

OSPIRG issues report on life insurance

The Oregon Student Public Interest Research Group (OSPIRG) today announced the results of a six-month study of consumer protection aspects of life insurance by the Oregon Insurance Division.

The student researchers (Mike Dotten and Phil Nyegaard of the University of Oregon) found that:

1. Misrepresentation during sales was one of the more serious life insurance problems faced by the Insurance Division.

A key problem in combating misrepresentation is lack of "hard" evidence or proof since most misrepresentations are made orally. Much tighter safeguards against misrepresentation exist where insurance companies interests are more directly at stake (specifically, regarding the exchange of one policy for another) than for the primary transaction involving the individual consumer (initial policy purchase).

2. Traditional methods of

portraying policy costs can be misleading, but a superior ("Interest Adjusted") method of cost indexing has not been adopted in Oregon or encouraged by the Insurance Division.

3. Testing and licensing procedures for agents are unjustifiably weak. The student researchers took two agent tests without studying for them and passed one and nearly passed another.

4. The economic pressures

and incentives arranged by companies for their agents can result in emphasizing sales for types of insurance that are not the best buy for the customer, but which pay the seller the highest commission. An experiment conducted on the University of Oregon campus showed that salesmen worked much harder to sell "cash value" insurance (from which insurance companies derive investment capital, and for which they offer salesmen

much higher commissions) than "term" insurance (pure death protection), despite the fact that for students as a group term insurance was probably the better buy.

5. While regulatory officials agree that the insurance buying public does not 1) understand their contract (policy); and 2) is largely unaware that insurance is regulated by the state, the Insurance Division has not fought for simplified policy language

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Willamette Collegian

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The Willamette University faculty voted on three proposals from the Educational Policy and Planning Committee, Tuesday afternoon in the Law School.

Faculty approves credit guidelines

The Willamette University Faculty held a meeting Tuesday January 16 at 4 p.m. which was chaired by University President James Corson.

The following proposal was approved by the faculty:

METHODS OF EARNING ACADEMIC CREDIT

A. In order to encourage persons of varied backgrounds to begin work toward the baccalaureate degree without requiring repetitious educational experiences, and to accredit varieties of experiences as valid components of an undergraduate education, course credits at Willamette University may be earned by any of the following methods:

1. Satisfactory completion of course work by participation in assigned activities of the course during the semester, including acceptable performance on examination, in recitals, etc.
2. Acceptable performance on Advanced Placement Examination.
3. Transfer of credits from other accredited institutions.
4. Satisfactory performance on one or more examinations prepared by the instructor(s) and approved by the department involved.

5. Achieving a minimum standard score of 50 on selected Subject Examinations of the College Level Examination Program B. Method 4 involves the following procedures:

All departments are required to provide one or more of the following options, or combinations thereof, for at least one

representative course in the department:

1. Offer graded credit to any person who performs satisfactorily on the major examinations (including at least the final examination) in a course, with the condition that the examinations be taken at the regularly scheduled

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Senate protests calendar revisions

An appeal for student support from OSPIRG director Stephen McCarthy highlighted Tuesday night's ASWU Senate meeting. Additional business included the final approval of the ASWU bylaws (see January 11, 1973 COLLEGIAN), and the drafting of a resolution requesting another look at the 1973-74 academic calendar.

McCarthy, in his brief report, noted that support of the student governments in many of the schools across the state had increased in recent months. McCarthy's main point was that while OSPIRG can implement and instigate programs, individual students cannot, funds from the schools are nevertheless needed

to maintain these programs. McCarthy then cited recent projects which relate to Willamette that OSPIRG has undertaken.

Pat Diltz, vice president in charge of elections, announced the following dates for those petitions due at 5 pm tomorrow in the Student Body Office, campaign week begins January 20, candidates may meet informally with Pat Diltz to review election rules, speeches will be delivered Monday evening, January 22 in Autzen Senate Chambers. All statements to the COLLEGIAN are to be submitted before 5 pm on Tuesday in the Publications Office, and elections are to be held at lunch in the

French study proposed

A proposal for a Willamette University Semester in France, in the spring of 1974, is being planned, subject to the approval by the Board of Trustees meeting in February. The tentative proposal would allow 20 students to study at the University of Caen, located in Caen, Normandie. A meeting will be held in WSH House tonight at 6:30 P.M., which will provide students with a more detailed description and slides.

The present proposal grew out of the interest of students in developing an International Studies major, and the concern of the French Department to offer an economically sound and educationally rewarding study experience. The proposed program is attempting to be both broad in its appeal, yet specific in its objectives, noted Mr. William Duvall of the History Department, recommended for appointment as director of the program.

In May 1972 M. Gaston Georis, of the French Department, visited four university campuses in France to determine which campus would provide Willamette students and faculty with the most satisfactory program. His recommendation was the University of Caen, in Caen, which is a major seaport and industrial city approximately 2-1/2 hours by train west of Paris. A city of 150,000 people, Caen, continued

Duvall, enjoys a significant place in the cultural, political, and military history of France.

The University itself enrolls 12,000 students, Duvall went on, and offers the advantages of a large university in faculty, curriculum, and library resources. For Willamette students specifically, it offers a Center of French Studies for Foreigners, and according to M. Georis, the director of this center is "extraordinarily cooperative" in helping to organize programs for foreign students at Caen.

The semester at Caen is fifteen weeks, including one week of orientation, twelve weeks of classes, one week of exams, and one week of vacation at Easter. The program would begin in mid-allowing students an opportunity to travel in France and Europe before and after the weeks of study. A Diploma of French Studies will be available to students fluent in French who matriculate in regular French classes.

Mr. Duvall emphasized the program is not necessarily restricted to French majors, or even students fluent in the language. "It would be advisable, however," observed Duvall, "if students had a basic, elementary knowledge of French."

Rooms would be arranged in French homes for the duration of

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living organizations on Monday January 29. Currently only six petitions have been turned in: Catherine Walwyn for treasurer, Liz Hunter for secretary, Wayne Balsiger for second vice president, Wally Sanford for first vice president, Bradley King and John Leonard for president.

A resolution unanimously passed by the Senate, which will be sent to President Corson, Provost Manley, Dean Yocum, and Dean Large, reads as follows:

"We, the elected representatives of the student body of Willamette University, do hereby formally protest the proposed calendar for the academic year 1973-74, as it appears in the university catalogue.

"We feel that an open hearing before all interested parties is desirable. Student concerns, such as the late beginnings of both Christmas and summer vacation, and the resultant job availability problems, could then be aired and discussed.

"We hope the faculty and administration will see fit to consult the group which is most directly affected by any calendar revisions- that is the student body."

A card hoping for the rapid recovery of Willamette athletic director, John Lewis, was signed by members of the Senate and sent to him. The next Senate meeting will be Tuesday evening, January 31, at 6:30 pm.

The COLLEGIAN Open Forum

Yes and No

I am a believer in the premise that Professor Donald Zimbalist should be retained. However, I also believe that Professor Zimbalist should not attack his colleague, Professor Lord, for the dismissal decision. When we put things in the institutional perspective, we find that no one person is to blame, it is merely something derived from the nature of our school.

So with that, I offer only one suggestion. There is a place for Zimbalist, who has talents in the field of writing. The problem is, Willamette has no room for writing classes in the 'liberal arts' curriculum. Since when do you have a Communications Arts department with no writing classes? Since when do you have an English Department with one option in the field of writing? It appalls me to have to write for the Collegian, or maybe the Jason, to learn about the quality of my writing. But that is what one must do to continually practice writing at WU.

And please don't tell me that if I was concerned with writing I wouldn't have to go to a publication to write, but that I should simply write for my pleasure or whatever. Why does one write? To communicate. Maybe we need to learn to communicate for as Zimbalist's case reveals, communications at WU are in a pretty shoddy state.

Patrick Pine

Scolding a Messiah

Let them that cry "Crucify me!" be given their cross; and provide their own nails. It is pathetic when one naively martyrs himself, insidious when intentional. So slither on up that sacred tree, Satan, and offer your last temptation to those beguiled enough to eat your rotten apple. You shall not lack your followers. Devil turned pseudo-Christ is

Steve Sawyer, a student abroad, spent

A strange Christmas at Residence Maydiou

'Twas an interesting Christmas eve this year at Residence Maydiou in Paris. Those who didn't feel like going anywhere during the holidays organized a midnight fondue buffet to usher in Christmas. I was in the midst of tuning my guitar when our landlord brought news of "manifestations" at Notre Dame against the bombing of Vietnam. And as my comrades from about twenty different countries began to realize the amount of shame necessary to motivate inherently conservative Parisiens to mar a tradition well-established as midnight mass at Notre Dame, I became aware of a prevailing air of confusion and astonishment. All the same, no one blamed me personally for they knew I do not support the war in Vietnam--and even though I am a citizen in a "participatory democracy" we began to celebrate Christmas without talking about "peace on earth".

Our token communist did not miss his chance, however, to denounce Americans as imperialistic. Being a political-science major from a small private university in Oregon, I was shocked and I reminded my friend that if he wanted to talk about "empire", he should look to the historical example of his own country and a little Corsican named Bonaparte. After having studied the political facts, I know President Nixon and Napoleon are worlds apart. Under the Constitution of Year VIII, Napoleon was given powers that were limited by three bodies: a "Tribunat" to discuss laws without voting on them, a "Corps Legislatif" to vote the laws without discussing them, and a "Senat" to judge the constitutionality of the laws. While one might vaguely see connections of this theory to the American government today, that which operated in practice was far different. My communist friend had to admit that Nixon is not really a Napoleon, who was "emperor by God's Grace and the will of the French people."

Look at "the record". Napoleon simply dissolved the "tribunat" in 1807 when it became too bothersome.

turning a trick, indeed. When the audience dwindles, spark 'em up a little. First, audaciously proceed to assure all that this diatribe will hopefully be an "accurate and balanced account of the problem." Then set their disaffected little brains aflame with the passion of fiery rhetoric. Scream Honor! Decency! Integrity! Bellow Threat! Intimidation! Injustice! Don't stop there, you've got 'em riled! While the juice is loose, throw in talk of secret files to heighten the paranoia. Go get yer Man, boys, while I rest here on the ole' crux. Accurate! Balanced! Do drowning men calmly inform you of the relative depth of the sea? Not generally, but others may glibly wreak havoc from the sheer spite of unacknowledged defeat.

So I'll say in my anal way: I'm tired of you, sick of being managed by one who cries out against manipulation. Go crawl back to the cornered comfort of your crowd of disciples, glut yourself on the flattering praises of these droogs, and quit playing the self-righteous Samson.

Beater of Dead Horses
(who refuse to recognize this fact),

Chris Merkle

A new slant

There is, it seems to me, a great deal of fallacious reasoning and misrepresentation of the facts in Prof. Zimbalist's letter in last week's COLLEGIAN. One "fact" which I feel qualified to discuss is the "secret evaluation" he maintains is in violation of departmental policy. To clear the rather turbid waters, there was only one evaluation, written by two students. Our names are no secret, and neither was our evaluation, Chris Merkle and I both dropped Prof. Zimbalist's American Literature class for what we feel to be clear and understandable reasons. Since

our complaints were similar, we wrote one critique, and gave it to the faculty member mentioned in Prof. Zimbalist's letter. That professor was my advisor at the time. He did not "solicit" the evaluation. Nor did he solicit a "negative critique" as Prof. Zimbalist alleges. The truth is that Chris went, of his own accord to talk to this professor. During the course of the discussion Chris mentioned the fact that both he and I dropped American Literature. It was then suggested that we write evaluations. We saw nothing objectionable in this. As a member of the English Dept., he might justly wonder why two senior English majors would drop an English class. The evaluation was then turned over to Professor Lord, who returned it to us. It was not placed, so far as I know, in a "secret file." Presumably, it was returned to us to avoid our involvement in the imminent squabble, or to comply with the regulations referred to by Prof. Zimbalist. At any rate, the only copies of the evaluation are in the hands of myself and Prof. Zimbalist.

This whole incident was related by Chris to Prof. Zimbalist, with the specific request that the information be fairly reported. That request was ignored, as is evident in Zimbalist's letter. He has assumed the role of the naive narrator, faced with the threats of some administrative behemoth. There is no reason to suspect the existence of a secret file, or some similar conspiracy. Prof. Zimbalist has fabricated this bit of scandal, which clearly represents an attempt to arouse paranoia in the other faculty members. Since Prof. Zimbalist was in possession of all the above information before writing his letter, I feel that his rendition of the episode is more than slightly sensational. And, judging from his blatant attempt to instill fear and resentment in the faculty and

student body, I would say that he has followed closely the tenor of his lecture on psychological criticism. This whole affair has not been entangled in a web of subterfuge, but confusion. The confusion, since the English Dept. has remained relatively silent, must be attributed to Prof. Zimbalist's inaccurate and unbalanced account of the problem.

Sincerely yours,

Jeff Hollen

Students are ignorant

Professor Zimbalist's statement in last week's Collegian (Jan. 11) raises some very important questions about the way Willamette University is being run. It seems that the administration, instead of existing for the University, thinks that it exists for its own sake, or that the university exists for the sake of the administration. President Corson has told Mr. Zimbalist that his primary concern was to support his administrators, and to prevent "the men downtown" from accusing him of bowing to student demands. President Corson said something similar to me when another student and I met with him on Nov. 30, 1972 to discuss the possible dismissal of Professor Zimbalist. When I mentioned that a student petition was being circulated, requesting that Mr. Zimbalist be retained, Corson said that a petition would hurt our case because if he acted on it alumni and trustees might accuse him of "bowing to student demands."

This unresponsiveness to student needs and wishes is not limited to the president, but seems to be widespread among the administration, and even the faculty. The opinion seems to be that students are ignorant and/or stupid.

This attitude can be seen in

a conversation I had with the chairman of the English department last semester, concerning the dismissal of Mr. Zimbalist, in regard to the effect this would have on our already weak American Literature program. The chairman told me that the students wouldn't understand what is necessary for the department.

If this is true (which I doubt), the situation is at least reciprocal, for the department is ignoring students needs. An overwhelming number of English majors (many of them honors students) received GRE scores last year so low as to keep them out of major graduate schools (and what else can an English major do?). This was primarily a result of the lack of emphasis on American literature within the department. . . . The department (sic) has no plans to hire a new professor in American Lit.

This is one clear-cut case of the university ignoring student needs. No doubt every student can recall others, if he thinks about it. The university has demonstrated that it will not, of its own accord, act in the best interests of the students. If students wish to get a good education, we must keep a close watch on the practices of the university, and act when we see our interests being violated. If all attempts at change fail, it is still possible to transfer to another school.

Elizabeth Blachly

Class of 1973

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The COLLEGIAN welcomes all statements for publication in its Open Forum. These statements have no specific limitation as to size or content. The COLLEGIAN does, however, reserve the right to edit any statement. When editing occurs, it shall be indicated by three dots. Statements must be typewritten and must be signed by the author. Names will be withheld upon request.

answer the questions of reporters.

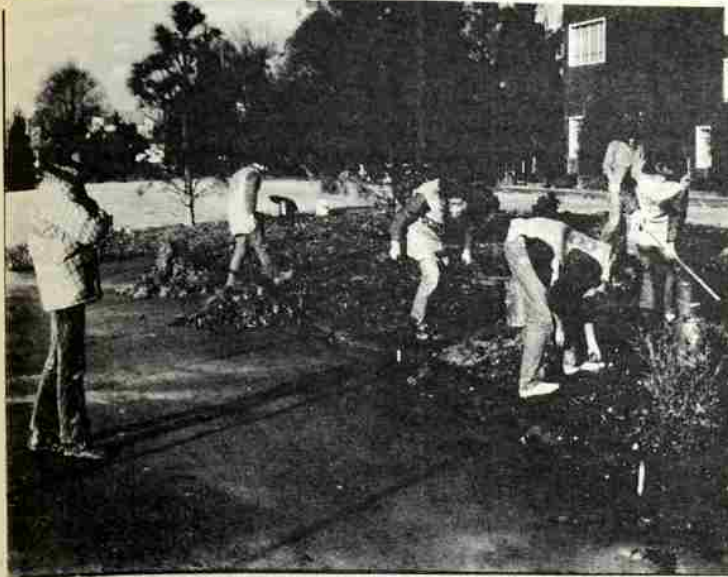
Napoleon had to oppressively curtail opposition to his reorganization. Nixon has been able to oust the Hickels and the Finches from his cabinet, has been able to appoint his Powells and Rehnquists to the Supreme Court, has been able to regulate the regulating commissions through the Office of Manpower Budget, and has been able to carry on secret negotiations all over the world within the framework of the American constitution and with the consent of the American people.

Napoleon's empire only stretched over Europe. With our military budget, America assures peace all over the world. Truly "now more than ever" we need a man like Nixon. And Nixon has proven himself capable of the challenge because...

Well, because I spend my time studying dead men and old empires instead of realizing what is happening today. All the news I get, I read in French. When I read the headlines of new bombardments in the midst of peace talks, I thought I had mis-translated the headlines. However, after checking the dictionary, I found that after six months of study abroad my knowledge of the French language was all too perfect and that my isolation from the American culture was all too complete.

You see, I never did say anything about Napoleon or empires to that crowd on Christmas eve. All I could do was play "Down by the Riverside" on my guitar...and hope. Somehow I couldn't say that the U.S. was not imperialistic and at the same time note that the bombardments were recommenced to assure our "edge" in peace negotiations. How could I say on Christmas eve that America had to brutally bomb a small country in Southeast Asia in order to assure that an "honorable peace" would exist for Americans on this earth?

WHAT A STRANGE CHRISTMAS.



Kappa Sigma pledges do some initiation duties.

Forum looks at world

by Anne Pendergrass

The first of three Crystal Ball Forums was held in Waller Auditorium Tuesday night at 7:00. J. Wesley Sullivan, associate editor of the Oregon Statesman was moderator of the evening, the topic of which was International Affairs: What Does 1973 Hold in Store For the U.S. and The World? The four resource people on the panel were: Mr. William R. Duggan, Foreign Service Officer, Retired, U. S. Dept. of State; Dr. Richard Gillis, Dept. of Economics, Willamette University; Dr. Thomas Hovet, Dept. of Political Science, University of Oregon; and Dr. Kenneth Smith, Dept of Political Science, Willamette University.

Mr. William Duggan was the first to speak on international relations. He, as the other panelists, considers prophesying "dangerous business". The year 1973, he predicts, will be "somewhat like the year 1972--disorderly, confusing and unexpected". He cited the future trends as he sees them by continent.

Europe will see the continuation of the effort to "submit together in economic terms" and new efforts to associate western Europe with eastern Europe.

One major theme emerges while considering Africa and that is the "peculiarity of the problem of succession". There will be "increasing pressure against the existing governments, especially the one party governments". If one considers the "insurance probabilities" and the prospect of coups and after coups, there are likely to be "tragic changes" in Africa in 1973.

The Western Hemisphere harbors the problems of nationalization and increasing nationalism. This has been demonstrated in Cuba and Chili in the past and will probably become "far more extensive in Latin America, particularly against heavy American investments there". Canada presents another picture. "Americans in Canada are becoming very nearly unwanted and American capital there is distinctly unwanted." He feels 1973 will see pressure against the activities of U.S. capital in Canada. When one realizes that the U.S. wants minerals and water as well as petroleum from Canada, it becomes apparent that she shall have to be treated "with kid gloves."

"On the continent of Asia we all seek just one thing--peace," stated Mr. Duggan, though he believes that the Viet Nam conflict is far from over.

Dr. Richard Gillis explained that today's economic problems are essentially the same as those of the past 10 to 15 years. The problems have changed only by the cast of characters, not by the problems themselves.

He outlined three major problems. The first is a liquidity crisis. There is not enough money in the form of gold. This has been overcome somewhat by the use of "key currencies", mainly the pound sterling and the U.S. dollar. The second international crisis is the lack of confidence in the key currencies. The final problem is that the key currency countries have suffered chronic balance of payment deficits.

Dr. Gillis predicts that Europe really won't devalue the currency, but will attempt to bring the rate of inflation under control. The liquidity crisis might be averted somewhat by

"special drawing rights for reserves and liquidity in the economy". There is also the possibility of the establishment of a common currency in Europe as a key currency.

The third speaker, Dr. Thomas Hovet, spoke on the role of the U.N. in the coming year. His prediction was that the U.N. shall "continue to be used as a scapegoat for states not doing the things that they should face and do".

There are three basic problems facing the states that belong to the U.N. The first is the "question of disparity between the developing states and developed states." The second problem is "anopulence in terms of the arms race". The arms race between the most developed countries is increasing at a lesser rate than it has been in the last few years, but the underdeveloped countries are increasing at an accelerated rate. This difference can be explained by the fact that the developed countries are selling surplus arms to the developing countries. The third general problem is the environment. "Just recently the states of the world...created an environmental agency." In the next year this agency will set up a series of watch stations through the world. Other environmental efforts that will be continued next year but probably not completed until 1974 are "the efforts to try to make sure that the development of the ocean floor and the seabed is accomplished in such a way that there will be a maximum utilization of this area for the benefit of a maximum number of people".

"The states of the world have unanimously committed themselves to this goal."

Dr. Kenneth Smith predicts Nixon will continue to dominate foreign policy "holding at arms length not only the Congress of the United States, much to their dismay, but the public as well." Foreign policy is going to be "unpredictable". "When you add unpredictability to the conduct of American foreign policy you make it very flexible..." He feels that Nixon will move in the direction of a balance of power. In order to achieve this three things must be accomplished; 1) disinvolvement from Asia 2) restoration of the Atlantic Alliance and 3) the wooing of the American public. The president cannot move more rapidly than the public is willing to follow, so the public could, therefore, serve as a restriction on the use of powers of the president.

The last problem Smith discussed was that of national security. The Strategic Arms Limitations Talks (SALT) limited the number of arms allowed to maintain security in this country as well as the Soviet Union, but not the quality of those arms. This could possibly result in a type of arms race "which presumably those agreements were designed to avoid."

A question and answer period followed.

The last Crystal Ball Forum will be presented Thursday night. The topic is What Does 1973 Hold in Store for the People of Salem? Henry Carson Jr., Commissioner, Marion County; Robert Lindsey, Mayor, City of Salem; Robert Moore, City Manager of Salem; and Dr. Edwin Stillings of Willamette's Political Science Dept. and Salem City Councilman will speak.

COLLEGIAN Forum

Chewin' the fat?

The cover story in the January 11 issue of the COLLEGIAN describing the 1973-74 academic calendar was the first notice given of this proposal, and already this new calendar has been adopted. I cannot believe that reasons such as notification of grades and "psychological implication" warrant the total upheaval of what could be a workable schedule. The long October break (three school days--wow!) would benefit only the faculty, administration, and students who either live close enough to go home or who have the financial resources to go home far away for five days. A few three-day weekends would relieve the tension more effectively than a five-day break that ends on a Wednesday! And who has ever heard, of staying in school until December 21? That makes it much more difficult for those of us who travel long distances for vacations (yes, we do exist), because it leaves only two or three days before Christmas.

There are too many things in this new calendar to list that inconvenience students and disrupt regular schedules (Christmas jobs, summer jobs, family vacations). Students involved in athletics will miss part of their vacations because, unfortunately, other league (and non-league) schools do not cater to their faculty.

a chance to vote? Or even comment? It disturbs me that something so unnecessary implemented without a word to those of us who are the most involved--the students.

Edith M. Lavis

Chewin' the fat lauded

I would like to take this opportunity to compliment Barton DeLacy on his excellent editorial which appeared in the last issue of the Collegian. His comments about the schedule for the 1973-74 school year were well thought out and certainly deserve some consideration on the part of the administration here at Willamette.

Like Barton, I too find the academic calendar inconvenient and impractical. . . . It would be much more practical to be able to return to school earlier in January and then get out earlier in May.

As Barton pointed out, this schedule was established without consideration for the students. Considering how much they will be affected by the academic calendar I find it only reasonable that their views be sought out when making a change in the schedule. It appears to me to be a clear case of a bureaucratic organization not responding to the needs of its members.

Mark Bierly

Doesn't the student senate have

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CALENDAR

- Thursday, January 18: Crystal Ball Forum: third of a three-part series, 7 p.m., Waller Auditorium. Dr. Trainer: "Human Sexuality," 7:30 p.m., University Center.
- Friday, January 19: Petitions for election to ASB offices due in Student Body Office by 5 p.m. Art Exhibit: Branson Stevenson: "The Figure," University Center Gallery, January 19-February 28. Basketball: WU vs. Linfield, 7:30 p.m., here. "John West Presents!" 8 p.m., Smith Auditorium, Admission \$2.
- Saturday, January 20: ASB Election Campaign Week Begins. Basketball: WU vs. Pacific Lutheran, 7:30 p.m., Tacoma. "John West Presents!" 8 p.m., Smith Auditorium, Admission \$2.
- Sunday, January 21: Candidates for ASB offices meet with Pat Diltz in Student Body Office at their convenience to review election rules.
- Monday, January 22: Last day to add courses or register late without petition: Colleges of Liberal Arts and Music. Last day to add classes on a Pass-Fail basis: Colleges of Liberal Arts and Music. ASB Campaign speeches, 7 p.m., Autzen Senate Chambers.
- Tuesday, January 23: Winter Festival, 6:30 p.m., Cat Cavern.
- Wednesday, January 24: Film Series: "Pioneers of Modern Painting," first in a series of five, 6:30 p.m., University Center.
- Thursday, January 25: Dr. Trainer: "Human Sexuality," 7:30 p.m., University Center. California Lutheran College Choir Concert, 8:15 p.m., Smith Auditorium.

the ARTS



A Whaler's Tale

by Chris Merkle and Larry Given

I am Mishmash. I am the only one left to tell the tale of the whale. The whale died during a production at Willamette University last night, called "The Whale Tale." The title role was played remarkably well by Bill Wadin'. You see, the way it happened was this: he was sittin' there, minding our own business, and quicker than you can say Josef Boloptzskoscioniowskihamwammer, he was gone. They just laid him down on this table and cut off his head. I couldn't believe it either. We all thought it was a sick joke or something. It must have been a trick, it looked so realistic. But then, it landed in my lap, so I'm not really one to say. Leave it to them. They'll tell you. I can't say a word. My hands are tied, I'm all tied up right now, and they put me in a corner. I can't talk right now -- it's a wonder I can even write this. Well, as I was saying, they cut off Wadin'-the Whale's head. Then they opened all the windows and it was dark. We heard this fluttering and squeaking, such a horrendous sound no human ears have ever harkened to. We were terrified, of course. There were piercing shrieks, groans, and we turned on the lights. Such a sickening sight no sapien eyes ever saw. Bats! Rats! The place was teeming with a seething mass of bats and rats! We were dead, of course. Not all of us, though -- you see, I always carry an umbrella with me, for occasions just such as these, as a precaution. Five or six of us huddled under that blessed haven in fear and trembling, and barely escaped with our lives about us. "Let's run for it," I said, running, and we all made a break for the door. What could they do? I had the umbrella. Two or three of us didn't make it, and as we opened the doors, what did we see? I'm not sure, there was no moon out that night, but by the lantern of a passing fairy I could make out the barely discernable outlines of a streetwalker. These last two were found dead of syphilis two weeks later. It was fate. I wasn't going to write this part, I said nobody would believe me. But they made me do it. Or was I tied up? Meanwhile, one-thousand miles from here at Willamette University, Al Munion yodeled to his wife, "Nadle-ade-ay-ee-hoo, what's this on the T.V.? Is that our Willamette? They ain't gettin' innny more o' my money!" "Whad'ya say?" his wife whispered. Little did Al know that even now Nadley was being held at gunpoint behind his huge stuffed chair in the living room where his dog lay, licking his foot. That's why I'm the only one left alive. Made it through the bats, rats, and poor Al and Nadley. Too bad, I really liked those two. Nice couple. And, you know, it really makes me sad, because I've been saving up to go to college and now all those newspaper routes were for nothing. I can't understand it. A lot of people didn't like this article. They said it must have been written by a fool. "I guess he shot the couple," they said. "Wait a minute, I'm writing this thing," I said, "you're just characters." And that's when I created man. In the beginning, there was this whale, you see. I went to see him at this theatre. It was about this guy who saw a man cut his head off and then kill a whole congregation by bats, rats, and poor Al and Nadley. "Where is he now?" they said. "I don't know," I said, "but didn't I say that before?" I remember one day I was taking my dog down to the river to throw it in. On the way, I met this baby and stomped its face in. They said ya can't put yer foot in th' same river twice. I show'd 'em. Threw the dog in upriver, followed it downstream in a raft, fished it out and dropped it back in. Did th' same with th' kid, too. Amazing how philosophy helps you to know yourself. But that was a long time ago, I know they wouldn't let me out now. Not since I came to Willamette University and met Dill Woodhall. He's my history teacher. I'm already late. Wouldn't someone please help me off with these ropes, first. My hands are dead and my toes are getting tired of holding this pen. Forget the whale. It's just a story. Lies. They broke indoors and found three women controlling the whole show. And that's why I wrote this. I realized man was motivated by fear. But I only get pity, and scorn. They don't understand me. That's the pity. And that was just before I lovingly bent over and whispered into her ears. "What did'ya do over th' vacation, honey?" She kissed me. I got what I wanted. Now I remember, the phone rang. It was Bill Wadin's twin brother, Wade, who was an English professor, and later a taxidriver in Illinois, before he was killed in this performance. About a week later, Bill himself became a taxidriver in Illinois and shot himself. "Nadley, turn dat ting off -- it's sick." Al heard nary an utter, became agitated, and as he always did upon agitation, fell soundly asleep. Wade and Bill Wadin' are gone now, that's why I'm the only one alive to tell this story. You see, I'm Mishmash. Nobody knows but me. Remember?

by Pat Pine

English professor Richard Lord rendered a combined visual and verbal account of the Japanese Kabuki theatre Monday evening in the Faculty Forum series. Nearly 75 persons attended Lord's engaging lecture in Alumni Lounge.

Lord, who coordinated a program for Japanese students visiting Willamette last summer, recounted experiences with Kabuki theatre from his visit to Tokyo as part of the program. He was in Japan as part of Willamette's exchange program with her sister college, the International College of Commerce and Economics.

Describing Kabuki as a theatrical combination of "vocal and instrumental music, pantomime, dramatic acting and elaborate costumes," the professor illustrated his talk with color slides of various scenes and performances. He added a detailed explanation of the historical development of Kabuki.

Remarking that "Kabuki appeared at the end of the 16th century when a Shinto priestess... attempted to raise money for a shrine by going to Kyoto and dancing in public... Kabuki soon became more erotic and its sexual emphasis delighted middle class audiences... for many years it was simply sexual exploitation," Lord explained that actresses were banned from Kabuki by moralists. Apparently these actresses were eliminated by moralists concerned with the degeneracy of idle sumari warriors, which was traced to the corrupting effects of these actresses. To this day, all Kabuki performers are male, and some have become adept at female impersonation.

Prefacing his remarks with an explanation of his fascination concerning the contrast between 'old' and 'new' in Japan, Lord noted that "along the Ginza, there are theaters on one side of the street showing the typical Western sex-oriented movies, but across the street... one of the traditional Kabuki theaters."

Apparently Westerners are not prepared to cope with the lengthy performances of Kabuki, the speaker reported, for many tourists are advised to "drop in for a half hour." The show usually begins about 4 p.m., before which the spectator may order a dinner to be eaten during the mid-evening intermission, and such performances do not close until 11 p.m.

Purcell, Handel start Webber's recital

by Bob Stenvick

If you didn't attend the recital given last Friday night by Carol Webber, past vocal instructor at Willamette's College of Music, you missed a concert that tastefully displayed the talent of a very polished and warm performer. Even more difficult than the chore of mastering the several styles was here ability to communicate with her small, but receptive audience, in a sincere, and at times, amusing manner. This, to me, is the sign of a skilled singer.

Mrs. Webber began her program with two short selections by Henry Purcell: "Strike the Viol" and "Bess of Bedlam".

Despite familiarization with the traditions of Kabuki, Lord stated he did not yet have a great knowledge of the typed characters, nonsensical plot lines, great actors and standard dramas that are necessary for full appreciation of the art form.

But he added that "Westerners are becoming aware of Kabuki." Monday night, Dick Lord singlehandedly awakened a number of Salemites and Willamette students to the wonders of Kabuki theatre and Japanese cultural life.



Prof. Lord spoke on the art of Kabuki theatre Monday night.

American watercolors here

Watercolors by fifty of America's top artists are now on display in the Willamette University Fine Arts Gallery following the arrival of the American Watercolor Society's 105th annual traveling exhibition.

Sponsored by the Willamette art department, the exhibit comes to Willamette through the efforts of California artist Elmer Young and is displayed in honor of his wife, the late Verda Karen McCracken Young, a 1931 alumna of the University.

Scheduled for show through Feb. 2, the paintings reflect many different styles of creating the illusions of depth and closeness. A wide variety of colors is also apparent in the exhibit, ranging from the hot colors of Ranulph Bye's "Floating Market, Curacao" to the cold colors of Frederic Schuler Briggs' "Ravenhurst."

Every year, since 1955, the American Watercolor Society has sent out 100 watercolors to fill a full year of bookings in galleries and art centers across the nation.

Specially selected from the parent Annual Exhibition in New York, two groups of 50 paintings each travel on well-planned itineraries. Willamette is the only institution in Oregon to receive the exhibit each year.

Most of the paintings are for sale but those purchasing the works during the circuit cannot take possession until the end of the tour. No picture is ever sent on a tour a second year.

Gallery hours are Monday through Friday, 9 a.m. - 5 p.m. and Saturday and Sunday, 1-4 p.m.

See photo on page 5.

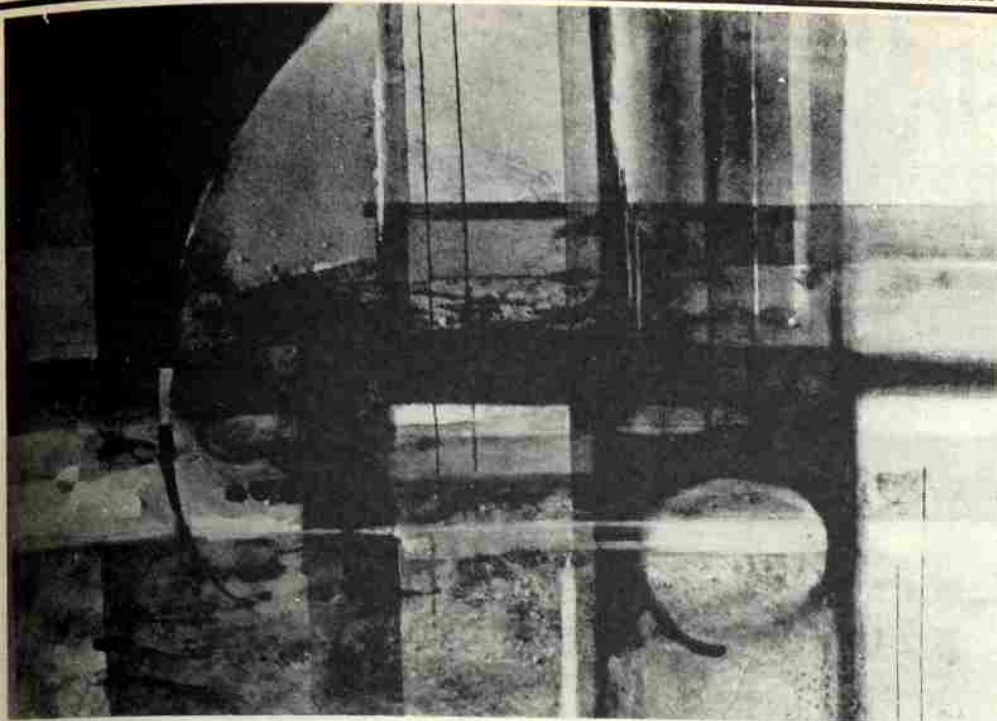
Both pieces showed her attractive ability to handle the light, yet ornamented, quality of early Baroque music. She did lose pitch slightly in the low scale passages but this did not mar the agility of these two selections.

Her next two songs, written by G.F. Handel, included a recitative and air, and the ebullient song; "Oh, had I Juals Lyre". I felt a slight uneasiness between Dr. James Cook, pianist with the College of Music who observed as accompanist, and the soloist during the second Handel song, especially in the scale passages. She seemed to want to move these sections in a freer manner than her accompanist would allow.

The remainder of her performance was devoted to works by Mahler, Hugo Wolf, Berlioz, Poulenc, and the great American composer, Aaron Copeland.

Flawless teamwork between the accompanist and soloist was exhibited during the Mahler songs. The fragile phrasing in three short pieces was executed without blemish, and this was particularly appealing to me.

After listening to Mrs. Webber sing, I wish she were still at Willamette to help instruct the students who make the practice rooms of the music building their second home. We could use a few more people with her talent and ability who share it so artistically.



"Memories of the Sea," one of the fifty paintings now on display. See page 4 for further details.

No dome plan for new gym

by Mike Treleven

Geodesic domes were not considered for Willamette University's new Lestle J. Sparks physical education and recreation center, the COLLEGIAN learned Tuesday.

Using a geodesic dome to house PERC Willamette could have saved considerably, rough calculation done by R. Buckminster Fuller indicate. Fuller visited WU last week. He invented the dome design.

PERC will cost WU about \$2,050,000 and will be opened by January 1974. Fuller estimated the building's cost at \$35 per square foot. Center size will be 72,000 square feet.

Using a geodesic dome to house the Sparks center's swimming pools, basketball courts, handball dressing rooms and other facilities would have cost about \$14 per square foot, Fuller estimated. If that figure had proven correct total cost of the center would have dropped by about \$1 million.

Fuller also estimated the dome could have been constructed in a month. Work continues on PERC's exterior after several months of effort.

Payne, Settecase and Smith, the Salem architectural firm which designed the Sparks center, did not advise WU about geodesic dome possibilities, Darwin Doss said Tuesday. Doss is handling the PERC project for the Salem firm.

Space limitations involved in geodesic domes, restrictions within the site and WU's desire

to have the center fit in probably made a dome unfeasible, Doss said.

Doss agreed a dome might take less time to construct than the more traditional structure WU is building, "but costs may be slightly higher with a dome."

Seventy-five per cent of construction costs are labor, Doss said. "It is difficult for me to understand how you can cut 50 per cent off the costs."

Architectural and construction skills in the Pacific Northwest also put limitations on design possibilities, Doss said.

"I don't think there is any question that if you the trained people and materials in the area you could construct a geodesic dome very economically," Doss said.

Salem building codes and fire zone regulations would also cause problems for a dome design. Unconventional types of structures have to go through a special screening process with the city involving the city manager, Larry Schmidt said Wednesday. Schmidt is with Salem's public works department.

The PERC site is in a fire zone one area, meaning any large building like PERC "just about has to be a concrete one," Schmidt said. Fire zone designations "have a lot to do with costs" for buildings, Schmidt said.

Despite bad weather in December construction of the Sparks center is still on schedule, Doss said. Construction started in July.

Visiting poet to appear Wednesday



The Willamette Distinguished Visitors Committee is proud to announce a poetry reading by a very fine poet from California, Morton Marcus. Mr. Marcus is the author of three handsome, fine volumes of poetry, all of which have been very well received by critics and the public. He will be reading from his works at 11 o'clock next Wednesday, January 24th, in the Waller Hall auditorium. Morton Marcus came to the west from New York, and his poetry, particularly his most recent volume, The Santa Cruz Mountain Poems, celebrates his discovery of the beauty of a pre-human landscape. Like Wordsworth, Marcus writes poetry which reveals the wonderful in the familiar. In addition to his reading, Mr. Marcus will conduct a poetry workshop for all interested students at 1:30 in Eaton 38. All those interested in poetry, either as writers or readers, are cordially invited to both functions.

Cardboard Inquisition : A tale of Boardom

by Boris Eriatlov

And it came to pass that the pious Boardom of Odd was faced with a disquieting dilemma. It seemed that the students of the Boardom were having difficulties with their catechism.

And so a decree went out from the Cardinal of the Board, or Card-Board, that the land be searched for a mentor to help the students with Judaism, their weakest subject. After an agonising hunt, a bearded Jewish scribe named Zembla was found. His credentials as a teacher of Judaism were profound, and save for a few humanistic and political leanings which got the better of his critical process, he seemed perfect for the job; and after a year of his service, everyone in the Boardom congratulated themselves on such a lucky find.

Now, at about the time Zembla was hired, an edict from the Card-board came down ordering the quality of the students' catechism was To Be Improved. The other priests and scribes, fearful of beheading by the not-always-so-kindly Card-Board, quickly devised criteria for their respective disciplines, criteria which would make all of them smell like roses. Zembla, evaluated by his discipline's criteria, came out smelling more than anyone else. . . yes, things did indeed look rosy for Zembla.

Our friend basked warmly in the warmth of his glowing reports. And, although they have been known to err frequently, the students of the Boardom liked him too. And to top things off, Zembla was recommended for the highest honor that the Boardom could confer, a raise of 65,227 zort per month (about 12 1/2¢ per annum in U.S. currency).

Then clouds began to mar (don't they always?) Zembla's sky. For no apparent reason, Zembla was banished from the Boardom, pending completion of his contract. He was at first puzzled, then dismayed at the banishment. He arranged an audience with the new Card-Board, since the old one had been bulldozed out of his throneship.

"Kind sir, why have I been banished from our Boardom?" he demanded of the Card-Board.

"Because we have discovered a significant gap in your knowledge of and ability to teach Catholicism," the Card-Board replied.



"But I was asked here to delineate Judaism, not Catholicism, wasn't I?"

"I can't see what relevance that has to anything pertaining to the non-renewal of your contract, Zembla." Zembla gasped. "I . . . I don't understand."

"That's another thing that's wrong with you, you crummy Jew. You don't understand things around here."

"I'm not sure you want us to understand anything, sir."

"That's right! Now you're beginning to understand. No one who tries to understand anything around here will ever be allowed to understand anything around here. Understand?"

"No."

"V-e-r-y good! We may be able to keep you around here after all."

(At this point a Concerned Student entered the Grand Inquisitor's (oops) chambers and threw a wadded up ball of old McGovern campaign brochures at the Chair-Board.)

"You know, pinko, I don't think I like you!" raved the Grand Inquisitor.

"I find it rather difficult to like you, either," retorted Zembla. "But I know someone in my department who does, tee-hee."

"Enough! Enough! I'll see you hanged! Get out of here before I make you sit in on an introductory Sociology class!"

"I'm leaving. But please, please tell me why I've been banished? It torments my conscience so. . ."

"Because you're an incompetent. A real live incompetent."

"But my evaluations?"

"You don't really believe those mickey-mouse things, do you? My secret dossier has the real information on you."

"May I see it?"

"What? And betray the confidence vested in me by he who wrote it?"

"But how do you know it's at all accurate?"

"Would a person telling a secret tell a lie?"

Zembla soon left the Boardom. His name was never mentioned publicly again. . . only by a secret study group meeting twice monthly in adjacent cubicles of the men's room at the Greyhound Bus Station.

And nothing from Zembla was ever heard again. Nor, come to think of it, was anything heard of from the Boardom of Odd again.



Manley says Delphi "ought to be used"

by P. Barton DeLacy

"The top priority at Willamette University is to more clearly identify and verify what our institutional and education goals are," stated university Provost, Dr. Harry Manley, in a recent COLLEGIAN interview. Manley continued that determining these goals was necessary in order to find our identity as an institution. He emphasized here, however, the need for the academic community at Willamette to agree on these goals.

The Educational Policy and Planning Committee last spring, thus commissioned Education Coordinates Northwest, of Salem, to administer a survey of the Willamette community, using the Delphi technique. Provost Manley recognized that the conditions, last Spring, were not the most conducive for accurately measuring campus attitudes, but felt that these factors should not reflect on the process or the tentative results.

Dean Paul Duell, who chaired the Educational Policy and Planning Committee last year, explained the EP&P Committee was attempting to fulfill its charge of developing a statement of goals and objectives for the institution. The Committee, however, felt they were not receiving adequate input. "We wanted to find a way," continued Dean Duell, "by which everybody on campus could have an opportunity to give their free, uncoerced input, which would describe a statement on what we are, and what we want to be. And that was what Delphi was really all about."

According to the Delphi Study Director, Vaughn Huckfeldt, "the Delphi studies project the future as though looking into the crystal ball. They don't provide reasons for the projec-

"At best these studies only identify consensus..."

tions. At best these studies only identify consensus about what the future might be." Dean Duell, one of the major supporters of the technique defended Delphi by noting that its main virtue was that it provided a "source of uncoerced input." Initially, Duell continued, Delphi offered each participant a chance to evaluate the needs of the school by reacting to and rating 69 goal statements. The participant on the second sampling could then register reactions based on evidence of how others reacted earlier. Duell then noted that, "you keep recycling this thing until what amounts to a convergence of consensus results." Dr. George McCowen who is presently chairing the EP&P Committee disputes the validity of this facet of Delphi. McCowen argued that, "I like to see what other people think, and in that sense, it was helpful to have results from the first questionnaire. But it was pointed out there was no new basis for making a judgement, except by how the community had felt about it." McCowen stressed that, "it might have been more helpful to have more input of facts on particular issues."

"There was some ambiguity..."

"The goals adopted in these questions," continued McCowen, "were not adopted lightly. While I think it was true the goals weren't specific, we were distinguishing goals as encompassing the purpose of the university, and hence very broad areas of priorities." McCowen qualified this appraisal by noting that, "the second time through Delphi, I realized the questions were not as clear as we thought they were. I admit there may have been some confusion in the questionnaire. There was some ambiguity."



Dr. George McCowen, chairman of the Educational Policy and Planning Committee: "It might have been more helpful to have more input..."

Dean Duell felt the statistical summary made available to the faculty and student members of the EP & P committee "left a lot of people cold be-

"...while we may have bungled the job here and there... it was still a good way to go..."

cause they have little knowledge of this type of analysis." Duell continued that he saw "danger, if one picks out any one area and points out the numerical spread and decides which to work harder on. But in an overall way it can tell us where we are not doing the job." Dean Duell conceded that "while we may have bungled the job here and there, I'm still persuaded that it was a good way to go, and that if we had dressed it up a bit, we would have not only an approximation, but a statistically viable set of information. We don't have that, however, but I still think we have a good quality description of what we think we are and want to be."

"...the survey was not intended to be a highly refined summary..."

Despite blanket distribution of the Delphi surveys on both days, response amounted to little better than a third of groups polled. The distribution of surveys to all members who comprised the student body, faculty, administrators and trustees thus could not insure that response was random. There was also no way of knowing if the same people responded on both Delphi I and Delphi II. Eight hundred students filled out the questionnaire on Delphi I while only 550 students returned surveys on Delphi II day. Percentage wise the turnout of faculty was little better. Only 48 faculty members responded on both days, while only 15 trustees returned the Delphi II survey, but made no reply on Delphi I. Provost Manley was optimistic on the optimistic on the turnout, however. He stated that "reflecting the view of even 500 students has validity. It does not reflect statistically, but it is important, it ought to be used."

Referring to the somewhat limited response, Dean Duell observed that "the survey was not intended to be a



Dr. Paul Duell, acting Dean of the College of Liberal Arts: "There is no evidence to suggest there was any bias involved."

highly refined honed down statistical summary. We don't pretend that it is that at all. The people who answered the questionnaire were the people interested in what they could contribute to the result, or somehow they felt an obligation to and did it any way. There is no evidence to suggest there was any bias involved."

Another factor that helped cripple the potency of the Delphi survey was the virtual absence of attendance at Delphi III day. Delphi III day was to be the "culmination of the project." Its purpose would have been to identify top priority objectives and then develop indicators for selected objectives. According to literature presenting the Delphi technique, Delphi III day would help "provide the climate in which awareness of institutional objectives is influential in all decision making processes and in daily conduct of one's work as an individual."

"Our decision was to get what we could out of Delphi..."

Dean Duell admitted that the EP & P committee decided to administer the survey despite the postponement which the general state of affairs at the university last spring necessitated. "Our decision was to get what we could out of Delphi," continued Dean Duell, "with a lot of uncertainty about that wrapping up process in Delphi III. That conference was of not consequence, I'm not sorry we tried it; it was out of desperation."

"I'm not sorry we tried it; it was out of desperation"

In reference to the campus unrest, Duell did not doubt that the results were influenced. However, he noted that "I don't believe there would have been a great difference in the results as far as how our felt needs appear, even if everything had been calm, cool, and collected. These factors certainly cast doubt on what extent we can use these results, but then I don't think these conclusions really bear on the nature of the problem which had us in an uproar."

Dean Duell observed that the primary role of Delphi will be to assist the Educational Policy and Planning Committee in determining a statement of goals for the institution. Duell added that "most people seem to think, but



Dr. Harry Manley, University Provost: "It is important, it ought to be used."

which I don't believe, is that the Delphi thing was some sort of magic whereby we could discover things we already didn't know. I didn't expect it to accomplish that." Duell saw Delphi's greatest value lying in the area of accountability. There is now a document to point to which may help explain the need for certain changes that would help implement these goals.

Dr. Manley thought we ought to include the input from this Delphi sampling technique but then move on from

"Whether we use the Delphi process or not, we still have a distance to go.. in defining our goals."

there. "Whether we use the Delphi process or not, we still have a distance to go as a university community in defining out goals." Dean Duell saw the need for a survey that could be used more than Delphi ever can be, simply because of the circumstances under which it was administered. "I don't think it's realistic to try it again," continued Duell. He elaborated that "To too many people

"I don't think it's realistic to try it again..."

to whom you open up with new jargon, many people appear suspect already. The word Delphi in itself is a strange sort of ethereal sort of thing, and probably casts reservations in the mind immediately, the moment they hear it. I don't think it's practical because its expensive. I don't think we should try this again, at least not soon. We will use Delphi to simply confirm what we already know, and deal with these goals. I think that would be a better approach in the immediate future."

The study cost the university approximately one-thousand dollars.

See page 7 for Delphi summary

The Delphi report lists 10 top and bottom goals

Below is the narrative report which accompanied the data presented by Educational Coordinates Northwest Inc. of the Delphi survey. Participants in the Delphi survey were asked to rate 69 goal statements on a scale of one to five, as to how they felt a goal was being emphasized, and how it should be emphasized. The numbered ratings were as follows: 1-no importance; 2-low importance; 3-medium importance; 4-high importance; and 5-high importance. It has been edited for clarity but encompasses the entire report.

The ten highest rated goal statements were the following:

- 65. To provide library materials in sufficient number and quality to support learning activities.
- 33. To increase the desire and ability of students to undertake self-directed learning.
- 3. To help students identify their own personal goals and develop means of achieving them.
- 63. To provide students with experiences which will bridge the gap between the academic and applied.
- 25. To develop in students a personal commitment to learning.
- 8. To help students understand and respect peoples from diverse backgrounds and cultures.
- 20. To help students develop a sense of self-worth and self-confidence.
- 16. To help students develop their intellectual capacities to the fullest.
- 5. To develop students' ability to synthesize knowledge from a variety of sources.
- 69. To provide off campus learning

opportunities.

The following comments were made concerning these top 10 goal statements:

Three of the goals (65, 63 and 69, see above) were added as a result of the respondents' "write ins" on Delphi I (first distribution of the questionnaire).

The responses on Delphi II (second go-round of the questionnaire) did not cause any significant movement to the mean on statements (3, 25, and 8, see above).

The students' response to statement 63 (to provide students with experiences which will bridge the gap between the academic and the applied) established a mean of 4.39 (4 is of high importance) significantly higher than the trustees' mean 4.08 and the faculty's mean of 3.77. It is interesting to note the students and trustees rated this goal significantly higher than the faculty.

Goal statement 25 (to develop in students a permanent commitment to learning) was rated higher by administrators, faculty and trustees than the students.

The faculty rated goal 5 (to develop students ability to synthesize knowledge from a variety of sources) higher than the students.

The ten goal statements that received the lowest ratings were the following:

- 6. To educate students in the religious heritage of western civilization.
- 34. To strengthen the religious faith of students.
- 17. To foster religious commitment.
- 35. To provide trained manpower for local area business, industry, and gov-

ernment.

46. To offer developmental or remedial programs in basic skills (reading, writing, mathematics).

27. To educate students in the religious heritage of the major world religions.

54. To perform contract research for government, business, or industry.

56. To lobby for the support or defeat of particular social, or economic measures.

21. To provide retraining skills for those whose job skills have become rusty or obsolete.

60. To provide special training in administration.

The following statements were made concerning these bottom 10 goal statements:

Goal statements 6, 34, and 17 (see above) were the lowest rated goal statements. An examination of the "what is" and "what should be" rankings of the community found the "what is" evaluation higher than the "what should be" rating.

The students' "what should be" response to goal 6 (to educate students in the religious heritage of western civilization) was significantly lower with a mean of 2.54 than the faculty mean of 3.13, and the trustee mean of 3.46.

Goal statement 34 (to strengthen the religious faith of students) was rated only 2.04 by students compared to 2.33 by the faculty, and a mean of 3.09 by the trustees.

The "what should be" responses to goal 17 (to foster a religious commit-

ment in students) produce significant differences between the students' mean of 2.02 and the faculty's mean of 2.43 and the administrator's mean of 2.60. The trustee mean 3.00.

The "what should be" rating for goal 56 (to lobby for the support or the defeat of particular social, political or economic measures) and goal 54 (to perform contract research for government, business, or industry) produced the only significant differences between students and another "role group". The students rated goal 54 2.34 to the faculty's 1.94 rating. Goal 56 was ranked by the students at 2.44, but only 1.89 by the faculty.

The faculty at 2.23 differed significantly with the trustees' 3.00 rating of goal 35 (to provide manpower for local area business, industry and government).

The faculty rated goal 50 (to provide special training in administration) at 2.93 while the administrator's mean was 4.00.

It is especially interesting to note that four goals did not receive a convergence of opinion. They were the following:

to and appreciation of various forms of artistic expression,

7. To expose students to contemporary art forms.

15. To encourage students to express themselves artistically--in music, painting, film making etc.

31. To acquaint students with forms of artistic or literary expression in other countries.

(continued from page 9)

member. Basic courses in each subject field are to be determined by the department concerned and submitted to the Curriculum Committee. As a guideline for the determination of what constitutes a basic course, it is suggested that these courses are designed essentially to introduce a discipline.

The second proposal read as follows:

In place of our present policy for reporting mid-semester grades, the Educational Policy and Planning Committee recom-

mends that the unsatisfactory performance of students may be reported to the Registrar by the Instructor any time that the Instructor feels that the student should be informed. The Registrar shall send reminders to all the Faculty at the end of the 5th and 10th weeks in a semester that the unsatisfactory performance of students should be reported.

The third proposal read as follows:

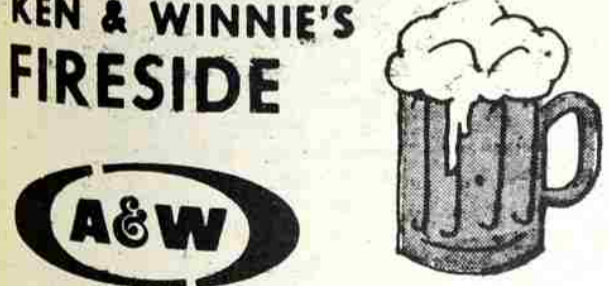
The Educational Policy and Planning Committee recommends to the faculty that credit

be allowed in the amount of 1/4 or 1/2 credit (to be determined by the instructor) for Fine Arts performance courses (those courses which have as a major activity preparation for a public performance).

Senior Portraits are being taken at Kennell-Ellis Studio, 182 Church S.E. (Church & Ferry Streets).
Men—Jacket and tie
Women—Dark sweater (NOT turtleneck)
Cost—\$2.50 sitting fee

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February 19

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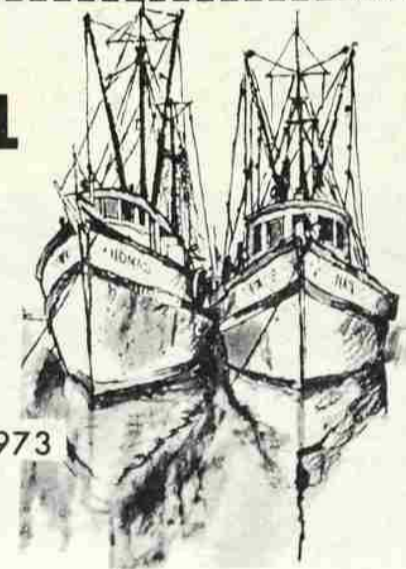
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Abortion controversy won't dissipate

by Population Reference Bureau, Inc.

The typical legal abortion patient in the United States is unmarried, less than 25 years old, and pregnant for the first time.

She is most likely to have her abortion in New York, California, or the District of Columbia. Minimal legal and residency restrictions, combined with geography, make these jurisdictions most convenient.

And, as she makes her own personal and irrevocable decision, she faces much the same emotional turmoil that the country is now going through over a practice that is as old as history.

Supporters and opponents of the trend toward liberalization of abortion laws find little room for compromise on the issue, according to the Population Reference Bureau's latest Population Bulletin, "Abortion: The Continuing Controversy."

Feelings about abortion are so strong, and positions so extreme, that "the issue will continue to demand the nation's close attention until safer, more effective and more acceptable alternatives are developed," says Dr. Michael F. Brewer, PRB President.

The Last 10 Years
Less than a decade ago, abortion in the U.S. was rarely discussed, almost universally decried, and generally illegal except where necessary to save the woman's life. But medical, social and political developments have propelled abortion into its present highly public and controversial status.

The technology has been there for 30 years---antiseptic surgery, and antibiotics to knock down the infection that made abortion a life-threatening terror in the 19th century. Two new techniques---using suction to empty the uterus in early-stage pregnancies, and injecting salt solution to bring on labor for late-stage abortion---have reduced complications from the operation even further.

The development of relatively safe clinical abortion techniques, and the extent of dangerous illegal practice, have brought pressure for liberalization of abortion laws, says the Population Bulletin. Among other factors cited by the Bulletin are changing attitudes toward sexual behavior and the family and the women's liberation movement, which emphasizes the rights of women to determine the course of their lives and to find roles outside the household if they wish.

Abortion and the Law

Advocates of abortion liberalization have made giant strides in the past few years. Abortion is openly available in 4 states and the District of Columbia, and restrictions have been eased in 13 others. Challenges to laws typical of those in almost all the states---except the open abortion statutes of New York, Washington, Hawaii and Alaska---are currently awaiting decision by the U.S. Supreme Court.

But opposition to abortion has picked up in 1972, the Bureau notes. New York's open abortion law was repealed by the state legislature, and only rescued by Governor Nelson Rockefeller's veto. Open abortion provisions on the November ballot in 2 states, Michigan and North Dakota, were defeated by substantial margins. And in Pennsylvania a highly restrictive law passed the legislature, was vetoed by Governor Milton Shapp, and narrowly missed being passed over his veto.

Issues in the Controversy

Resolving the abortion controversy is difficult because there is little middle ground between the extremes of total prohibition and total acceptance of the practice. On the one hand, easing some restric-

tions can often lead to further allowances which are unacceptable to opponents. On the other hand, restrictions such as requiring approval of hospital boards or other authorities increase costs, take time, and are felt most severely by the poor.

Extremists on both sides contribute to the controversy. Some abortion opponents view the right of the fetus not to be aborted as absolute, regardless of circumstances other than the life of the woman. At the other extreme, some advocates of open abortion consider the woman's right to control her reproduction to be absolute.

"The only way to avoid the controversy is to avoid abortion," says Dr. Brewer. "Several means---both chemical and surgical---are in the wings."

"But the development of these techniques will take time. For the present, our best hope lies in better delivery of, and better education about, the contraceptive techniques we have now. For all the new sexual freedoms we still have a long way to go in getting sex and contraceptive information, and the concepts of responsible parenthood, to all the people who need them."



John West Presents



January 19, 20 8:00 p.m.

Smith Auditorium

Tickets \$2.00



A familiar name, that of John West, once again headlines Willamette's musical scene this weekend. A major production, titled, JWPI, or JOHN WEST PRESENTS, whichever you prefer, will be presented Friday and Saturday nights at 8 p.m. in Smith Auditorium.

West, a senior from Berkeley, Calif., directs a six-part production featuring singers, dancers and musicians "emphasizing as many different aspects of music as possible." West, who is a major in piano performance as well as a tenor vocalist will join sixty other on-stage performers in presenting many of his original works.

For such entertainment, one must obtain tickets for \$2 from the University Center Ticket Office or Stevens & Son Jewelers. The box office will also be open both nights, but it is advisable to buy early since seats are reserved.

John, however, is only one of a number of talented Willamette artists to perform. They include contralto Mary Adams, Stockton, Calif.; soprano Lezlee Pierce, Napa, Calif.; tenor Robert Lamberson, Salem; dancer Le Ann Elliott, Hillsborough, Calif.; and members of the popular TOGETHER TROUPE band, orchestra and chorus. In addition, special guest performer

Carol Ross, a soprano from the graduate school at San Francisco State, will present her vocal talents for the pleasure of the audience.

There are 90 other students in addition to the 60 on-stage performers who will participate in the show. These include the original members of the TOGETHER TROUPE including Bruce Douglas, bass guitar; John Breconier, drums; Stan Williams, trumpet; Glen Walker, trumpet; Chris Culver, trombone; Greg Richardson, organ; and Mike McKiernan, saxophone. Robert Biddle, Salem, will handle the baton for the orchestra.

The six-part program proceeds as follows; rock, followed by original works of cast members, show tunes, religious works, original works by West and finally, freedom songs. More familiar tunes include He Ain't Heavy, He's My Brother; Ain't No Mountain High Enough; Time and Love; and Fire and Rain.

This show will probably be the last chance for the WU community to enjoy the talents of West and the TOGETHER TROUPE, and is the culmination of over three years of efforts originally started by John and drummer John Breconier. See you there.

Reactors linked to diseases and death

by John Covert

Alternative Features Service
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A strong connection between radioactive wastes from nuclear power plants and lethal effects upon neighboring population centers has been found by a University of Pittsburgh radiology professor. His findings are helping arouse public resistance to the construction of new reactors.

Dr. Ernest Sternglass, a specialist in the effects of low level radiation on the human body at the university's School of Medicine has recently released a study linking nuclear waste discharges with increased infant mortality rates and with serious adult diseases.

Sternglass created a good deal of controversy two years ago when he reported that as many as 400,000 American infants under the age of one year may have died as a result of the radiation released from nuclear testing in the United States by 1965. He showed that infants are many times more sensitive to radioactive wastes than adults, something apparently, no one ever considered during debates on "acceptable" radiation levels. But it wasn't only infants who were dying, Sternglass said. The wastes associated with nuclear testing seemed to be causing large increases in the rates of respiratory diseases, cancer and leukemia among adults as well. This study was reprinted in part by Esquire Magazine.

Predictably, that report brought charges of distortion and use of misleading figures from

those who had a stake in nuclear testing. Protests came not only from scientists allied in body or in mind with the defense industry, but also from government agencies like the Atomic Energy Commission (AEC) which is supposed to be protecting the public from excessive radiation.

Since then Sternglass has been into a new project concerned with three wholly unexpected rises in infant mortality in sections of Pittsburgh and in nearby towns such as Aliquippa and McKeesport since 1960. Sternglass blames each of these rises on three excessive releases of radioactive wastes from nuclear power facilities around Pittsburgh.

On April 3, 1960, a serious accident occurred at Westinghouse Electric Corp.'s Waltz Mills Materials Testing Reactor on the Youghiogony River some 20 miles upstream from McKeesport and 25 miles upstream from Pittsburgh. It was caused by an intense over-heating of the radioactive core of the reactor, resulting in the creation of a lethal molten mass. The accident, unpublicized at the time for obvious reasons, released an estimated 5000 curies of "highly radioactive fresh fission products" which found their way into the atmosphere and the Youghiogony River.

Infant mortality rates in McKeesport had declined over the 1950's to a rate of 23.3 per 1000 live births in 1959; but in 1960, the year the accident contaminated the McKeesport's water supply, the rate jumped to

32.6 and in 1961 soared to 43.8, declining again 1962 to 26.7 and in 1963 to 22.3

Sternglass said that "a similar sharp peak in infant mortality was observed in the city of Aliquippa located some 30 miles further downstream from McKeesport, and for every county along the Ohio River downstream for a distance of some 150 miles."

Yet, throughout this whole period (1959-62), there was an overall decline in infant mortality for the states of Pennsylvania and Ohio.

In 1965, there was a sudden rise in the gaseous and liquid waste releases coming from another Westinghouse facility, the Bettis Atomic Power Laboratories, located just outside of Pittsburgh in McKeesport. A good portion of the wastes--which at their worst never exceeded the maximum permissible limit set by the AEC--ended up in the Monongahela at the point where McKeesport dips into it for its water.

In this case, too, Sternglass found another sudden jump in the infant mortality rate for McKeesport--a rise of 57 per cent between 1964 and 1966--and again increases were seen downstream along the Ohio. This time the effects of the contamination were seen in Pittsburgh.

In the two years following 1968 Sternglass found a third rise in infant mortality that he said to a renewed increase in gaseous emissions from the Bettis labs during that year.

It was easier to correlate infant mortality rates with increases

in radioactive wastes because the impact is far greater and more quickly seen on small children than on adults, who can linger for years with cancer or leukemia before dying. Radiation can act on an infant's growth and metabolism, leading to immaturity at birth and lowered resistance to diseases.

But the ease of correlation with infant deaths doesn't mean there isn't any evidence linking radioactive gases released from nuclear reactors and nuclear tests with diseases in adults. In another paper, "Environmental Radiation and Human Health," Sternglass concluded that such gases "may have a serious effect on the incidence of chronic diseases of the respiratory system such as bronchitis and emphysema that equal or even exceed the effects of conventional chemical air pollutants."

He found, for instance, that along with nuclear testing in

New Mexico between 1945 and 1950, there was a sharp rise of deaths due to noninfectious respiratory diseases in that unpolluted state. Incredibly enough, that was double the death rate for the same diseases in the much more heavily industrialized state of New York. Prior to the advent of nuclear testing, the rate for New Mexico was very low.

Sternglass contends that the companies building new reactors are not only apparently unconcerned about the health hazards they pose, but that the companies are purposely scrimping on safety measures to save money. Westinghouse claims it can make equipment that will emit zero wastes," says Sternglass, "but it is of course, expensive, and Duquesne Light (the builder of the two new Pittsburgh reactors) didn't opt for that."

But then, profit and a concern for human life have never gone well together in the United States.

Toys are still dangerous

by Neil Robblee

Staff Attorney, OSPIRG

Editor's note: This is the seventh of a series of columns by OSPIRG students and staff members about their activities, and is printed by this paper to further inform students about OSPIRG.

Last month OSPIRG released the results of surveys by over 50 Oregon students showing that Oregon's toy shelves are still stocked with many dangerous playthings. The events that have followed the report are both encouraging and discouraging.

On the one hand, OSPIRG's report brought some immediate action by government agencies which have the responsibility to regulate unsafe toys. The local office of the federal Food and Drug Administration, for instance, promptly instituted an investigation of the same stores OSPIRG students surveyed and found many of the same banned items that the students had found. OSPIRG's disclosures also prompted Dr. Press, Oregon State Public Health Officer, to promise action against dangerous toys which the FDA has not banned. OSPIRG has submitted to Dr. Press proposed regulations, but only time will show if he will enact them.

On the other hand, the response of some government regulators and toy manufacturers to OSPIRG's report and others like it around the country shows that a

long road lies ahead. The FDA hierarchy, for instance, has responded with the Big Lie. In the fact of reports that an astonishing one third of the toys banned by the FDA still remain on the market, Malcolm Jensen, the FDA product safety bureau director, claims that hazardous toys have practically been eliminated from the market.

Toy makers and distributors for the most part have kept silent, but one Oregon toy distributor has spoken his mind, and his opinion may reflect the thoughts of others in the industry. Mike Calkins, an importer and distributor of toys, stated flatly, "I don't think we should just ban toys." He would leave dangerous toys on the market, because he feels that children "need to learn about danger a little bit." Children are in for a rough time if such opinions prevail.

OSPIRG's toy report has led to the removal of many dangerous toys from the market. But the toy industry which profits from dangerous toys, and government regulators who are afraid to anger the industries they should be regulating, have blocked the implementation of more effective safety measures. The report by OSPIRG is bound to be the first, not the last, chapter in the toy safety story.

OSPIRG INSURANCE REPORT

(continued from page 1)

nor has its lone consumer outreach program (Circuit Rider) reached many consumers, apparently due to lack of aggressive promotion.

Based on their findings the OSPIRG researchers recommend:

1. That the Oregon Insurance Commission come to the aid of consumers by developing simplified policy language guidelines and eventually approving only those policy forms which conform to these guidelines.
2. That the Oregon Insurance Commissioner use his existing authority to promulgate two regulations. The first should require a "Disclosure Statement" be filled out by the sales-

man at the initial meeting with the prospective purchaser, left with him and eventually attached to the face of the policy he buys, explaining--in lay English the major policy provisions, finance terms, etc. The second regulation should require the use of the "Interest Adjusted" method of portraying policy costs during sales presentations.

3. That agent licensing and testing procedures be overhauled by the Insurance Division and more stringent tests and schooling requirements instituted.

4. That the Oregon Insurance Commissioner authorize a study to determine the extent to which the combination of pressures and incentives on insurance

so earned is provisional and is subject to the limitations described in D below. The credit may be applied toward a degree, but will not be used in computing GPA. If the student fails to achieve the required standard set by the instructor concerned, no record of this fact shall be shown on his permanent record, but he shall not be permitted to take the challenge examination for the same course again.

3. A challenge examination may not be taken under the following conditions:

- a. If the student is presently auditing or has audited the specific course or its equivalent.
- b. If a more advanced course has been taken for which the present course is either a prerequisite or serves as background material to an advanced course already taken, or being taken.
- c. If the student has been enrolled in a course beyond the first four weeks of the semester, except that a student may take an examination for a course which he has failed.

4. No more than seven credits may be earned toward a degree through challenge examinations. A student must formally apply to take a challenge examination and must pay the special fee before an examination will be administered. Application forms may be obtained in the Registrar's Office.

C. Method 5 involves the following procedures:

CLEP subject Examinations may be used for granting ungraded credit in existing courses. A list of subject examinations approved by the faculty concerned will be found in the Registrar's Office. CLEP examinations to be used for this purpose must be reviewed by the instructor(s)

involved to determine compatibility with course content. Credit earned by this method is provisional and is subject to the limitations described below.

D. Provisional Credit and Limitations

1. Ungraded credit will become official and will be entered on the transcript only after the student has completed three courses in the regular manner.
2. After a student has completed two courses in a subject field, additional credits may not be earned in that field by Methods 4 or 5 without the approval of the department(s) concerned.
3. The Academic Achievement Committee has been given the responsibilities of:
 1. Deciding the eligibility of candidates for credit by examination.
 2. Reviewing credit by examination procedures and recommending changes.
 3. Recommending policies to be used in determining fees charged for credits given by Methods 4 and 5.
 4. Reviewing cutoff scores for granting credit, the equivalent credit given, and the amount of credit given.
 5. Exploring other possibilities for adding flexibility and strength to the program.

Also approved by the faculty were three proposals presented by George McCowen, Chairman of the Educational Policy and Planning Committee. The first proposal read as follows:

The Educational Policy and Planning Committee recommends to the faculty that the present six course repertory limitation be retained with the modification that basic courses normally taught by more than one faculty member will not be counted in the repertory of a faculty ed in the repertory of a faculty ed (continued on page 7)

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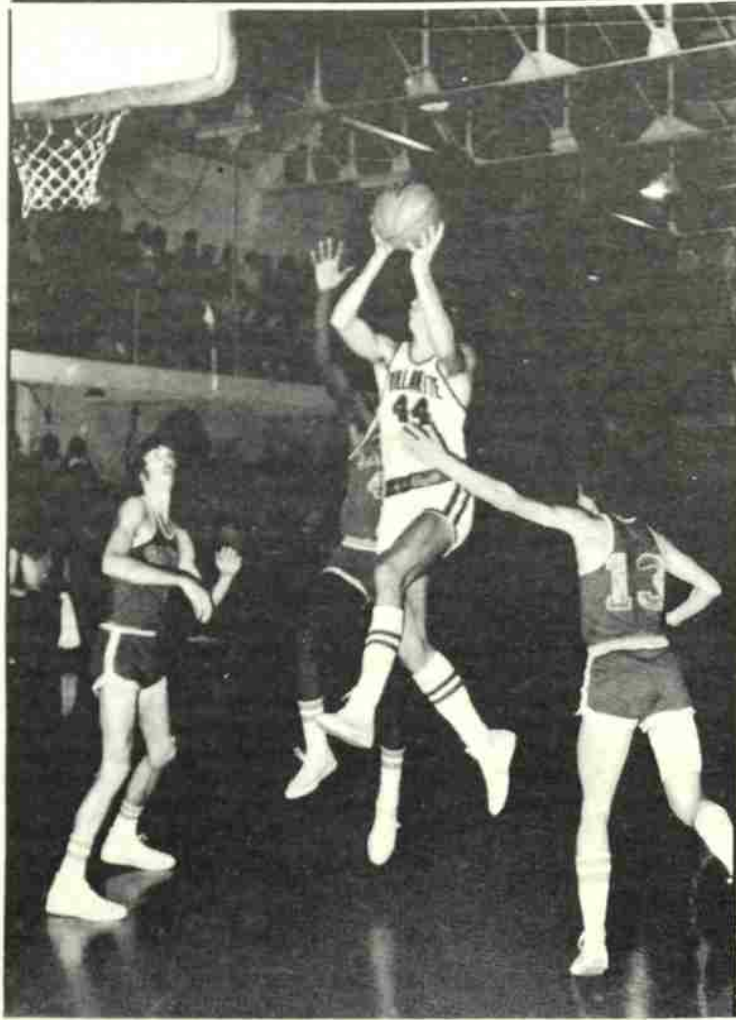
FRENCH FRIES

THICK CREAMY SHAKES

HOT DOGS

FISH

RANCH FRIED CHICKEN



Jeff Walter (44) drives for two against St. Martin.

Cats No. 1 in NW

The Bearcat hoopsters warmed up for league play last weekend in winning fashion. First defeating Warner Pacific 71-70 in overtime then topping St. Martin's 72-70.

On Friday night the Knights of Warner Pacific appeared to have as much chance of winning as McGovern. After all, in the recent tip-off tournament which Willamette won, the Knights looked embarrassingly bad in the only two games they played.

But the Knights playing on their home floor in Portland were not about to lay down. The contest was close all the way with W.P. holding a 27-26 edge at halftime. The score was even closer at the end of regulation at 70-69.

The Bearcats were just glad to gain the tie as they had been down by four points with 1:00 to go with the Knights in possession of the ball. But twice the 'cats fouled the stalling Knights who then missed their chances at the line as Willamette then took advantage of their opportunities to score two field goals and knot the score.

Play in the overtime was close. Then late in the O.T. reliable Rich Grady sank two free-throws to break a 68-68 tie. Dan Grove hit on two more free tosses to give W.U. a 71-68 lead.

The Knights then scored a field goal but it was too little and too late. The Bearcats ended the nightmare by holding the ball for the final seconds.

Coach Jim Boutin attributed the closeness of the game to several causes. First, he felt that the team had "lowered itself to Warner Pacific's level," expecting to win by just going through the motions. He also felt the team was looking forward to the next nights game with St. Martins.

The Bearcats, however, had some justification for looking

ahead. Even though they had beaten the Saints in an earlier meeting in Olympia, Washington, they were ranked #2 to the Saints in the Northwest Basketball Poll. Naturally the 'cats were looking for a chance to prove the pollsters wrong.

But the men from Olympia came out gunning and held early leads of 6-1 and 13-7 until W.U. reeled off 8 unanswered points. The Bearcats never trailed again as they won 72-70.

A strong late-game rush was put on by the Saints which caused the Bearcats some anxiety. Again, it was at the free-throw line where the game was clinched as the 'cats sank five gifters in the last two minutes.

The game was largely won due to some good defense on the part of the winners and a little help from the rugged Saints as they fouled 29 times to W.U.'s 17.

This fact left St. Martin's coach charging "the worst display of 'homer' officiating." Coach Boutin commented that the foul margin was due to their own rugged play while pointing out that the foul margin was about the same in the opponents first meeting on the Saint's home floor.

Boutin was generally pleased with the all-around team play of the Bearcats as he cited Junior guard Donn Wassom for his leadership and ball-handling along with Rich Grady's fine rebounding against the taller Saints.

The Bearcats now jump into their Northwest Conference schedule in a big way. First comes Lewis and Clark on Jan. 16 with arch-rival Linfield the following Friday and Pacific Lutheran the night after that. Only the Linfield game is at home.

All three opponents are expected to be championship contenders so each game will go a long way in determining the eventual conference champion.

Girls Basketball opens season

If by chance you've been wondering who those gung ho females inhabiting the gym several nights a week might be, you are hereby informed that the sexy sharpshooters on campus have organized forces to form the 1973 Women's Intercollegiate Basketball Team. Ms. Howard, coach of the group, looks forward to a successful season. Reasons for this optimism include senior Helen Schmidt (Eureka, Cal.), juniors Marie Scheller (Hillsboro, Ore.) and Jeri Wall (San Francisco), sophomore Dee Miller (Salem),

and freshmen Sally Rose (Toledo, Ore.) Mary Ann Washburn (Black Mtn., N.C.), Joann Atwell (Ripon, Cal.), Kathy Sulaver (Cupertino, Cal.), Holly Brown (Billings, Mont.), and manager Judy Lang (Stockton, Cal.). Co-captains for the team are freshmen Denise Marston (Belmont, Cal.) and Lynne Crosett (Summit, N.J.).

In spite of efforts by the aforementioned hoopsters, the Willamette squad suffered defeat last Thursday night in a practice game against OCE. Sound de-

fense and consistent scoring allowed Willamette to control their opponents through most of the game, but countless hordes of fresh troops from the 25-member OCE gang eventually proved too much for the weary home team. Final score was 37-29. High scorer for Willamette was Denise Marston with 10 points. Dee Miller added 8, Marie Scheller 4, Kathy Sulaver 3, Lynne Crosett 2, and Jeri Wall 1.

The home team will see action this coming Monday night when they participate in a Jamboree with Lewis & Clark, Chemeketa, and George Fox in the Bearcat gym. Game time is 6:30. Other home appearances will be on February 5 (Lewis & Clark), Feb. 14 (Clark College), Feb. 21 (Linfield), and on February 26 (George Fox). The games will last about an hour.

John Lewis stricken

Willamette University athletic director and baseball coach, John Lewis, currently in his 26th year at WU, suffered an apparent heart attack Saturday morning.

He was reported to be resting comfortably at Salem Memorial Hospital, with his condition listed as serious. He is presently in the coronary care section of the hospital.

Lewis has been athletic director at Willamette for 20 years, and has been coach of the Bearcat baseball teams for the last 25 years. He was also basketball coach for 20 years before retiring in 1967.

In 1969 he was honored by the NAIA through selection to the Baseball Hall of Fame for meritorious service.



J.V. roundballers 2-1

The Willamette University J.V. basketball team, coached by Bud Bulgin, has won two games and lost one in the young season. The two wins, one against Clackamas Community College of Oregon City, and the other against the University of Portland J.V.'s came before Christmas vacation.

Against Clackamas on December 6, Willamette won by a narrow margin 68-62, with the leading scorers being Norm Hardy with 21 points, Stan Arthur with 12, and Tom Barr with 11 points.

Two days later the Bearcat J.V.'s again pulled off a narrow win; this time over the Portland J.V.'s by a score of 75-72. The leading Willamette scorers in this game were Hardy with 24, Barr with 10, and Scott Stoyles also with 10.

Last Saturday night the J.V.'s absorbed their first loss of the season from the powerful Gideon Stoltz AAU team, by a score of 63-43. Gideon Stoltz is made up of former college basketball

stars from the northwest, and includes Willamette coach Jim Boutin on their roster (Boutin did not play Saturday night). The leading Willamette scorer was Hardy with 13 points.

The members of this year's J.V. team are Larry Weclerle, Dennis Fast, Norm Hardy, Barry Grieg, Tom Barr, Paul James, Les Stennes, Harold Browning, Bob Claunch, Scott Stoyles, all freshmen, and Mike Shaver, Stan Arthur, and Eric Banks sophomores. The manager is Sid Zeller.

IM B-ball

Thursday Evening
Faculty A 36, Law I C 33
Law III A 59, SAE B 9
K Sig A 42, Phi Delt C 27
Beta B 58, Delt B 10

Saturday Morning
Law II B 46, Phi Delt A 41
K Sig C 25, Baxter B 24
Law I A 54, Delt C 14

Saturday Afternoon
Delt A 51, Lausanne B 25
Beta C 39, SAE A 21
Phi Delt B 102, K Sig B 18

Sunday Afternoon
BSU A 58, Off-Campus A 42
Hawaiian A 2, Lausanne A 0
Matthews B 38, Sigs B 33


Sunday Evening
Beta A 50, Sig C 22
Baxter A 79, Matthews C 23
SAE C 78, Law III C 19
Hawaiian B 32, Law II C 31

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Yes! A Roach Can Be Coached — See How January 29



Dr. Wilbur Braden was pleased with the Harlaxton Program.

OSPIRG requests more participation

"Students can get involved", was the main point stressed by OSPIRG (Oregon Students Public Interest Research Group) officials at the January 16 meeting held at Willamette. The main purpose of the meeting, explained assistant director of OSPIRG, Bob Gay, was to "explain to students what OSPIRG has done and what it is doing." Bob and other state staff members had accompanied OSPIRG director Steve McCarthy to the informative meeting which included a film and a question and answer period.

The main OSPIRG headquarters is located in Portland "away from any campus so as to not seem to favor any particular school," stated Director Steve McCarthy. In Salem the headquarters are located in the Student Body Offices in the University Center.

Projects that can be worked on out of the Salem headquarters were brought to the attention of W.U. students attending the meet-

ing. Such things as the Reforestation Project which involves counting the trees in the Willamette National Forest to determine if Oregon's new reforestation act is working, is among the various planned activities of OSPIRG. The project, rescheduled for this spring after rain forced OSPIRG to terminate it last fall, calls for not only seeing if there are new trees planted but to make sure that they are growing.

Another project of particular interest to Willamette because of the close proximity will entail the study of recycling paper waste in the State Capital complex. OSPIRG had tried this once before but after running into many problems the idea was given up. But recently, OSPIRG officials were contacted by the Speaker of the House to look into the possibility once again.

There is also a project being considered for the Salem vicinity which would concern the investigation of private employ-

ment agencies. Soon students will be looking into insurance, especially auto insurance, at the state level. One purpose would be to determine if the higher rates charged for people 25 years of age and younger is valid.

OSPIRG is currently working with various classes on the Willamette campus and hopes to have more out of class student participation.

According to the local OSPIRG chairman, Deby Barnhart, the Salem office, located in the Student Body Offices at the University Center, will be open Tuesday and Thursday evenings from 7:00 p.m. to 9:00 p.m.

FRENCH STUDY PROGRAM

(continued from page 1)

the semester, M. Chauvin would coordinate such home stays. Two meals a day would be taken in the home, while the noon meal would be eaten at the University restaurant, which M. Georis assured was one of the finest in France.

Nine French courses, designed for various levels of fluency, will be taught as well as Comparative European Literature, Franco-American Comparative Studies, and an Independent Study conducted by Duvall.

Harlaxton program lauded by Braden

What value do you see in studying abroad?

Lots! Primarily foreign study opens up new perspectives on all sort of things: the familiar world we leave behind when we travel, the habits and routines of that world, and the places we visit, which we've only known previously at second hand through words and pictures. Dislocated from familiar surroundings people have to abandon most of their reflexes and learn once again to pay close attention to what is going on around them. For instance, an American reflexively looks to his left before stepping off a curb to cross a street; but if you do that in England you may get flattened, because your immediate danger as you step off the curb is going to be on your right from the traffic approaching you in the left lane. Most people never notice, or too easily forget, that our local ways of doing things are no more reasonable or natural than the very different customs of the English or French or Japanese or all those "foreigners". And unless we are very careful our narrowness can lead to equating difference with aberration or inferiority. The kind of first-hand encounter with another way of life provided by foreign study is one of the best defenses I know against intolerance, and I think one of the major goals of a liberal education should be to foster tolerance through understanding. My impression was that the Harlaxton experience gave students many new and valuable perspectives on themselves and the amazingly small world in which we live today, and I look forward to seeing the effects of their liberation from provincialism on the rest of the Willamette community. Freed from the inertia of many of their prejudices by having to

learn to get along in a new setting where those prejudices were not shared and reinforced, students went off to see a ballet or an opera with much the same sort of curiosity that propelled them into pubs. And though a theatre or museum may demand more acuteness and concentration than a pub, most of the students at Harlaxton discovered that the arts are not only richly rewarding, but also fun. This kind of enlarged perspective can, of course, be acquired without traveling 8000 miles to Harlaxton; but from what I have seen both here in Salem and at Harlaxton, familiar surroundings lead to a comfortable routine, which leads to inertia, while new surroundings whet curiosity and encourage innovation. Willamette's isolation and inertia are problems of curiosity and initiative and can easily be broken down by awakening people here to the wealth of opportunities available in this area. Our returning Harlaxton students have learned from necessity how to find out what's going on and how to get in on it, and I suspect they will not slip easily back into a less exciting and challenging world.

What are the special and unique disadvantages and advantages of the Harlaxton Program?

Its main advantage is that it works. And it works because of its very fine staff (administrative and academic), its excellent location and facilities, and its sound academic program. I have never seen a more congenial, active, and happy bunch of people than the 100 or so of us who were fortunate enough to be at Harlaxton last term. The only disadvantage of the program I know of is its apparently high cost to Willamette, a matter Provost Manley or Vice-President Harris could probably clarify.

I have the impression that the fate of the Program is undecided. Is this true?

So far as I know, yes. I strongly recommend its continuation, because it seems, of all our proposed off-campus study programs, designed to complement the programs of the majority of Willamette's students.

What general impression did you have of differences and similarities between British and American life?

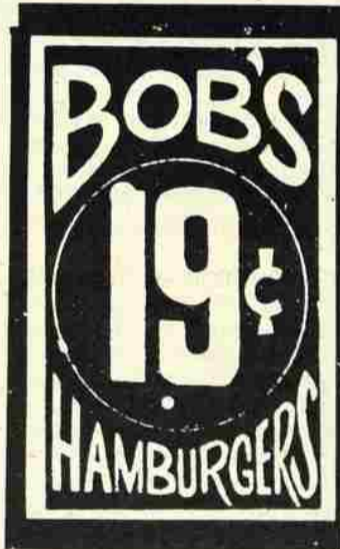
The British (like most Europeans) live at the open end of a long cone of history; the past is tangible and awe-inspiring. Within a few miles of Harlaxton we found the remains of human civilization going back at least as far as the 3rd century A.D.. The impressive Roman remains (roads, dikes, military camps, and towns) were to be found side by side with medieval castles, houses, churches, and cathedrals. And in Belvoir Castle and Belton House (both within a few miles of Harlaxton) we had two magnificent examples of English country homes which were open much of the year to the public as museums. Coming from Oregon to such a setting was like stepping out of a two-dimensional world into a three-dimensional world where the past always provided perspectives on the present. The English are more formal than Americans (at least Oregonians), but I think we all found this formality attractive. Certainly we could not have asked for more friendliness and hospitality from our English hosts. The cost of living in the British Isles is about the same as ours, so we can no longer live above our station when we go there. I think this parity has done a lot to break down the inevitable English resentment of wealthy Americans descending on them with more money than taste. Though the English live differently than we, there is no longer a significant difference in our standards of living.

What did you and your family enjoy most in Britain?

The past in all of its magnificent forms; Lincoln; theatre and music in London, Nottingham, Leicester, and Dublin; Harvey's Bristol Cream for one-pound-thirty; and the new perspectives we gained on our life here in Salem.

How do you suggest a student prepare for Harlaxton?


Read! About London, about British history, about the Grantham area. Be prepared to shed your habits and open yourself to new ways of doing things; become as British as you can rather than hanging on to American ways. Soon enough you'll be back in America, but you may not have another chance to live in England. Stop by and see me (or the returning Harlaxton students) for tips and information, including books, brochures, and pictures.





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Bookstore gains new manager

by Anne Pendergrass

Ray Naas new manager of the Willamette University Book Store, graduated from Central Washington State College with majors in English, history and minors in journalism and education. Upon graduation he began working there as an assistant manager of the bookstore in charge of supplies and other non-text book materials. He worked there for five years before coming to Willamette.

How did you hear about Willamette? Did Willamette contact you, or were you looking for a job outside Central Washington State?

Well, a little of both. I guess there comes a time when you have to evaluate what your own personal future is going to be and I had really gone as far at the store that I was at without waiting for someone to retire... I was looking, but at the same time it was not a desperate situation because I was very happy there... I heard about it through a salesman to answer your question directly, and I applied here.

What does your position as manager of the Bookstore entail? Will you be ordering all the non-text-book books?

I will. Up to this point I have to kind of plea a fifth amendment on that. This semester was well into the machine work prior to my arrival on campus, so I just have to kind of ride with whatever is going on this semester and hope to really do other changes as the semester goes along and then really have 'my' semester begin with next fall because it is too late to make any changes, as far as textbooks are concerned, until then.

What kind of changes do you have in mind?

A great deal, with things to do anywhere from back packing to children's books to cookbooks to popular psychology, whatever. We'll never be super large and be a supermarket bookstore by any means, but I think we're able to cater to the taste of the college student.

The biggest one, and the one I hope I can institute with the start of this semester, will be the book buy-back program and the offering of used books on a larger basis through the bookstore.

Will students be able to sell back any text books or will only certain ones have resale value?

We will buy back everything, but obviously the price of the books that won't be used on this campus aren't going to be very good. That's just the hard facts about it. The only way to find a source for those is to send them to a used book dealer. It will be possible, however, to get up to 50% of the original price for a textbook that will be used the next semester. But that is, by no means, not an across the board 50% on all books. (Used books will be resold at approximately 75% of their original value.)

Are there any disadvantages to selling used books?

Some students simply don't want a used text book. It's really their option. Some faculty members don't like used text books for various reasons. In English they have incorrect crib notes, and various sorts of reasons. Lab manuals can't be rebought for obvious reasons. There're as many reasons probable as you could think of for and against used books. But, I think it's a necessary choice. We can't predetermine by saying we aren't going to offer used books or we're not going to offer new books. I think we should offer both and let the students make up their minds.

Do you plan on enlarging that section of the Bookstore?

Everybody may be very surprised to find out that maybe Willamette students are more interested in new books than they, themselves, generally think they are. The areas where I find the most interest are the non-text book areas. I think that a great deal can be done not only for the college but for the community itself in providing books that are of general interest on current topics that people are really talking about.

Do you have any ideas about a co-op arrangement?

There aren't any bookstore chains as such, except those that are privately owned. Ones that are members of campuses are in no way operated out of the same chain of command. That's virtually impossible for a number of reasons; especially with Willamette.

It's been tried by all sorts of professional organizations and nobody has really been successful yet. The big problem is the area of human communication. You can't get the information out fast enough to do anyone any good.

It's a private school and it's virtually impossible to affiliate with another private school or a state school because of separate hierarchies and this sort of thing. As far as buying books or exchanging books and this sort of thing, greater efforts will be made in this. The mass of textbooks that a school goes through makes it almost impossible to cross reference between schools what one school is using. Just the compounding of data, sending out book lists and then having some method of cross referencing them...is virtually impossible. By the time you get the information, the need for the textbook is long since past. It would be ideal if there were such a system.



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