The Wooster Voice (Wooster, OH), 1971-02-19

Wooster Voice Editors

Follow this and additional works at: https://openworks.wooster.edu/voice1971-1980

Recommended Citation

https://openworks.wooster.edu/voice1971-1980/6

This Book is brought to you for free and open access by the "The Voice" Student Newspaper Collection at Open Works, a service of The College of Wooster Libraries. It has been accepted for inclusion in The Voice: 1971-1980 by an authorized administrator of Open Works. For more information, please contact openworks@wooster.edu.
Applications for next year's editors of "Voice," "Thistle" and "Index" must be submitted to W.B. Stockner, Chairman of the Student Publications Committee, by March 1.

REFREIRED

The debate over urban studies took another turn last Friday when the Educational Policy Committee approved a 34-student plan to begin an academic major in urban studies. In doing so EPC denied the request of the Urban Studies Committee that the major not be offered beginning Fall Quarter, 1971.

The EPC set up certain guidelines for the Urban Studies Committee to follow in coming up with a major-plan. If the program were to be approved by the Administration, it would then be brought to the full Faculty for approval.

Sections Still Viable

by Bob Ingram, Jay Yutzy and Frank Strauss

During the past few years the viability and desirability of section life as an integral part of the college has been questioned by a community. In attempting to analyze the situation, we would like to bring this to the present generation of students and their parents that there are over eight individual and distinct sections.

Our aim is not to defend the existence of the sections but their membership has long since been established. Our intent is to probe into the present nature of sections and their potential for growth.

The sections have always reflected the atmosphere of the college itself, as well as the citys. The sections have been the living, breathing, heart of the college. The sections have been the place where the college community has a chance to be known to all the students. The sections have provided a sense of community, of belonging, of identity. They have been catalysts for the growth of the college, for the development of the individuals in the college, for the development of the college as a whole.

The sections have contributed to the development of the college in many ways. They have been the places where the college community has come together to discuss important issues, to plan events, to celebrate successes, to commiserate failures. They have been the places where the college community has been able to express its values, its beliefs, its dreams.

The sections have been the places where the college community has been able to express its values, its beliefs, its dreams.

Judeo-Christian Bubble

by Donna Casparian

I became interested recently when I discovered my major (Indian Studies) no longer existed. After discussion with administrative officials I found that my doubts are increasing about Wooster's being able to break away from its Judeo-Christian past. Several points must be made:

1. Dr. Norton has never wanted a department of Indian Studies, but rather an interdisciplinary program of Indian Studies. Faculty with interest in some aspect of Indian culture would teach Indian related courses and also serve courses in their respective departments. This arrangement would be whole-hearted support this idea.

2. In last year's questionnaire an administrative official was quoted saying as there was a lack of interest from the part of the students. This has not been the case. If numbers are the game, Indian studies classes have filled in recent, Dr. Haggad Smith's Buddhism class is full to capacity, and 12 program's campus alone have applied to Indian related GLCA program.

3. The administration and students support a program of Indian studies, the necessity then fall on the faculty for maintaining the faculty? It appears the individual teacher feels more allegiance to the development of his own department; interdepartmental concerns are secondary. The administration feels it cannot pressure the departments into hiring professors with Indian backgrounds.

4. For any type of area studies to succeed, there must be some type of language instruction. Two semester courses required is not a guarantee of survival. Also the program is not to be as a part of the College of Education but rather is funded by the college.

Judeo-Christian Bubble

by Donna Casparian

I became interested recently when I discovered my major (Indian Studies) no longer existed. After discussion with administrative officials I found that my doubts are increasing about Wooster's being able to break away from its Judeo-Christian past. Several points must be made:

1. Dr. Norton has never wanted a department of Indian Studies, but rather an interdisciplinary program of Indian Studies. Faculty with interest in some aspect of Indian culture would teach Indian related courses and also serve courses in their respective departments. This arrangement would be whole-hearted support this idea.

2. In last year's questionnaire an administrative official was quoted saying as there was a lack of interest from the part of the students. This has not been the case. If numbers are the game, Indian studies classes have filled in recent, Dr. Haggad Smith's Buddhism class is full to capacity, and 12 program's campus alone have applied to Indian related GLCA program.

3. The administration and students support a program of Indian studies, the necessity then fall on the faculty for maintaining the faculty? It appears the individual teacher feels more allegiance to the development of his own department; interdepartmental concerns are secondary. The administration feels it cannot pressure the departments into hiring professors with Indian backgrounds.

4. For any type of area studies to succeed, there must be some type of language instruction. Two semester courses required is not a guarantee of survival. Also the program is not to be as a part of the College of Education but rather is funded by the college.

Why Hamer Didn’t Come

Freda Lewis Hamer, chairman of the Mississippi Freedom Coalition, could not speak as scheduled Friday because by that time her home was destroyed by fire. Hamer lived in what she called "a tent city" in the nearby town of Laurel, which received no national news coverage. The burning of the home was part of a series of harrassments to which she has encountered in her years of political activism for poor blacks and whites. The Coalition is a group of civil rights leaders cooperating to stop violence against blacks.

Involved in community organizing in Mississippi since the 1950’s, she was a primary catalyst in restarting Southern political activism following the murder of Medgar Evers.

Hamer also maintained national prominence at the 1964 Democratic National Convention in the nation's capital, chairing the Mississippi Freedom Democratic Party. Her group challenged the representation of the state by an all-white delegation.

She has been tentatively re-scheduled to speak on Feb. 24.

Why Hamer Didn’t Come

Freda Lewis Hamer, chairman of the Mississippi Freedom Coalition, could not speak as scheduled Friday because by that time her home was destroyed by fire. Hamer lived in what she called "a tent city" in the nearby town of Laurel, which received no national news coverage. The burning of the home was part of a series of harrassments to which she has encountered in her years of political activism for poor blacks and whites. The Coalition is a group of civil rights leaders cooperating to stop violence against blacks.

Involved in community organizing in Mississippi since the 1950’s, she was a primary catalyst in restarting Southern political activism following the murder of Medgar Evers.

Hamer also maintained national prominence at the 1964 Democratic National Convention in the nation's capital, chairing the Mississippi Freedom Democratic Party. Her group challenged the representation of the state by an all-white delegation.

She has been tentatively re-scheduled to speak on Feb. 24.
The Daily Record is one of the most influential papers in north central Indiana. With a circulation in excess of 45,000 copies, the Record's editorial position is well-recognized, and influential in helping subscribers form opinions on major news issues.

We, the staff of the Record, last wrote for some editorial comment treating the latest U.S. involvement in Indochina. While its front-page editorial emphasized the growing size of the classes and the increased scale and diversity of campus events, the Record's editorial page maintained total silence. For nearly two weeks prior to Wednesday, Feb. 17, there was no comment from the Record on the international events in Laos, the Record's editorial page maintained total silence. For nearly two weeks prior to Wednesday, Feb. 17, there was no comment from the Record on the international events in Laos. Yet, we wonder if the Record's responsibility to its subscribers has not been shirked. Articles in the Record have been called "the most important action since Tet" on which the "outcome of the war hangs," and "the turning point of the war in Indochina.

There are serious questions which have been raised by the Laos venture (i.e., the justification for news censorship a week preceding a peace signing), if it is not an U.S. participation in Laos. It would seem there would be sufficient circumstances to warrant an editorial position regardless of a newspaper's stance on the Vietnam war itself.

Beyond its ability to enlighten, an editorial examining controversial events can often prompt the reader to express his own opinion, vis-à-vis the editor, congressman, or the President. At a time when elected representatives are increasingly shirking their duties and responsibilities, an editorial can be "the most important action since Tet" on which the "outcome of the war hangs." Without the Record's nettle to take a particular stand, only that it take some stand. It is perhaps the premonition of the Voice, with a circulation one-tenth the size of the Record's, question- ing the Record's silence on the international issues; but we do wonder if the Record's responsibility to its subscribers has not been shirked. Articles in the Record have been called "the most important action since Tet" on which the "outcome of the war hangs," and "the turning point of the war in Indochina."

Regardless of the absence of editorial reaction, is perhaps an editorial in itself. D.D.

SQA Lives Within System
carol thomson

"The purpose of the SQA, as I see it, is to stimulate and support social action and to maintain the SQA as a forum for the discussion of administrative policy."

The SQA has written an signed letters to the editor. Addressees all correspondence to VOICE, The College of Wooster, Wooster, Ohio 44691.

Maureen Christians, General Manager

VOICE, The College of Wooster, Wooster, Ohio. Subscription Rate: 4 issues per year, $1.00 per year, 1st class.

DAVID DOUGLAS, Editor

CHARLOTTE WARREN, TRICIA HILL, Managing Editors

TOM HILT, Sports Correspondent Manager

MIRIAM JENNINGS, Artist

JOHN MORLEY, Circulation

MILLER, KEVIN, Managing Editor

Jeff: Lynn Wagner, Bob Ketleweil, Matt McMillan, Branden Mier, Adelle Wakefield, Jamie Lord, Tom Angel, John Kruz, 249 Young, Frank Strauss, Dana Caspenia, Carol Thomas, Kenny Strong

The Administrative Committee, under the chairmanship of the President, is the only group that has the power to make changes in the System directorates.

SGA's publishing does not influence the daily administration of the student body in the slightest degree. The only SQA president is to stimulate and support social action and to maintain the SQA as a forum for the discussion of administrative policy.

The "SQA Lives Within System" is the beginning of an effort to force students to be more aware of their actions this year by publishing their minutes and actions. The next step is to form a Cabinet, General Assembly and Central Committee, and have them posted in the housing units. The main purpose of the general assembly is to make sure all students are aware of SQA's actions and that they be held responsible to the SQA in touch with the student body. The SQA is probably not used to help recruit students to assist the efforts of SQA and other organizations.

PORTLAND 3

Three COW students at the Portland State University ranks were arrested Feb. 2 on charges of trespassing. All three were released on $100 recognizance and ordered to report for trial Friday, March 11.

Claudia Shapp, Ed Hoke and Jenny Johnstone were among those arrested as anti-war protesters chained themselves to Portland's West End Post Office. The demonstrators, who were intent upon keeping the symbolic "cuffing" free, were given three minutes to disperse by the police. The demonstrators disengaged themselves from the post office, where they had been blockading the location.

The Oregonian reported the police action as "beautiful" in their unchaining of the demonstrators (half of whom were over age 30) who had not voluntarily returned. All arrests were made peace-fully.

To the Editor:

To me as a result of my concern over the recent resignation of Dr. James Norton. His academic background is one that is not only excellent, but one which has dealt with diversity. But more important, his ability to communicate with students, to work with students, is evidenced by his ability to grow with the students. The growing size of his classes and the increased scale and diversity of campus events, is evidenced by the growing of his classes and the increased scale and diversity of campus events. The contacts within the field of Indian Studies has enabled him to bring to the campus guest speakers and cultural experiences of different students. The Indian Studies program in Madurai, created, and administered by Dr. James Norton, is one that has the opportunity to study in India but also enriched Wooster by bringing the professors of linguistics and culture from India to study theWooster students and to participate in the Madurai program.

If the resignation could not come as a surprise to anyone who knew the continued frustration he has encountered in attempting to gain the students and the faculty support and to establish the program. The college has repeatedly refused either to hire new faculty members specifically for an Indian Studies program or to even to exert pressure on specific departments to hire persons with a specialty in South Indian Studies. The requirements for Indian Studies would be a professor of Hindi, a professor of History, and a professor of Chinese in order to be willing to accept the requirements for Indian Studies.

It is astounding that the Indian Studies program, the administration announced its plans to "continue the program".

To the Editor:

I read with great interest Dr. Watt's "Requiem for the Peace Corps" (Voice, Jan. 29, 1971), both from the point of view of a former Peace Corps Volunteer (Turkey) and as a Campus Representative for the Peace Corps this year.

In light of my personal experiences, I have a few clarifications and comments to make concerning Dr. Watt's remarks.

I am one of the Peace Corps volunteers, as Dr. Watt states. "Motor cars and motor cycles are not as difficult to drive as a particular individual might think, nor does it require, e.g., an agricultural extension agent who covers an area of several hundred square miles of bush country. It is a firm Peace Corps policy that no volunteer may operate a motor vehicle, except under the supervision of the administration."

The major complaint that Dr. Watt voices, however, and the one with which I must take issue is that the Peace Corps (or the entire Peace Corps) has lost its idealism, and 2) cannot function properly.

Idealism, of course, is an elusive term. When it implies a desire to help other people, to be of serv-ice to others, it is fairly straightforward. When people and ideas of another culture, idealism may be regarded as an achievement. Yet, however, idealism implies a belief in quickly achiev-able goals, the ability of peoples of diverse cultures to quickly achieve understanding, and the capacity of a single person to overcome cultural differences quickly and certainly. To accomplish this, no great dramatic changes, then idealism is a hindrance.

A Peace Corps Volunteer who does not possess the first type of idealism will surely be of little service, neither helping nor hurting. And unfortunately, there are some Peace Corps Volunteers like this.

The GOld Ship Sinks

Walter A. Elrod

Volunteers with the second type of idealism are not merely irreverent, but destructive. People in developing nations, who are struggling with the basic problems of survival are not equipped to view a person with such insistent solutions. He has not passed that stage of his history, and has not developed his ideas. He is regarded—kindly and patronizingly—"as a volunteer." Yet by their refusal to hire new faculty or support any programs that are not in line with Indian Studies, they have not only lost an extremely capable professor but has also reduced Indian Studies on the campus to virtually non-existent.

Linda Conser

The GODS of THE WAGONS

James Norton

Please understand: The Peace Corps and the Peace Corps Volunteer are not just people who come to help and improve the conditions of our less fortunate brothers. The Peace Corps Volunteer is an American who helps the American through his or her experience with the American by seeing it for what it really is.

By praying with and for the American brothers, then, he or she is contributing toward the American's understanding of and understanding for the American brother.

Yet by his refusal to hire new faculty or support any programs that are not in line with Indian Studies, he has virtually rendered the Peace Corps a training program for those who are not only lost an extremely capable professor but has also reduced Indian Studies on the campus to virtually non-existent.

Dr. Watts says that the idealism of the Sixties is missing from the Peace Corps. The folly-populist-idealism type of idealism that characterized the Peace Corps in the early days is gone, as it should be. The Peace Corps has matured. Competence is now added to desire as an essential criterion for effective Peace Corps volunteers.

J. William Birmomice Peace Corps Representative, Detroit

IDENTITY CRISIS

Gary Manning

"I do not possess the first type of idealism will surely be of little service, neither helping nor hurting. And unfortunately, there are some Peace Corps Volunteers like this."
To the Editor:
It was late, say one or two in the morning. I was as internals as I could be in listening to my radio as I performed "My Shoveling Snow" imitation and watching my posters fall off the walls, when suddenly a blood-curdling scream lifted me six inches off my bed. As I ran to the door, my "Easy Rider" poster peeled itself away across the room. Cunningly, it wrapped itself around my face before I could trip over the dirty clothes which double as a rug.
Persevering, I made it to the door and peered outside just in time to catch a glimpse of five or six freshmen dragging some nameless freshman out the exit.
Keeping a safe distance, I followed. Not safe enough, however. One of the Vanguard spotted me and shouted,
"Hey yolk! Which section are you pledging?"
"None," I stupidly replied.
"Alright you guys," he asserted him, "she's another one!"

It would have been all over for me right then and there had not another group of upperclassmen emerged to confront the kidnappers. The original group dropped off and began fighting the attackers. I got the hell out of there.
"Thank God for law and order," I remember thinking.
Unfortunately, a quick look over my shoulder proved I had jumped to conclusions, for a third group had made the scene and was making off with the now limp freshman. Twenty feet behind them, I could see yet another shadowy bunch of figure moving toward the battlefield.
It was all too clear now. I had heard that this year had been a phenomenally bad one for pledges to sections, at least as far as the sections were concerned. So this is how they compensate.

Barreled in the safety of my third floor abode, I watched the remainder of the battle, now grown to proportions of a Cecil B. DeMille production.
By nine the next morning, "Building & Grounds" had done a commendable job of clearing the field of casualties, though blood stains and section pins still littered the terrain. Pondering the fate of the guy who had been "pledged" the night before, too late, I glanced up and saw a net dropping from the tree above me...

Raw Material

PIECES OF TIME
by Tess Feltes

The clock that sat on the Frick Art Center is worth a piece of art. It tells time, but it is a double-edged blade. The value of the time that passes represents a great deal of time. To create time, time for the artist to create, is the world around him, experience and intuition. Of the time it takes to express by line, shape and shading technique that took time to see it displayed are prints and drawings — all seemingly remnants or maybe reminiscences of a variety of different times... a range of times preserved behind glass. There is a sensitive charcoal child's head from the 16th century wafts in silence, 1,500 miles... a thousand miles from its beginning. You should take the time to feel it. Across the gallery are prints in a style in company with Rembrandt or a Little Bater. These were done in this twentieth century.

The Political Science Department is sponsoring South East Asian expert Dr. Joseph H. Thompson, various meetings on Monday, June 26, at 2:00 p.m. and 7:00 p.m., and Wednesday, June 28, at 7:00 p.m., in Kroc 105. 10 a.m. open meeting with Professor Thompson and Director of South East Asia. Students should make appointments through Mr. Shuf, Kroc 115.

MORE ON

Sandboxes
(Continued from Page 1)

You might have four years to lose your identity. To become a bit of information stored in a computer.

Well, congratulations.
You've got plenty of chance to become just that in our depersonalized, do-not-fold-spindle-or-mutilate world.

What you don't have is much chance of escaping the numbers game and holding on to your identity.

Maybe we can give you that chance.

We're Hoover.

You probably know us for vacuum cleaners. And we're the biggest in that field.

But you also find our name on about 80 other products, and you'll find it on 14 plants. In 9 different countries. On five different continents.

The reason for our success? People. We develop talent. Not machines. If you've got ability, you'll get the chance to show it.

And if you show it, people will notice. And you'll get ahead.
We're big enough, and growing fast enough, that there's plenty of room for you to grow.

Yet we're not so big that you'll ever get lost in the shuffle.
So why not sign up now for an interview with Hoover.
About all you've got to lose is 20 minutes. Those 20 minutes may gain you the chance not to lose your identity.
by Tom Hill

This Fighting Scot basketball season has been one that all sports editors dream about. A nationally ranked team, a near perfect record, rumors of an NCAA tournament bid, an All-American candidate, broken records, a truly great all-round team: that's this year's Fighting Scot varsity eage team.

Tomorrow night the Scots will have eyes on their first OAC championship since '52 when they meet the high-ranking Capital Crusaders. And while I'm on Capital, let me add that this is the game that I have most wanted to play all year. After watching the Scots be demolished by Cap last season, I've been waiting for revenge. With the potential of this year's squad, I believe we can do it.

Our 18 game win streak is a new all-time school record as is our 22-1 season record a new all-time school win mark. As of Monday's NCAA Statistics Report, the Scots had the third best win-loss percentage in the nation (the first two teams are still under review) and the third best winning record in the nation. Wednes- day's UPI ratings saw the Scots break into the Top 10 for the first time, ranked 10th.

So far, it is the only one of the Scots as a team, and now I would like to digress to the individual members of the varsity. The Red Team and the black and gold team have proven key factors time and again in Wooster's victories. Such players as John Evans, Dave "Tiny" Wilber, Mark Vogelgesang, Chuck Cooper, Larry Shyatt, and Gaye Robinson have been the Scots' superb Scoring the most needed. Junior Greg "the Bear" Bryant, Mike Grenott and John Creasap have sparked the Scots play continually.

But there are four seniors who I feel deserve a special tribute at this, the most important hour of their careers. These seniors have worked together over the past four seasons (except one trans- fer) to build themselves to what they are today. Let's take a look at them individually.

Pat Roach: Strong Man Under the Boards
Transferring to Wooster last season from Macomb County Com- munity College, Roach needed time to come into his own at the end of last season. Settled and determined, Pat has given the Scots needed strength under the boards this season, enough to make him the third leading rebounder on the team. However, rebound strength is not the only quality as his inside defensive play is tops in today's college eage sport. Coach Al Van Wie has remarked, "Pat is the strongest player that I've ever coached," and that's quite a tribute to any one Scots senior.

Dick "Colt" Cornwall: Wooster's 'Pistol Pete'
Nicknamed "Colt" by his teammates, Cornwall has been the sharp-shooter from the corner, the Scots has entered many a game in the past four years to spark the Scots with his superb corner shooting. The fourth leading scorer on the team, Cornwall has added an additional quality which the Dutchmen values even more: spiritual defense. "Colt is definitely the most im- proved defensive player on our squad," commented Van Wie about Dick's performance. He further added that Cornwall's spirit and zone-breaking have been "a big factor in our season thus far." This all adds up to just one reason why our Fighting Scots are the top team in the state right now . . .

The All-Round Great Team Leaders
A slow, awkward freshman player, Tim was named "Bambi" as a Scot yearling. Great determination has changed all of this as "Bambi's" leading rebounder last season. A broken foot early in September hampered Tim's early efforts this season, a second leading rebounder for the Scots and a much feared opponent in OAC circles. Probably his greatest quality, however, is his leadership ability. This fine team leader has made a point of saying, "He's a helluva captain. A team is only as good as its leadership within and Tim along with Tom have done a great job." Also a senior to a head coach who has helped the Scots to where they are today . . .

Tom Dinger: An All-American in Our Eyes
What can one say about a player who holds the school individual record in evidence. However, these records are not Tom Dinger's top qualification. He is a part of a team. Time upon time the Mansfield Meteor has passed off to a fellow teammate on the fast break when he could have made the shot himself. He is an outstanding ball handler and a great team leader. Coach Van Wie has contended that Tom is "the Scots all-time best ball player" and few if any team members would disagree with that judgment.

The Meteor has won numerous awards in his four years in the black and gold uniform numbered 24, but one award still eludes him All-American. Whether sports writers around the nation vote him in or not, Tom is still a number one All-American in any Scot's eyes.

Mat Quad Tomorrow, Dumas Wins GLCA

Not entering the 110, 126, and Unlimited classes, the strategy paid off as one more loss would have allowed Earlham to overtake the Scots for second place.

old familiar No. 24 (Tom Dinger) shows perfect jump shot form at the top of the key in the Otterbein Game. His 34 points against the Bein, most of them from the top of the key, lifted the Scots to their 21st win of the season and 10th OAC win.

Thinclads Set Six Marks

Following a successful weekend at the Livingston Relays at Gran- ville, the Fighting Scot thinclads will travel to Gambier tomorrow for a triangular with Kenyon and Hiram. Setting six school records, the tracksters finished sixth in a field of 14 teams at the relays.

Tanked set three records including 400 yard medley relay, 100 yard backstroke, and the three mile run. Following this weekend's results, the Scots will be more than ready for the Consultant meet.

SCOTS' WEEKLY SPORTS CALENDAR
Saturday
Basketball, Capital, Home. 5:30. (OAC Championship)
Basketball, Georgia Tech, Home. 7:30. (OAC Championship)
Indians, Men, Kenyon, Hiram, Away. 7:00.
Womens Basketball, Witten- berg, Away Tuesday
JV Basketball, Ohio State, Home, Away.
SCOTS' WEEKLY SPORTS CALENDAR
Saturday
Basketball, Capital, Home. 5:30. (OAC Championship)
Basketball, Georgia Tech, Home. 7:30. (OAC Championship)
Indians, Men, Kenyon, Hiram, Away. 7:00.
Womens Basketball, Witten- berg, Away Tuesday
JV Basketball, Ohio State, Home, Away.

Mat Quad Tomorrow, Dumas Wins GLCA

Not entering the 110, 126, and Unlimited classes, the strategy paid off as one more loss would have allowed Earlham to overtake the Scots for second place.

old familiar No. 24 (Tom Dinger) shows perfect jump shot form at the top of the key in the Otterbein Game. His 34 points against the Bein, most of them from the top of the key, lifted the Scots to their 21st win of the season and 10th OAC win.

Thinclads Set Six Marks

Following a successful weekend at the Livingston Relays at Gran- ville, the Fighting Scot thinclads will travel to Gambier tomorrow for a triangular with Kenyon and Hiram. Setting six school records, the tracksters finished sixth in a field of 14 teams at the relays.

Tanked set three records including 400 yard medley relay, 100 yard backstroke, and the three mile run. Following this weekend's results, the Scots will be more than ready for the Consultant meet.
OAC's "Game Of The Year"--Woo vs. Cap

by Dave Berkely

All advocates of Capital punishment are urged to attend the biggest game of the year tomorrow night. Anyone else who just wants to see Wooster's best team every try to win it all over the Crusaders can come, too. But the seats will fill up fast and students are urged to arrive early for the battle. AACA fans have waited for 30 years.

Last year at this time, Wooster's basketball team was in the midst of a seven-game losing streak and heading for Columbus to play the undefeated Crusaders. The result was disastrous as the Capital fans, coach and young team smashed the Scots, 105-66.

In 1971, the Scots are riding the crest of the Ohio Conference with one obstacle remaining in their quest for the mythical crown and an NCAA bid. With each victory, Wooster sets a new school record for wins in a season (17) and consecutive victories (18). Both the 22-1 record and the 18-game winning streak are third best in the nation for small colleges and the Scots' 11-0 OAC mark is tops.

Capital, on the other hand, has been having its problems of late. The Crusaders were upset by a usually weak Baldwin-Wallace, 73-72 last Saturday at Berea and have lost a chance to repeat as sole titleholders. They must win tomorrow to tie the Scots and that incentive to perform is tremendous.

The Crusaders' young, well-balanced team is led by sophomore Mike Stumpf, a 6'6, 230-pounder.

ATTENTION STUDENTS

We are expecting a full house Saturday for the Capital game, and student cooperation is requested in handling the situation. Students are asked to occupy only one seat and to hold their coats. The limited space must be utilized efficiently and fairly.

In Columbus West, Stumpf had a great rookie season, averaging 13.5 points per game, grabbing 200 rebounds and making both the Honorable Mention (Ohio Conference team) and the All-Tournament team at the NCAA Great Lakes Region. This year he leads the OAC rebounders with a 13.2 average and carries an 18-point scoring average.

NCAA Bid

The first phone conversation regarding this selection took place yesterday. The concluding points discussion will take place on the 24th and the 3rd. It is in this succession of phone calls that the site, which should be in Ohio, and the four teams, two from Ohio and two from Pennsylvania, will be selected. The tournament will be held the weekend of March 12-13.

College Books Store

Will Award $220 GASH PRIZES to the 2 BEST PERSONAL LIBRARIES ON CAMPUS

Details in Your Mailbox
Entry Deadline 5 p.m., March 5, 1971
Entry Blanks at the Bookstore Only

Scot Cagers

There has been a great deal of speculation concerning Wooster's chances to receive a bid to the NCAA post-season tournament. The following facts obtained from the Athletic Department and the Office of News Services should sharpen any discussion of the topic.

Wooster is eligible to be selected for the Midwest Regional Tournament. The probability the Ohio Conference put on Wooster has no bearing on this. An announcement which would have prohibited Wooster from being selected due to the probation does not go into effect until August 1, 1971.

The selection committee is composed of six representatives. It includes athletic directors from Alfred College (Pa.), Grove City College (Pa.), Muskingum College (Pa.), Swarthmore College (Pa.), Ohio Wesleyan and Wooster. If any of the schools represented becomes under consideration, that representative would drop out and Oberlin's A.D. acts as an alternate. Such would be the case if Wooster were being considered.

Giffin

FOR DRUGS

1725 Cleveland Road
"Closest to the Campus"

LIBERTY LANES and LOUNGE

For the 21 and Over Crowd
"HAPPY HOUR"
From 4 p.m. to 6 p.m. Every Monday thru Friday
Draught Beer and Mixed Drinks
Bowling for ALL
145 West Liberty Street

The Wayne County National Bank
Cleveland-Beall Office
Public Square Office
MORE ON

Kent State Response To Laos
(Continued from Page 1)

Your editorial which asked "If the student radicals of
local and national issues to heighten
tensions on this campus again." Further the Slater
condemned the "student radicals"
for attempting to bring Kent State
and specially in Kent. The greater impact
of the editorial though was a plea
for moderation and calm voices.

On Tuesday, Feb. 10, three stu-
dents were arrested by KSU cam-
puas police for "flag desecration"—
charges growing out of the Feb. 5
rally. Interestingly enough the
three were arrested while attend-
ing a teach-in centering on "Political
Oppression in America." The ar-
rests were a spontaneous march on KSU President White's
home. The 250 student marchers
called on White to deal publicly
with campus issues.

The following day, Wednesday,
Feb. 11, the Executive Branch of the
KSU Student Government is-
sued a laude called "That's Happen-
ing??", which was distributed to
the student body of 20,000
students). The leaflet called on
President White and his adminis-
tration to break their silence on
campus and local issues and to
deal openly with the student body.
Again the Students replied with con-
demnations and moderation. Their
Feb. 12 editorial termed the flag
deeming "violent tactics" and ex-
cused President White's silence:
"Maybe, if we assure him of our
motive—little more believable—
we can get somewhere." To date
no word has been received from
White's office about plans for
actual communication with stu-
dents. But as the Attorney General of the Kent Student Government
said: "The President is never
home!"

(Continued Next Week)

MORE ON

Indian Eclipse
(Continued from Page 3)
calls may become available to college
for the development of "critical
language teaching programs. When
Wooster applied for this federal
grant in 1966, it was common
knowledge that we were excluded
mainly because Indian language
instruction was not offered at that
time. Oberlin, which did receive a
grant, is developing an extensive
Asiatic studies program.

5. Despite the administration's
"continued support" of an Indian
Studies program, I can't under-
stand what they have left to sup-
port. Bill Lear, a sophomore In-
dian Studies major, was encour-
ged by a top administrative
official to transfer to another school.

Despite smiling platitudes of
administrative support, I see no
hope of action—no definite com-
mittesment. Why was the respon-
sibility for maintaining an Indian
studies program be met? Wake up.
Wooster, there is another side to
the world!!

MORE ON

Joplin--Buried In The Blues
(Continued from Page 5)

age of wild sounds made only to
sell to the public.

"Move Over" and "Half Moon," are
songs that give you some idea of
the high spirits that Janis had
with people, no matter who they
were. They are songs that make
you want to get up and dance. It is
the type of emotional feeling that
you had during the Chicago con-
cert, or being at a rock concert
while Sly is singing "Higher". You
are stimulated from it to do some-
thing beautiful for others. In "Half
Moon," Janis sings, "... your
love brings life to me;" maybe this
is the essence of my point.

The most interesting songs on
PEARL are "Me and Bobby Mc-
Ginn" and "Mercedes Benz." Her
adaptation of Chris Christoferson's
song is very surprising in the sense
that her style of interpretation is
very true to that of a typical folk
singer. The first time that you hear
it will you not recognize her usual
twanginess. A servant of God re-
questing rewards for his work is
the theme of "Mercedes Benz".

The thing about this song is that
it is like a few black spirituals,
but in essence is it Janis' spiritual.
The introduction and conclusion
are given in her own style. A prelude
"Mercedes Benz" is "Work Me Lord" on
her second album. Her spirit also lives
in the only instrumental on the
album, "Buried Alive in the Blues". While the Full Tilt Boogie
Band leisurely plays on and on the
spirit of Janis is very near. It is
so near that you expect her voice
at any moment.
DEGRADING
by Henry Herring

The remarks which follow concerning the assignment of letter grades in academic courses are intended to initiate reflection and discussion of the subject by the students and faculty here at Wooster. They are not intended to be exhaustive or definitive even on the subject of grades; one could say much more, and could qualify and enlarge much of what is said. The comments should be regarded as not only opening for discussion the grading system, and the development of possible alternatives to it if they seem desirable; but as also beginning the discussion of complementary changes in other structures as seen in the perspective of grades. Some of these might be the question of whether degrees should be granted, the relative mix of age groups in the student body, the kinds of courses to be offered: the question of educational goals and how to reach them.

While the analysis which follows explores what strike me as the major deficiencies of our current approach, they are offered in the hope of finding alternatives if the need is justified. Some schools already have different approaches: Oberlin and Hobart and William Smith Colleges offer choices to the student as to how he will be evaluated; Evergreen State College, a new state school opening in Washington, is setting up its entire program on a carefully thought out credit/no credit system; Goddard College uses descriptive statements of what a student has done. Perhaps we can begin to reflect upon the alternatives which are most appropriate for us.

But why reflect at all. Why not do as we are doing. In my opinion, there are several important reasons for reconsidering our present structure. First, we have very little evidence that the comparisons implied by A's, C's, or F's are valid in themselves; and even less evidence as to what each means, who assigned by different instructors in different courses, and in different disciplines of study.

Second, the grades which are assigned, even if they have limited meaning within an academic structure, are used all too often to reach conclusions they were never meant to support. When I give a B+ in American literature, I have no intention of saying what kind of executive the student might make for General Motors, whether or not he the qualities of a sensitive physician, or if he will be able to intelligently guide adolescents in high school. I don't know, or at least the grade does not say what I might conclude for these other purposes. But all too often the grade is used in making these judgments.

Third, and most importantly, the use of grades for comparative evaluation teaches, reinforces and affirms a competition which is inappropriate to and even destructive of the search for understanding. It encourages students to exploit others for personal advantage, to feed on the failure of their contemporaries, to fear their instructors (who are actually their judges rather than their helpers), to make continuous and minor distinctions of inferiority and superiority, and to devalue or often ignore the potential of cooperation.

Since, in the opinion of Jules Henry, the lessons taught by our structures are learned more thoroughly than the subjects we offer, we must always bear in mind the insight most recently reiterated by Charles Silberman that "what we teach reflects, consciously or unconsciously, our concepts of the good life, the good man, and the good society."

Hence, if we are appalled by the industrialist who exploits our environment and poisons our lives in the name of free enterprise, we must remember that we helped him sharpen his competitive edge.

If we feel anguish when we see our urban, suburban, and federal governments unable to cooperate in repairing the shambles of our cities, we must recall that we have never much valued cooperation. In school, we often call it cheating.

(Continued on Page 4)