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Wooster Voice Editors

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Faculty votes to drop Afro-American major

The sign hung in Lowry Center Wednesday said, "There is no more Black Studies Program, Are you concerned?" Black students met on Monday and Administration members and urges white students to talk to professors about Black Studies. Suddenly, it seemed, the faculty had decided to eliminate Afro-American studies from the curriculum.

The faculty's action, talked about its talking Monday night, was in the form of a recommendation to the college's action in its June meeting the "present description of Afro-American Studies, as it appears in the Catalogue, be eliminated from the Catalogue and the curriculum."

This does not mean the removal of black studies courses, but rather, according to faculty member Bass Jones who moved that the recommendation be made, an attempt to call attention to the fact that we are engaging in a kind of "diabolism" in professing to have a well-rounded Afro-American Studies major.

The recommendation, passed by a vote of 52-23, followed the faculty's rejection of a proposal made by the Afro-American Studies Committee (AASC) to establish an Afro-American Studies Department at Wooster. The committee's proposal, defined as a few films, a block presence in the curriculum squarely on existing departments. "The students majoring in the existing departments should want to get it in front of a group with clout," he declared, adding that the present set-up through which a faculty committee co-ordi-
Editorial

EPC proposals deserve thought, approval

The faculty has received and debated the Educational Policy Committee's (EPC) proposed curriculum changes. They approve or reject the recommendations this upcoming Thursday night. Students must therefore contact faculty members immediately and lobby for the adoption of the entire package.

There are about 15 proposals, encompassing all requirements. Students currently in their freshman or sophomore year could choose to graduate under the present catalogue or the proposed system. If passed, it would become mandatory for the class entering in 1974.

The recommendation to raise the number of courses required for graduation from 34 to 36 is unfortunately founded on a shallow argument. The primary reason for raising the requirement is to prevent students from graduating a quarter early. The College loses an estimated $100,000 a year in lost tuition fees. This economic argument is a scanty reason for raising the academic standards. The requirement should be raised, but not to balance the budget.

The elimination of the U in the LS grading scale is a long overdue reform. If the suggestion is adopted, a student would work on LS until it is at least satisfactory. LS would still be modified and would be required for graduation. One could then spend as much time as he desired on LS.

The physical education requirement would be dropped as a graduation requirement. EPC noted that Dr. Stutzman's basic physical education requirement would continue to be an alternative required activity. The language requirement will be retained, but alternatives to fulfill it will be offered. A competency test on the I.2 level could exempt one from the requirement, or if a level is scored, the student would then only take one more course. Two courses would be needed if beginning a new language. A foreign quarter would also meet this need. Finally, three cultural area studies courses taught in English could satisfy the requirement.

Modules would supplant the concentration and distribution. They would be equivalent to two courses dealing with one topic in detail. Each department would develop one module in its field, one with another department. Two modules will be required, one in each division outside his major.

Other less significant modifications are being suggested, too. Discuss the points with members of the faculty, make your feelings known.

LETTERS TO THE EDITORS

Hostility toward homosexuals appalling

To the Editor:

Bob Hetherington's re- view of "The Boys in the Band" was timely, competent, and accurate. An aspect of the event not reported was a minor but important: the enthusiasm of the audience. Witty lines and "gay" jokes were greeted by some with a smile, while no hostile expressions were noted.

How interesting, I think, that for all our (L.G.B.T. campus community) professed tolerance, concern for others, and extensive sexual indulgences (heterosexual), that homosexuality is viewed by those students with an abhorrence suggestive of the Salem witch trials. I have been appalled at similar reactions by some students in dining halls speaking with constant derision and, at times, seeming hatred for those locally "known" to be homosexual.

This sort of moral judgment upon activities which affect the instant parties to a relationship, this obstruction of the ugly head of societal condemnation, this desire to destroy the community by moral condemna-
tion when NO general interest is involved, represents a threat to indi-
vidual liberty that cannot be taken lightly. It is fortunate that those who express such intolerances appear to constitute a relatively small minority of the community.

James H. McComas

Three years of Black studies farce

To the Editor:

As a junior majoring in Afro-American Studies, I have had several problems. Professor Lewis Jones, who has now left the Col-
lege of Wooster, required a paper every Friday that happened to occur during the quarter in which I first enrolled in his class. The second quarter he felt a little compassion and only required this paper every other Friday. The third course I enrolled in him, in conjunction with Russell Jones, only re-
quired one paper and eight book topics other than the paper. This monumental lightening of his standard load sounded especially good. However, as usual with Lewis Jones, I was caught getting through his course. The paper had to be a minimum of twenty-five (25) pages. To many people this may sound like an L.S., to Lewis Jones, in Afro-American Studies, this was only a final paper. It subsequently had to be read for faults, misconceptions, etc., before the enti-
tire class, torn down, and rewritten for a final grade, etc., and its all been about taking me outside! Do these people at Wooster trip out? They think they can put me on the head and say we'll still let you graduate, we'll still give you a piece of paper, and we'll let your stupid ass leave Wooster looking for a future. THEY MUST BE TRIPPING OUT to be bold enough to call me a fool and a farce, to tell me for four years of my life on this dead little hill have been fun and gar-ns and now go on my way. They're going to eat that s - t or Wooster's go-
ing to go down with the lie, I have only described four courses in the Afro-
American Studies Department which I have taken, I have also completed two quarters of Independent College of Wooster which supposedly has been preparing me for a future, I'm struggling for THREE YEARS with those so called jive Black courses in addition to Bio-

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Claudette M. Fluker
Sam Peckinpah’s primordial ooze

By Bob Hetherington

“Heaven and earth are ruthless and treat the myriad creatures as straw dogs; the sage is ruthless and treats people as straw dogs.”

---Lao-tse

So far as I can tell, STRAW DOGS is a plague that director Sam Peckinpah has inflicted personally on the human race. In one of the first reviews I ever penned, I accused disaffected and disbelieved, I wrote that Peckinpah’s philosophy of the brutal rites of manhood into one flawless, perfect film. I can deliver an artistic thesis on The True Nature of Man.

STRAW DOGS is a thesis film, aimed directly at the audience with the point of it all” than in the components of any part of the story. Consequently, there may be a tendency to think it is hardly ever immediate because we know that its details are so obviously meant to signify something else. Generally speaking, the thesis film doesn’t grow one inch from their theses, and in this case the semblance turns out to be emblazoned fluid.

The Point of it All is simply Dustin Hoffman’s Beulow with wire-striped glasses wreaking incredibly savage carnage in the defense of his home and hearth against a band of drunken mesomorphs. Though it must certainly have seemed a good idea to have Hoffman’s steely manding on masculinity emerge from a childhood established and established in the preferred male-dominant position over his bitch of a wife, the implication seems implausible.

To begin with, the film couches itself against its hero, David Sumner, and indeed against all intelligent, as less than real men, distanced by their studies from the essentials of manhood—fighting and fornicating. It is obviously to the point of these circumstances as most of us would use any resources available to us and if we were to make the sence we would be glad to have won but disgusted at the choice for them. Not to worry. He intends to show that David is a better man for all of this, and we are left to ponder a hominid grim of self-recognition and assurance. For me, that makes STRAW DOGS a thoughtful and thoughtfully corrupt film. It may be one thing to call upon a character to build your home and your principles, but Sam Patton’s (Sam thought that makes a man a man, a

When the climax at last arrives it is thematically incoherent. The mathematician’s sudden decision to take a stand, while admirable in contrast to his gawkish, spineless, (unconvincingly motivated (representing no growth in character), and has nothing to do with either the rape of his wife or with proving his masculinity. His decision stems more from an undefined feeling for a fellow man, a chance to demonstrate moral superiority over his wife (“You really don’t care, Walt, I do”), and from a residual sense of duty to the family (assenting more to his wife under his own roof.) He does not realize that his stand may require a defense of home and honor force; the audience does, because in the face of the all unbelief: unconvincing, a man and a strangled cat have pruned the blood pumping to follow.

The film is a moral and emotional, possibly a perfect film, a dramatic, and a stirring one. It is possible to watch and enjoy, but it is possible to watch and enjoy, but it is possible to watch and enjoy, but it is possible to watch and enjoy, but it is possible to watch and enjoy.


TV Review

Sentimental TV drama better than it sounds

by Wild Bill Henley

There is a television show on CBS Thursday nights called THE WALTONS that is pretty good. This is perhaps a surprising, and perhaps a deliberate, presentation to make such a sophisticated and literate film, which is set among hill people in the Blue Ridge Mountains, recalling the BEVERLY HILLBILLIES and the rest of the spate of cutesy-crude comedies that in the late fifties and early sixties are more popular. It involves mostly happy reminiscences of a man’s boyhood during the Great Depression, which seems to fit with the very current craze for good taste (although I deem even the 50’s a more reasonable field for nostalgia than the Civil War, which are getting so much of that action). It is carefully clean, respectful, and wholesome, smells of paradoids for decent television dramas and the network’s fear—vitriolic reaction to same. And it has lately won good ratings in the No. 1 spot, from the ratings in ALL THE FAMILY) which is about deep seated opinions on itself.

Nevertheless, I like THE WALTONS. It is least entertaining more than one might expect, and it might even, on occasion, have some valid ideas to dispense. For the totally uninitiated, THE WALTONS is a drama (not a movie or a semi—convolley) series created by Earl Hamner Jr., and supposedly is inspired by his own family. Main characters are a family consisting of a husband and wife (Ralph Waite and Miss Michael Learned), a set of grandparents (Will Geer and Ellen Corby), a 17-year-old son who wants to become a writer (Richard Thomas, more or less) and six young children. They live on a piece of land in the Blue Ridge Mountains of Virginia in 1935, making somewhat precarious living from farming, fishing, hunting and odd jobs. The better plots are based on small incidents in the family life—having to paint the wood—death world-shaking scale of most TV drama, but important to the viewer as skill—ful presentation. A pet calf must be slaughtered for money, much to the distress of the young children. An antique typewriter is mortally sold to a junkman, resulting in a frantic hunt that is mildly ludicrous to an outsider but exceedingly serious to a few people involved. A daughter runs away, feeling shut in and restriction—wed family, the family and the oldest son, falls in love for the first time with one girl, and later gets tangled with another who is desperate to get married.

Less satisfying are a long string of stories all built around the same theme; some kind of wrong-headed, confused or unsuccessful person—an intolerant evangelist, a broke actress, a boozed-up boy, a hero obsessed with the past—visits the Waltons and is somehow rebuked or influenced by their influence. Yet even some of these episodes have their points, and the producers promise to emphasize the remonstration of lost souls theme more.

The atmosphere of the show is sentimental, and sometimes it is so obviously cloaked in saccharine, but seldom if ever crosses the line. A cynic would be hard pressed to find the fame, and trust of the Waltons improbable; but, while this TV family is a family, I think I can imagine some family relationships still remain intact to that of the Waltons. Not the Louts (of “An American Family” fame). And while the family members sometime seem too close to being perfect, in general they show enough faults and enough individuality to keep them human race.

THE WALTONS is a bastard of old-fashioned, theoretically “Middle American” values: I’ve heard described as a Puritan-ethnic program”. Yet it is too far with the basic theme of family love and respect. Values of individualism and of tolerance for other people’s differences creep in that are all too alien to the Middle America of today. The show has sometimes had an unfortunate tendency to assume that its fictional family exemplifies LIFE-style most desirable for everyone; but I think it is moving toward a realization of a greater variety of life-styles, of which the Waltons is one, ideal for some people but not for all.

At times I mistrust my own liking for the show. Could I merely have a need to wallow in the sentimental unreality for an hour or two, to escape cynical and passive TV-watching, and perhaps just to justify the wallowing. Yet there are things to wallow in. If the Waltons were a real and incomplete ideal—and I’m not sure how people are, if they comprise part of a more attractive ideal than is usually found on television, or most other places, these days,
The next move; Black Studies continues

Finally the "all but controversial" issue of the Afro-American Studies program has made its presence known to the campus community. The faculty has finally done what it seems to have wanted to do all along - dropped the Afro-American major. Still, to keep a clear conscience the faculty dropped the major on the suggestion of a member of the Afro-American Studies Committee, Strangis.*

No, not really; the faculty has procrastinated (no, fellow students, we didn't invent the word; matter of fact, after seeing the dealings by the faculty, we do a pretty poor job), shuttered and neglected, until the AASC got tired of the merry-go-round and asked for a hall. This hall meant commitment from the college to build a department to staff and create a department.

The faculty can cite many reasons for which they can rationalize dropping the Afro-American major, but the only one that can remain untouched will be "lack of willingness to make a commitment."*

Opinion

The following article was written by a white student in February of this year. I hope all people who are interested in broadening their educational horizons will read and think:

(1) Think about all you know of Black Culture, History, Life...
(2) Think about all you know of minorities in general.
(3) Think of how you would benefit by studying about Blacks, minorities, and the plight of the poor in America - especially if you desire to teach the young.
(4) Just think...
(5) What is the purpose of a $28,000 education if it does not include all phases of education?
(6) Just think...

Afro-American Studies just barely exists

By Handy Powers

One of Black History Week's rap sessions, on Thursday, February 13 in the Pit, asked the question, "Is there a need for an Afro-American Studies Department?" If one defines need in terms of desire, if one asks, "Do we want it?", the answer is probably No. About five students, a couple of VOICE reporters, and six past and present members of the Faculty's Afro-American Education Committee attended the rap. No one was even there to introduce the topic. This year twelve courses, plus Swallisi, plus French Literature (in French), and the Caribbean are being taught under the auspices of Afro-American Studies, six of which are taught by Black profs specifically about Black America. One of these, Introduction to Black America, is listed as a prerequisite to all other courses in the Afro-American Studies curriculum, but is taught only once a year, so that is the best offering of the four years, during which only one student has graduated with a major in Afro-American Studies. The major was created, after much pressure, debate and apshticism, by a unanimous vote of the Faculty for the 1969-70 year, with the intention of offering courses with a Black perspective than with the expectation that many students would choose Afro-American Studies as a major, and at a time when Black Studies departments were being developed and created across the country. For three years two Faculty special committee, the Education of Black Students Committee and the Afro-American Curriculum committee, worked with this major, the former bringing Black students and enabling Black students to attend various conferences, and the latter involved with the library, recruitment, of Black staff, and putting together and administering the program. Prior to the current academic year, the two committees, which had overlapped to much of their business, were joined in the Afro-American Education Committee and given a budget one-thirty less than that of the two former committees combined.

In those four years of committee, though, something has happened, Blacks, Black Studies, the Black perspective, and racism are no longer "ill," relevant or whatever. Enrollments in Afro-American Studies courses are down. The Library has a vastly increased Afro-American collection, and is not open an Afro-American Studies Center this year, but the collection is large enough to be useful. The major was created in response to demands is no longer demander. Committees created, with only advisory powers, to coordinate and advise on demands have little left to coordinate. What next? The Afro-American Education Committee (AASC), in a letter to the Educational Policy Committee (EPC) in October, complained about the AASC's insufficient structure, their lack of power to persuade most other departments to work with them in setting up a strong Afro-American Studies major, and said that their work was, in effect, over until the College hired a director for, and gave department status to, Afro-American Studies at Wooster.

The AASC reorganization proposed to this major it much needed for Afro-American Studies. The Department of Afro-American Studies at the College of Wooster would have been a major, a major to satisfy the large minority of which is a major excuse offered by departments for not hiring Black Studies professors. To help other departments to include the Black perspective in their courses.

The idea of a director for Afro-American Studies has been considered for several years. Last year the Teaching Staff and the AACC rejected a similar proposal on the grounds that the Afro-American program was small majors (Urban Studies, Cultural Area Studies) functioning under the administration of a director.

Cultural Area Studies benefits from its access to numerous GLCA and other off-campus programs, Urban Studies has a coordinator of the Urban Quarter. There is less departmental resistance, and more available teachers, in these areas than in Afro-American Studies.

Whatever the College does, it must at least drop its present advocacy. What Afro-American Studies has been able to offer over the last four years, and we are working to keep improving it so that we will be able to offer a more complete program."
Facult disintegrates Afro-Am major

continued from page one

taken as being against a viable black studies program. What is needed, as he claims, is a "program that has substance." 

"Structure is secondary," feels Jones. More importantly, he claims, the commitment of the faculty to administration to a "visible" program. Asked if he felt there was such a commitment at Wooster, he replied, "Absolutely not."

The Committee's proposal was passed, nonetheless, the Importance of Black Studies at Wooster. Black Studies can only succeed, however, it said, when the College is ready to say "that Black Studies is as potentially valuable to a student as any other area of study", concluding that this merits a program with a status and organizational equal to that of other disciplines - a department.

According to Moldstad, the defeat of the department proposal convinced the Committee that the commitment necessary for a full department was lacking and that since the major and minored by a faculty committee "simply had no integrity - no connected sequence", the Committee idea should be abandoned and the major deleted from the Catalogue. "Almost anybody who's involved with Black Studies voted against it," he stated. "We don't feel it's right to advertise something we don't have."

In a statement Tuesday, Dean F. W. Crompton affirmed the Administration's commitment to some form of Black Studies. "The administration is committed to strengthening Black Studies on this campus and is considering various possibilities for developing a model for Afro-American Studies different from a new department of Afro-American Studies, such as the appointment of a special assistant to the president to serve as a consultant and a catalyst for campus action."

Crompton suggested to Department chairmen that each department consider "how Afro-American material or focus can be incorporated most effectively into its departmental offerings."

Moldstad urged that the issue be pursued by the whole College, "the responsibility for Wooster to face this important question remains," he asserted. The AASC's action, he said, was an attempt to force someone to face the issue. "If it is known that the students want it, there is no question that there will be a department," he affirmed, although he felt that action from a small group would not bring definitive action.

Moldstad feels that the problem lies in the lack of concern among the faculty. "If we had a high percentage of the faculty strongly committed to this, even the committee structure would work," he stated.

Jones thinks that "there is enough concern on campus that something will be done" but that the students will take an active part in selecting alternatives.

The committee proposed a gated enrollment deadline which showed high interest in Black Studies among both prospective students and Wooster undergraduates. "We feel that in admitting students with the objective of improving black-white relations, a sound Afro-American Studies program must be available," the committee added. "When we have been able to arrange for courses, the response has been reasonably good. The problem is that we have not been able to develop systematic offerings with appropriate sequences."

"If we are committed to having a racially balanced school," concluded Moldstad, "Lack of attention to Black Studies hurts us."

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Let us care for your winter clothes this summer.
Nye terms golfers 'best in school's history'

By Forrest Feasler

If you know anything about Wooster's spring athletics you know there is nothing about golf. This year's golf team has been acclaimed by Coach Bob Nye as the "best golf team in the school's history."

And two golfers快来 attest to this statement. The golf season is without doubt the longest and most eventful of all the sports. The fall in the fall when school begins, ends in early November with the coming of the rains, only to begin again in early February and continue to May.

Last fall the Scots entered three tournaments and played in one dual match. The team brought home first place honors in all four contests and were the Ohio Wesleyan Invitational, the Brookside Invitational, the L.C. Bates Invitational and defeating Wabash 202 in the dual match.

During the winter quarter the team did nothing but practice; even the weather they've played in all spring, played five rounds outside, with the annual southern trip to Florida. In the Miami Invitational they finished third of Miami, the linksmen finished 12th in a field of 50 and finished second of the teams north of the Mason-Dixon line. The following week the team played in the Cape Coral Invitational and finished 16th in a field of predominantly southern powers.

1973 SCOT VARSITY GOLF TEAM—(l to r) Coach Bob Nye, Mike Bambenek, Mark Nelson, Torrey McGee and Mark McGee, second of the teams north of the Mason-Dixon line. The following week the team played in the Cape Coral Invitational and finished 16th by a field of predominantly southern powers.

Launching back to the blaxk Ohio spring, the Scots reeled off their dual victories: the Wooster Invitational, the Ashland Invitational, and the Great Lakes College Association championship.

Arriving back to the black Ohio spring, the Scots reeled off their dual victories: the Wooster Invitational, the Ashland Invitational, and the Great Lakes College Association championship.

The next weekend at Bowling Green the squad failed to post a victory and failed to really make a threat to any opposition, but the following weekend the team won their seventh tournament and the most prestigious, the OAC tournament. During the course of the season the Scots beat Bowling Green, Kent State, Youngstown State, Miami, Ashland, Cleveland State, Central Michigan, Trine, Wooster and all the Ohio Conference schools.

Their record against out-of-state and MAC schools won the Scots their fourth consecutive berth for the NCAA championship. The team is preparing for this event now.

Successful season

Netmen end season, beat Akron

Despite many cancellations and rescheduled matches, The Wooster Scots men's tennis team had a great season.

The netmen finished their season by defeating Akron 6-4. At Akron, sophomore Jim Clough made his debut at sixth singles, filling in for Reid Haddock. The win against Akron gave Wooster an 8-3 overall record.

Head Jim Nelson will be the only player the Scots will miss this year. Others are Rick Ellsworth who played at the first singles spot, Ellsworth moved up from second singles player Seth Taylor will be returning for his fourth year, Taylor was a semi-finalist in this year's Ohio Conference tournament. The third singles spot will be open next year. This year Jim Nelson was a finalist at third singles, but he will be graduating. To fill his spot will be a difficult choice, Retuming are sophomores Mark Worford, and freshman Jim Rakestraw and Reid Haddock. All three were on the varsity this year, Al Neel and Dave Mcfall both are some varsity work and will be returning.

Despite not having any matches this year, the J.V. was also out there every day practicing with the varsity. They were there supporting the team at all home matches and certainly deserve an honorable mention.

Junior and part time manager Big John was a great help to the coaches. Returning sophomores next year are Ted Houselott and Jim Clough. Returning freshman are Dick Murphy, Norm Schoenfeld, Eric Tanno, Karl Michaels, Don Berkley, Fred, and good-old Dave. All in all, the Scots are looking forward to an even more successful season next year, and hope to defend the NCAA title as Ohio Conference champions.

Spikers grab OAC records

The appearance of this year's track team was different from the start. The new faces included those of Head Coach Luverne Turrey and Jim McLinden carry the responsibility of turning around a disappointing discipline. It was a group of freshmen that inspired the team to new heights.

In the conference, Forrest Mertens was the first record setter when he broke the oto-nion record in the mile run. He won the 880 yard run and added to his third indoor track meet ever. Then came Doug Murphy, another top-notch spiker, who broke the school record in the mile run with a 4:27.4 clocking.

A short time later, came the GLCA Indoor Championships. Mertens set six records between them and brought home two gold medallions. Mertens set GLCA records in the 600 yard and 880 yard runs. His time in the half mile, 1:21.5, was also a Wooster school record. Copet set a GLCA and Wooster record in the 1000 yard run. His time, 3:15:5, was also Denison's Veteran Fieldhouse new record. A team of Ron Cetovich, Paul Reiman, Tim McLinden and Copet came home with an unexplored championship in the mile relay, Mertens continued the trend the following week when he captured the OAC titles in the 600 and 880 yard runs.

With the addition of Ted Teringo, Tim McGee, Steve Gaul, John Kiefer, and Tony Alford, the team prepared for the outdoor season. Teringo, Gaul, and McGee joined stalwart Troy Schmidt in the weight events, contributing greatly to the Wooster cause. Kieffer worked with veteran Ron Lee in the hurdle events. Alford came through to lead the sprinters outdoors and helped Ron Cetovich and Paul Reiman, co-captains on next year's squad, in events like the 440 yard and mile relays.

Playing on a rain-soaked field which was a visible swamp in places, the Scots drew first blood as Senior Co-Captain Dave Johnson splashed through the middle to fire a Beau McCaffrey feed into the goal with 2 1/2 minutes gone. After the Clevelanders knocked the score on one of their rare offensive opportunities, Jamie "QB" Thomas and Scott Anderson executed a perfect middle-cut-with-attack-feed, Thomas netting the shot. Anderson the defensive mental lapse resulted in two enemy goals in the last 5 minutes of the first period to end the quarter with the Scots down 3-1. At this point, Wooster achieved an aace-from-the previous games, refusing to buckle and continuing to pressure the Clevelanders. Anderson the netminder, however, remarkably held the Scots to but eight shots and a half minute after Anderson beat him on an unscored shot from close range.

Opening the second half with a rush were starting middles Scott Barber and Mike Healy as they added unassisted, left-hand goals in the first 23 seconds of the team.

After Cleveland closed to within two, 6-4, at 10:32 of the 3rd period, Junior attacker Larry Anson scored twice, Drake, closing out his career with a spectacular performance before an appreciative audience, converted on a perfect break by feeding the open Anson with 7 minutes left in the quarter. Two minutes later, Anderson again assisted by finding Anson cutting around the goal, Cleveland added a second to close the quarter still within range of the keygoal.

With 9:47 left to play Junior midfielder Chuck Booth applied a quick-stick to Anderson's third assist to make the score 9-5. Third period middle Tom Price took a Thomas pass to the goal on another extra-man situation. Anderson scored in double figures.

Further applause must go to the Senior defenders playing their final games for Wooster, John Cope, Ed Miller, and Bob McKossy, as they adequately controlled the opposition and made the attack shot off but 3 of 8 minutes of penalties, and contributed on many successful Wooster clear's.

Men's lacrosse burns Cleveland

By Bob Pflous

After closing out the '73 season with a convincing 10-6 thrashing of the Cleveland Lacrosse Club, the Scots appear eager to build from this foundation for the season to come.

But with all the three stalwart defenders and two flashy midfielders returning for the '74 season, prospects are indeed bright.

Playing on a rain-soaked field which was a visible swamp in places, the Scots drew first blood as Senior Co-Captain Dave Johnson splashed through the middle to fire a Beau McCaffrey feed into the goal with 2 1/2 minutes gone. After the Clevelanders knocked the score on one of their rare offensive opportunities, Jamie "QB" Thomas and Scott Anderson executed a perfect middle-cut-with-attack-feed, Thomas netting the shot. Anderson the defensive mental lapse resulted in two enemy goals in the last 5 minutes of the first period to end the quarter with the Scots down 3-1. At this point, Wooster achieved an aace-from-the previous games, refusing to buckle and continuing to pressure the Clevelanders. Anderson the netminder, however, remarkably held the Scots to but eight shots and a half minute after Anderson beat him on an unscored shot from close range.