

COLLEGIAN

WILLAMETTE UNIVERSITY'S STUDENT NEWSPAPER

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Willamette In-Depth

Minority Scholar from West Africa to Arrive in Fall

By Steve Vanderhelden

Due to the recruiting efforts of College of Liberal Arts Dean Julie Carson and a grant from the Atkinson Foundation, Willamette will have its first visiting Minority Scholar next fall. Peter Dumbuya, a Ph.D. candidate in American, Russian and European History at Ohio's University of Akron, has been selected for this newly established program.

Dumbuya was born and raised in Freetown, Sierra Leone, in West Africa. After receiving degrees in Modern History and Education at Fourah Bay College of the University of Sierra Leone, he moved his studies to the University of Akron. Dumbuya was recruited by Dean Carson through Georgetown's National Minority Faculty Identification Program, and was selected from a field of several other candidates.

"I'm really looking forward to visiting the University," Dumbuya commented. "I've had a discussion group on U.S. History, but I haven't had a chance to teach a course on my own." His position at Willamette remains uncertain—President Hudson's sabbatical has delayed the

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University House in Dispute

by Pat Kurkoski

In a move which disappointed faculty groups and students, the Willamette administration recently decided that the University House will be occupied by the Center for Dispute Resolution (CDR), upon the completion of Waller Hall and the relocation of the Office of Alumni Relations next year.

Vice President of Academic Affairs Sam Hall described this as "primarily an economic move [that] will save us a lot of rent money . . . over \$20,000 a year." The fact that students and faculty were not involved in any facet of the decision-making process generated some hard feelings.

Bryan Johnston, Director of the Center for Dispute Resolution, described the move "as a short term fix until we get space in the Law School." Currently the CDR leases space in a building behind the T.W. Collins Legal Center which is shared by the Oregon Department of Justice. Space for the CDR in the Law School will be available following a renovation and expansion of the



Collins Legal Center—a renovation contingent upon the success of a fund raising effort.

Once the CDR finds a permanent home in the Collins Legal Center, the future of the University House is uncertain. Hall commented "there is a fair chance that the University may want that piece of land to build something else," most likely an addition to the Collins Science

Center. In this case the University House would be moved or torn down.

According to Johnston, who has directed the Center since it was opened in 1984, the Center for Dispute Resolution sponsors "conferences and training" in dispute resolution, a movement within the last several years to "alternative ways to

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KWU to Improve Sound

by Damon Ogden

A KWU budget excess this year will enable station manager Kellie Rider to hire a radio engineer to reconnect the KWU transmitter system to eliminate its chronic buzz by next fall.

Rider has contracted a radio engineer to come to Willamette this

summer to analyze and rewire the radio station's system. Though the transmitters are out of warranty, Low Power Broadcast (LPB), who sold the current system to Willamette, says there should be no buzz if the system was installed correctly. The rewiring will cost only \$250, and the engineer contracted has corrected

several similar systems elsewhere.

Students Mike Jacobsen and Dave Chiappetta wired the station when it was founded, but Rider said despite some knowledge of radio, they were not qualified engineers to do the job. The professional technician will do a frequency modulation which Rider says "should help immensely."

Rider believes the rewiring will not only decrease the buzz, but campus reception should be consis-

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Going to the Chapel

Look for Waller Hall's new incarnation next fall when you hit campus. That venerable building, newly renovated, will once again become a central focus on campus.

GUEST Opinion

The administration will live there, as will the business office, the development office, and the chapel.

The chapel? What is a nice university like Willamette doing with a chapel?

Sure we were founded by missionaries of the Methodist Episcopal Church, but the zeal for Indian conversions has been blunted in the last century and a half, and been replaced by a wider concern for education. In fact, The United Methodist Church, the successor denomination to Jason Lee's M.E. Church, has often been regarded as one of the more liberal (or main-line) denominations. That's why we're not

a "Christian College" in the sense that Seattle Pacific, Whitworth, and George Fox are. Nobody's pushing "creationism" in the biology department (Stephen Jay Gould will be lecturing here next semester), there's no doctrinal test for students or faculty to sign, and we got rid of compulsory chapel a good twenty years ago.

If there was more time and space, I'd argue that Willamette is still a Christian college, though not in the way that would please either the hard core religious folk or the friendly secular humanists in our midst.

So let's call ourselves "church-related," i.e. "Methodist," in the same sense as Duke, Syracuse, and Boston University. But that still doesn't answer the question, "What's Willamette going to do with a chapel?"

I've got some ideas. We can use it for private meditation, small group sharing, and full-scale public worship, all on a voluntary basis, of

course. It would be a natural spot for music—the language of the spirit—both choral and instrumental. And for liturgical drama (*Murder in the Cathedral* and the like!) and dance. I expect many of you will book it for weddings, another appropriate use.

But there's still much to decide—and that's where you come in. The Office of the Chaplain would like to hear your ideas.

How often should we have worship: seasonal, monthly, weekly? When should we do it: Sunday evenings, the occasional "convo" period at Thursday noon, mid-week in the evening? What sort of worship should we have: "word" only or "word and sacrament," i.e. communion? What style: "high church" with classical music, informal with folk hymns, imported varieties (Black gospel choirs, chanting monks from Mt. Angel, etc), interfaith worship, or peace and justice orientation?

Take a minute before you bug out for the summer and tell us how you would like to see Waller Chapel used. Drop in (behind the info desk in the U.C.), phone in (x6213), keep those cards and letters coming in (D-219)!

—Charlie Wallace

COLLEGIAN

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Letters

Concern Covers Quality, not Costs

To the Editors:

A few months ago Jerry Hudson asked me to head a committee to review the kitchen and dining facilities on campus. I accepted the position and soon thereafter the committee was formed. The committee members are Joan McNamara ('59, Trustee); Richard Littlefield ('63, Beta Theta Pi, Trustee); Dave Schultz ('90, SAE, President IFC); Chris Pepin ('91, President of Belknap Hall); Laura Zinniker ('91, Pi Phi); Martin Taylor ('91, ASWU

President) Frank Meyer (VP-Student Affairs); Bob Hawkinson (Professor of Political Science); Jim Hanson (Professor of Economics); and Henry Hewitt (Law '69, Trustee).

The committee has met several times on campus; each meeting was preceded by dinner in one of the campus dining facilities. A fair amount of time has been spent by the committee discussing issues that should be considered in deciding what, if any, changes should be made in the present dining facilities. We have come to understand that these are difficult and complex issues. No one has told me or the committee what our conclusions should be. Contrary to the suggestions in a recent article in the *Collegian*, profit

to the University is not a factor. Our purpose is to consider the interests of students from a long-term perspective, and I am confident that a change will only be made if it will improve dining for students.

Student views are essential to the process, and finding a consensus is important. Assuming responsibility for decisions affecting students and the University for years to come is a challenge for the entire Willamette community (students, trustees, faculty, alumni and administration). It requires us all to evaluate the way things are and the way that they should be in the future.

Henry H. Hewitt
Willamette Trustee

Letters Cont.

Faculty Council Thanks Students for Response

To the Editors:

The Faculty Council has completed this year's evaluations of faculty and would like to thank all of you who wrote letters for your teachers and advisors. We appreciate the time and thoughtfulness with which so many of you wrote.

Students sometimes tell us that they are unsure of the value of their letters. Your letters along with faculty letters, course evaluations, and personal statements are used to assess teaching effectiveness at Willamette. Let us assure you that your letters are an important component of the evaluations, and are read with care by each of the eight members of the Council, which includes Dean Carson. Thank you for your help.

*For the Faculty Council,
Richard Iltis, Chair*

Senate Should Not Fund Conscience

To the Editors:

According to the April 21, 1989, issue of the *Collegian*, the Willamette University Student Senate approved a motion appropriating \$200 in student funds to help cover the costs of eight students who wished to protest nuclear testing at the Nevada Test Site.

I have no qualms about people voicing their opinions, or even taking action on issues that concern them, as long as the rights of others are not infringed upon. The use of student money, however, is completely ridiculous in a case such as this.

These four students (according to the article, four of the original

eight presenting the request actually participated in the protest), in effect, broke federal law on behalf of the students of Willamette University. They trespassed on Federal lands and were arrested for their actions.

I feel it is highly inappropriate for ASWU money to be used in such a manner and am of the opinion that the senate made a very poor decision as it caused the associated students to supplement the costs of four students' social conscience.

In light of last year's failed motion to approve Willamette University as a nuclear free zone, I feel it is safe to assume these four students represented a very small minority. If these people desired to do something which would directly benefit Willamette, the money would have been better spent on a debate between two very well informed speakers on the issue of nuclear testing. More people would have been able to attend and receive pertinent information, and the affair would not have been as biased, nor as illegal as the protest was.

The specific motion approved \$200 to be broken down into \$25 registration fees for each protester. Fifteen dollars was also allotted for travel costs. Simple arithmetic would suggest that if only four of the eight actually attended, about \$85 is unaccounted for. I would be very interested in knowing what happened to the excess money—bail, perhaps?

Furthermore, according to the article, these people knew one year prior to the protest that they desired to participate. Why was it brought from the floor as a motion rather than going through proper channels? This funding request should have gone before the Finance Board at the beginning of the year, and received its approval before passing on to Senate. The Finance Board typically has been concerned about the nature of the requesting group—who it represented—and to what extent alternative funding sources have been aggressively sought.

Based upon discussions with several of its members, I think the Finance Board would not have approved this request. Our Senate definitely should not have done so. I and others believe these protestors willfully misled Senate about the impending registration deadline, fearing possible rejection by the ASWU Finance Board. The group purposefully circumvented the established funding request process so as to ensure their success.

Civil disobedience can be a good, and sometimes necessary thing. Student money, however, should not go to such activities without more reasonable thought and consideration. I reject the notion that Willamette must be for the 1990s what Kent State was for the 1960s. Proactive information is what students should deal with, not lawbreaking strife.

Todd Enger

Metanoia Misunderstood

To the Editors:

One of the most misunderstood and maligned entities on campus is Metanoia House. At a house meeting on Sunday night, the assembled house members decided that we would like to try to correct this. The question asked was "What do you wish the entire campus knew about Metanoia?" These are their words.

"Metanoia—it's a great place to relax and just be yourself. All of our personalities and lifestyles vary greatly, but we all have a real good time. I love it here."—Shelley Blain

"I wish other students didn't think I was weird, strange, or a drugged-out hippie when I told them that I live here."—Vicki Bollen

"We're worried about the downward course our world is taking. Metanoia reaches out for change within our society."—Cassandra Cromwell

"Metanoia is an oxymoron—collective individuals; which is a

wonderful thing, of course."—Sonia Engle

"One of the things that makes Metanoia different is the tight-knit group of very supportive people that I live with."—Lisa Johnson

"Star Trek draws a big crowd here. We have to buy our drugs somewhere else. Disco music is very rarely heard here."—Susan Karam

"I wish folks knew that they could come in here anytime and take part in what we're doing. Just be willing to share and learn and be an active part of our community in your own special way. That simple. Strangers become friends, friends become family, family becomes community. . . Dig it? Right on."

—Rocky Lieuellen

"I wish the campus knew that Metanoia is not a place for factions, but for unity; unity of purpose, a united concern for the world and its people. And I wish that everyone on this campus shared this concern. By living in and participating in Metanoia, I feel that I am living up to Willamette's motto, 'Not Unto Ourselves Alone Are We Born.'"—Amy B. Pitzer

"Metanoia is the vision of a community that seeks to confront our world's problems rather than ignore them. Metanoia is proof that there is still hope that our generation can make a difference. And Metanoia is the courage to try despite the labels that come from being different. In Greek, Metanoia means a change in spirit. I believe that Willamette is experiencing Metanoia. Still, Metanoia needs your help and support, not labels and suspicion."—Martin Taylor

"I think that the biggest misconception about Metanoia is the kind of person people think Metanoia draws in. I mean, anyone interested in social activism is probably some kind of throwback to the 60s, right? I think Metanoia should let people know that it can appeal to a broad range of people who have diverse backgrounds."—Michael W. Williams

Metanoia House

Know Thyself

Not everyone gets a chance to write a column. I wish everyone could. Because it is a fascinating thing to see your thoughts printed on paper and distributed to a group of people. You learn things about yourself in the experience of reading your own column, because when the paper comes out, with its flashy headline and clear, bold type, it's as if someone else wrote it. It seems too formal to be something you created. You read yourself as if it's the thoughts of someone else, and then you evaluate yourself. You ask yourself questions like: What is this person trying to say? Who does this guy think he is?

If you haven't done this, you should try it. When you type a paper for a class, try reading it before turning it in. Read it without concentrating on spelling and punctuation, and without wondering if it's an A or

a B paper. Read it as if you're trying to discover what the person is like who wrote it. Everything we do, especially when we write something, communicates something about ourselves.

FOUNTAIN OF Truth

Who do you see in your writing? To confront yourself as someone else, to evaluate what you think, and to uncover the themes of your life, is important. Too often we take these issues for granted. We define ourselves according to what we do and how others perceive us. But is this the true picture?

Think about your life right now. Is college the best thing for you? Are you really learning things

here? Are you ready to learn? Or do you even want to learn? Are you here because of your parents or peers—or because this is what people do at this age?

If you decide you're here to learn, this is a good place to do it. But you've got to jump in with both feet. Talk with your professors outside of class; if you don't have a question, make one up. Get to know them. Ask them about things that have nothing to do with your class. Find out what they think about the world and about life.

But first get to know you. Experience yourself as a stranger. What do you discover? Do you like this person? What does this "You" want to do with your life? Can you reach happiness through wealth and success, or can happiness only come as a by-product of doing something meaningful?

Look at your gifts. How lucky you are to be in America. How lucky you are to get an education. Think of how helpful your knowledge and skills could be to others.

Do you want to feel useful, needed, important, appreciated—and even happy?

Who are you? Write it down. Call it the "Fountain of Truth" and sign your name at the top. Now read it. Is that who you are? Is that who you want to be? If it is, then share it. Make friends, good friends, lots of friends. Possibly the most meaningful part of living stems from our relationships with others. Form a community that you can open yourself up to, that you can have fun with, that you can learn from.

If you don't like who you are, remember you are not made of stone. You can change. Try new things. Take an art class. Run for Student Body President. Sit at a different table for lunch. Drop out and travel or work at a nursing home. Shake up your life. Take risks. Give yourself a chance to discover something new.

Life is incredible. It is the wildest drug you will ever take. Find out who this "You" is and do something with it.

—Mark Yaconelli

W.U. Denies Excellence

"The best small private liberal arts University west of the Mississippi"

Only coined five years ago, the above phrase has been worn so old few will recognize that it was not Jason Lee but U.S. News and World

DREADLocks

Report which said it first.

It has been worn so old that we joke about it, or use it defensively (such as when any Easterner suggests that Willa how do you spell it? might be less than elite) but few of us take it seriously.

Perhaps part of the reason is because on a campus dominated by Oregonians we come from a tradition which nurtures humility and issues stern warnings about grandstanding.

More likely is that a huge proportion of the student body applied to Ivy-league schools and got turned down (aren't we shocked by those who were accepted and then decided to come to Willamette anyway? Must have paid them a lot of

money we say shaking our heads). Whatever the reason, the feeling of inferiority seems to run throughout the University. Professors and students alike tend to play

down a Willamette student's chances of winning a national award or gaining entrance into an elite graduate program.

The problem is that how we conceive of ourselves directly affects our performance. We continue to let limited vision restrict not only what we might become but what we are.

One student's experience in applying for a Fullbright scholarship typifies how we limit ourselves in this

way. She contends that Willamette's lack of internal structure to assist applicants for the Fullbright and other awards places its students at a distinct disadvantage.

After asking for an application last fall, she lost several weeks which could have been spent working on her proposal because an application had to be sent for. Finally, when a committee had to be convened to review her application, she says that "I was told flat out that they were having difficulty finding someone to chair it."

"On an individual level, people were really helpful and supportive," she says. "But if I wouldn't have had encouragement from people outside of Willamette I would have probably would have dropped the whole thing."

An administrator connected with Willamette's administration of the Fullbright contends the reason we don't have a better support system, is simple. "We just don't have enough students who are interested, the last time we had a Fullbright

was...?"

It is true that we don't have many students who seem interested in the Fullbright and other awards. But how much of this is because it isn't encouraged?

Jack Hart, Associate Dean at Lewis and Clark College, thinks support and structure has everything to do with it. His college has produced five Fullbright scholars in the past three years. Hart said "Willamette has a very similar student body...there is no reason for our success other than support."

Willamette is undergoing an unprecedented period of growth as we seek national recognition. The TTU campus, addition of a minority scholar position and efforts to join Phi Beta Kappa are positive steps in this direction.

It is perhaps also time for self reflection; a glance in the mirror to realize we aren't as bad as we tell ourselves. Fullbright scholars are in our midst—it is time we tend our garden and make sure it grows.

—John Rehm



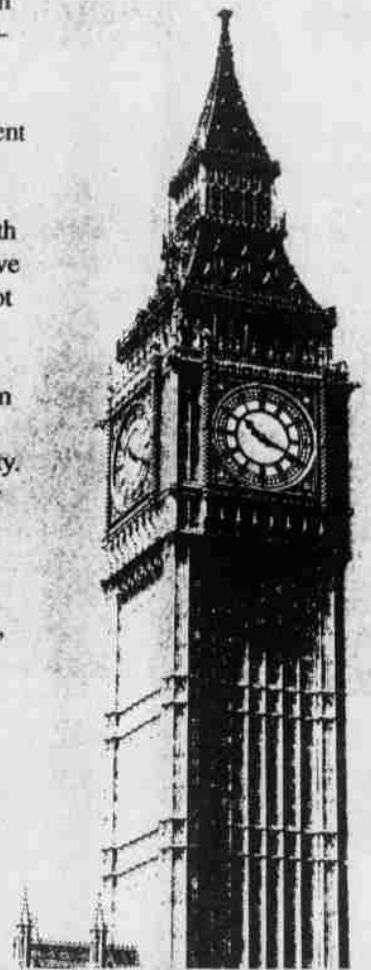
International education at Willamette University, as it is on many other college campuses, is an option of interest to an increasing number of undergraduates. For many students the development of intercultural and international awareness and understanding is an essential part of a liberal education. A semester of study in a foreign country is at least a beginning.

Willamette provides some excellent opportunities for our students, although—as student interests in foreign study continue to expand—more programs will need to be developed. Here are the programs we currently have:

Semester in Japan - Fall, 1989. Willamette University has enjoyed a sister university relationship with Tokyo International University (TIU) since 1965. During this time, several hundred Willamette students have studied at TIU and over one thousand TIU students have studied on our campus. Strictly speaking, this is not as yet a language program, but a minimum of one year of Japanese is required for acceptance. Classes in Japanese culture, history, economics, religions and politics are included in this very popular semester.

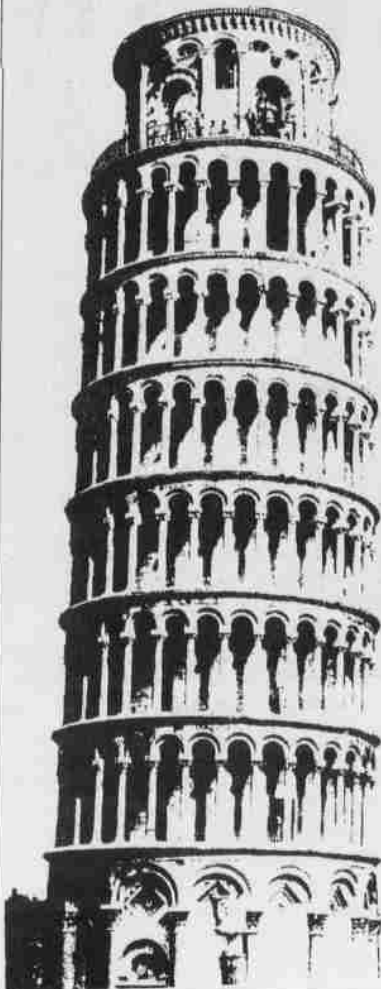
Semester in France - Fall or Spring, 1989-1990. Due to on-site administrative problems, this program has been modified for the next academic year. Students wishing to study in France will be able to do so through the auspices of the Institute of European Studies, a well-established organization of very good quality. The equivalent of two years of French is required to be eligible for this semester-long study in either Paris or Nantes.

Pacific Rim Study Semester - Fall, 1990 or Spring, 1991. It hasn't been determined yet whether this new program (initiated Fall, 1988) will be given in the fall or the spring; such a decision depends on the universities involved and as soon as an agreement is reached the correct date will be published. In this program, students will study for five weeks at each of our three Asian sister universities: Xiamen University, People's



WILLAMETTE

OVERSEAS



Republic of China, Kookmin University, Korea and TIU, Japan. This is a comparative study of the history, culture, economy and politics of the three countries; "survival" language classes for each country will also be given.

Semester in London - Fall and Spring, 1989-1990; Semester in Watford (suburb of London) - Spring, 1990. The ILACA consortium (Independent Liberal Arts Colleges Abroad) arranges for this program of study in the London area where students may study in such fields as literature, politics, history, art history and culture. Students live with British families and become familiar with the many museums and galleries in this famous city.

Semester in Spain - Spring, 1990. The 1990 program will be held in Oviedo, near the north coast of Spain; previous programs have been held in Salamanca and Alicante. As in the French program, two years (or the equivalent) of the National language are required and students will live with Spanish families.

Year in Munich - 1989-1990. Students from Willamette, Lewis and Clark and Reed attend the University of Munich for a year-long study of German language, culture, history and current events. A strong background in the German language is essential in order to take advantage of this opportunity.

In addition to the programs mentioned above, several faculty offer post-sessions for one credit. These sessions last for approximately one month and are currently offered in Australia, Hawaii, U.S.S.R., Florence, Italy and Greece. Please contact me for further details.

Finally, the Office of International Education will do what we can to assist students who wish to go to other countries for further study. I'll be glad to meet with such students at any mutually convenient time.

—Richard A. Yocum



deeply about our own. Yet, these same religions can resemble each other, as seen in the shared values of Christianity and Buddhism. Intriguing customs cause us to try and discover how they developed, like tapping the table to signal gratitude. Contrasting our culture with another allows us to better comprehend our own. Our differences are to be cherished and understood, not to bulldoze and rebuild. If we lose our cultural diversity we lose an asset to our world. When we learn about

Pacific Rim

by Cassandra Cromwell

After Willamette's Pacific Rim trip encompassing visits to China, Korea and Japan, the world has become a small planet yet at the same time it has remained vast. In a world of four billion individuals how small and insignificant one person seems. We all seem to be going in different directions. The difference between us and the person next door seems immense; the difference between a person from another nation seems insurmountable.

The Pacific Rim trip taught us that to understand a nation in depth, one must learn the history, religion, customs, philosophy, politics, economics and the language. Being in the foreign country is the only way to completely understand the context in which the people live. It seems an incredible amount to learn to understand a culture. However, when meeting people in the countries we visited, we always found some common ground. It is amazing how much we, on this side of the world have in common with those on the other side. We forget that they experience the tears of hardship, the woes of love, and the sweat of labor. We all have families we love, a government system we like or dislike, and education we've struggled through. If we know ourselves, then we can understand a lot about others. The only thing separating "us" from "them" is the idea of the nation. The world becomes smaller when meeting people from another nation; we realize the forces that control us control them too.

The ocean that divides us is wide, but our lives are interconnected. What we do in our lives has an impact upon residents of the other side of the world. If we buy Japanese goods, those in Japan will be directly affected but also the Koreans, the Chinese and others will feel the changes. The economy shapes the populace. The Japanese economy influences the government, the businesses, organizing education, housing and a way of living. We as individuals are significant to this world; how we eat, what we read, where we go, who we work for, how educated we are, how we vote—we change the world. One life touches so many others.

Culture distinguishes between peoples, making the world exciting. The things that seem an extravagance to one people could be a cultural necessity to another; a car or a washing machine is a luxury item in China. Religions that differ from ours can make us think more

cultures we learn about ourselves.

The world is our education; exploring it first hand has made us realize how closely tied academics and the "real world" are. Everything we learn is connected to the "real world" in one way or another. In our ivory tower we become blind to the ways our education connects to the outside world. We disassociate ourselves from our studies, forgetting that the world's past, present and future are made up of individuals like us. We are learning about how we became who we are. The Pacific Rim trip gave us a good start to life in the "real world." We are the "real world" no matter where we are or what we are doing.

Going abroad changes one's frame of mind. We get a new perspective on our way of life by seeing how others go about doing the same thing. A trip such as this one allows for adventure, making one feel significant and important in this vast yet small world. One feels they are the master of their destiny by getting on a bus in China and arriving at the desired spot—alive. Fate is one's friend when arriving home amongst narrow, busy streets and confusing trains in Japan. If we were as interested in people in our own community as we were abroad, we could understand our society better. If we could keep our sense of adventure alive, we wouldn't be able to take life's simplicities for granted.

Italy

by Lisa Ragain

Florence, Italy. For me and the other members of the post-session in Italy this summer, this brings back images of the dome towering over the skyline, great works of art, beautiful countryside and cafes. Mention Italy, and I remember great conversations, good people, and one of the best summers of my life.

The group was led by Professors Roger Hull and Adele Birnbaum. The group, itself, was made up of their families, students, alumni, and Friends of the University. We were a diverse bunch, but this kept the trip interesting.

Our days in Florence started early, with breakfast in the pensione. A brief session on the artist or author of the day was our part of our class. Roger or Adele would call out "Andiamo" and the group would launch into the activity for the day. We explored places like churches, the Uffizi Gallery, Dante's house, and the hillside town of Fiesole, just to name a few of our excursions. During the noon hour, we were on our own, and lunch was usually

bread and cheese or pizza in a park or Piazza. Early afternoons were siesta time, and we either recovered from the day's activities, explored Florence on our own, or shopped. Late in the afternoon was the second class session of the day, and during this time we would either discuss the theme of the next day or take Italian lessons.

The evenings were equally as interesting as the days. Dinner was the best. We talked, drank wine, celebrated birthdays and generally enjoyed each other's company. The pasta was glorious, and our hosts at the pensione helped to round out a wonderful experience. After dinner, our activities included long walks, exploring Florentine night life, or just talking with each other or Rudolfo and his family, the owners of the Pensione Mary. Besides Florence, we visited Siena, Assisi, and other small towns some days. A weekend trip to Venice was included on the itinerary. A few of us even managed the ever popular gondola ride, complete with a singing gondolier.

Our time in Florence passed all too quickly, and after three weeks, several members of our group went their own ways. Those of us who were truly dedicated, and were not suffering too much "Madonna burnout," continued on to Rome. In Rome, we stayed at a convent, which was an experience unto itself. If we weren't back by 10 p.m., the gates were locked, and we would have to find another place to spend the night. We explored Rome for the most part on our own. In Rome, we felt overwhelmed by a city that dates from ancient times. Wherever you looked, there was an ancient Roman building standing next to a Baroque fountain, with the 20th century impinging on the scene all around. It was an indescribable feeling.



Looking back at my time in Italy, it is difficult to convey exactly what I experienced. There is no way to communicate what it is like to see Michelangelo's "David" from only a few feet away. I feel lucky to have been in Italy in May, before the throngs of foreign tourists arrive to turn Europe into a cultural Disneyland. The program allowed us to have very intimate contact with the culture and people of Italy. In this way, the Italy program delivers exactly what an ISA class is supposed to be. It was interdisciplinary with the study of both art and literature, and we got a real sense of Renaissance Italy. I

would recommend the program to anyone. It was one of the best learning experiences of my life. This may be a sappy statement, but if you have doubts, ask anyone who participated.

Watford

by Elizabeth Coleman

I enjoyed myself on the Watford program last spring semester and I recommend it to anyone who is interested in being introduced to London and who wants to experience the culture of an English town. The advantages of the Watford program include the opportunity to travel, being close to London but far enough away, and the cultural integration intrinsic to being centrally located in Watford.

On a general level, the best part of the Watford program was the opportunity to travel to different places in England. In fact, excursions and field trips (either into London for a day or as far as York for the weekend) were so much a part of the program that classes played a minor role. We went to classes three times a week, leaving open the opportunity to travel and discover the historical attractions of England. Integration of classes with travel was important, e.g. the literature class read Emily and Charlotte Brontë, going to Hayworth, the northern town they lived and wrote in, made their novels all the more enriching.

The one disadvantage to the Watford program is that there is not the day-to-day experience of London itself. However, despite feeling like the surface of London

Students who attended last spring's program will tell you they have at least one favorite place in Watford.

The flavor of the Watford community was realized indefinitely in the local pubs. They quickly became a favorite aspect of the English culture and at least one host father was overheard as saying that local pubs were a far better example of typical pub atmosphere than London pubs because people were more friendly. "The Essex Arms" and the "The Nascott" soon came to recognize our American faces because we frequently visited for a pint (or two) of lager or ale.

Other characteristic places of Watford include the Watford School of Music—the building where we attended classes (often lectures were given while a piano and violin duet played in the background), Cassiobury Park—a great place to revive "wide-open space homesickness" and, finally, the High Street shopping area—a closed-off street complete with common English stores.

The Watford program serves as a great introduction to London and it is a unique opportunity to exchange with English peoples and come to know the characteristics of a "typical" London suburb. Most alumni of the Watford program reflect with enthusiasm and excitement about adventures in Watford. Retrospection of the spring semester in Watford is tinged with nostalgia—it truly was a special place.

London

by Martha Bennett

Everyone warned me about culture shock when I left for London last fall, but I didn't really feel it until I had been living and studying in London for about two weeks. I was sitting with the other people in my group in a park in the middle of the City of London, the financial heart of England. But what was so special about this park was that it was in the center of a church. At Dunstan's in the East, which had been destroyed in the Great Fire of 1688, rebuilt by Christopher Wren and destroyed again during the Blitz of World War II. All that remains are Wren's walls and famous steeple—and the park between the crumbling walls. Then, I knew I was in a foreign country.

It wasn't the accents, the small cars and houses, the starchy, greasy food or learning to cross the streets because they drive on the left side of the road that made me aware of the difference between England and the U.S. It was the lifestyle, the respect for art and the great sense of history that had to exist to keep a park preserved on some of the most valuable property in the world.

Willamette's program through the American Heritage association was the perfect way for me to discover London, and I wanted to see it all. I wanted to climb every corner from the Tower of London, the oldest standing building in London, to the theater to Oxford Street, one of the most famous shopping districts in the world, to the interiors of each of London's 3,000 pubs.

Of course, I didn't see it all, but my four months



in England gave me a real sense of the pace and nature of life in England. By the end of the program, each of the 29 U.S. students on the program had learned how to flow with the crowds on the tube (and tolerate the sometimes irregular, erratic buses), to refresh ourselves with an afternoon in London's enormous parks or hundred of museums, to tolerate and find food and to find the cheapest and most sought-after theater tickets in town.

Theater is one of the best reasons to go to London. London has a rich theatrical tradition and students are eligible for all sorts of cheap tickets and discounts. There are theater productions everywhere—from the big West End theaters to theaters in the attics of pubs. You can see anything from the latest, most controversial intellectual drama to Shakespeare to contemporary trash to smash musicals like *Phantom of the Opera* (that would be a six-hour wait and £20, though), *Cats*, *Les Miserables* and *Chess*. The Royal Shakespeare Company and the National Theater do some of the best and worst productions in London. Because they have the financial and staff base most West End shows lack, the RSC and NT can produce plays like Howard Baker's 4-1/2 hour *Bike of the Night*, which probably would not be commercially viable.

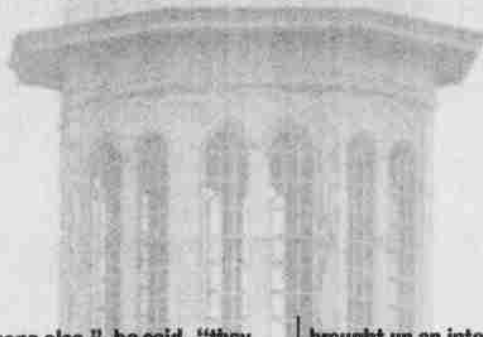
Pubs were one of my favorite places to go, after theaters. Pubs are more than a good place to find a pint of cider, they are a great place to socialize with your friends and meet the English. You can tell a lot about a neighborhood by the number and types of pubs and what people are drinking inside them.

English beer and alcoholic cider are still good reasons to check out English pubs. Some beers, bitter and stout, are served at room temperature and are more full-bodied and rich than their American counterparts. In some pubs, the beer is pumped rather than drawn from a tap. This method—called original gravity—means the carbonation comes from the pump, not artificially injected CO₂.

I did thousands of other things in London. I saw some of the most famous art in human history for free (most art galleries are free); I explored great monuments and cathedrals; I heard some of the best and worst music; I watched punk rockers on Kings Road; I shopped everywhere from poor Brixton Market to Camden Market to the famous Harrods; I travelled in Scotland and Ireland and looked for the Loch Ness Monster. In short, I did nearly anything I wanted because there are thousands of opportunities for almost every interest. I liked it so much I hope to go back to England to attend graduate school.

SALEM → WILLAMETTE

Collegian reporters Craig Pepin and Kari Koivisto hit the streets of Salem to find out how the citizens of Salem feel about the University in their midst. The reactions of the people on the streets were surprisingly negative, as issues such as elitism and wealth of the students came up time and time again...



A painter creates an image with a paint brush, a photographer creates an image by focusing in on a subject and pressing the shutter release, and a writer creates an image by expressing ideas with detailed words and precise punctuation. The human mind creates an image by painting a picture within it, focusing in on it, and then releasing it into the audible world.

What type of image does Willamette University present to the average Salem citizen? What do they think of our campus? What do they think about the students and faculty who reside here? The answer lies on the streets, inside the malls—within the citizens of Salem.

Most people who were asked these questions smiled gently and without blinking, said that Willamette University is an "expensive school with nice people and a good reputation." Others view Willamette as a haven of elitists who look down upon the other members of the community. One North Salem High School senior, Reed Witenber, stated simply that he "likes the bricks" on campus.

Besides the unifying brick buildings, what sets Willamette University apart from other schools? One 20 year old resident stated that there is an attitude problem on our campus. As he sat back, he crossed his legs and put a satisfying smile on his face. "People there think they

are better than everyone else," he said, "they are immature, shallow, and more worried about the way they look than the way they act."

Another local business employee commented that "Willamette students have good conduct on the roads, but in stores and restaurants they need to clean up their language." He was upset with the behavior of a few students and further said that Chemeketa Community College students are better behaved.

When asked about the academic reputation, he paused and looked puzzled. Gathering his thoughts he said, "Isn't it like the Oregon Stanford or something?"

Another aspect of the University which is a concern to the citizens of Salem is the tuition price. Thirty-one year old Scott Stalnaker, a lifetime resident of Salem, feels put down by the high price. "I grew up around the University," he said, "I would have loved to go there. But the tuition is too expensive." He went on to exclaim, "I am a descendant of Jason Lee, and I can't even go to the school he founded!" Yet Stalnaker and his wife did agree that Willamette has a lot to offer to the citizens of Salem. "We enjoy the programs they put on. We went to see Kurt Vonnegut." Overall, he summarized that Willamette is a fine University with fine students and faculty, but it is unaffordable.

Cheryl Hall, a young Salem citizen,

brought up an interesting concern. She appeared to be puzzled by the fact that such an expensive University is placed in what she referred to as "a lower-class community." Frustrated by the fact that most citizens couldn't afford to attend their nearby University, she proposed Willamette lower tuition to better accommodate the local citizens.

Besides the views of average Salem citizens, the images formed by an alumni prove interesting as well. Dr. Robert Taylor, a member of the class of 1958, was very pleased with the present campus. "It is so much larger and much more beautiful," he exclaimed. As an alumni of the Beta Theta Pi fraternity, he said, "Fraternity life seems to be much more sedate than it was in my time." Taylor was a freshman pledge when Senator Bob Packwood was a senior. "The quality of the school is reflected in the people who graduated from there," he said.

After raising three children, Taylor is disappointed that none of them were able to attend his Alma Mater. "With the tuition as high as it is, it is unthinkable to send three kids there," he said.

The perceptions of Willamette University within the community seem to vary from one citizen to the next. Most of those interviewed admitted that they had only been on campus a few times, but that those visits conjure both positive and negative ideas. —Craig Pepin & Kari Koivisto

Cool Breezes Coming Soon to Smullin Hall

by Curt Klipp

Relief from the Smullin Hall sweatbox is on its way. Installation of a partial air conditioning system will begin after commencement.

According to Vice President for Financial Affairs Brian Hardin, the third floor of the building will be fully air-conditioned, as will the hallways in the second floor. The Dean's Office on the first floor will also be fully air-conditioned, "Since

[it] is staffed all summer long," Hardin stated.

Nearly everyone agrees that the heat in Smullin can be unbearable. "It makes it difficult to focus on one's work, quite uncomfortable at times," offered a visibly concerned Robert Dash, Professor of Political Science, who has a third floor office.

"It was impossible to teach in many of the rooms," said Professor Robert Hawkinson, also of the

Political Science Department. "Everyone hopes and expects that something will be done about it."

"The biggest problem is in September," Hardin stated, though warm spring weather has made the problem an issue again recently. "The engineers are telling us that [the new air conditioning] will give us a comfortable building during the academic year," he added.

Dash called the partial air conditioning system "a curious strategy for handling the problem."

Installation of air conditioning was considered when Smullin Hall was first renovated in 1987-88. The cost, over \$200,000, was too expensive.

Hardin says that the partial system to be installed will cost "just over \$100,000."

Other renovations will occur over the summer too, according to Hardin. In the quad, a new steam line from the Physical Plant to Doney Hall will be installed, along with a sewer line to Waller Hall, a new west sidewalk in line with the Millstream bridge, and new turf. The center sidewalk will be removed.

Also, new roofs will be added to several buildings, and a fountain dedicated to Senator Mark O. Hatfield, which was donated, will be installed in the circle between the Library, University Center, and Sparks parking lot.

Willamette to Acquire Telephones for the Deaf

by Curt Klipp

Willamette University will purchase one or more telephones for the deaf, according to Director of Multicultural Affairs Joyce Greiner. The quantity, model, and location of the machines, known as Telecommunication Devices for the Deaf (TDDs) is undecided at this point.

A goal of the project is to make Willamette's campus and recruitment process more accessible to the disabled. "We have no way for

a deaf student to call the university and get information," Greiner explained.

Greiner said that she will be getting help in implementing the new phones from Janet Johansen, Director of Disabled Student Services at Western Oregon State College. "We won't be floundering when it comes to getting the technical help," she said.

One option being considered calls for a TDD in Greiner's office,

and another at the university switchboard. These phones would be used to relay communication between the caller and various departments of the university, including the College of Law, School of Management, and the TIUA campus.

Greiner believes that the Willamette community would benefit from the presence of deaf students. "I see Willamette as an excellent place for a student to get an education, whoever they are," she said. "Proportionately, we have just as many talented people in the disabled population as we do in the rest of the population."

Making the campus accessible to the deaf and other disabled

people would require more than just TDDs. Greiner stated that larger universities offer note-takers and interpreters for the deaf so that they may attend classes. The need for such assistance depends upon the person's lip reading ability.

Greiner added that Professors need to acquire a "set of awarenesses" in learning to deal with disabled students.

The installation of TDDs was one of a set of recommendations made by the Advisory Committee for the Disabled. The committee, composed of students, faculty members, and administrators, was formed last fall at Greiner's request.



Willamette Opera Theatre

opened its 22nd season Wednesday at 8 p.m. with this year's production, "Cosi Fan Tutti (School For Lovers)." The group, directed by Professors Dan Rouslin and Julio Viamonte, will perform again Friday at 8 p.m. and Sunday at 3 p.m. in Smith Auditorium. Viamonte performs in the Opera, as well as Willamette students Anna Christensen and Dan Thomas.

--continued from page one

Minority Scholar to Teach

final decision on the duration of the Minority Scholar program.

Dumbaya's doctoral dissertation is on the League of Nations, but he has a number of other research interests. "I have one or two other projects, including the Senate's rejection of the Treaty of Versailles, and the League of Nations' Mandates in Africa from 1919-1945.

"I understand Willamette is

smaller than the University of Akron," he observed. "I like the smaller class size."

His future goals include attending the meeting of the Organization of National Historians this year, and "participating in academic activities on campus."

Dumbaya will probably be teaching a course in the History department next fall.



Card to Allow Student Access

by Duessa Easton

A card security system in place in Smullin, Eaton, Waller, and Collins Halls as well as in the TTU complex next fall will allow authorized students access to these buildings after 11 pm, when they are customarily locked.

According to Director of Campus Safety Ross Stout, all entering freshmen and any other student

who wants one will be issued a student ID card that is "like a credit card with a magnetic strip." Each building will have a card reader outside that will determine if the student using the card is authorized to enter the building. If so, the doors will open.

"The advantage of this is that if the cards are lost, we can go into the computer and take that card

number out. In a matter of 30 seconds the integrity of the security system is restored," said Stout. This eliminates all the problems now if a key is lost of changing the locks and distributing new keys.

Students needing to use a building will have to obtain permission from that building's manager, who will be a staff member. "It's still somewhat undetermined how that will work," according to Stout, but each manager will be responsible for making sure that the computer knows

which codes are authorized to enter their building.

The computer center will be open 24 hours to all students through the East door of Smullin Hall. A dividing door has been installed to insure that unauthorized students don't enter the rest of the building.

Willamette is spending 30,000 dollars out of the general operating fund on this project this summer; Stout said they expect to slowly convert all campus buildings to this system in two to three years.

-continued from page one

House Decision Disputed

trial: arbitration, mediation, negotiation." It stresses a less adversarial, more cooperative way to resolve civil cases. The CDR offers classes as a subunit of the Law School. In addition to this operation there is a clinical education program, in which lawyers and law students offer legal aid to poor clients referred by the county court. They also handle civil cases for people incarcerated in the state penitentiary.

Another option for the use of the University House space was the idea of a faculty center, presented by

the Faculty Resources Committee, a subcommittee of the Faculty Council. Dr. Ron Loftus, who chairs this committee, said this proposal was "very strongly supported by the faculty."

Loftus called a faculty center "a place where we could gather when we wanted to meet socially." He observed that as a faculty center the University House would be used for meetings, faculty seminars and colloquia, faculty development workshops, as well as "a place we could call our own." Professor Roger

Hull said that this could "promote a certain collegiality among the faculty."

Dr. Richard Iltis, who chairs the Faculty Council, noted that "It's been the faculty's dream for a long time...to have a center. The faculty, according to Dr. Loftus, are "a little disappointed that Sam Hall didn't think this was a strong proposal." He admitted that his committee "did not have the time to give it the attention it deserved," adding "we probably should have formed a special faculty task force to pursue it." The faculty will attempt to keep the issue alive so as to be able to put forth an organized effort to realize their idea when the CDR finds a permanent home in the T.W. Collins Legal Center.

ASWU President Martin Taylor was also disappointed with the decision, especially the fact that as with the faculty, students "were never consulted or brought into the process at any level," a situation he termed "not unusual at all." He conceded that "the University may not have done anything different had students been consulted," but emphasized that consulting would have given them

"some part in the decision making at this University."

When the Waller Hall renovation is completed, there will be space opening up in Bishop, Gatke Hall, the University Center, as well as the University House. Taylor believes decisions as to who gets what space should be "community decisions," involving students and faculty, as well as the administration. He added that "the product of community decision-making should be a better decision."

Taylor sees a student interest in the University House as a location for a cooperative housing arrangement. Under this plan students would rent the space and live much like a family. Taylor believes the House could have the space for six to eight students.

From its acquisition until 1969 the University House was the home of the University President, who, for most of those years, was G. Herbert Smith. Following the retirement of Smith in 1969 it was converted to its present use.

-continued from page one

Surplus Budget to Help KWU Loan

tently better everywhere, as well. According to LPB engineers, the only time a buzz should be noticeable is when a radio is turned up very high. She is also looking into running wires across the quad if it proves feasible.

The rest of the \$2,773 surplus will be used to help pay off the balloon payment of the KWU loan. She says the the loan has five years left to repayment, and the fifth year had a large balloon payment increase, which she will partially expire ahead of schedule with this surplus.

Rider has a three to five year plan to switch the station to FM, but said she plans to gain student, faculty, administration, and alumni support

first, since funding for the \$150,000 project will need to come mostly from alumni donations.

"I really don't feel we're a good enough station yet to have full support from the students to undertake going FM," she said. "We'll take it one step at a time."

... and we're done for the day.

Profiles Show Value Shifts

By Karl Koivisto

At the beginning of each new school year, entering college freshmen are asked to fill out a survey with a variety of questions ranging from probable career choices to thoughts on abortion and homosexual relationships. Recently, those survey results were tallied and compared with the results of years past and of other highly selective private colleges nationwide.

Throughout the nation, most of those who completed the survey were 18 years of age, white, and coming from families with incomes of over \$50,000 per year. 44 percent consider themselves politically middle-of-the-road, and 83 percent plan to earn their bachelors as their highest degree.

Concerning career options, 11.6 percent of this year's entering freshman plan to go into business management. This figure has jumped considerably from 1976 when only seven percent hoped to enter the business world. Yet, the most popular career choice here has remained becoming a lawyer. About 17 percent of this year's freshman class plan to attend law school.

As the survey reveals, opinions concerning the controversial subject of legalizing marijuana have changed drastically over the years. In 1976, 51.8 percent of the freshman class here agreed that marijuana should be legalized. Only 22 percent of this year's freshmen hold that same opinion. This drastic decline reflects the differences of ideals and values of

the 1970s compared to now.

Another reflection of the '70s is shown through the objectives freshmen considered to be essential or very important. In 1976, 80 percent of the entering freshmen thought it most important to develop a philosophy of life, placing minimal value in future obligations. This importance still remains for 61.5 percent of the freshmen, yet today they find it just as important to raise a family and to be very well off financially.

Within the year before attending college, 54.2 percent of freshmen nationwide had won a varsity letter in high school. Thirty percent had used a personal computer, and 77 percent had attended a religious service. Surprisingly, 71.3 percent admitted to drinking beer, while only 9.4 percent had smoked a cigarette. Naturally, 96.3 percent had been bored in a class before, yet only 33 percent had ever cheated on a test.

Looking towards their grades, only 48.9 percent of freshman nationwide felt that they would make at least a B average. Yet, over half of them said that they would probably be satisfied with college. Only 14 percent felt that they would graduate with honors.

When asked what their reasons were in selecting Willamette, 81.4 percent said they applied because of the good academic reputation. Fifty percent came to Willamette because of the amount of financial aid they received. Lastly, 27.4 percent applied here because "Willamette graduates get good jobs."

In sum, the profile of entering freshmen gives us a broad overview of the goals, ideas, and values of college students. It also allows us to view the differences of ideas students have now, compared to those of past students. It is an example of the fact that as years progress, so do thoughts, ideas, and values.

Sagadome Committee to Poll Students in Fall

By Gretchen Anders

The committee for the proposed Sagadome met Wednesday, April 26 for the fourth time to discuss plans for the possibility of the change taking place some time in the future. According to Frank Meyer, Vice president for Student Affairs, no decision has been made as of yet.

The committee, which consists of three trustees, three faculty members, and three students, decided to come together and draft ideas for what they thought food service should provide on the campus, according to Meyer. After gathering these goals, it was decided at the third meeting that the committee needed to reach out to the student body to broaden the input toward the possibility of Sagadome.

"First thing next fall the committee will gain contact with the students, draft ideas and then bring recommendations to the board of trustees in 1990," Meyer said. He

added that it is a very complicated issue and that there are ups and downs to the proposal, but that the committee is trying to decide what will be best for the Willamette community in the long run. Different arguments for and against the proposed changes are as follows.

According to Meyer there are three options. The first option is to keep food service as is and remodel; the second is to have an east-west dining area; the third is to build a central dining facility—Sagadome. Some people feel that if the individual dining areas were abolished there would be a loss of the sense of community when people dine together in groups.

Meyer hopes that in the centralized dining area, if decided upon, there can still be areas in which students can congregate and maintain a community atmosphere. He feels that with a centralized dining area, the variety and quality of food would

be much better than in the current dining rooms on campus.

"If you have a central facility it takes less employees to run it well and in turn you will have more food options and higher quality food as well as less waste," Meyer stated. While the University will not be able to employ as many people, the savings from not having to pay the extra wages would result in better food quality. Also, if the minimum wage rises, it might not be feasible for the University to employ as many workers in the future.

As far as the student's reaction to the proposed changes, Meyer feels that the students are misinformed to some extent, but he has heard both negative and positive feedback.

"People act on what their primary assumption is; if they see the present situation as beneficial they don't want a change and if they see the centralized dining area as a place where students can actually form a community, they see the proposals as beneficial," Meyer said. What the committee is striving for is to not look at the assumptions about Sagadome, but to actually poll the students and find out how they feel

about the proposals.

"The hardest thing is looking ahead to what would be best for the Willamette community in the next five to ten years and what we need to do with a food service program at the University," Meyer said.

Third Annual Splash: Mardi Gras in May

By Kevin Ray

ASWU's final social event of the year, *Splash*, is in the final stages of preparation. It is planned for Tuesday, May 2.

Former ASWU President Mark Yaconelli, who has been behind some of planning for *Splash* disclosed that the band scheduled for the event is Al Rapone and the Zydeco Express, a band out of Louisiana. Yaconelli characterized the band's sound as "accordion rock and roll."

Yaconelli also said that a Marriott-sponsored picnic as well as summer-type games such as volleyball will be held in the quad. Yaconelli voiced his faith that the weather will cooperate with ASWU's plans this year.

SPORTS

Fighting Toads Leap to Victory

By Kevin Ray

Willamette University's rugby team, the *Fighting Toads*, earned the first victory of its three game existence with its win against a team from the University of Portland. The 3-0 win against UP was played at Portland's Delta Park on the afternoon of Sunday, April 23. The *Fighting Toads'* only score came during the second half, off a penalty kick.

Team captain Sam Parks was pleased with the outcome of the game, although he felt the refereeing was less than impartial. "there were two penalty kicks we should've had." Parks also felt this game was dis-

tinctly different from the team's previous two. "For the first time we really came together as a team."

The *Fighting Toads'* first home game, against a team from Lewis and Clark College, is tentatively planned to be played at McCulloch Stadium on Sunday, April 30 at 1 p.m. However, if the field at McCulloch is wet, the team plans to play at another venue.



noel snodgrass

Parks, as well as other team members, is optimistic about the future of the team. None of the *Fighting Toads* will be graduating this year, opening the way for an experienced, consistent team next

season.

Rugby coach Curtis Jones, a former international-level rugger, is also optimistic about the team. "I've never seen a group with more natural talent and potential.



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