleman carried the offense load for Willamette.

with 34 points, while center Jon

WU stomps L&C

The Willamette Bearcats led by the hot shooting of Doug Holden and Bob Lundahl built up an early lead and coasted to an 83-63 victory over the Lewis and Clark Normal Warriors.

Holden lead Bearcat scorers with 19 points as all but two members of the squad got into the scoring column. Reserve center Jon Huggins led the replacements with 10 points.

Matmen outpoint Linfield

Last weekend, Willamette's mat team demonstrated to Linfield that their supremacy over the Bearcats in athletics this year would not include wrestling. The team won a decisive victory, 28-14.

Falls were won by Kyle Spain and Tom Goff, a decision by Bill Shaffer, while Jim Buzan, Steve Wilson, and Bob Mial received forfeits. Of the four matches that were won by Linfield, three were in the last few minutes.

Tuesday afternoon the grapplers were defeated by a strong Puget Sound team, 21-14. Again, a few close matches were the decisive margin. Wins were

posted by Tom Goff, Carl Lopez, Bob Mial, and Bill Shaffer. Gus Arzner drew at 191.

Friday afternoon the team faces a strong Lewis and Clark squad in Portland. This will be the last dual meet of the season with the Conference and District Tournament coming up on the next two consecutive weekends.



Senior soccer player Mike Bennett (right) displays the form which made him the most feared jumper on this year's team.

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Jeff's Bullsheet

by Jeff Weinstein

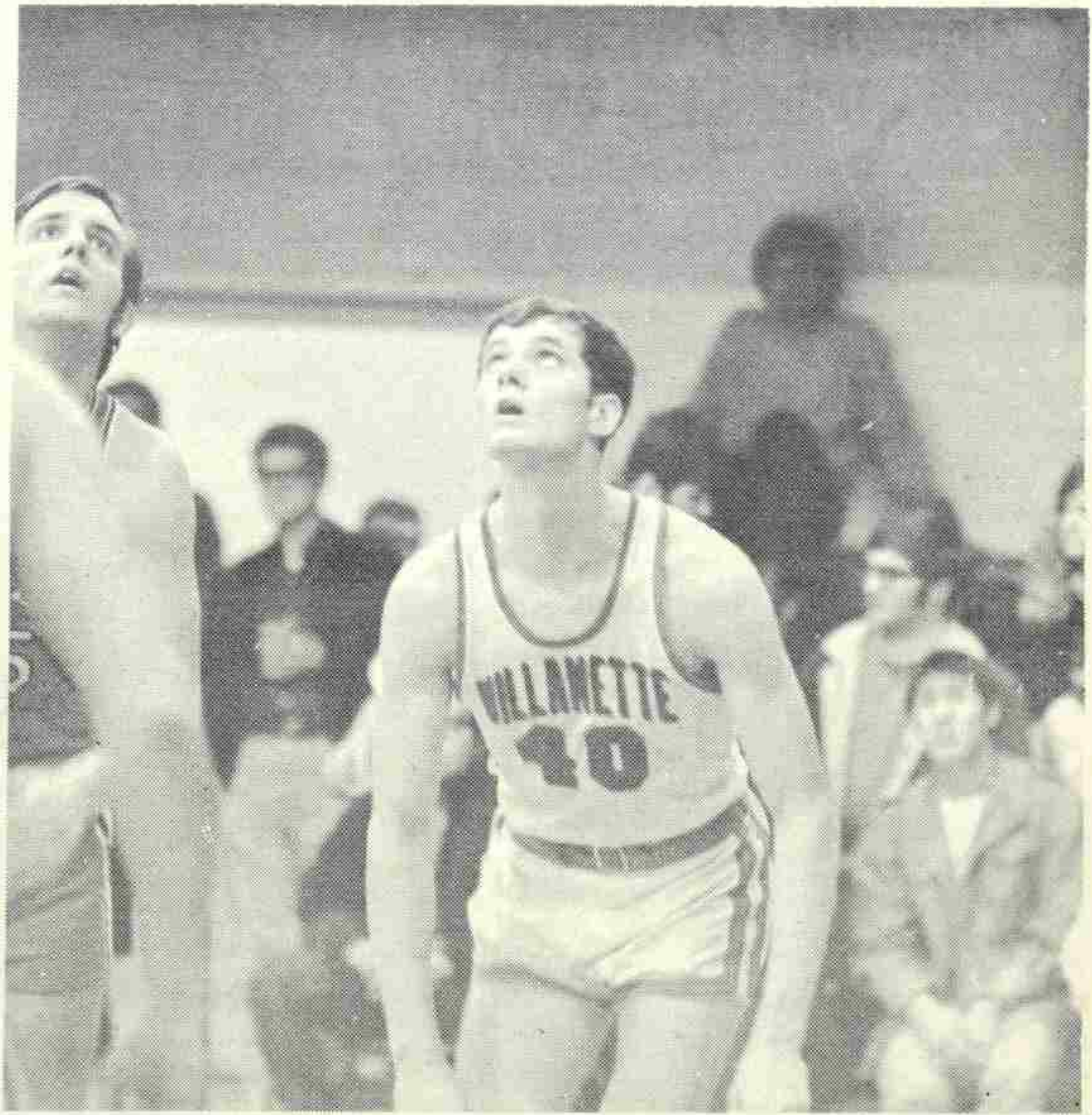
Last week's basketball game with Linfield produced several interesting events.

1. The rally squad, who all week long encouraged students to attend the game, unfortunately could not convince themselves, as only four of the six girls made it to the game.
2. The Willamette Pep Band is playing the National Anthem much better. The only hang-up now seems to be the missing flag.
3. Several Willamette students displayed their ignorance and lack of basketball knowledge as they verbally chastised Linfield's Coach Wilson. Nowhere in the NWC can you find a man who gets more out of the material he has, and at the same time earns the respect of his players, fellow coaches, and those with knowledge of the game.
4. Boxing results showed Bearcat Doug Holden and Wildcat Mike Smithey battled to a draw in the preliminary match. In the double main event brother Pat Smithey fell to Holden by a TKO. Also beaten by a TKO was Willamette's Jr. basketball coach, Gary Kanz, by an unknown assailant.
5. Athletic Director John Lewis stated to his knowledge that last weekend's free-for-all was the first in his twenty-some years of being associated with Willamette.

Basketball forward Dave Steen suffered a laceration under his right eye during the Pacific game. With the aid of five stitches, Steen should be ready for this weekend's action against PLU.



Carl Lopez (167 pound wrestler) shown here, defeated his opponent, as the Bearcats outpointed Linfield in the latest meeting of the two squads. Earlier matches had resulted in Linfield victories but the Willamette grapplers refused to be daunted. In another match, Pacific Lutheran's matmen managed to outpoint Willamette wrestlers, Tuesday evening. The Pacific Lutheran match was the last home wrestling meet of the season. The squad is looking forward to the Conference championship meet in two weeks.



Bearcat of the week Dave Steen (40), prepares to jump against an unidentified L&C Warrior.

Boutin looks to ward future, Steen key to 1971 b-ball success

Willamette's basketball team this season is best characterized by youth and inexperience. With the Bearcats chances of a NWC crown now eliminated, Coach Boutin can look forward to next season when he will have his entire team back.

Leading the parade of returning letterman will be forward Dave Steen. Steen, a sophomore from Riddle, Oregon led the state in scoring his senior year in high school. As a freshman at Willamette he moved into a starting berth and garnered NWC honorable mention honors.

This season Steen has been averaging around 16 points a game while at the same time picking off close to 10 rebounds each contest.

Last weekend saw Steen lead the Bearcats in scoring as he hit

on 16 of 29 field goal attempts for a total of 44 points and also hauled down 29 rebounds.

Steen has all the ingredients of a good basketball player: speed, leaping ability, a good shot, tough defense and height and should be a first team all-star next season. Tomorrow Steen will lead Willamette as the Bearcats try to upset the highly rated Lutes of PLU.

Also receiving votes this week were basketball player Dick Kraus and hooligan Doug Campbell.

Faulhaber and Reisbeck lead Law II to upset win

In the intramural basketball game of the week, the Law II A team edged Delta Tau Delta A 54-49.

The Delts, playing without Jay Milojevich, have an experienced ball club. Rich Whipple, Bill Fatlin, and Mike Faust were all members of last year's JV team, while Tom Rawls and freshman Bob Ziegler have played b-ball in high school.

The Law five is made up of Bill Reisbeck, Dennis Ashenfelder plus several unknowns. Bob Millekan, a former IM standout for Beta Theta Pi while an undergraduate, is one of the Law team reserves.

The game started out with the Law team playing a zone defense while the Delts countered with man to man. The early going saw the lead change hands several times and with one quarter remaining the Delts led 40-37.

The last period saw the Delts increase their margin to six on baskets by Rawls and Faust, but Faulhaber cut the lead to two on

drawing lay-ins.

With two minutes left in the game the score was tied 49-49 with the Law team in possession of the ball. At 1:15 Whipple checked a shot by Reisbeck and the Delts recovered the ball. Unfortunately it was stolen by Ashenfelder who drove for the lay-in and a two point lead for law. No sooner has the Delts got the ball down court again then it was stolen by Faulhaber who passed it on to Ashenfelder and another lay-in.

With no time on the clock Faulhaber made a free throw and the final score showed the Law team winning 54-49.

Faulhaber was high scorer for the game with 21 pts. followed by Faust with 15, Reisbeck with 12 and Whipple with 9.

The Law team is now on top in the Monday night league with the Delts in second place.

Other top games coming up should be: Sigma Chi A vs. Beta B, Law I vs. Delt B, Beta C vs. Phi Delt A, and Beta C vs. Sigma Chi B.

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the ARTS

BY LARRY CUNNINGHAM

Last Monday evening I attended Student Senate and acquired some food for thought that I'd like to pass on to the readers of this column.

I'm referring to a specific statement that President Fritz made in his two hour dialogue with students and student senators in the new University Center.

Fritz stated that one of the major areas of concern is the area of developing the field of Communication Arts here at Willamette. During the discussion it was established that Drama, Art, and Music (along with English) are vital areas of communication in our civilization.

If Willamette does stress the importance of communication, as President Fritz stated, why then, do we have a one man drama department and a two man art department? In addition both of these departments, are operating on budgets significantly lower than years past. Even though the bulk of revenue comes from student body funds, if these arts are as important to Willamette as we were led to believe Monday, the University should make a more substantial contribution to these endeavors.

Could it be possible that Willamette sacrifices vital educational necessities for the advancement of non-academic luxuries: such as new lightbulbs for the new Mill Stream bridge and panelling for the Alumni Lounge walls?

Chauls concert a surprise and a tremendous disappointment

by Alan Jenkins

The pitifully small audience normally in evidence at Willamette musical events have been a source of complaints from both students and faculty. Last Wednesday night, however, proved a surprise and an encouragement to all promoters of music on the Willamette campus. What must have been a record crowd turned out to hear an evening of Beethoven Piano Sonatas performed by Professor Robert Chauls, in commemoration of the composer's bicentennial anniversary. It is unfortunate and ironic, though, that Professor Chauls failed to live up to his own or Willamette's musical reputation.

The program started out well, with Sonata Opus 2, No. 3, an excellent example of the virtuosic style of Beethoven's early sonatas. It was performed with the brilliance of technique and style that has characterized Chauls' playing in the past.

The major disappointment of the evening came with the following work. It was one of Beethoven's most famous compositions and indeed one of the best loved of all works for the piano; the "Moonlight Sonata" Opus 27, No. 2. The beautiful first movement showed obvious signs of insufficient practice and downright carelessness. Even aside from purely technical errors, the Adagio was expressionless and emotionally flat. Chauls' interpretation lacked the customary finesse that has enabled him to revitalize the most familiar music (i.e. the "Fantasie-Impromptu" of Chopin and Schumann's "Traumerie" in his October

Evening of theatre

Professor Putnam's student directing class is in need of actors to perform in the annual Evening of Theater. The evening will consist of one-act plays and scenes tied together by one central theme.

Tryouts will be held Tuesday, February 17 from 3:30 to 5:00 in the Little Theater, Fine Arts Building. All interested persons are urged to attend.



'The Marriage of Figaro' slated for performance next week

by Virginia Garrett

"If you don't have an eight foot naked Venus, I'll settle for a well-fed Cupid...No, this is not a joke." All the work in an opera is not done by the actors alone, as Pat Neils can well attest.

As production manager for the Marriage of Figaro, he has been confronted with several unusual responsibilities. For example, when the set design for Act IV called for a large statue of Oregon, he discovered that the nearest "eight foot naked Venus" is in Los Angeles. So in the traditional capitalistic style, he figured out the cost and decided to buy a case of plaster of paris from the Salem Memorial Hospital. Then Miss Searle and Susan Loomis went to work and created a statue of their own. A cast member, who wishes to remain anonymous at least in the COLLEGIAN, posed for the statue.

Neils' responsibilities center around "being in charge of seeing that the show gets on the stage." He coordinates the activities of the actors, Professor Viamonte, Dr. Heiden, and the stage crew. Responsible to Neils are Miss Ramona Searle, in

charge of sets and lighting; Susan Loomis, stage manager; Caryl Smith, costume coordinator; and Mary Jo Poujade, costumes consultant.

In addition, Neils works closely with Public Relations and ticket sales. He has arranged for a number of students from the Salem public schools to attend the opera's final performance. After the show, they will be given the opportunity to go backstage to meet and talk with Mr. Viamonte and the other members of the cast. Also complimentary tickets have been offered to various government institutions such as the Chimawa Indian School and the School for the Deaf.

Performances are scheduled for February 20, 21, and 22. Neils stressed that tickets are free to Willamette students, faculty, and staff, and can be obtained any time at the box office in the University Center and Stevens and Son.

recital). The Allegretto was pleasant but the third movement (Presto) was rushed and consequently sloppy in many spots.

The second half of the concert did little to overcome the faults of the first. It opened with another well known work, the "Waldstein" Sonata, Opus 53. The opening movement of this, too, was rushed and muddled at many points as was the Rondo section of the last movement. The middle section, in the form of a long introduction to the last movement was the high point of the piece; the tempo was fast enough to keep it from dragging but the melodic line was expressive and the balance was good.

The final Sonata on the program was the Opus 109. It is typical of the more introspective, personal mood of the late Beethoven. It was well played, but too deep and lengthy a work for the end of a recital of this type. This, though was unavoidable due to the chronological arrangement of the program. The idea of trying to show the development of a musical form with regard to the life of a specific man may be of value from an academic stand-

point, but when devoting an entire concert to the same basic type of composition or by the same composer, it would probably be better to consider the attention span of the average listener rather than the stylistic relationships of the works. But this, of course, can only be a matter of personal taste.

The audience was, nevertheless, appreciative and called Professor Chauls back for two encores, both of which were superbly played. The first, a Polonaise, was a virtuosic delight and came across cleanly and with spirit. The second exemplifies Chauls' flair for restoring life to a hackneyed piece; "Fur Elise," so often played hesitantly and clumsily by student pianists, provided a charming ending for an otherwise disappointing concert.

It is hard to say what caused the poor quality of this recital; certainly not typical of Chauls' past work. Perhaps it was just a bad night for him, or perhaps he was just unprepared. In any case, let us hope he has not discouraged those who would otherwise become regular patrons of Willamette musical events.

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