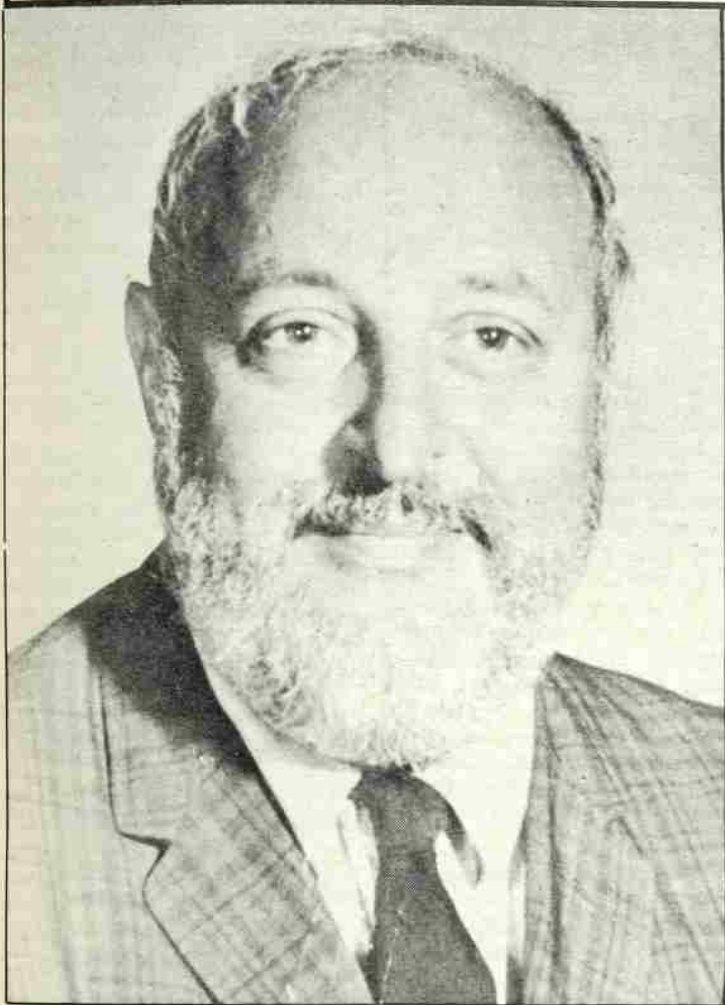


Willamette Collegian

Volume 83, No. 5

Willamette University, Salem, Oregon

Thursday, October 5, 1972



Dr. Robert A. Levine

Forum series bills Levine

October 11 at 9 am in Smith Auditorium, Dr. Robert A. Levine will address the Willamette Community on the topic of "Urban Analysis." Levine is the first speaker in the Willamette Forum Speaker's Program, and is sponsored under the auspices of the AFROTC program on campus.

Dr. Levine received his B.A. (magna cum laude) and M.A. degrees in Economics from Harvard in 1950 and 1951 respectively. He received his Ph. D. in Economics from Yale in 1957.

After serving as a teaching assistant in the Economics Department at Yale in 1955-1956, Dr. Levine was an economist with the Conference of Economic Progress at Washington, D.C.

He accepted a position with The Rand Corporation in 1957,

where he was a senior economist in the Logistics Department until 1965. During a leave of absence, Dr. Levine served as a research associate at the Harvard Center for International Affairs in 1961-1962. He also was a senior fellow in the National Security Studies Program at the University of California at Los Angeles in 1964-65.

The Office of Economic Opportunity brought Dr. Levine into government service in 1965 as Chief of the Research and Plans Division of the Office of Research, Plans, Programs and Evaluation in 1966. In that position, he supervised the creation of a five-year anti-poverty program for the nation and prepared OEO budgets,

Beaton releases COG study

by Mike Treleaven

Costs of converting Salem's agricultural economic base to urban uses may be unacceptable 'in the long run,' Willamette University economics professor Charles Beaton said last Thursday.

Early this morning, Beaton gave the Mid-Willamette Valley Council of Governments (COG) the results of his study of the economic cost of Salem urban growth.

Beaton's study is 'primarily an analysis to find out the costs of urban growth and to whom.'

Because the purpose of the plan is to preserve farm land the COG study 'examines in depth the role of agriculture in the urban area,' Beaton says.

Costs of providing urban services to increasing numbers of people, and over larger areas of land, 'leap frog' development, the optimum population for Salem and future housing needs in the area are all considered in the study, Beaton said.

A more specific study on farm attitudes and rural land use outside the proposed urban growth boundary are also considered.

Land values 'right outside the boundary' might be lower immediately after the adoption of the boundary, Beaton thinks.

'But that's only a cost if you think it is. If you're going to develop land next year, it's costly. But if you moved out there to avoid development it's not costly,' Beaton said.

Beaton says his study assumes that people want more environmental quality and are willing to accept controls to get it. So an urban growth boundary is better than no boundary at all, Beaton said.

During the next 25 years public attitudes will insist on more environmental quality than exists even now, Beaton said. 'That determines many costs. If the Boise-Cascade fumes are not noticed, then there is no cost to its air degradation.'

Housing needs for the Salem area depend on the kind of hous-

ing people want to live in. Data show that in the last 10 years we've gone away from single family homes to apartments, duplexes and planned unit developments.

'If we try single family residential homes with an urban growth boundary we are in trouble,' Beaton said. 'We need a housing policy saying what the realities are and what we are going to try to supply.'

Parcels of land around Salem too small for efficient farming also present economic and land use problems, Beaton said. If the parcels do not support themselves they usually get sub-divided, thus adding to urban sprawl. Larger, efficient parcels still being farmed get 'chopped up at a faster rate' when that happens.

Beaton suggests the parcels be used as rural home sites, without sub-dividing. This 'would tend

to stabilize the boundary.'

Farm land in the Salem area is not needed for farms, Beaton's study concludes. 'But it gives us valuable open space and preserves our options as a society.'

'Maybe we haven't got enough citizen education about what the urban growth policy and boundary are about and how we can get to our espoused goals,' Beaton said.

Costs of converting from the area's agricultural base would include loss of summer cannery jobs for high school and college students and loss of the canneries themselves.

Adoption of the comprehensive plan and boundary is scheduled for January. The Salem Planning Area Advisory committee is coordinating consideration of the plan and boundary by Salem, Marion and Polk counties and the Salem school district.



Professor of Economics, Charles Beaton gave the results of his study on economic costs of Salem urban growth to the Mid-Willamette Valley Council of Governments this morning.

AFROTC awards two scholarships

Two Willamette University students have been awarded two-year AFROTC scholarships. The two students are David P. Bond, a senior English major from Spokane, Washington, and Michael J. Kraus, a junior Environmental Sciences major from Salem. The latest scholarships bring to four the total held by Willamette students.

Dave Bond is a member of the Phi Delta Theta fraternity, has been a member of the Willamette Collegian staff, is a licensed pilot and a scuba diver enthusiast. Mike Kraus, who transferred to Willamette from OSU, is a member of the Alpha Kappa Lambda fraternity. Both students are scheduled to enter Air Force flying training when they graduate from Willamette and the AFROTC program.



REGISTER!!!

Do you know you have only two days left to register to vote in the November election?

Although registration deadlines vary nationwide, most local election boards stop registration about a month before the election so you may have to act almost immediately. Call you elections board to find out where and how to register.

And remember: Close to 50% of all eligible first-time voters had registered by early summer, but almost all organizations registering young voters are hoping the percentage of registered young voters will equal or surpass the percentage of registered not-youth voters, usually about 75% by election time for a Presidential election.

Students may register to vote in the upcoming election at the county court house or the Registrar's office.



calendar

- Thursday, October 5: S & H Lecture Series, Dr. James Crook, Doctor of Tropical Medicine, "The Implications of That Population Explosion", fourth lecture: "The World's Natural Resources", 7:30 p.m., Autzen Senate Chambers.
Film Studies: "Mother" and "Chess Fever", 7:30 p.m., Waller Auditorium, Admission \$1 or season ticket.
- Friday, October 6: Four-Bit Flick: "In Cold Blood", 7 & 9 p.m., Cat Cavern.
- Saturday, October 7: Cross Country: WU vs. Whitworth, 11 a.m., Walla Walla.
Football: WU vs. Lewis & Clark, 1:30 p.m., Portland.
Soccer: WU vs. Lewis & Clark, 2 p.m., Walker Field.
Concert: "The James Gang" and "Steely Dan", Salem Armory.
- Sunday, October 8: Rugby: WU at St. Martin's College, Olympia, WA, 1 p.m.
Willamette Christian Body, 9 p.m., Alumni Lounge.
- Tuesday, October 10: Demonstration by Jack White, Pocket Billiard and Trick Shot Artist, U.C. Rec. Room, 7 p.m.
Film Studies: "Ten Days That Shook the World", 7:30 p.m., Waller Auditorium, Admission \$1 or season ticket.
- Wednesday, October 11: University Forum Speaker: Dr. Robert Levine, Rand Corporation, "Urban Analysis", 9 a.m., Smith Auditorium.
Eucharistic Celebration: 4:15 & 9 p.m., Waller Chapel.
American Politics Lecture Series: film, "Kerner Commission Report" on crime, 6:30 p.m., Waller Auditorium.
- Thursday, October 12: Women's Field Hockey: WU vs. Lewis & Clark, 4 p.m., Portland.
Film Studies: "The Passion of Joan of Arc", 7:30 p.m., Waller Auditorium, Admission \$1 or season ticket.
S & H Lecture Series, fifth lecture: "The Existence of War and Peace in the World", 7:30 p.m., Autzen Senate Chambers.
Concert: "Grand Funk Railroad", Portland Coliseum.

Poetry contest opened

KANSAS CITY, MO.—The Kansas City Poetry Contests are a combined effort to discover poems of excellence. Deadline for entering the \$1,600 competition is Feb. 1, 1973.

Top prize in the tenth annual event is the Devins Award of \$500 cash and consideration for publication of a book-length poetry manuscript by the University of Missouri Press. The Devins Award is open to all poets.

Hallmark Honor Prizes of \$100 each will be awarded to six poets for individual poems. Only full-time undergraduate college students are eligible for the Hallmark awards.

Kansas City Star Awards of

\$100 each will go to four poets for single poems, without regard to age or residence within the United States.

H. J. Sharp Memorial Awards of \$25 each will go to four high school pupils from Missouri or a bordering state.

Poets with national reputations will judge the contests.

Winners will be announced April 26, 1973 at the final program of the 1972-73 American Poets Series conducted by the Kansas City Jewish Community Center.

For complete contest rules, send a stamped, self-addressed business envelope to Poetry Contest, P.O. Box 5313, Kansas City, Mo. 64131

on the middle east...



"About IBMs, you know. About dams you know. About reactors you know...now let me tell you something about Jews."

Morse rebuked

Dear Editor:

It is time to put to rest much of the jibberish cited by Wayne Morse concerning Senator Mark Hatfield's record on several matters.

Morse claims that Senator Hatfield "speaks against American participation in the Vietnam War, but continues to vote for funds to support it." (COLLEGIAN, Sept. 14, 1972) Nothing could be further from the truth. It is surprising that he can make such claims and have them go unchallenged, especially in an academic environment where truth and objectivity are supposed to be enshrined values.

Let us turn to the historical record. In both 1965 and 1966, then-Governor Hatfield's lone opposition to the Johnson Vietnam policies at the National Governor's Conference drew wide criticism. His Vietnam "philosophy" became a major campaign issue in 1966 and won him Mr. Morse's support over his Democratic foe.

Since that election, he has not only become known as one of the Senate's earliest and most prominent doves, but in 1968 offered a resolution prohibiting U.S. expansion of the War without Congressional approval. Despite Wayne Morse's talk about restoring Constitutional authority over war powers, the record fails to show his support of this initiative.

Cromwell speaks

To the reader:

I was sitting in my living-room last Saturday night when I looked into the eyes of my German Shepard dog which seemed to say, 'Let's write a letter to the COLLEGIAN.' This is that letter.

I remember last spring, when student and faculty reaction to the dismissal of two popular personalities produced a vigorous outburst of dissent and disruption, I was more or less ambivalent to the situation. I watched the progressive enthusiasm and sensationalism, and I listened to the clamor and, ultimately, the cheers about the 'Fritz Affair' as it has come to be called. I also heard some mumbles about abstract matters such as goal orientation, the concept of Liberal Arts, and basic operating precepts—this, however, came mostly from the opposition, whoever they were.

Well, it's fall now. I've been watching the majority of the campus community. The same majority which proved so extremely competent in the performance of stirring acts of condemnation and criticism, and I've been listening to the mumbles. You know, things have really changed around here; at least, that's what I've heard.

Anyway, I thought I'd write this letter just to say nothing about something, or something about nothing for those of you representing the opposition. I'm still more or less, or less or more, ambivalent about the situation. If you know somebody who feels differently, have them write a letter to the COLLEGIAN. After all, it passes the time.

Waiting to die,
Larry P. Given
and
Oliver Cromwell, dog

Letters to the editor

In addition, Senator Hatfield (along with Senator McGovern) was the first Senator in United States history to offer an amendment to stop all funding of a war by a date certain, and force the issue to a vote.

On September 14, Morse was quoted as saying "Congress must exercise its Constitutional check of the purse strings and give the Administration notice it has six to 12 months in which to end the war." He claims he proposed this in 1967 and 1968, but there is no record whatsoever of an amendment to that effect by Wayne Morse.

Morse points out that he voted against Military Authorization and Appropriations bills in 1967 and 1968, and that Senator Hatfield did not. This is true in part. What is totally untrue is to picture such an effort as a serious attempt to stop funding for the war. One doesn't stop war funding by voting against every dollar spent for any military purpose anywhere, including food and housing for members of the Army. Such a vote may be a symbolic act, but it is nothing more. To see the absurdity of alleging that these votes do demonstrate something significant about one's commitment, it has only to be noted that Senators McGovern, Fulbright, Clark, Case, Robert Kennedy, Edward Kennedy, Church, Hart, and McCarthy, among others, shared Senator Hatfield's position.

Finally, if Mr. Morse honestly does think that these votes were of such crucial importance, then he should explain why he was absent from the Senate and failed to vote on passage of either the Defense Authorization or Defense Appropriation Bills in 1968 (April 10 and Oct. 3).

Regarding Senator Hatfield's position on the draft, Mr. Morse has not just been economical with the truth; rather his statements, as reported, are flatly contradicted by events. Wayne Morse claims he sought abolition of the draft, but that he received no help from Senator Hatfield.

Perhaps the former Senator's

memory needs refreshing. In his own booklet, THE RECORD OF A WORKING SENATOR (published for his 1968 campaign), he related more accurately what occurred:

"Senator Morse supported the Hatfield amendment which called for an eventual change-over from a conscriptive draft to a volunteer military service." (p. 85)

"Wayne Morse supported the Hatfield amendment which tried to limit the draft law renewal to two years, not four, so Congress could exercise closer supervision over the draft." (p. 85)

The record gives no evidence of Wayne Morse ever fighting to end conscription. Instead, it demonstrates that Mark Hatfield was the one who fought to limit the extension of the draft.

Every year since coming to the Senate, Senator Hatfield has introduced legislation to abolish the draft. He is recognized, throughout the Congress and the nation, as the foremost leader of that cause. But the first statements of Wayne Morse opposing military conscription, as can best be determined, did not appear until he began his current race for Senator Hatfield's seat this year.

If there are differences between the records of Senator Hatfield and Wayne Morse on these issues, they are certainly not the way Wayne Morse has described them.

Despite how much one may agree with the ideals espoused by a candidate for office, that cannot condone taking liberties with history, and using the sordid tactics of the old politics in the pursuit of lofty ideals.

That is not the way to restore the people's trust in government.

Steve Wynne
College Coordinator
Re-elect Senator Mark Hatfield Committee

The COLLEGIAN welcomes all letters to the editor for publication. Letters should be limited to two, 65 space, standard type-written pages and MUST be signed by the author. Names will be withheld upon request.

The COLLEGIAN reserves the right to edit all letters submitted for publication.

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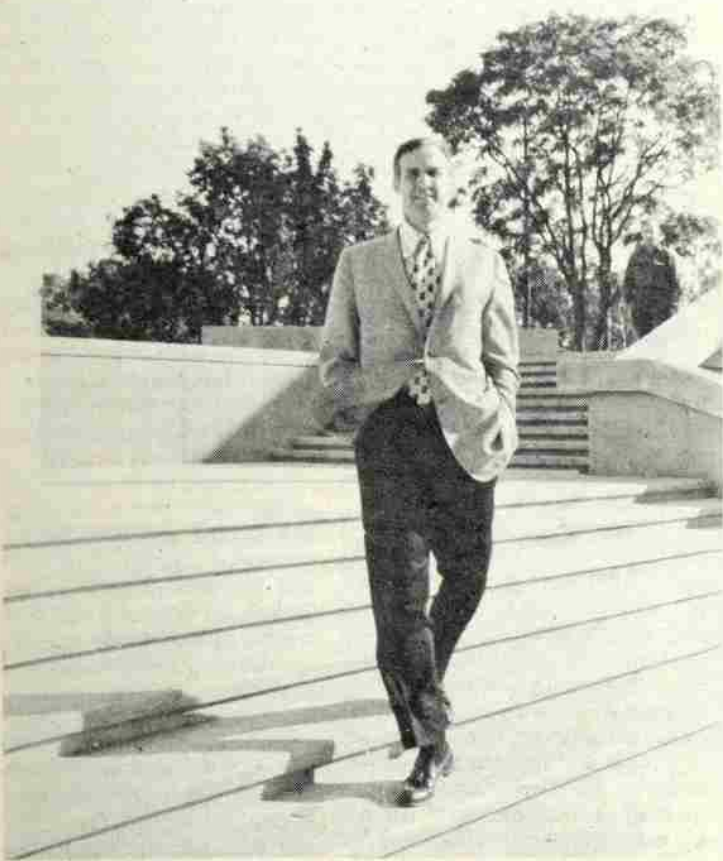
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Leonard seeks Salem city council seat



Prof. Jack Leonard, assistant professor of Economics, is running for a position on the Salem City Council in the Nov. 7 election. He is seen here looking for support at Salem Civic Center.

Some people run for money and some run for health, but what Prof. Jack Leonard runs for is a prize, the Salem City Council position number four.

Leonard, assistant professor of Economics at Willamette University, is one of four Salem residents seeking election to that position in the Salem City Council. They seek to fill the vacancy that arose when councilman Robert Lindsey vacated the seat to run as a candidate for mayor. The term runs until December 31, 1974. Those candidates opposing Leonard are Mr. Kay Ostrom, Evelyn June Smith, and Stephen Stewart.

The Salem city council is Salem's governing body. Salem is organized along the lines of a regular city manager system. According to this structure the city council makes the city policy

decisions and a salaried city manager (in Salem he is Robert Moore) carries them out and sees to the day to day management of the city.

Usually the eight seat city council has only four seats up for election at one time, but due to two resignations there will be six filled this year. Of these two incumbent councilmen will be running unopposed. One of the two councilmen not facing election this year is Willamette's Professor of Political Science, Edward J. Stillings.

Leonard makes a point of the fact that he is not running as a representative of Willamette University, "but rather as a representative of the people."

Leonard says he decided to run when "a friend asked me to consider it, I was quite receptive to the idea." This will

be Leonard's second venture into the arena of politics, having earlier sought a position on the Salem school board. Among things he learned from that experience is the fact that money makes a difference, "and I still don't have any."

Without a lot of money Leonard has resorted to the "personal" approach to campaigning. "My whole appeal is based almost totally on a personal basis, this is largely because I've lived in the community for a long time. I've been doing a lot of ground-work and we've got lots of help. I'm trying to make this a "community affair," he says. "I'm getting as many people involved as possible and we're trying to look at the issues."

Leonard believes that he can attract a lot of votes on this basis. "You don't need a "big" campaign in a city council election," he observed. "You shouldn't have to spend a lot of money."

Refusing to classify himself as a disgruntled citizen, Leonard believes Salem is a good place to live, "largely because the city has been well managed in the past," Leonard observes that at some time in the past the people failed to tax themselves enough to provide for essential services and consequently taxes had to catch up in a hurry. "Now we've got all of our basic services," he says. "I'm not in favor of increasing taxes, he states, I think we can manage matters a little more efficiently to save money."

As Leonard sees it, the major issues in this campaign are how much money should be spent on police protection, how boundary and zoning problems should be handled and how Salem should deal with urban renewal.

"In many cases, he states, what we have is an inadvertent federal effect on state and local problems. None of the federal programs really pay their own way

in terms of civic costs."

"It would be much better if we could handle local problems on a local level. Federal projects such as urban renewal don't just effect the core areas, they also have an effect on the suburbs and other areas of the community. These effects aren't taken into

consideration on a federal level so they must be considered on a local level."

Leonard will be campaigning hard between now and November 7 in an attempt to join Stillings on the city council. "Whatever happens, he says, I'm glad there's going to be a good race."

Overseas lectureships set

Applications will be accepted until November 1, 1972 for junior lectureships in American studies in France, Italy and Spain for the academic year 1973-74. Applicants should be advanced graduate students or persons who have recently completed the Ph. D., preferably in American Literature, American history, or government, but also in economics, geography, psychology, or sociology. Good knowledge of French or Spanish is required for appointments in France or Spain. Additional information and application forms are available from Committee on International Exchange of Persons, 2101 Constitution Ave., Wash., D.C. 20418. The Committee is also accept-

ing applications from American citizens until December 1, 1972 for North Atlantic Treaty Organization and Southeast Asia Treaty Organization awards. Grants are intended for scholars of established reputation with projects of direct interest to NATO or to the Atlantic Community as a whole, or concerned with social, economic, political, cultural, scientific and educational problems of Southeast Asia or the Southwest Pacific areas. NATO grants are tenable for two to four months in one or more of the European NATO countries, while SEATO grants are for periods of four to eight months in Australia, New Zealand, Pakistan, Philippines or Thailand.

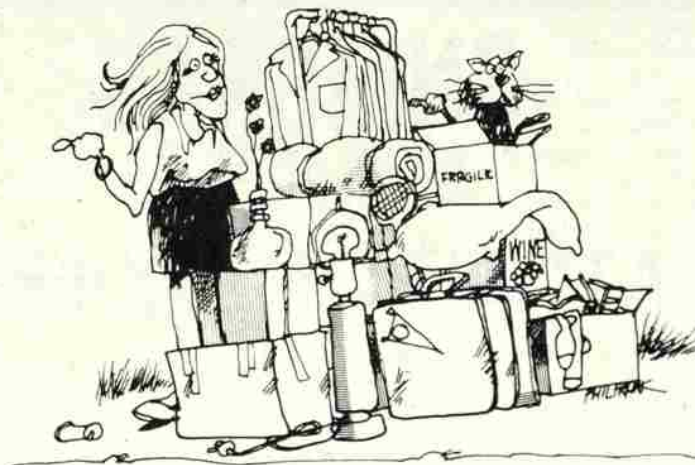
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Fellowships offered

The National Research Council has been called upon again to advise the National Science Foundation in the selection of candidates for the Foundation's program of Graduate Fellowships. Panels of eminent scientists appointed by the National Research Council will evaluate qualifications of applicants. Final selection will be made by the Foundation, with awards to be announced on March 15, 1973.

Applicants to the NSF Graduate Fellowship Program must be beginning graduate students by the Fall of 1973, or must have completed not more than one calendar year of full-time or part-time graduate study by the Fall of 1973. Subject to the availability of funds, new fellowships awarded in the Spring of 1973 will be for periods of three years, the second and third years contingent on certification to the Foundation by the fellowship institution of the student's satisfactory progress toward an advanced degree in the science.

These fellowships will be a-

warded for study or work leading to master's or doctoral degrees in the mathematical, physical, medical, biological, engineering, and social sciences, and in the history or social work, or for work leading to medical, dental, law, or joint Ph.D.-professional degrees. Applicants must be citizens of the United States and be \$3,600 for a twelve-month tenure with no dependency allowances.

Applicants will be required to take the Graduate Record Examinations designed to test scientific aptitude and achievement. The examinations, administered by the Educational Testing Service, will be given on December 9, 1972 at designated centers throughout the United States and in certain foreign countries.

The deadline date for the submission of applications for NSF Graduate Fellowships is November 27, 1972. Further information and application materials may be obtained from the Fellowship Office, National Research Council, 2101 Constitution Avenue, Washington, D.C. 20418

'Eccentric' Harlaxton hosts Willamette students

by Jean Person, foreign correspondent

(Editor's note: Last year Willamette University instituted its first foreign studies program at Harlaxton Manor, England. Among the first group of Willamette students participating in the program is COLLEGIAN writer Jean Person.)

Harlaxton Manor is an amazing and eccentric place. For 20 odd Willamette students, it is also school and home. We thought the photographs looked intriguing; the reality is even better. The manor perches on top of a hill in the green of Lincolnshire. Wheat fields and rolling hills surround it.

The village of Harlaxton is a short walk away, and the pleasant town on Grantham is three miles north. The pubs of both towns have seen and cordially welcomed many Harlaxton students. There is an excellent folk club in Grantham which brings in many folk and country singers, as well as allows local talent a chance to play and sing. Several Harlaxton students have already performed there.

The manor itself is eccentric; full of unexpected nooks and crannies, several hundred rooms and bathrooms, stairways, secret passages, doors and tunnels, to-

wers, ornate carved wood ceilings, gargoyles, and gardens. The rooms all have high ceilings and big windows.

The total student body numbers 80 people. The majority are from Evansville, the next largest group is from Willamette and the remainder are from small schools in Colorado, Oregon, North Carolina, and Indiana. There are five British tutors, all young, delightful people and excellent teachers. Also, two fine visiting American professors, Dr. Braden, from W.U., and Dr. Tom Fiddick from University of Evansville, who teaches history. Everyone lives under one roof, with children and wives and enjoy the unique friendships resulting from close personal contact.

All student rooms are large. There are no singles, but roommates number from one to four. The rooms aren't cramped, and therefore, having many roommates doesn't become unbearable.

Meals are British, plenty of pork and mutton, "chips," (fries) and overcooked vegetables. Everyone drinks tea incessantly. Food is really excellent, despite being institutional.

Classes run four days a week, Monday through Thursday, ranging from 8:30 am to 6:30 pm. Each class is two hours long, an hour of lecture and then an hour of seminar. Every class has under thirty students. Individual study, reading outside the lecture coverage, and intelligent discussion are emphasized, with each class expecting

at least one eight to nine page paper.

Weekends find Harlaxton students scattered through Britain. This weekend, the manor has sponsored a trip to Hadrian's Wall in the north of England. Many students are going there; then they plan to take off for Scotland or the Lake District nearby. Other students are going

to London and others to Wales. Last weekend, the Centre sponsored a trip to Lincoln. Students saw the 900 year old cathedral and castle, as well as two Roman archeological sites. A short trip to Nottingham was also sponsored for shopping and use of the library there. Individual students biked to Lincoln, hitched to the Lake Area, and went to Oxford, Salisbury, and Seabourgh. Our first weekend here, everyone went down to London, courtesy of the Centre. Many saw plays, musicals, movies, art galleries, museums, shopped, pub crawled, and generally had a good time.

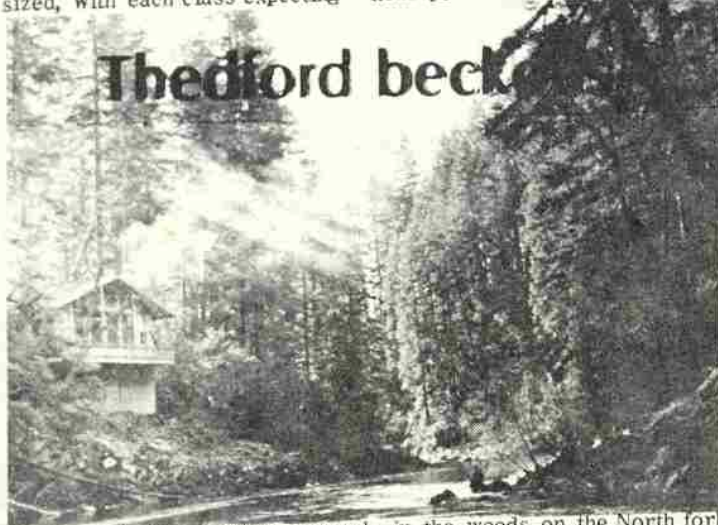
Traveling in Britain is fairly cheap and easy. Hitching is quite legal, and easy for small groups or couples. It is very safe and one way to meet Britons. Bikes are fine for short distances, as long as the fairly dry autumn weather holds. New ones are expensive, upwards of \$50 for new, but used bikes can be quite cheap, especially three-speeds. Some students are also buying used cars and motorcycles.

Public transport in Britain is inexpensive, about \$6.90 by train from Grantham to London (135 miles), and buses cover most of Lincolnshire for under \$3.00. However, gasoline or "petrol" is unbelievable - about 80¢ a gallon.

Every Wednesday night, a special program is planned in the manor. So far there have been two speakers: one on the American and British university systems, and the others on race relations in Britain, and a fine lutist/guitarist who played music from the 16th to 19th century.

Everyone has settled in comfortably and happily at Harlaxton. The weather is fine, often sunny and never cold; rather like Ore. People are finding friends and enjoying classes, traveling and discovering Britain; a fine way to finish the first three weeks of study here.

Typist wanted for thesis typing, experience preferred. Contact Gordon Fultz. Call 585-4432 home, or 585-8351 business.



Thedford Lodge, nestling serenely in the woods on the North fork of the Santiam River, is an "educational and recreational" facility for use by students and faculty. It offers many possibilities for a quick retreat from daily pressures.

About nine years ago Willamette University was given an "educational and recreational facility" for faculty and students, Thedford Lodge, by ex governor Charles A. Sprague, at that time, a member of Willamette's Board of Trustees. The lodge, designed by Pietro Belluschi—who also designed the library at Willamette was named after a town in Vermont, founded by an ancestor of Mrs. Sprague, John Chamberlain.

This beautiful split-level "retreat" sits isolated on the North Fork of the Santiam River. With a living room, four bedrooms, a loft, a kitchen, a dining room and a massive fireplace in the center, Thedford can house 30 people comfortably during the day and 24 for the night.

Under university regulations the lodge may be used by:

- (a) University sponsored student organizations before permission is granted.
- (b) Academic groups for meetings or for study purposes.
- (c) Faculty families, provided no

university organization desires the use of the lodge facilities.

Under the above regulations many of the residence halls have spent weekends, nights, or simply one day at the Lodge.

Resident Assistants have been arranging the trips. The weekend before last, the foreign language house, WISH, went up, and many classes, one being political science, have held seminars at Thedford.

Thedford reaches out to many beyond Willamette's campus life. The university hosts a seminar in American Studies and English to Japanese students from the International College of Commerce and Economics (ICCE)—Willamette's sister college in Kawagoe, Japan. The session has included swimming, picnicking and hiking at Thedford as part of the schedule.

Thedford Lodge offers tremendous possibilities, especially the chance to get away from the pressures of school and relax while floating down the river on a raft.

Typist wanted for thesis typing, experience preferred. Gordon Fultz, 879 Liberty S.E., Salem Home phone 585-4432, Business phone 585-8351.

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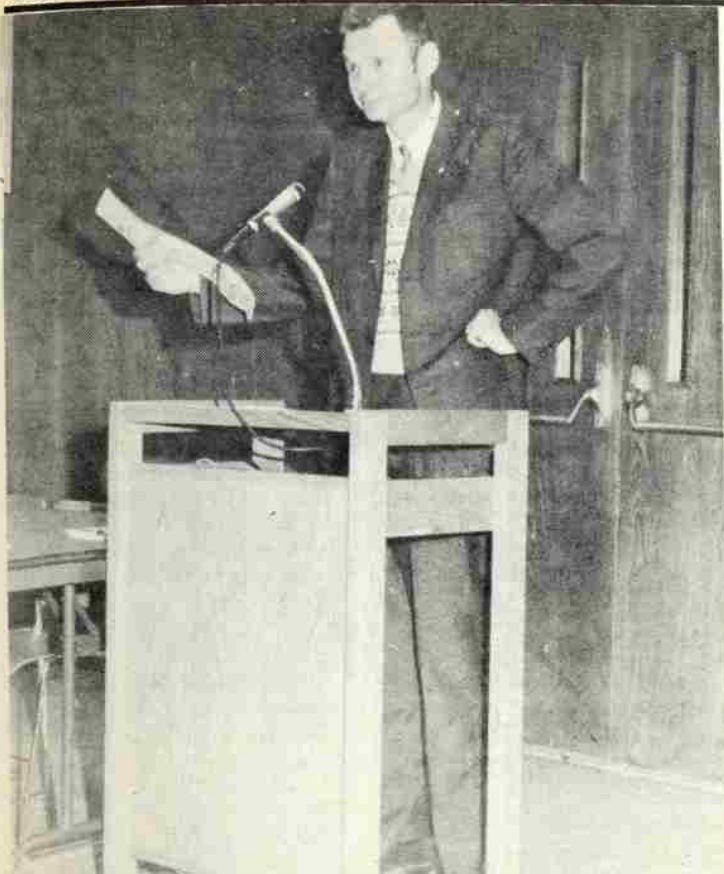
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Dr. James Crook delivered another of his lectures on the implications of the population explosion in the Autzen Senate Chambers last Thursday night. Crook will continue the series tonight.

"We go up, only to slide back a little," Dr. James Crook said in last Thursday's population lecture.

Medicine, he explained in his discussion on "the world's health," makes certain advances. But in the process some new problems arise - partially from solution of the old ones.

Organisms build up resistances to diseases frequently encountered, Crook said. And the most recent research indicates this resistance is transferred to descendants.

While some fortunate populations protect themselves from diseases common to them, others may serve as breeding grounds for increasingly virulent strains of disease, Crook said.

Poor countries with large amounts of protein starvation are such breeding grounds. Even in cases where new agricultural technologies can be introduced local customs stand in the way of application. Many populations will not eat the new rice strains, Crook said, because they do not have the same quality as the old. But the new strains have a higher protein content.

The millions of people now undernourished "are a sort of test bed" for new disease organisms, Crook said.

Hong Kong flu, which came out of one very poor neighborhood in the British colony, is an example of a new, more virulent disease strain developing in the world's poor and crowded areas and affecting other areas, Crook said.

When the new disease forms reach the world's rich nations their populations are highly susceptible. They have been protected against the older forms by medicine. They have little resistance, except what they get from new medical techniques, to the new strains, Crook said.

To protect those who have resistances, both personal and inherited, will require higher and higher levels of medical research, said Crook.

Some people have said the rising medicine levels are a "built in suicide mechanism," Crook said. "What happens when we have more people than can be protected by medicine?"

If a highly contagious and deadly disease were to get into the rich, protected societies some think there might be "a massive die off," Crook said.

"So what do you do? Do you withhold medicine?" Crook asked.

Or sterilize some populations? Or perform genetic surgery on them? And who shall make the decisions about good and bad characteristics?

Society is not yet ready to make such decisions, Crook said. "Even students are afraid" to think about them.

Answers need "careful, rational thinking with the realization that there is not panacea," Crook said. There should also be some "rationality in reproduction."

Crook continues his five part lecture series on the population problem, sponsored by the S and H foundation, tonight at 7:30 pm in the Autzen Senate chambers. He will discuss natural resources.

Whipple joins business community

"Business people I've met are more willing to accept change than I expected. They are quite receptive to new ideas and experimentation," Dr. Jerry Whipple said Monday.

Whipple, until May, Willamette University's vice president for student affairs, now works for K-P company, a Salem holding firm. He is also Marion county campaign chairman for U.S. Sen. Mark Hatfield's (Rep.) re-election.

Until he resigned under pressure from ex-President Roger J. Fritz, Whipple had been in WU administration for 17 years.

With the announcement of Whipple's resignation and abolition of Chaplain Phil Harder's post student and, later, faculty agitation began. Fritz was fired by the board of trustees as a result.

Whipple feels he now has a "little better perspective about the campus." A university's "learning climate" must be protected, he says.

The learning climate "means a sense of trust and inquiry. Those may be just words, but they take on importance when they're threatened," Whipple says.

K-P company operates 16 companies, each with its own manager. The plants are located along the west coast and in Salt Lake City, Utah. The firm's goal is to acquire plants and then develop markets regionally.

K-P company's biggest problem is hiring qualified managers, Whipple says. His job as a com-

pany vice president is to "develop" those managers.

Moving from higher education to business is "very exhilarating," Whipple thinks. "I sense a movement and vitality in the business world that is very refreshing. But the frustrations are no different on or off the campus."

Business and education worlds are "not that far apart," Whipple thinks after his first three weeks with the K-P company. Before he came to Willamette Whipple worked in Oregon industry.

Hatfield and Whipple have known one another "since about 1954." Hatfield was Willamette dean of students then.

In 1956 Hatfield became Oregon secretary of state. Two years later he was elected governor. He won re-election in 1962 and election to the U.S. Senate in 1966.

Former U.S. Sen. Wayne Morse (Dem.) is challenging Hatfield for election to the Senate.

Whipple became Marion county campaign chairman for Hatfield in June.

Apathy will probably be the reason behind any Hatfield defeat feat in Marion county, Whipple thinks. Whipple is not predicting defeat, though. "We just have a lot of work to do."

Four months on Hatfield's campaign have left Whipple "impressed by the arduous strain on the candidate and his family" involved in running for office. And "the amount of money that is spent almost borders on being

by Brad King, ASWU Treas.

The mechanical answer to that question is very simple. The voting membership of Student Senate consists of the following: one representative elected by each respective living organization except Baxter, Lausanne, Matthews and Doney which may elect two representatives each. Off-campus students may elect three representatives. Other voting members of the Senate are the ASWU First Vice-President, Second Vice-President, Treasurer, and Secretary. The ASWU President is the presiding officer and votes only in case of a tie. Senators are elected semi-annually at the beginning of each semester. Off-campus Senators are to be elected at large by students living off campus who are not sorority and fraternity members during General Student Body Elections (per Art. IV, Sec. 1b., ASWU Constitution).

The job of the Student Senate is to enforce the ASWU Constitution and its By-Laws. It must approve appointments for all ASWU activities, committees, and boards. It is also charged with the responsibility of assuming ultimate authority over all ASWU activities. The ASWU Constitution strictly forbids the delegation of this power to any other committee, board or individual. Senate therefore has the authority to investigate and report on any area of student life and to make any necessary recommendations to the proper persons or committees.

The input for action by Student Senate may come to Senate by petition from any individual or group of individuals, on any matter of student interest. The ASWU Constitution

requires that "Student Senate shall consider all petitions and make recommendations according to established procedures."

Meetings of Student Senate are always open to all members of the ASWU. The Constitution makes no provisions for closed meetings except in the case of officer recall proceedings.

The Student Senate has the authority and responsibility of removing ASWU officers from office. Removal proceedings are begun by presentation of a petition, signed by fifty percent of the current Senators, which states the causes of the intended proceedings. A hearing scheduled for seven days after presentation of the petition will be presided over by the "University Vice-President for Student Affairs." That meeting may be public or private, depending on the defendant's approval. Following the hearing, a 3/4 vote of total Senate membership is required for removal from office. A roughly similar procedure

is followed in removing committee members or chairmen appointed by Student Senate.

But, to actually answer the question of "What is Student Senate?", we must emphasize the uniqueness of its nature. This is the only body on campus which may claim to speak for the majority of the student body. It represents the Eastside of campus as well as the Westside. It draws from both the Greek system and independent students. There are athletes and eggheads, men and women, and socialites and politicians present at each Senate meeting. No one individual could be so compartmentalized as to claim to represent all the sections of student citizenry represented by Student Senate. And significantly, Student Senate provides for the collection, allocation and expenditure of every bit of the twenty thousand plus dollars of student body fees collected each semester.

Now the lemon

A guest column by Ferdinand Indiana/ Alternative Features Service

You've probably guessed it, but maybe you weren't sure.

All those supposedly natural smelling things -- you know: the orange-scented urinal cakes, that essence-of-prune floor wax and all those would-be 'nature's own' deodorants, the ones claiming to remind you of everything from dill pickles to a night in Tangiers...

Well, it's all a lot of hokum.

The so-called natural smells, which have been injected into everything by Nature herself, owe more to the test-tube than to good old Mother Nature. And if the trend continues, even Mother Nature herself may come in for a dose of chemical enhancement -- just so natural smells will smell really natural.

A case in point is the once lowly lemon, the original pucker power. Somehow this most negative of fruits, which gave rise to the expressions 'sour as a lemon' and 'lemon of a car,' has been sold to consumers as a plus factor in furniture polish, soaps and cosmetics.

Most of the products proclaim what a Revlon product manager calls the lemon's 'light, crisp, fresh feeling and fragrance.' But according to a spokesman for Sunkist in California, one of the largest U. S. lemon growers, barely two per cent of the lemony 'fragrance' currently exuding from soapboxes and deodorant cans comes from real lemons.

The great bulk is synthesized in chemical plants in New Jersey and New York, or culled from something called lemon-grass -- which is mowed, not plucked, in the West Indies.

The artificial fragrance is supplied, for the most part, by Givaudan, Inc., of Clifton, N.J., which uses various combinations of thirty to forty chemicals to produce the smell. Called 'the odor component' by the industry, the smell-producing chemical comprises only about one-half of one per cent of the weight of the product it enhances.

Why do consumers go for the phoney smell?

According to Dr. Herbert Stone of the Stanford Research Institute (Palo Alto, Ca.), an expert on odors, people just like the smell. But they also may have unconscious reasons. "Typically," he says, "lemons are grown in semi-tropical regions, Florida and California. It may be that somewhere in the consumer's subconscious he remembers those ads where you can retire at 55. Or the association of the land of milk and honey in California."

Dr. Stone adds, "There's nothing unpleasant at all about California from afar."

Committee meets

Ed Austin and Patrick Pine, student members of the Committee on Campus Religious Needs Review, will meet with all students interested in proposals for the Chaplaincy Sunday night in the Autzen Senate Chambers at 8 p.m.

This meeting will be the last chance for students to transmit ideas for the chaplaincy to the Committee prior to the Board of Trustees meeting on October 20. Austin and Pine will entertain all proposals from students in an effort to carry out the recommendation by Student Senate this week to obtain greater student input on the Chaplaincy recommendations.

Blood needed

The Fall Willamette Blood Drive will be held on Tuesday, October 17 in the Gym.

Effort are under way to make this year's the most successful in Willamette's history.

Faculty gets new look for '72'



Mr. E. David Booth

Mr. E. David Booth, Instructor in Sociology, B.A., (1966); M.A. (1970); and Ph.D. candidate from the University of Washington.

Mr. Booth worked as a Research Assistant from 1966-1968 and from 1969-1970 in the Department of Sociology at the University of Washington. During the summers of 1966 and 1967 he also worked as a Research Assistant for the Washington State Census Board, Office of Population Research at the University of Washington.

Mr. Booth's tentative doctoral thesis is entitled "The Effect of Income on Fertility."

He has previously worked as a Teaching Assistant at the University of Washington and his teaching interests center in the areas of Demography and Stratification.

Presently, Mr. Booth is teaching classes in Principles of Sociology and Population and Environment.



Mr. Leonard E. Held, Jr.

Mr. Leonard E. Held, Jr., Instructor of English, B.A., Oregon State University (1966); M.A. University of New Mexico (1969); Ph.D. expected December 1972 from University of New Mexico.

Mr. Held describes himself as a Generalist with an emphasis in Nineteenth-century English Literature. His special interests include Victorian Novel; Middle English Literature and teaching English to freshmen.

Mr. Held has completed the course work and comprehensive examinations for his doctorate and is currently writing his dissertation on "The Reader in NORTHANGER ABBEY."

From 1967-1972 he was a Teaching Assistant at the University of New Mexico.

Presently, he is teaching courses in American Literature, Studies in Literature, and English Composition.

Dr. Robert Peffers, assistant professor of Theatre, B.S., Manchester College (1964); M.A., Miami University (1965); Ph.D. 1972 University of London.

From 1965-1966 he held an interim appointment as Instructor of Speech and Theatre at Manchester College.

Peffers was an Instructor of Theatre at Miami University, Oxford, Ohio. During this time, he was also Associate Director of Production, Co-ordinator of AETA USO Program, and Director of a High School Workshop which he founded. In 1968 he was promoted to Assistant Professor.

Presently he is teaching courses in Acting, Introductory Theatre, and Theatre Arts.

Miss Donna K. Reid, Instructor in History, B.A. (1967) Stanford University; Ph.D. expected 1972 from University of California at Santa Cruz.

Miss Reid was a teaching assistant at UCSC from 1968 to 1971 and taught courses in Western Civilization and Literature and Culture of the Late Middle Ages.

From 1971-1972 she held the position of Danforth Teaching Fellow UCSC and conducted a



Dr. Robert Peffers



Dr. Carol Long

Dr. Carol Long, Instructor in English, B.A., Pomona College (1966); M.A., (1967) and Ph.D. (1972) Northwestern University.

Dr. Long's dissertation was on Samuel Beckett. She was concerned primarily with the Irish side of his works as seen in landscape and characterization. The topic she selected led her into a great deal of biographical research in Dublin, as well as a continuing investigation into the Irish literary tradition.

She spent the summers of 1971 and 1972 working as a river guide for an adventure company in Portland and has also been an employee of the U.S. Forest Service.

She is currently teaching classes in Studies in Literature, English Literature Wordworth to Eliot, and English Composition.

This year Willamette University welcomes a number of new faculty to its campus.

Pictured here is a part of the new staff.

Mr. Thomas B. Talbott, Instructor in Philosophy, B.S. Portland State University (1964); S.T.B., Fuller Theological Seminary (1967); M.A., University of California at Santa Barbara (1971); Ph.D. expected from the University of California at Santa Barbara. He replaces Donald Coe who is on a leave of absence.

From 1967 to 1970 Talbott was a parttime Instructor of Philosophy at Westmont College where he taught courses in Logic, Introductory Philosophy, Ethics, Epistemology, and Philosophical Theology.

The following year he held the position of Associate Professor at UCSB teaching courses in Logic and Introductory Philosophy.

From 1971-1972 he was a Lecturer at UCSB; his courses Logic in Practice, Introduction to Philosophy, and a Seminar on Fatalism Metaphysics.

His dissertation is on the area of Metaphysics and entitled "Fatalism and the Concept of Power."

He is currently teaching introduction to Philosophy and a Seminar on Fatalism.



Mr. Thomas B. Talbott



Dr. Charles E. Garth

Dr. Charles E. Garth, professor of Sociology and Department Chairman, B.A., Morehouse College (1951); M.A., Atlanta University (1965); Ph.D., University of Kentucky (1968).

From 1966 to 1968 Garth was an Associate Professor of Social Science at Boston University, Boston Massachusetts.

The two following years, he was Professor and Chairman of the Department of Sociology at Morehouse College in Atlanta, Georgia.

Between 1970 and 1972 Garth was a Professor of Sociology at the University of Wisconsin at Stevens Point.

Dr. Garth is a prolific writer; he has published numerous articles and has also written unpublished research reports for various civic organizations and community agencies.

He is quite a world traveler. He has made visits to Jamaica, England, France, India, Japan, Hawaii, Mexico, and Korea.

Dr. Garth is presently conducting courses in Collective Behavior and Community Organization and a Seminar in Sociology and Anthropology.



Dr. Richard Iltis

Dr. Richard Iltis, Associate Professor of Mathematics, B.S. South Dakota School of Mines (1958); Ph.D., University of Oregon (1966).

After receiving his doctorate from the University of Oregon, Iltis worked at the University of Toronto.

Beginning in 1967, he worked as an Assistant Professor at the University of North Carolina. He taught several kinds and levels of undergraduate courses in analysis. For two years, 1968-1970, he was Director of Graduate Studies for his department. He was also, at this time, a member of the University Faculty Council.

He is presently teaching courses in Analytical Geometry and Calculus I, Linear Algebra, and Pre-Calculus.

Camera shy faculty

Mr. Robert H. Hess, Assistant Professor of Art, B.F.A. (1970) Indiana University; M.F.A. (1972) University of Notre Dame.

At his 1970 Commencement Mr. Hess received the Gold Seal Award "for outstanding work" from the University of Indiana.

Mr. Hess worked as a Teaching Assistant at the University of Indiana and instructed classes in Foundry and Drawing. During this time, he also assisted in the set-up of foundry facilities at the Herron School of Art Indiana University.

Mr. Hess taught courses at the University of Notre Dame in Introductory Studio Art and Basic Sculpture Techniques.

He is currently conducting classes in Fundamentals of Design, Structural Design, and Beginning Sculpture.

Dr. Richard Kent Smith, visiting associate professor of Psychology, from Associate Professor at Louisiana State University, B.A. (1961) and M.A. (1963) University of Montana; Ph.D. Tulane University (1965).

In 1961 Dr. Smith received the William F. Book Memorial Prize awarded to the student judged most likely to make an original

contribution to psychology attending University of Montana.

From 1965 to 1968 Smith was an assistant professor Department of Psychology Louisiana State University. During this time he was also a consultant to a Drug Abuse Research Team at Tulane School of Medicine.

Dr. Smith has taught courses on an extremely wide range of topics, dealing with everything from principles of behavior modification to verbal learning and retention.

Dr. Richard Samuel Hall, Jr., B.A., Albion College (1962); M.S. (1963), and Ph.D. (1967) University of Illinois.

From 1962-1966 Hall worked as a Teaching Assistant at the University of Illinois and became an instructor in 1966-1967.

Between 1967-1972 he worked as an Assistant Professor at Syracuse University. He was also active on undergraduate committees which determined curriculum and similar matters, and a faculty advisor to Pi Mu Epsilon.

Presently, he is conducting classes in General Mathematics, Analytical Geometry and Calculus I and Real Analysis I.

OSPIRG Meets

Elections for Willamette University's local Oregon Student Public Interest Research Group (OSPIRG) are scheduled for Monday and Tuesday.

Refunds for students not wanting to support OSPIRG will also be available Monday and Tuesday.

Both refunds and voting will take place at tables in the University Center and the Law School lobby.

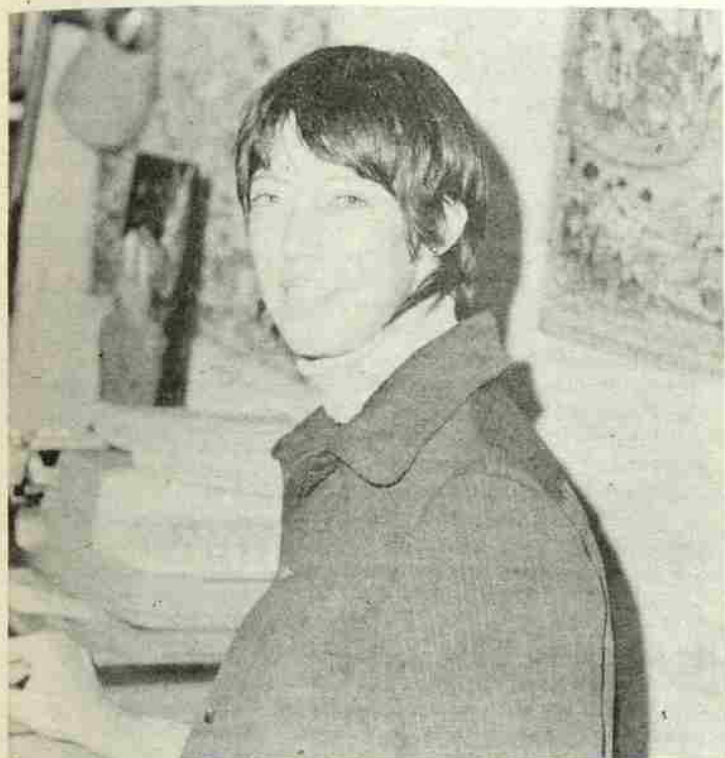
Three of the nominees to the local board are Sally Rose, Deby Barnhart and Lorrie Garson. They were named at Thursday's open OSPIRG meeting in the University Center. Other nominees will be named at Thursday's open OSPIRG meeting in the University Center. Other nominees will be named, said WU OSPIRG organizer, Patricia Diltz, over the weekend.

One or two nominees from the College of Law will be chosen also, Miss Diltz added.

The local board coordinates work between the OSPIRG statewide office in Portland and Willamette University.

OSPIRG is an organization of college and university students in Oregon which researches consumer and environmental issues. It is funded by donations from students collected through assessments.

Collegian interviews Donna Reid



Donna K. Reid, assistant professor in History, finds teaching at Willamette grueling but enjoyable. She is now completing her Ph.D. dissertation for University of Calif. at Santa Cruz.

by Larry Given

Donna K. Reid earned her B.A. from Stanford University in June 1967, she majored in English Literature and minored in music and German. She has completed the requirements for her Ph.D. at the University of California, Santa Cruz, and is currently working on her dissertation.

YOUR PH.D. WILL BE AWARDED IN THE AREA OF THE HISTORY OF CONSCIOUSNESS IN HISTORY AND LITERATURE. COULD YOU EXPLAIN IN WHAT AREAS OF STUDY THIS DOCTORAL PROGRAM CONCENTRATES?

The History of Consciousness program was really conceived to be all areas of study. It is between disciplines. So, the people who are in it are doing very different things, but certainly, they all are trying to escape from the usual categories. I wanted to do Medieval Studies and it really seemed to be the department, other than the kind that are really Medieval Studies departments like Yale and U.C.L.A. has, where I would have the most opportunities to do some kind of bringing together of fields.

YOU HAVE A GREAT INTEREST IN THE TRANSLATION AND PRODUCTION OF OLD FRENCH DRAMA. WHAT MAKES THIS UNUSUAL FIELD OF STUDY SO INTERESTING TO YOU, AND WHEN DID YOU DECIDE TO FURTHER YOUR STUDY IN IT?

I became interested in Old French just two or three years ago, but I have no background in modern French at all. I went into an Old French course and asked if I could take it. The professor said, "sure," so, I actually know Old French but don't know modern French. Our class would try to speak in French at some points, and my teacher was really funny about it; she laughed at me one time and said, "You know, you really sound like Chaucer walking into the room. It's great to hear these archaic things coming out." Once I learned Old French, I became extremely interested in Old French Literature—all kinds. I took courses in Romance and Epic and several others. The drama, I think appeals to me primarily be-

cause I'm most interested in ways of really making the culture being studied the present. The drama seems to be one of the easiest ways to do that. Putting on the drama seems to really involve the students, and I think this is very important.

WHAT MADE YOU DECIDE TO ACCEPT A TEACHING POSITION AT WILLAMETTE?

I think the reason I decided to take the job once I had seen the school was that the people interested in history seemed to be so beautifully open to people trying to do rather un-traditional kinds of things. It had been difficult for me to decide whether to teach in English or History, or whether to keep trying to find some sort of interdisciplinary program. I was very pleased to see that people here were really open to unusual background and unusual interests. I was really very happy to come, actually.

HAVE YOU FOUND ANY ADVANTAGES OR DISADVANTAGES TO BEING A FIRST YEAR TEACHER AT WILLAMETTE?

No. **DO YOU THINK BEING A SINGLE WOMAN WILL ADD TO, OR DETRACT FROM, THE NUMBER OF OPPORTUNITIES WHICH ARE MADE AVAILABLE TO THE AVERAGE FIRST YEAR TEACHER? IN OTHER WORDS, DO YOU THINK WILLAMETTE HAS ANY PREJUDICIAL ATTITUDES TO A SINGLE WOMAN?**

No, I don't think so. **ARE THERE ANY DISTINCT DIFFERENCES BETWEEN THE STUDENTS AT WILLAMETTE AND THE STUDENTS YOU TAUGHT AT THE UNIVERSITY OF CALIFORNIA, SANTA CRUZ?**

Certainly! I think the difference has created what is one of the biggest problems facing a first year teacher. The fact that one sets up one's course with the assumptions you have always taught by makes it difficult for the teacher when these assumptions turn out not to be applicable. As for the students, I think there is less of a willingness to talk in classes. I would think, though, that this is not so much a problem with the students, but maybe, a problem with the way classes are run around here, or have traditionally been taught. And in a way, I think the teacher ends up being like a hostess at a

party. You have to make the people in the group feel comfortable so that they can talk to each other. And I think the students here haven't really been exposed enough to the kind of situation which allows them to open up with each other. When walking into sections I've noticed that people aren't talking to each other before I get there. This surprises me, I expected there to be much more interchange than there seems to be here. I really see it as my responsibility to help people to open up, and be more willing to share ideas. The students seem to have sort of a clamped down

feeling about them.

DO YOU THINK THE MAJORITY OF THE STUDENTS IN YOUR CLASSES KNOW WHY THEY ARE ATTENDING COLLEGE?

I don't think I really know yet. I haven't had that much contact with them as people.

WHAT DO YOU HOPE EVERY STUDENT WILL LEARN FROM YOUR INTRODUCTORY COURSE IN HISTORY?

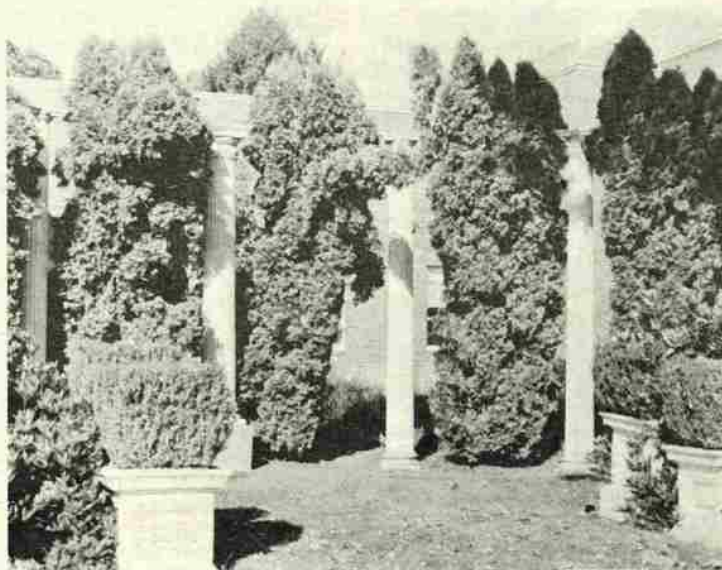
How to think! Really! And to get some kind of feeling for the past they are a part of and to, perhaps, develop a kinship for the past. I hope my students can gain a sense of what man has done and sort

of use it as a measurement that they can hold themselves up to.

HOW WOULD YOU SUM UP THE EXPERIENCE OF YOUR FIRST WEEKS ON CAMPUS?

Grueling! And that's really it! I think it's a real shock. Graduate school, at least, can be a very pleasant experience. Although I taught all the way through graduate school, I was only doing one class, so, there was much more of an opportunity to do that really well. Now, suddenly, I'm fragmented out in ways that are kind of frightening. Yes, it's been grueling.

Greek role changes with time



Is the Greek system still a pillar of Willamette life?

by Clare Conner and Barton DeLacy

The fact that the number of students who participated in formal rush was down again this Fall is not news. Up until now, there has been an apparent national trend in this direction.

According to a recent study by a Portland TV station, though, this decline has not only leveled off at the University of Oregon but it was shown that numbers of rushees have not significantly deviated in 10 years at Oregon State University.

However, the Fall of 1972 saw the sharpest decline in rushees yet at Willamette. While rush might be only one facet of the Greek system, its success or failure is indicative of its general appeal and status on the campus.

The reasons for this confirmed numerical decrease are difficult to define.

Fraternity type social organizations have a long tradition at Willamette. Originally, when the first such houses were organized in 1919, they relieved not only a restricted social life on campus, but relieved a critical housing shortage as well.

Until the construction of Baxter Hall in 1940, there was no men's residence hall on campus, and

only Lausanne Hall for women.

Since completion of the University Center in 1969 as well as construction of four major dormitory complexes since 1940, the Greek system has lost many of its former grounds for justification.

"If the fraternity system is to survive here or elsewhere," commented Dean of Admissions, Richard Yocum, "it must have some purpose. It can not survive just offering social functions."

Both Associate Dean of students, Karen Kohne, and Fraternity director, Ronald Holloway were in concurrence when they explained university backing of the Greek system on grounds that it offered another living option.

"The purpose of the housing program at Willamette is to offer as many options as possible" noted Holloway. Coed dorms, and the international studies house were cited as additional options recently made available to students.

"The biggest selling point of the Greek system," continued Holloway, "is that it allows students to choose whom they wish to live with."

Other housing options may be playing a part in the Greek systems decline, but he suggested that Willamette has become considerably more independent in attitudes and thought than 10 years ago. The social pressure to join a house has vanished.

The Inter-Fraternity Council (IFC) and Pan-Hellenic Council (PHC) at Willamette are aware that emphasis must be shifted from the needs of 1919, when Beta Chi, the first social club, organized to meet the needs of a student.

Evidence seems to show that IFC and PHC have been marginally successful. Retention rate of those who did rush was higher than ever before.

Although the IFC intends to study alternative proposals for rush, there has been a discernible change in emphasis during rush.

Marty Stone, President of IFC, stated that formal rush has attempted to become low-key.

"There is not the rigidity and rules of the past," he stated. "Life is very informal; it is like a dorm in that respect."

"There is a big difference, though," Stone continued, "because there is so great a turnover of occupants in dorms it is difficult to form the friendships that are possible in fraternal organizations."

"The Greek community no longer wants first the social scene," Bonny Enloe, PHC President observed.

"Greek living is getting involved with people in a group situation on a one-to-one basis."

Aside from changes in rush, traditional "mystic" ceremonies are gradually being changed to become more relevant. Most of the traditional petty duties and hazing of pledges has been eliminated or altered.

All aspects of pledging and initiation in both fraternities and sororities now focus on creating group cohesion. Theoretically, facilitates living together as a group.

Whether the Greek system will continue as a viable element on campus is unanswerable at this time. Much depends on whether it can adapt itself to the changing personality of the Willamette student body.

The theatre department needs a strobe light for the upcoming musical "The Boyfriend". If you have one you would like to lend, call 6243 and leave a message for Linda Schneider.

Results of Formal Rush 1968-1972

FRATERNITIES

	1968	1969	1970	1971	1972
Participants	118	128	123	97	69
Total Pledged	103	89	78	83	62
% retained	87.5%	69.5%	63.5%	85.5%	90%

SORORITIES

	1968	1969	1970	1971	1972
Participants	175	165	166	87	48
Total Pledged	100	83	78	50	40
% retained	57%	49.5%	47%	57%	83%

Franklin case typifies basic tenure issues

by Pat Pine

Possibly the most famous case involving protection afforded professors under tenure occurred at Stanford University in 1971. Professor H. Bruce Franklin, tenured professor of history at Palo Alto was dismissed by the University following his leadership and participation in campus actions protesting the U. S. invasion of Laos. The story of what happened at Palo Alto has been condensed from Stanford University publications, the San Francisco Chronicle and the American Civil Liberties Union paper, CIVIL LIBERTIES, February, 1972.

In March, 1972, President Lyman of Stanford brought charges against Associate Professor Franklin, indicating his intention to dismiss Franklin for violations of the University's Statement of Policy on Appointment and Tenure. Franklin requested and was granted a hearing before the school's Advisory Board which was composed of seven fellow faculty members elected by the entire Stanford University faculty.

Hearings were held from September 28 to November 5, 1971. Both parties filed final briefs in December, 1971. The final recommendation for dismissal was supported by five Board members, with two dissenting opinions. Franklin was released.

The charges against Franklin as presented by President Lyman were essentially: (a) on January 11, 1971, the professor participated in and contributed to the disruption of a speech on campus by Ambassador Henry Cabot Lodge; this disruption forced cancellation of the speech and denied other university members their right to hear Lodge; (b) on February 10, Franklin urged the audience at a war-protest rally to occupy the university computer center, rather than take the protest off campus; subsequently, demonstrators temporarily forced a shutdown of the center; (c) also on February 10, after unlawful occupation of the center, Franklin interfered with police orders to leave the center by inciting students to disobey the police commands; and (d) at an evening rally, Franklin incited disruptive conduct with the threat of injury to people and property; violent acts did occur on campus.

The Advisory Board established several principles in the hearing of charges. Strongly persuasive evidence was required as proof of the above charges. Principles established were that, although due process must be insured for dismissal, the University had a right to set standards of speech and judgment on campus may not necessarily correspond to off-campus standards; and that regulations established should neither be vague nor overboard in setting University standards of professorial conduct. Finally, the board felt that the policy on tenure and also the policy on campus disruptions were neither vague nor overboard, hence, applicable to Franklin's conduct.

A last principle held by the board was that advocacy of lawless action by a professor is punishable, if that advocacy is likely to, or incites such action. The Board defined lawless action as that which is prohibited by law, the Policy on Campus Disruptions, and other campus reg-

ulations. A controversial part of the last principle was that advocacy of lawless action is punishable if it violates 'commonly held understandings in the University community of if the advocate 'knowingly' increases the possibility of personal injuries.

The controversy that arose was that the Advisory Board at Stanford held that there were obligations of members of a university community that went beyond the obligations of citizenship in the United States. These principles became a major issue of concern in the entire bay area, and soon, the entire country, as people debated whether Franklin was being denied his civil liberties by university regulations.

The final findings of the Board were stated for each charge. Although the Board held that the charge of disrupting Lodge's speech had some validity, they held that strongly persuasive evidence tying Franklin to cancellation of the speech was lacking. The board found Franklin guilty of the other charges.

Franklin contended that he did not directly urge occupation of the university's computation center, but, in fact, was urging a strike or voluntary boycott. The board disagreed, quoting Franklin as telling those at a rally protesting the invasion of Laos, "See, now what we're asking for is for people to make that little tiny gesture to show that we're willing to inconvenience ourselves a little bit and to begin to shut down the most obvious machinery of war, such as, and I think it is a good target, that computation center." The Board found Franklin guilty of inciting occupation of the center, which was ruled as advocacy of lawless action.

Regarding his refusal to peacefully leave the computation center, Franklin's argument was: if his action was unlawful, why didn't the police arrest him? The Board felt that due to the crowds evasive actions, the police were unable to arrest the defendant.

The last charge was sustained by a 5-2 vote. The issue was whether or not Franklin had incited violent acts. The board summarized the occurrences at an evening rally which was described as tense and heated. The evidence showed that 350 people at the rally were resentful toward the war in Indochina, the police, and the University. Earlier that day the computation center had been occupied and a police charge was necessary for dispersal; for four days there had been fire bombings, vandalism, fights, bomb threats, and the Trustees' meeting had been disrupted and the Old Union at Stanford had been occupied.

The incitement charge rested on two speeches made by the professor at the evening rally. By now, he had become the leading figure in the campus struggle and in those speeches, Franklin attempted to compare the Stanford struggle with the war in Indochina. He urged action to bring more police on campus, saying that that would relieve pressures of police presence in ghettos. Emphasizing the futility of mass action, he urged a "people's war." Reiterating this theme, he urged people to "go back to the dormitories, organize into small groups, and talk, or play football, or what-

ever, as late into the night as possible." Violence did ensue, and the Board concluded that, by implication, Franklin had knowledge that his words would incite violence. Again a 5-2 vote found Franklin guilty of incitement. And again, Franklin felt that if he truly incited violence, the police would have arrested him.

Sanctions were imposed by the board after its findings. Although two members suggested suspension with pay for either one or two quarters, the Board felt that dismissal was necessary. The dissensions by members of the Board were centered on the grounds that dismissal had serious ramifications for future occurrences and might be a denial of Franklin's civil liberties.

The purpose of telling Franklin's story is not that he is particularly important as an individual, but to illustrate that the principles used by the Advisory Board deny an essential point in preserving freedom. Alan Dershowitz, a professor of law at Harvard, and a visiting professor at Stanford when the Franklin case arose, stated, "At its core, (speaking of the Advisory Board decision) it fails to draw the proper distinction between incitement to violence-which in my view ought to be prohibited - and advocacy of violence-which in my view and under the noblest tradition of this country, must be

protected."

The relationship of free speech to the university was confused in this case by Franklin's personality coming up against what the Advisory Board called 'commonly-held understandings in the university community'.

That brings this reporter to this conclusion; until negotiated contracts or collective bargaining, or faculty reviews are instituted across the nation, a serious look must be taken at the Constitution's protection of the right of free speech as it relates to the college campus. It must then be determined whether or not tenure enhances protection of those rights.

Charles McCabe, noted columnist for the San Francisco Chronicle, when referring to the Franklin case, wrote "The right of free speech is not tested until we must award it to someone we hate. Nice guys ordinarily do not press civil rights claims. The nice guy's instinct is never to press any claim, even when he is hurt." If tenure can keep the nice guys from getting hurt, then tenure is worth keeping. If not, then tenure should be abolished.

If one can imply that tenure insures further those First Amendment rights, then this reporter feels the following justifies the policy of tenure:

"I think we should be eternally vigilant against attempts to check the expression of opinions

that we loathe and believe to be fraught with death, unless they so imminently threaten immediate interference with the lawful and pressing purposes of the law that an immediate check is required to save the country..." (Justice O.W. Holmes, Abrams case, 1919)

The Franklin case proves that tenure is not an absolute guarantee of job security, but it does not prove that tenure is wrong because it protects a professor from losing his job. Robert McAfee Brown, professor of theology at Stanford, and an outspoken dissenter on the Advisory Board that dismissed Franklin, stated the reasons for his dissent, the reason why tenure is essential to a university, "...I fear we may do untold harm to ourselves and the cause of higher education unless, by imposing a penalty short of dismissal, we seek to keep him (Franklin) as a very uncomfortable but very important part of what this university or any university is meant to be."

Tenure may be the way to keep those very uncomfortable, but extremely important aspects of academic freedom a permanent part of the college campus experience.

(Last installment in a four-part series on tenure policies in American higher education.)

WU faculty gives tenure support

Tenure is supported by members of the Willamette faculty, according to a random survey of professors conducted this week. Those most adamantly supporting tenure were generally unwilling to be quoted, as were most administrative personnel, but the support for WU's three-year old tenure policy appeared strong enough to withstand any movement for a different system.

Generalizing on the reactions of professors, this reporter infers a stronger feeling about the desirability of tenure among older faculty and professors in the College of Law than the younger liberal arts teachers. Since the survey was random, and there was reticence on the part of university personnel to publicize their feeling, these generalizations rest on this author's shoulders only.

Perhaps the best statement expressing the proponents' feelings was made by Dr. George McCowen, tenured professor of history and chairman of the University Committee on Educational Policy and Planning.

"Tenure to me is a kind of insurance policy for academic freedom. It can be extremely important in extraordinary circumstances. As an insurance policy, regardless of the pros and cons, tenure may be a valuable thing...As regards faculty at Willamette, there are other incentives to insure good performance. For instance, tenure has nothing to do with salaries. And, as a matter of fact, if a faculty member has performed well here, it is extremely difficult for such a professor to be fired, whether or not he has

tenure...This all reminds me of a quote by Winston Churchill that went something like 'Democracy is the worst system of government man could devise, but nothing better has yet been devised to take its place.' (para-

phrase) That's the sort of feeling I have about tenure...and I don't mean to imply that we shouldn't continually review our policy at Willamette, just that for now, I'll stick to my guns and give tenure support."

Nolley discusses Cinema Criticism

by Robbie D'Anneo

"I'd like for the course to make people more discriminating film viewers." To Ken Nolley, an English professor, that is the main goal for his class, Cinema Criticism--To enable his students to critically appreciate and take into account the many different aspects of the cinema.

Fall of 1971 was the debut of Professor Nolley's film class. Four main directors, one of whom was Ingmar Bergman, were studied through their respective films and supplementary video tapes from Film Odyssey. After the first 2 semesters of Cinema Criticism, Nolley felt his class had been lacking. No one was able to compare and evaluate the movies with much more than their contemporary concepts of movies. A historical perspective was needed to enable the students to have some form of a framework within which to base their understanding.

With his Fall '72 class, Prof. Nolley has incorporated this historical basis. The classes first

selection deals with an intense look at 8 Alfred Hitchcock's films (dated from 1935-1964). His second selection is a survey selection, surveying different foreign directors and their nine periods (dated from 1925-66). Again the main text for his course is film, but he is also including 2 books--one on Hitchcock and the other on history.

Prof. Nolley feels "it is important to keep from repeating ourselves". He feels that films to his course are analogous to literature courses. Nolley is anticipating the possibility of offering another cinema class next fall on western films. He would present a history of the west and films from one director would accompany the history, again maintaining an important historical perspective.

Below is a list of the upcoming movies:

10-5 CHESS FEVER (1925)
Pudovkin and MOTHER (1926)
10-10 TEN DAYS THAT SHOOK THE WORLD (1928) Eisenstein

James Gang here



The Modern Jazz Quartet consists of John Lewis, Jilt Jackson, Percy Heath, and Kenny Clarke, all alumni of the Dizzy Gillespie orchestra.

John Lewis, leader of the group, has been responsible for many innovations in the area of Modern Jazz.

By clothe in the MJQ in conservative suits, he deliberately drew the focus away from any concern for showmanship and comedy and towards performance and creation.

At an early date he became concerned with a disciplined structure within which one can improvise. "We can broaden the audience for jazz by strengthening our work with structure. If there is more of a reason for what is going on, there will be more overall sense and therefore more interest for the listener. The improvised and written selections should not take on too much complexity; the total effect must be within the mind's ability to appreciate through the ear."

This structure was to include the freedom for the individual to express his own ideas and talent, indeed, it depended on it. In other words, the integration of ensemble playing must project and sound "like the spontaneous playing of ideas that were the personal expression of each member of the band, rather than those of the arrangers and composers."

Lewis has provided direction and stimulus to the innovations of both the performance and appreciation of modern jazz. Under his direction the Music Inn School of Jazz was formed in the Berkshire Mountains of Massachusetts. It holds an annual three-week workshop incorporating discussions and experience in performing and composing.

The Atlantic Recording Corporation has released a Jazz Anthology, consisting of various "Best Of" records. THE BEST OF THE MODERN JAZZ QUARTET has six selections from MJQ's published material, including three live recordings. The cuts date from 1956 and five are written by the Quartet.

The recording has Lewis on piano, Jackson on vibraharp, Percy Heath on bass, and Connie Kay and Kenny Clarke on drums. A particularly innovative piece is "Sketch" in which Lewis joined the Beaux String Quartet and MJQ in a recording session, resulting in a striking combination of the classical and modern.

The recording is a classic and available on Atlantic Records.

The JOY OF COOKING performed together for the last time last month before a vacationing crowd at Marine World. Toni Brown has left the group for a solo effort.

The JOY has left in a whisper, no headlines, few condolences, and no live-best-of albums left under contract. Few people knew of them and only few will miss them.

They've been recording for three years but never had a large following. The group consists of five, two women and three men. Rare to the music world, the women were the leaders. Toni Brown and Terry Gartwaite composed and sang leads for the JOY. Terry also played lead guitar and Toni, piano and organ. The group also included Fritz, Jeff, and Ron on drums, bass, and percussion respectively.

Their final album has been released on Capitol Records. It is entitled "Castles" and is blessed by the accompaniment of the horns and flute of Jim Horn.

"Castles" maintains its strength of unity; unity of style and recording perfection. There is no emphasis on the individual but on the unity of the group.

The JOY presents a smooth fertile travelling sound, blending rock and roll, blues, and sweet folk. The album's title cut exemplifies the sound of the JOY. "A row of castles line your street Marble stones beneath my feet As in some oriental maze Of fading colors through a haze... I watch my inner eye perceive That everything is really make-believe."

It presents, and appreciates, the power of the imagination in daily perception, the rounded edges, the smoked colors, the slowness of sunset.

The same fading colors paint the remaining cuts; the desire to love in "Beginning Tomorrow" the need for security in "Home Town Man," the self confidence of "Lady Called Love."

It's the JOY's last album, but by no means a goodbye. They never reached the spotlight of public adoration, they merely produced consistent quality performances. Like THE BAND, they have expressed the value of unity and perfection. It's sad to see them go, but I can't help but think of JD Salinger when he wrote that "the difference between joy and happiness is that joy is a liquid and happiness a solid."

The JAMES GANG, ABC/Dunhill recording group, will appear at the Salem Armory Auditorium on Saturday, October 7th at 8:00 P.M.

The Cleveland, Ohio-based group has made concert appearances to sell-out audiences throughout the country, as well as in Europe and Japan. Their recordings have included five

chart albums and a number of single releases, including their latest single, "Had Enough." Their last Northwest appearance in October of 1971 resulted in a sell-out, with over two thousand people being turned away.

The JAMES GANG's music has been termed "hard rock," although their latest album, "Passin' Through," introduces a

new mellowness and lightness of touch. The four musicians who comprise THE JAMES GANG are Jim Fox, drums, piano and vocals; Dale Peters, bass guitar and vocals; Don Troiano, lead guitar and vocals; and Roy Kenner lead vocalist.

Another ABC/Dunhill recording group, STEELY DAN, will open the show.

Advance tickets are available at locations throughout western Oregon.

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Chinese puppet troupe

Skin shadow puppetry, a Chinese art form dating back to 1,000 A.D., will be presented at Lewis and Clark College on Wednesday, Oct. 11.

This unusual performance will be offered by fifth-generation puppet-master Teh-cheng Chang and his troupe of five puppeteers, beginning at 8 p.m. in Evans Auditorium.

Using elaborate figures made of dyed, translucent animal skin, the puppeteers cast shadows, in color, onto a gauze screen. In this manner, they will present two legendary Chinese tales at Lewis and Clark, "The Holy Monk" and "The Monkey." Both dramas depict the triumph of good over evil, sometimes through the intervention of supernatural characters.

Shadows are particularly meaningful to the Chinese, since they represent one of a person's souls. The shadow play is probably of religious origin, but over the years it became a secular means of recounting myths and fables.

Flick

Friday, October 6 at 7:00 p.m., the "Four Bit-Flicks" film series will feature "In Cold Blood" based on the best seller written by Truman Capote. Director Richard Brooks is said to have captured the "most-minute details... with an exacting degree of authenticity" in his film version.

Admission is 50¢ to all Willamette students, faculty and their immediate family.

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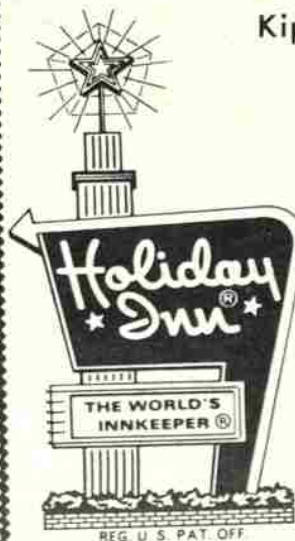
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Help available to students with problems

If you have ever had trouble concentrating or studying, or have ever felt depressed or down and out you may find this article of interest to you. Perhaps there are times when you have even raised questions about your own worthiness as a person and have felt overwhelmed by 'things.' If so you will be able to identify with many of the people who have talked out some of their 'heavy feelings' with Dr. Rich Schwartz the person heading up counseling services at Willamette. If you have not experienced these feelings yourself, chances are you have a friend who has. In either case you may find the feelings and concerns which are described herein familiar to you, and you may want

suggestions about handling them.

What do you do when you are completely overwhelmed by your feelings and emotions? You feel very alone because you can't see how anyone could understand exactly how you feel. Perhaps no one else has the unique combination of things which have piled up on you to make you feel so low and depressed. You look around and everyone else seems to find something important to do; they seem to have a purpose to their lives. Perhaps they have an answer through spiritual values and/or meaningful relationships with people, and perhaps their academic interests provide meaning to their lives. Other people also seem to have parents who understand them or appear self

confident in their social relationships. But as you look around and see other people confidently handling their lives, you feel all the more inadequate. You begin to doubt the meaningfulness of your own life, and after letting it go for many weeks or longer, you feel overwhelmed by the bad feelings inside. The things that used to help no longer pull you up out of the 'low.' You feel so isolated from others you could cry, and, perhaps, you do. If only you could concentrate and get into your studying, perhaps that would help, but you cannot. Can anyone help? Is there anything you can do about these miserable feelings?

When you or a friend is feeling an emotional low point, the first necessary and important thing to do is to recognize and accept the fact that it is happening to you. Many people, when experiencing an emotion, deny that they feel it. If the emotional low is mild enough, it goes away quickly; and ignoring it seems to help. However, if it is a bad enough feeling and it hangs around, you do yourself more harm by denying its existence than you would if you faced it honestly. It would seem to be a simple thing to admit your own feelings to yourself, but one of the things we have learned growing up in our culture is that we must fight feelings which make us weak, inadequate, or dependent on others. Males in particular have to keep an image of strength about themselves and consequently, when they have a weak feeling, it is unacceptable to them to admit to oneself that it exists. Females, however, are not exempt from this feeling. At Willamette there are great numbers of both males

and females in all four classes and including law school who have been conditioned to being strong rather than weak and doing things perfectly rather than making mistakes. Honesty with yourself about negative feelings is more than a virtue; it's a necessary first step toward survival as a whole person.

Once you are able to admit to yourself that you have these low emotional points and are able to recognize that you have it at the present time, then you have to accept the fact that it's all right to have it. There is nothing right or wrong about having feelings. No one is in complete control of what his or her emotions do or what his deep feelings are at any particular moment. For example, people sometimes fall in or out of love without trying to do so. Particularly when you are under a lot of pressure, which is the usual situation at Willamette, emotions and feelings are particularly vulnerable. For eighteen or more years you may have given your intellect the kind of attention it needs to facilitate creative personal growth, but your emotions have probably not been given equal attention. Our society, including our educational institutions and parents, have not yet worked out foolproof techniques in teaching us the development of our emotional selves. Yet, we seem to be surprised when our emotions seem to inhibit rather than facilitate the kind of creative personal growth we desire. Consequently, each of us has to accept that we can experience a feeling which is basically unacceptable to us intellectually, and that our emotions sometimes may even conflict with our personal value system. Needless to say, if our personal value system is also in limbo (a common experience at Willamette), our feelings and emotions may be even more confused.

The suggestions to this point have been limited to the following: (1) to be honest with yourself that you are experiencing a feeling, and after admitting the feeling (2) try to really accept the feeling as your own. These suggestions may help you begin to deal with your own negative feelings or perhaps help you help a friend deal with his or hers. Helping someone to handle emotions is an interpersonal matter in which there is genuine two-way emotional communication between individuals. Consequently if reading this article does

not 'do it' for you it may be because the communication is just one-way and because the emotional involvement is limited. Further communication with Schwartz about these and related matters are welcome at any time. Stop him on campus, call 6372 or walk into his office in the Health Center.

Surveys distributed

Faculty members now have a pretty good chance to improve their instruction and courses from the student standpoint. Last week the faculty's teaching effectiveness committee delivered copies of 102 proposed questions on courses and professors. Covering 14 areas, the questionnaire, which any faculty member is invited to alter, add to, or ignore, suggests things teachers might ask their students to gain feedback on their instruction effectiveness.

The questionnaire's list includes such topics as: statistical information, prerequisites, course goals, organization, presentation of materials, class interaction, personality traits, availability and responsiveness, assignments, examinations, grading, evaluation of the course, evaluation of the teacher and relevance.

Willamette professors should be asking themselves: 'How much real learning and instruction is going on in my classes?' One good way to find out is by determining student response to their methods through the questionnaires.

Public education at all levels is now having to deal with the effectiveness problem. Taxpayers, voters and state legislatures want some method of determining quality of teaching students are receiving. Teachers remembering previous botched attempts to do the same thing, are skeptical of suggested evaluation methods.

WU faculty members, from one of their own committees, are now being given a chance to shape their own student evaluation systems. They have a chance to voluntarily improve their teaching and the quality of education their students are getting.

IAESTE announces program

Columbia, Maryland -The U.S. national office of the International Association for the Exchange of Students for Technical Experience (IAESTE) has announced the program materials for its 1973 exchange are now available from its new offices in Columbia, Maryland.

The IAESTE program provides opportunities for on-the-job, practical training in a foreign country for students (Sophomore through graduate levels) in engineering, architecture, agriculture, and the sciences. Students are placed with foreign companies, research institutes, and educational institutions for 8-12 weeks during the summer vac-

ation with some long-term openings of up to one year also available. The foreign employer pays the trainee a maintenance allowance with the student covering the cost of international travel, insurance, and miscellaneous expenses.

Placements are available in 40 other countries, although most are in Western Europe. Fluency in language is required for some countries and useful in others. There is a \$50 application fee and the application DEADLINE for the 1973 program is December 15, 1972. Further information and application forms may be secured from: IAESTE/US, American City Building, Suite 217, Columbia, Maryland 21044.

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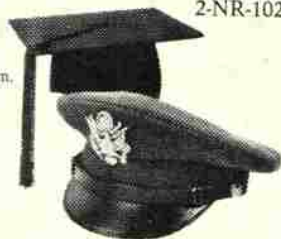
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Willamette Collegian Sports

Freshman bolster team

by Brian Perko

A "new look" seems to be the prevailing description directed toward the Bearcat football team this year with the advent of a new coaching staff and a flashy triple-option offense. But the "newness" does not stop here as 23 freshmen footballers, who have an enormous supply of high school letters and all-league honors packed under those shoulder pads, have found places on the potent 1972 Willamette line-up.

Tops on the list has to be the fleet-footed running back from Santa Rosa, Wilbur Gray, who has scored two Bearcat touchdowns so far this year. A four-year letterman in three different high school sports and an all-league offensive back, Wilbur continues a family tradition of football excellence as his brother, Mel Gray, plays professionally for the St. Louis Cardinals.

The W.U. coaching staff didn't have to look far to find some outstanding ballplayers as three representatives from the state champion South Salem Saxons add their talent to this year's line up.

Tight end Mickey Erb picked up letters in three high school sports and was 2nd team all-league in football as well as Valley league scoring champ and honorable mention all-state in basketball.

Split end Gary Barbour, also a letterman in three high school sports, holds an impressive list of athletic honors including the Thom McAn trophy awarded to the outstanding scholar-athlete in the Valley League and a 1st Team All State rating in football.

Teammate Dave Lambert, playing center for this year's Bearcats, also made the short walk from South Salem to Willamette. A high school letterman in football and track, Dave garnished all league honors in football and was rated the outstanding lineman on the year in addition to being 1st alternate to the Shrine team.

All three former Saxons mentioned the recruiting of coach Joe Schaffeld as a factor in deciding to attend Willamette.

For others, the trip to Willamette was a little longer but Hawaiians Jim Anderson, Mason Honda, and Rod Bayne have made definite contributions to the Bearcat Club.

Anderson, who recieved only one high school letter, nevertheless won 2nd Team All-league honors in his only year of football. Inexperience is definitely not a factor as he has handled W.U.'s kicking chores with relative ease.

Honda and Bayne, high school teammates in both football and track, add to this year's defensive unit.

Honda, who lettered in three sports including three football letters, is a quick defensive back

while Bayne, also a letterman in three sports and an all state linebacker, holds down a line-backing job on this year's squad.

Both players attribute their choice of Willamette to the recruiting of Assistant Coach Tommy Lee.

Line Backer Rich Ortogero, a three year football letterman in high school, received his school's most coveted award denoting him as the school's most outstanding athlete.

Joe Coh, another player from the Islands, has performed admirably this year.

Another freshman seeing action this year in a key role is back-up quarterback Jeff Jones from Jacksonville, Oregon and Medford High School. Also a letterman in three major sports, he holds all-league honors in both football and baseball and was picked 2nd Team all state quarterback last year.

Lee joins PE staff

"I never dreamed I'd be able to come back to teach and coach at my old Alma Mater," commented Tommy Lee. Lee, a 1963 alumnus, came to Willamette this fall from St. Louis High School in Honolulu.

Aside from being assistant football coach under Joe Schaffeld, Lee will be an instructor in the physical education department.

Although Coach Lee is teaching activity physical education classes, he has taught a variety of subjects in his eight years

Counselors needed

A call has gone out from the Admissions Office for interested students to sign up for the Student Admissions Counseling Program. The Program was outlined at the October 3 meeting of the Student Senate by Admissions Counselor, Dennis Reese.

According to the guidelines established by the Admissions Staff, a student counselor would primarily be involved with campus visitations and tours. Responsibilities of the job include escorting prospective students around the campus and answering any questions that may help the guest with his/her college plans.

Interested students should sign up for the program on the sheets provided in each living organization. Reese stated that the student counselors would not spend an excessive amount of time on the job, but all contributions to the admissions operation would be of tremendous help to the professional staff and the entire University.



Cross country runners take off on 1.75 mile course.

Johnson, SAE's win in IM run

Don Johnson of the SAE house won the IM cross-country competition in record time last Saturday. Johnson covered the 1.75 mile course in 9:12.4.

Bill Kreutz of the Kappa Sigma house placed a distant second with a time of 9:42. David Scherrer of Matthews was third at 9:46.

The SAE house on the strength of Johnson's run won the team competition with 47 points. The Delts were second with 62 points and Faculty placed third with 71. Other individual finishers in

the top ten were:

1. Don Johnson-SAE
2. Bill Kreutz-Kappa Sigma
3. David Scherrer-Matthews
4. Sam Tucker-Matthews

5. Kip Leonard-Law I
6. Carl Jepsen-Law II
7. Curt Holloway-Independent
8. Tony Lipold-Sigma Chi
9. Bob Stoyles-Faculty
10. Dennis Fast-Beta



Hockey team takes break to look for contact lens.

Hockey team wins two

Defensive expertise and an improved attack led the Willamette field hockey team to a 2-0 victory over Pacific and a 1-1 tie with a powerful Oregon College of Education team. The girls lost a practice encounter to the Salem Hockey club 1-0, last week.

Fullbacks Diane Hoffman and Laura Rodgers were the defensive keys in the Pacific contest. Their tight defense gave Willamette goalie Leslie Earley a virtual vacation, as the Pacific team did not take a shot at the goal all afternoon.

Howard also gave kudos to

Lynne Crosset. Ms. Crosset scored both goals in the Pacific game and led numerous offensive thrusts from her center-halfback position.

Coach Howard had described the OCE club as a strong one and the Willamette performance against them Tuesday showed the improvement of the Willamette squad. Again the defense played a major part allowing the OCE team only two shots.

The Willamette team was much more aggressive and was on the attack more often. Captain Pam Thoits scored the sole Willamette goal in the second half after numerous Willamette rushes in the first half.

Coach Howard was pleased with her team's performance. "The more open Canadian-style attack we are using this year has greatly improved the offense. We emphasize rushes on the goal more than we did in the past."

The Willamette team's next encounter will be today against perennial league power Marylhurst College. Ms. Howard predicts that Marylhurst will again be strong and she believes they will be tough to defeat. She is looking for an exciting contest.

Today's game will start at 4:00 on Brown Field by the University Center.

Hinzman, Hall lead harriers

The Willamette cross country team opened the 1972 season last Saturday with a convincing 16-46 dual meet victory over Pacific last Saturday in Bush Park.

Brock Hinzman and Dan Hall crossed the finish line in tandem with a winning time of 20:58.2 over the four mile course.

Willamette runners Mark Baum and Phil Hall finished third and fourth.

Paul Haller of Pacific prevented a Willamette sweep with a fifth place finish ahead of

Willamette runners Andy Robinson, 6th, and Andy Fainer 7th. The other Willamette runner Steve Denney finished 10th.

The next test for the Willamette runners will be this Saturday when the team travels to Walla Walla for a triangular meet against defending conference champion Whitworth and last year's 4th place finisher Whitman. Willamette coach Charles Bowles expects the meet to be a good test for his team.

Story's 3 TD's smother C of I

by Craig Rice

The Willamette University football team, led by running back Joe Story's three touchdowns, defeated the College of Idaho Coyotes 23-0 last Saturday at McCulluck Stadium.

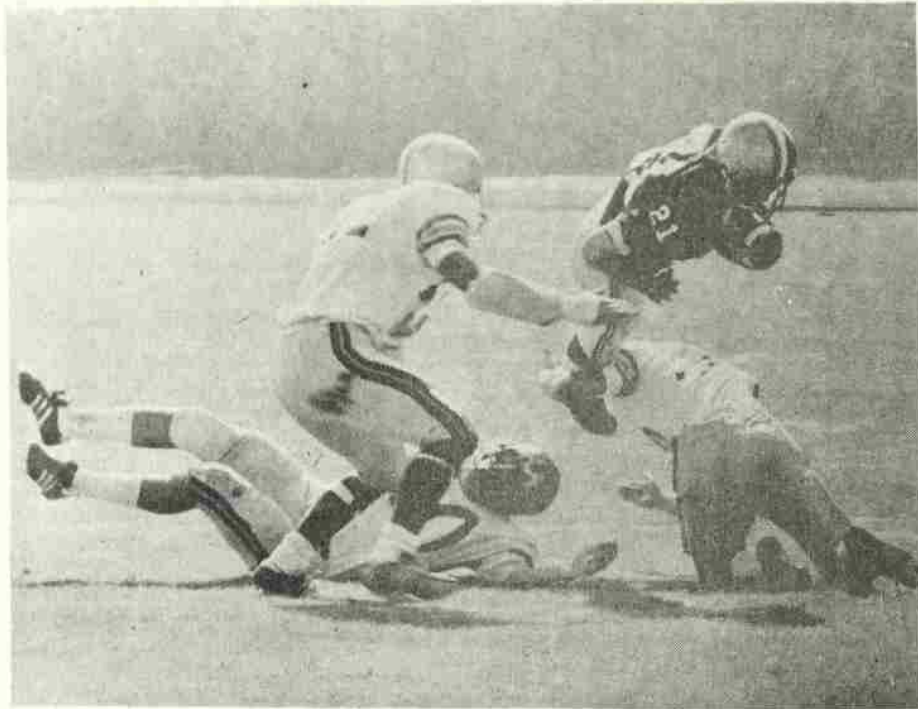
The Bearcats overwhelmed the Coyotes from the very start, both offensively and defensively in the Northwest Conference opener.

Willamette took the opening kickoff to the C of I 21 yard line before the Coyote defense got tough and forced the Bearcats to settle for a 31 yard field goal by Jim Anderson.

On the next series of downs, the Coyote offense could go nowhere against the Willamette defense. Following their punt the Bearcats started a drive that culminated with a 12 yard touchdown by Joe Story. The PAT attempt failed and Willamette led 9-0.

Story scored the next time Willamette got the ball, also, on a 46 yard run. Jim Anderson's second PAT attempt split the uprights, and Willamette led 16-0 at the end of the first quarter. Meanwhile the Bearcat defense was keeping the College of Idaho offense from gaining any rushing yardage, and only one first down.

The final Willamette touchdown came in the second quarter on a 65 yard run, again by Joe Story. The PAT attempt was good and the 23-0 score stood until



Joe Story breaks away on one of three touchdown runs.

the end of the game.

Coach Joe Schaffeld called the game a "good team effort" with a lot of people getting to play. Schaffeld was very pleased with the Willamette defense which in the course of the game nailed the Coyote quarterback 13 times for a loss of 78 yards.

The final game statistics saw College of Idaho lose 10 yards in total rushing and gain only 56 yards passing for a net total of 46 yards and seven first

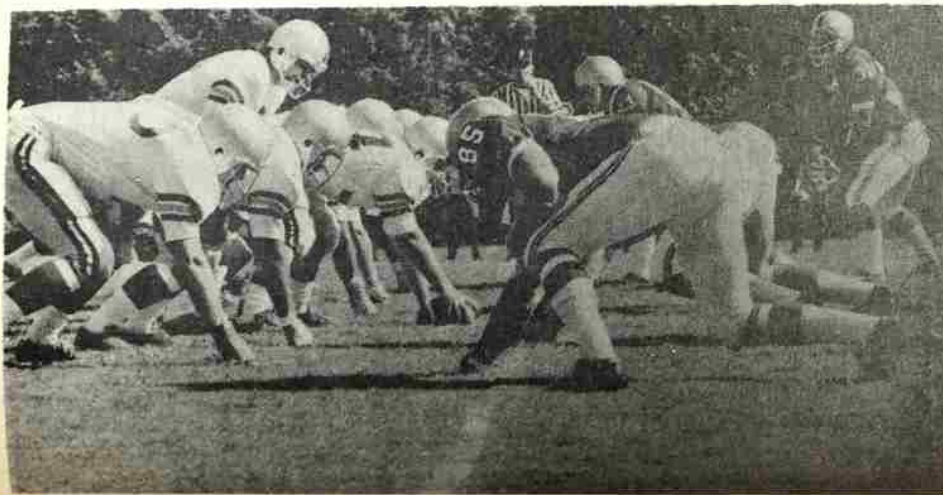
downs. Willamette gained 307 yards rushing and 60 yards passing for a net total of 367 yards and 15 first downs. Joe Story was the leading Willamette rusher with 146 yards in nine carries (an average of 16.1 yards per carry).

Both teams had three turnovers the Coyotes a fumble and two pass interceptions, while Willamette had three fumbles. College of Idaho was penalized seven times for 55 yards, while Willamette was penalized 12 times for 117 yards.

Saturday afternoon the Bearcats travel to Portland for a 1:30 p.m. Northwest Conference game with the Lewis and Clark College Pioneers. Coach Schaffeld described the Pioneers as an extremely tough, well balanced team that is far better than its record would indicate.

Lewis and Clark lost its first two games to Whitworth and Central Washington, but came back last weekend to beat its alumni team 16-14.

The Pioneers are led offensively by quarterback Pat Miguel and running back Mike Gano, both of whom were among the leading offensive players in the small college ranks a year ago.



Willamette's defensive line prepares to stymie C of I rush.



Willamette Collegian