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Alfred Goes to the Country

College-Community Festival Highlights Weekend

by Tom Cashman

This weekend the College of Wooster is hosting the long awaited Country Fair festival. Replacing the renowned Alfred E. Packard Day, this weekend’s program promises to be Packard Day plus, with many exciting talents and personalization on hand.

Officially titled, the College-Community Bicentennial Country Fair, the program has been coordinated by members of the college and Wooster city community. The project is part of the Ohio College Bicentennial Program of the American Revolution Bicentennial Advisory Commission, and is supported by a grant from the George Gund Foundation of Cleveland.

A massive array of music, craft arts, and recreational activities are planned for people’s enjoyment and participation.

On Friday evening, three talented groups will perform, each playing from 8-11:30 p.m.

The 14-piece Buddy Young Band, from Columbus, will play the big band sounds of such greats as Glenn Miller, Les Brown and Count Basie on the Lower Center Patio.

The rock band of H.C. Hooker will play on the Armitage Quad. This hard-hitting 4-piece group is one of Cleveland's finest.

Folk lovers will enjoy the Cavaliers, also from Cleveland, on the McGaw Chapel roof.

Saturday’s music will run throughout the day beginning at noon. Leading off will be the college talents of Don Frederico, Kim Smith and Chris Pritchard.

Cleveland folk star Alex Bevan will follow. Bevan has appeared at the College on several occasions and is in great demand. Bevan is a talented vocalist and instrumentalist who often leaves his audiences entranced.

John Bassette will appear after Bevan. Bassette performed at the College last October and overwhelmed his audience with a highly energized concert.

The local talents of Tom, Tom and Sue will close out the afternoon music festival. Their pleasant sound blends vocals, guitar and flute. This powerful trio will play the hits of America, the Eagles, as well as some original pieces.

The final musical event and closing event of the Country Fair will be a Pops Concert performed by the Wooster Symphony.

The concert will be held on the University St. side of Kaake Hall. Featured in the concert, will be music instructor Linda Brandt. She will play Gershwin’s “Rhapsody in Blue.”

Arts & Crafts

The arts and crafts of many local individuals will be displayed and performed by the artists, Saturday afternoon, beginning at noon.

Craft demonstrations to be included will be in jewelry, chalk-drawing, ceramics, pottery, weaving, stuffed dolls and animal quilting, leather-smithing, as well as photogramming and batikting.

Activity booths with events such as making for apples, pie eating, helium balloons, sponge toss, among many others will be set up on the Kauke-Galpin lawn.

For further enjoyment, softball games, relay races, skateboardng and other sports activities will run throughout the afternoon.

For Saturday meals there will be box lunches at noon and in the evening there will be a chicken barbeque. Several dorms and clubs will also have popcorn and soft drinks for sale.

New License For WCWS

by Douglas Pinkham

The College of Wooster radio station, WCWS-FM, in accordance with Federal Communications Commission regulations, will be submitting its application for license renewal in June. The purpose of the application, says Dr. Win ford B. Logan, WCWS faculty adviser, “is to make certain that we are fulfilling the goals we would fulfill when we wrote our charter in 1966.”

One area of the renewal process deals with the technical specifications of the station, and these specifications meet the FCC guidelines. Before the application is submitted, Chief Engineer Ken Myers will run a proof-of-performance test to certify that WCWS is not operating outside its legal limits. According to Myers, “The FCC continued on pg. 6

Role of Bio-Ethics Discussed

by Doug Weaver

Science — in other words, knowledge — is not the enemy of religion; for, if so, then religion would mean ignorance; but it is often the antagonist of schooldivinity.

— Oliver Wendell Holmes

Holmes might well have been entertained last Friday night, for rarely does one get the opportunity to hear representatives of the discipline of religion, and the scientific discipline of biology, debate over the handling of ethical concerns. But such was the case, as interested faculty and students met in the Lowry Center Faculty Lounge and considered the role of Bio-Ethics and the environment. The discussion was the latest in the continuing faculty-student seminars conducted by the Religion department.

The major over-riding issue in the dialogue was where to find a common meeting ground between science and religion. It was anticipated that any agreement would be characterized, in the spirit of Holmes, with subtle antagonism, and such was the case.

The religion department was initially represented by Prof. Tom Raitt, and the biology department by Prof. James Perley. Perley, in his opening remarks, quoted from Von Rammelower Potter's work "Bio-Ethics — Bridge to the Future." Potter suggests that a bridge be built between humanity and science. More specifically, he suggests that ethics can not be separated from ecological concerns, and thus decision-making concerning action should be based on ethics as well as biological facts. "Successful decision-making," Perley added, "hinges upon gaining sufficient knowledge at a given time."

Raitt, who did his undergraduate work in biology, opened his remarks contending that Potter does indeed rely on humanism, but humanism in turn has its roots in the Judeo-Christian tradition. "Just how aware are people of the source of these norms?" Raitt asked. "A lot of the norms would not be found in other cultures as much as in one with a Judeo-Christian background."

The issue moved then to the flexibility of theological dogma, or possibly "school-divinity." Prof. Donald Wise of the Biology department commented on this concern. "Those individuals who draw back on a historical ethic have ceased to look at present issues," he said. "But science tends to look at these present and future dates and issues."

Prof. Raitt countered by insisting that one must be suspicious of biologists. "It is not self-evident that biology will acquire data and simply set down on solutions," he said. "What is to give consistency to the norms?" He continued by claiming that the Bible offers, and re-focuses its message and then applies new values to present and future issues.

The problem, Raitt says, has been the consideration of continued on page 5

INSIDE

- Joyce Play
- Religion Internships
- Twin-Bill Split
Criticism of Arts Coverage

Dear Editor:

We have been associated with the VOICE for the past three years as film and theatre critics and have some observations to share with you on the basis of that we are depart for other criticism. Coverage of the arts in the VOICE has always been sporadic at best. There are several reasons for this. First, there has never been an arts editor, supervising a staff of critics and a regular arts page. Surely the quality of our theatre, film, and music events alone merits such attention. A second major problem has been the noxious attitude that, while last week’s conviction and baseball scores merit careful coverage, last week’s artistic event is no longer “newsworthy.” This is a blanket of silence over one-time events such as concerts and a serious problem for plays since the paper goes to press on Thursday. The film critic is required to have seen the campus films somewhere off campus for the review to appear before the scheduled showing (the films do not usually arrive in time for previews).

Surprisingly enough, the arts are not just the performing arts. Movies and play reviews are not even to inform the campus of what Wooster’s own artists (in all areas) are doing. Serious critical or feature articles on local art exhibits, a visit to a literary figure’s writing, local artists with no connection to the College, and on many other artistic happenings (even THISTLE) rarely, if ever, appear in the VOICE. Nor is it necessary that articles deal directly with campus artistic endeavors. A recent achievement of a particular California or New York artist may be more “newsworthy” than a local event, because it may affect art nationally as well as locally, or it like a much more interesting to the majority of VOICE readers. The important thing is that coverage of the arts need not be limited to what might prove fun for a Saturday or Sunday night here at Wooster.

We urge you to appoint an arts editor for next year, to inaugurate a regular arts page, and to adopt a policy of covering one-time events in depth in the next week’s issue. We further urge that other interested persons interested in writing for the VOICE in the area of the arts to contact the managing editor for his services. Lastly, does anyone else out there feel the way we do? If so, please make your sentiments known to the editor also. We will be gone from here in another four weeks. If anything is to be done to improve the coverage of the arts in the VOICE the demand must exist for that next fall.

Niall W. Slater
John W. Hamlin

Grade Inflation

by Michael Routh

More serious than it perhaps at first seems to be, the damage caused by the collapse of college standards during the past decade has already been too long ignored. Quite simply: too many students are receiving too many A’s and B’s, and — less obviously, and a much nastier topic to boot — very few students, no matter how incompetent, are being flunked.

Probably nobody has ever accused the American university of overusing common sense or, indeed, of everything it is at. Provided the bastion of the rational mind, the university is itself frequently run irrationally.

And grade inflation provides a case in point. For (extremely unusual situations aside), when over half the A’s and B’s, the exceptional is no longer exceptional, and the system of evaluation is rendered meaningless. As Gilbert and Sullivan observed, when everybody’s somebody, nobody’s anybody. Or, as Shaw put it, “In heaven an angel is nobody in particular.”

Another problem at once the idea we sometimes hear to account for inflated grades that students are getting somehow better today. This presupposes that students of the past decade either made miraculous leap forward in the evolutionary process, or that their precocious teachers nationwide suddenly discovered new and dazzling techniques that somehow had escaped other teachers for thousands of years. Suspicious hypothesis, these.

I recall listening at a teacher’s workshop to one professor expressing grading scale as the listing of A, B, C, and No Credit. “F’s and D’s, he held, were somehow punitive though never got around to explaining how a grade of “No Credit” differed from an F, or how the system wasn’t “punitive as the traditional D.” “We’re all humanists,” he kept saying, “and that therefore we should all grade easily.”

I have yet to discover whose humanism is at the probable mind; but the idea that no one must fail is at best unrealistic. Besides providing rather a sudden stepbystep to the intellectual has such an idea is damaging to a student’s intellectual growth. For, like other people, students tend to come up to the standards set for them. Lower standards, or abolish them altogether, and — educational pop psychology theories or no — it most cases the result will be lower performances.

Of course such reasoning carries with it far too great a burden of common sense to be of use to the university. Yet we see this sort of reasoning used elsewhere quite frequently, often in far more mundane settings. In a recent ad, none of an international airline emphasizes its rigid standards for selecting pilots; imagine your reaction to this: “We let just about anyone fly our planes.” But that, in effect, is what happens in college when virtually anything handed in is passed not because it is actually college level work, but, rather, simply because it is handed in.

If a person is to improve his mind, then the college must necessarily be demanding. It must require that students come up to the college’s standards, rather than adjust itself — as it is now doing — to the level of the students. No instructor could aimble out of the football field and say, “Coach, I’d like to make the squad. Trouble is, I’m not in good enough shape — overweight — think your guys could ease up a little when they hit me and let me score a touchdown once in a while?” And yet, because college has become

American Education in the Decline

Two weeks ago, the “New York Times” reported the results of an American history test it had given earlier this year to a sample number of 1975-76 college freshmen.

The 42-question New York Times American History Knowledge and Attitudes Survey, done in conjunction with the Educational Testing Service (the SAT people), was given to 1,436 freshmen at 144 colleges across the nation. According to the Times, the test revealed that the students knew the “high points of American History” but were “relatively well-informed about the details.” Some historians say they must have to understand the past or the present.” The Times said this lack of knowledge is possibly due to the decreasing priority in high schools of teaching American history with “traditional factual content.”

Some educators, reported the Times, say this approach to teaching “has had the effect of fostering historical illiteracy” in American young people.

The test revealed that students were familiar with major events in American history such as the Declaration of Independence, the Constitution and the Civil War, but that they were unfamiliar with the background perspective of the events. The students were also unaware of the chronology of events or the nation’s history. For instance, a large number of students believed that women had secured the right to vote in national elections before the Civil War.

Men scored better on the test, and whites fared better than minorities. The Times said the reason men did better was possibly due to the socialization of women in their childhood. To steer away from historical interests and that more of the men tested, intended to major in history.

The higher scores of whites shows that the quality of teaching is improving; that teaching is higher in white schools than those of minority school districts. This too is evidence of the lack of equity in the distribution of funds for education in the country.

Another deficiency the test was that students of private and parochial high schools did no better than those who attended public schools.

After completing the test, the students were asked to comment on it. Many said the test showed how little knowledge of American history they really had. Some students went as far as blaming their respective school systems for their performances.

One student commented, “To look at my grades, I’m a success. To examine my actual knowledge, I’m a failure.”

Many students said they had learned in high school to memorize facts so they could pass tests. They now are finding out that they have retained little information.

Another student wrote: “My teachers in high school cheated me out of a good American history education.”

The results of the “New York Times” test have far reaching implications on education. As we approach the end of the 1975-76 term at Wooster, we should keep the results of this test in mind. We must ask ourselves what kind of educations we are receiving here at the college.

Are our courses and tests geared only for memorization and not for the retention of facts? If so, what relevance and perspective does that give to our futures? Are our professors cheating us out of good educations or are we cheating ourselves? These questions should be taken into consideration when filling out course evaluations.

Study under study has revealed that the quality of education in this country is declining. The New York Times test is just confirms this. Now it is the time to consider the future of education on the national as well as the campus level.

reasonably easy, the grade editor is surely what standards are sometimes called “high” (though it is seldom if ever explained in relation to what the standards are too high).

Unfortunately, improving academic standards continued on pg.3
Education for the Retarded

by Ray Buls

Students from Curberton House, whose fundamental program is work in conjunction with Apple Creek State Institute, sponsored Wednesday's con-

vocation. Focusing upon with a population of 350, eighteen years and older, is located in Summit County, convocation featured representatives of Wooster's Ida Sue School, Apple Creek, and Weaver School of Akron.

"We're looking toward the development of the total person, not just the high producer," noted Weaver School representative Sally Weatherall. Weaver tries to accomplish this by placing students in the community; stressing student independence from families, the Weaver staff attempts to create among students a "better self-concept."

Ms. Weatherall noted that Weaver School is primarily a "subcontract shop for the retard." The school and its associated workshops offer outstanding programs in sewing, Horticulturial and industrial or shipping-receiving and a new printing program.

The school, with a population of 350, eighteen years and older, is located in Summit County, with workshops in Tailmadge and downtown Akron.

Ida Sue School, located in Wooster, is a smaller population (35) program involving the retarded from birth to the age of 2l. The school focuses on the training of cognitive, social, self help, communication, and motor skills.

Ida Sue School, funded by a local tax levy, divides its students according to ability, holding two developmental classes for the more severely handicapped. "Community classes" are stressed, as is departmentalization of classes; both, according to Director Margaret Bergland, "give students freedom."

Ida Sue School has experienced a large measure of success; four former students have been successfully placed in "outside" jobs, and two have learned to walk through the aid of Ida Sue therapists.

Martt Fenton, Director of Community Relations for Apple Creek State Institute, noted that that institution is "undergoing major changes" from the "traditional, old-fashioned bedlam" to a more progressive focus.

Apple Creek is officially accepting no new admissions now, but "since there is nowhere else in Ohio to go," that rule is flexible. The improvement of community relations is a major concern, presently, at the institute.

Help Pick the New President

Are you discouraged with the qualifications of the national presidential candidates? Do you think our country is on the road to nowhere and this one is directly related to the integrity, quality and initiative of our school.

The college president is Wooster's physical representative before the national community of higher education, and the individuals and organizations which support the college. The charisma and character of our future president will directly influence our image before the outside community of business and graduate study opportunities. It is the student's responsibility to themselves to insure that the man or woman of Wooster is maintained, by actively participating in the search for the best possible president.

A profile recently compiled by the faculty PSC elucidates many of the qualities being sought. It is hoped that the president will be a leader: 1) in helping the college improve and continue to merit that top rank of the nation's best; 2) in enhancing a spirit of community; 3) in communicating effectively the distinctive character of the College; 4) in fund-raising activities; 5) in having the ability to analyze the faculty and students, and inlist the support of trustees in translating ideas into action.

It is believed that an individual should be significantly involved in higher education, not necessarily through a lifetime of work in an academic institution, but in some way that will have provided a clear and thorough understanding of and appreciation for the workings of a private liberal arts college; and have a capability to participate in the cultural and spiritual life of the College. A spiritual awareness and a liberal philosophy of life and a commitment to the Protestant Christian heritage, with a willingness to listen and communicate, with an understanding of teaching and counsel of others is also important.

Accordingly, nominations and applications are being received. Applications must be in by June 31. The faculty and administration are actively pursuing prospective candidates from their various fields of experience. An equal effort must be made to recruit women.

Grades too High?

continued from page 2

suggestions probably isn't feasible today for that grossest of reasons, money. The nation's colleges and universities are scratching as desperately as the rest of us to stay afloat financially, so administrators aren't likely to beam with delight upon those instructors who do uphold standards. For to many administrators, students are merely units, if and when they start getting low grades and quitting or flunking out or transferring to easier schools, then the instructors who are "too tough" are thought to be costing the school money. Indeed, the governor of a state I once lived in delivered an address — which was distributed to the faculty of our state university — acknowledging the serious financial difficulties of the state's educational program and saying that the university's job, therefore, was to get as many students as possible into each classroom — then to keep them there by any possible means. This can hardly be construed as a clarion call for quality education.

Now part of what a college instructor is paid to do is to keep the very difficult and sometimes very painful task of evaluating student performance. Yet many administrators will fire someone for doing his task honestly (academic freedom is damned if the result is too many low grades and will retain someone else who tactfully ignores it by keeping everybody smiling with a liberal sprinkling of As and B's. The question, then, isn't a qualitative one — whether high standards are good or bad; or a moral one — whether high standards are right or wrong; the only question that matters, it seems, is the financial one — whether the monetary unit, the student, will be lost.

The trend toward teacher evaluation questionnaires has helped foster insecurity in those instructors who would like to upgrade standards. Rodin and Rodin recently found that "students rate most highly instructors from whom they learn the least," who also happen to be the instructors who tend to grade leniently. Similarly, last fall Powell found that teachers "receive much higher evaluations from students when they are required to do less work, receive higher grades, and learn substantially less." He concludes: "If it is true that students inadvertently give higher ratings to instructors who require less work and give higher grades, and those instructors are rewarded for 'good' teaching by their departments and the administration, while more demanding instructors, who are punished, then there is pressure for all instructors to behave in this way ... (thus, students) are short-change on the most important commodity which is supposed to result from their university experience — learning."

Instructors who do uphold academic standards, then, are not "against" students, but, rather, are trying to ensure that students' college years are worthwhile. Moreover, the students themselves are not to blame for someone else over-evaluating them. Only the faculty — only those who actually assign grades — with the encouragement of supportive administrators, instead of the obliquely threatening postures these people too often assume,

continued on pg. 5

WEAVERS SCHOOL Representative speaks to Convocation audience. (photo by Ken Myers.)

POEMS WANTED

The OHIO SOCIETY OF POETS is compiling a book of poems. If you have written a poem and would like our selection committee to consider it for publication, send your poem and a self-addressed stamped envelope to:

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POETS wanted
"Ben Hur" A Classic Epic; "Stuffed" Good College Humor

by Niall W. Slater

I don't propose to gush at length over "Harry Lyndon" again. Let me just remind you that as of this writing it is playing downtown. This is a landmark film as visual art. I urge you to see it.

I don't know what is left to be said about "Ben Hur" after all these years. It was one of the first to use the technique of motion pictures, conceived and executed on a grand scale and even grander budget.

In a very short summary, "Ben Hur" is based on a big, bad nineteenth century novel by an unemployed Civil War general whose name I, like everyone else, have forgotten. The title character, played by Charlton Heston, is a wealthy and nobly-born Jew condemned unjustly to slavery by the occupying Romans. He survives the galleys, wins his way to freedom and adoption by a wealthy Roman, and returns to Judea to revenge himself on Messala, the Roman who has wronged him.

The form of his revenge is the climactic chariot race against Messala. There are few more exciting or spectacular sequences in this history of cinema. The magnificent Hippodrome in which the race takes place looks like a left-over from the set of "Intolerance" (that's a compliment, by the way). This chariot race alone makes seeing "Ben Hur" at least once a must.

As an epic, "Ben Hur" is really beyond praise or blame. It is a monument to what the studio system at the height of its prosperity could achieve. I also find the blending of its story of Ben Hur with that of the beginnings of Christianity by no means as cloying as that of some Biblical epics. At least it was sincerely meant.

Last week's performance of Weingart's "Stuffed" once again showed that student-written and produced theatre is alive and vigorous at Wooster. The first half, in the "Saturday Night Live" format, was topical, satirical, and very funny, as one might expect. It was also very well-paced and amusingly tight for that sort of thing. The sketch on the Italian earthquake veered dangerously into the tacky, but things soon recovered nicely with the "West Side Story" parody.

Scott Weingart's creation, "Stuffed," is a truly inspired bit of nonsense. Its great virtue is that it keeps the rambling, free-associative style that is the life of parody while knitting things together through the device of Sam Spade recounting an old case to his girl Lola.

The plot, such as it is, is this: two young, star-crossed lovers, Freddy Pinophile and Wendy Wiggie (played with just the right melodrama by Brian Fiddler and Elaine Fisher), are parted when Freddy, enraged over a failing exam grade, stuffs a football down his speech professor's throat. The professor was the inspired work of Dr. Win Logan, who certainly deserves that Tony for a most pathetic death scene.

Freddy fleshes out, thinking that he has killed the professor. Actually, he was only dyspeptic, but he takes the opportunity to disappear. Fifteen years later the president of Rocks-Mucka U. calls in Sam Spade to investigate. On the basis of his performance as the president I think Ray McCall should present his credentials to our presidential search committee.

He would certainly give a new meaning to liberal education at Wooster.

The small ensemble work was superb, e.g. the Alpha Phi alpha frat members. The line-up of G-men was a positive inspiration.

Weingart himself as Spade played straight man to everyone else, but he had an engaging boyish grin. He also knows the use of the running gag, viz. his card for the Westminster Massage Parlor.

Space prevents my enumerating every contribution to the show, but I found not a single weak character in it. It must not, however pass over Sally Patton's Lola, the charming antidote to Sam's good opinion of himself.

"Stuffed" is college humor through and through, but it need not apologize for that. It's fresh, highly inventive, and very funny. It has the potential for being endurably topical despite its '30s setting. Having twice played at Wooster this year, I suspect it will return several times more in the future. By all means catch it. I haven't had such an evening of comedy in a theatre in months.

The Black Experience on Stage

by Ray Bules

"One cannot help but be moved by this moving drama of the Black experience," notes director Annetta Jefferson of "Ceremonies in Dark Old Men." "Ceremonies" will be presented in Freedlander Theatre May 19 through May 22.

The play, a product of the turbulent '60s, takes place in a run-down barber shop in Harlem, where the frustration and exploitation of the entire Black experience is focused in the lives of the members of the Parker family.

Mr. Parker, the nominal head of the family, will be played by junior David Jones. His son, Theo and Bobby, are portrayed by sophomores Vernon Wylie and Keith Wilkerson, respectively. Adele, Mr. Parker's domineering daughter, will be played by Vicki Green, a freshman.

Political Science professor Michael Smith plays Parker's cautious friend, Mr. Jenkins, and senior Reggie Holder portrays the corrupt Blue Haven, Prime Minister of the Harlem De-Colonization Association. Parker's paramour will be played by freshman Kathy Thompson.

Tickets for "Ceremonies in Dark Old Men" are on sale now at the Freedlander Box Office. Curtain time will be 8:15 each night. "Hopefully," notes Mrs. Jefferson, "the audience will be able to move from emotion to understanding when the curtain has fallen."

A SCENE from "Have A Nice Life," by Walker Joyce, which plays in the Shoolroy Theatre tonight and tomorrow night. The show goes on at 8:15. (photo by Ken Myers)

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Religion Department Offers Internship Program

Beginning in the Winter Quarter, 1976-77, the Religion Department will be sponsoring a three-credit internship quarter for students interested in bringing together the academic study of religion and a practical experience dealing with ethical issues in American society. The program, approved by the College faculty in February, will enable religion majors and minors, and qualified nonmajors to spend ten weeks in off-campus placements.

Placements will be offered in business or corporate situations which especially expose the interrelationship of ethical and economic concerns; human rights organizations; situations in ethics and medicine; religious organizations involved in community affairs; agencies dealing with issues of war and peace; governmental situations related to social legislation; research positions with councils of churches; and churches with social action, youth, or hospital ministries. The internships will be designed so that students can enter fully into the life of these institutions and agencies in order to gain first-hand experience in identifying and analyzing ethical issues. In addition, students will participate with staff personnel in their practical and action-oriented work.

This program is the outgrowth of an experimental Ethics-Society Internship Program which was conducted during Fall Quarter of 1974-75. Twelve students interned during that quarter with the Rapid City (South Dakota) Indian Service Council, an Alcohol-Drug Dependency Program (Chicago), Community Legal Services (Philadelphia), 48th District Court (Michigan), Common Cause (Washington, D.C.), Interfaith Committee on Corporate Responsibility (New York), etc. For the permanent program, some of these placements may be repeated, whereas others will be added.

Following a student and faculty evaluation of this educational experience, a decision was made to make the program a permanent part of the Religion Department’s curriculum because it enabled students to test and use their liberal arts education in a practical manner. In addition, students learned about their interests and skills in settings oriented around social and ethical issues, and in some instances, were able to make realistic vocational decisions as a result.

The program to be offered next year has three components, essentially: readings and a paper before the placement begins; the internship itself, together with supervisory conferences and a journal of reflections; and post-placement seminars and a paper evaluating the internship. Professor Bucher of the Religion Department will direct the Program. Those interested in a possible placement for next winter are urged to indicate their intentions by giving their names to Professor Tail. Chariations for the placements will be made in the spring and to secure from him printed information about the Program.

Placements for next winter will be announced early in the Fall Quarter, and an open meeting will be held to explain the program, and procedures for application. Approximately fifteen students will be selected. The matching of students and placements will be done after applications have been received and the selected students have read information about the placements, expressed their interests, and consulted with Professor Bucher.

Discussion of Bio-Ethics

continued from pg. 1

biblical revelation as absolute. “Also, Christians have got to be a little more at ease with situations where they can’t invoke ‘ideological imperialism,’” he said. “They can’t convert everyone.”

Ultimately be concluded that it is necessary to determine what is sacred. “Now we’re considering the whole ecological system as sacred,” he added.

Eventually the two disciplines conceded that the ethical answers must come from all disciplines. Religion professor Ralph Young insisted that “it is a serious mistake to see one specific thing as sacred. Knowledge is. It cannot and must not be separated.” J. Arthur Baird, also of the Religion department, asked what he considered to be the basic question. “Is there a God and has he revealed himself to man? If there is, then there’s an absolute to which the growing body of knowledge must relate.”

But Prof. Wise, possibly reconizing the value of continuing such a dialogue, maintained a skeptical opinion. “If in fact this is a real phenomenon, then it should be compatible,” he said. “But, we’re still looking for a basis on which to make a choice.”

It would seem, then, that the necessity of making such a choice has not been erased, even with scientific breakthroughs. Science, as Oliver Wendell Holmes suggests, is indeed not the enemy of religion, but simply an antagonist.

Grade Inflation

continued from pg. 3

can stop grade inflation. Certainly the university owes the upholding or academic standards to the students, to itself, and to society. As Robert M. Hutchins states, “The first obligation of an intellectual institution is to set high intellectual standards and to insist on good intellectual work.”

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License Renewal Faces WCWS

continued from pg. 1

guidelines are quite tight, but we should have no trouble meeting them.

Another section of the application examines what the radio station has done in the last three years (since the most recent renewal) in the way of programming. A statistical report to be sent to the FCC tells how much entertainment, local exposure, public affairs, news and other public services make up the programming schedule.

Through interviews with community leaders and a random survey of persons living in the Wooster vicinity, a section in the FCC renewal process entitled "Ascertainment of Community Needs" will be completed. People interviewed will be asked questions such as, "What do you consider to be the most pressing problem facing Wooster and Wayne County?"

and, in the case of college students and employees, "In what ways may WCWS-FM better serve the campus?"

"We will have to show that we are trying to find out the community's problems and needs," says Logan, "and that we are doing our best to meet these problems and needs."

Changes made in the structure of the ownership of WCWS must also be accounted for: Since the station's license is controlled by the College of Wooster Board of Trustees, the staff will have to report any new trustees to the FCC. Each member of the Board must fill out a form stating whether he owns or has stock in other radio stations and newspapers. This policy assures that one person will not own all the media outlets in an area.

"License renewing is by no means an automatic thing," states Logan. "We'll submit our application and then just wait for the FCC's decision. The whole process is very critical."

Presidential Nominations Sought

Nominations, including your own and the candidates name, address and position, should be sent to box #175. Now is the time to act.

Any questions and comments should be directed to the Student Presidential Selection Committee, Box 8266.

Body Awareness Workshop

Sunday, May 10th at 3 p.m.
staff members of Pre-term Abortion Clinic in Cleveland will present a workshop on Body Awareness.

The workshop, which is open to all students and faculty members will involve the use of various techniques to help the participants become more attuned to their bodies and their bodily rhythms. It will also involve discussion on how body awareness affects one's total being.

The Pre-term Institute is a non-profit institution which provides research and education in matters relating to sexuality; Pre-term clinics are located in various major cities throughout the country. The workshop has been arranged through the Women's Resource Center and will be presented in Lowry 119.

Backpacker Shows Slides in Mateer

James Cowen, the first man to ascend the west face of Mount Whitney, will show slides of his six-month trek along the Pacific Coast Trail Wednesday, May 19, at 1 p.m. in Mateer Auditorium.

Cowen, a senior Geology major at Lawrence University, hiked the Pacific Coast Trail in 1975, from the Mexican border to northern British Columbia.

Carrying twelve pounds of photographic equipment, he was able to capture aspects of nature seldom, if ever, seen by humans.

Cowen's slide presentation is a recap of his adventurous trek which can be enjoyed by the mountaineer, the day hiker, and all who appreciate the beauty of nature. His presentation is sponsored by Kieffer House.

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Scots Split Crucial Double-Header With BW

by John M. Delcos

In their quest for the OAC pennant last week, the Scots took two steps forward, but one giant step backwards. Wooster picked up a game on frontrunning Ohio Northern in a windblown 10-7 slugfest. However, their advancement was all but nullified when they split a crucial double-header with Baldwin Wallace. Winning the opener 2-1, dropping the nightcap 4-3, the Scots needed a sweep; the split all but drowned their playoff hopes.

In what was billed as the "duel between the OAC's best," Andy Matonak of Wooster faced off against Ohio Northern's Ed Miklavic. But, three first inning runs off Andy, and four off Miklavic gave little indication that would be the case.

Northern, up 4-0, sent Miklavic to the hill to defend first place and eliminate Wooster. However, the Scots had the last word.

Tom Grippa started the uprising in the first by reaching base on an error. Danny Taylor became the runner via a force. Rob Steele doubled, and Rick Hopkins walked, loading the bases and setting the stage for Dave Gorsuch, returned to the lineup after an injury in Hollywood fashion by lacing a grand slammer that gave the Scots a 4-3 edge.

Northern tied the score at four apiece in the second, but Wooster came back with a three-spot in the fourth. Taylor collected the first of his three singles to start the rally. Steele singled him to third, putting runners on the corners where they executed a perfect double steal. Steele went halfway to second and slowed down, trying to draw a throw that would score Taylor from third. He got the throw, Taylor scored, and Steele beat the throw into second saving an out. Gorsuch and Steve Sunagel then followed with back-to-back doubles upping the score to 7-4.

A Pat McLaughlin hit, a fielders' choice by Nelson Glover, and a Taylor hit gave the Scots an 8-4 gap in the fifth. Wooster closed out their scoring with the help of Sunagel's bat (4 for 5), when he doubled home Steele in the sixth, and a fielders' choice that plated Grippa in the seventh.

Matonak struggled with the big lead, yielding three in the ninth making the score 10-7. Battling the elements and Northern hitters, Matonak used his head, bore down and got the win for the Scots.

After their important win over Ohio Northern, the Scots hosted a twinbill with Baldwin-Wallace, needing two wins to remain in the thick of the race. Denny LaDuke, with a masterful performance in the lidlifter, pitched the Scots to a 2-1 win in picking up his seventh victory.

Like Matonak, LaDuke ran into early problems in the first inning. B-W teed off on Denny, claiming a quick 1-0 edge that would have been more had it not been for a perfect blury fast relay from Don Beckett to Rick Hopkins to Pat McLaughlin that stalled the runner at the plate. LaDuke attributed his first inning problems to nerves. "I get kind of nervous before a start," said LaDuke. "Before the game, all the guys came up to me and told me to just get the ball over and that they'd take care of the rest. I found out, though, that if I put the ball over they'll hit it and I'll get batted around. So after the first inning I pulled myself together and used my head more in my arm."

LaDuke settled down putting together a string of six scoreless innings while his teammates scratched across a pair of runs. Taylor and Steele opened the first with walks. Hopkins followed with what appeared a sure double-play ball to the shortstop. However, Steele took out the second baseman, breaking up the play with an aggressive but clean slide. Steele's heady running forced a bad throw enabling Taylor to score tying the game at 1-1.

The Scots broke the deadlock in the third. Nelson Glover reached on an error, stole second and went to third on a wild throw by the catcher. Taylor plated him with a single to left.

Up 2-1, LaDuke gained confidence as the game progressed. "If I don't have confidence I don't think I could last more than 3-4 innings. Coach Morgan makes me challenge the hitters and through his encouragement I feel I can get any batter out in any situation," said LaDuke.

After copping the opener, the Scots sent Matonak to the mound in the nightcap to try for the sweep. That however, wasn't to be. Swinging from the heels, BW took two from a tandem of Andy and quickly jumped out to a 3-0 first inning lead. "I threw one too many fastballs, one that I never should have thrown. They didn't hit my curveballs, and that was what kept me in the game," said Andy.

But unlike the Ohio Northern game, Wooster couldn't come from behind. The Scots entire offense was a Jeff Wheeling single with two out in the eighth.

Potential-Packed Golfers Look to Nationals

NEWS SERVICES

Bob Nye is an unusual coach. The College of Wooster golf mentor is an optimist. In February, 1975, he predicted that his squad would win the NCAA College Division III championship. They did so, on the last hole, after being down by 12 strokes.

Enroute to the national crown, the Scots brought back memories of Silky Sullivan, the celebrated racehorse, when they surged back from a 17-stroke deficit to win the 1975 Ohio Conference crown.

With two regulars gone from last year's powerhouse, including All-America Mike McKeon, Wooster has been ragged and uneven. Most of their activity has been on the road, but in the big 17-team Dale Bechter Invitational, Wooster was runner-up.

However, that was a month ago and while Nye feels that he has adequate depth, he isn't coming out with a flat-footed prediction of an OAC sweep. In fact, he feels that Capital, Muskingum, Ohio Wesleyan and Wittenberg are all capable contenders. The edge, if any, goes to Wittenberg.

Much will depend on the big four of son Greg and Mike Schneider, both of whom earned second team All-America honors in '75. Schneider, from Springfield, Mo., was OAC medalist last year and runnerup two years ago.

Captain Steve Bamberger, has had some problems, but is capable of overpowering any course. Rodger Loesch, from Mansfield, has combined with Nye and Schneider for a 78.7 average.

Rounding out the team are John Gill of Port Clinton, and Spencer Botzem from Akron. Both are capable of superlative golf.

The initial hurdle to Wooster's seventh consecutive bid to the NCAA Nationals will come this weekend at Gambier on the Apple Valley course which provides a fair test for any team. Based upon Nye's confidence and the form sheet of recent years, the Scots figure to be a prime contender.

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ANNOUNCEMENT

Andrews Library announces that all books now in circulation are due May 31. This includes books that have been checked out for over 1.5 years. Your cooperation in returning books to the Library will be greatly appreciated.

THE GIFT CORNER

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At Public Square and the Wooster Inn - 264-6117

Friday, May 14, 1976
Spikers Edged by Northern

by Doug Dill

The Wooster track team was edged 76-40 by Ohio Northern on Saturday at the Scots' final home meet. The Scots were leading at several points during the competition, but could not hold their advantage. Wooster was down 62-60 going into the three mile and the mile relay, but failed to win either event and Northern increased its margin.

Reflecting on the narrow defeat, Coach Jim Bean said, "It was a good meet. Up until the final two events it was a close ballgame."

The loss was not totally disappointing as several Scots turned in notable performances. King Lewis broke his own school record in the triple jump with a tremendous 46 2/3" leap. Manny Stone tied his own school record of 22.0 in the 220 and Nathaniel Wimberly qualified for the OAC Championships in the same event. Forrest Merten and Hal Gerspacher qualified for the OAC meet in the 800.

First place finishes were recorded by Dennis Riesley in the pole vault, Lewis in the 120 hurdles, the long jump and the triple jump, Stone in the 110 and the 220, and the 440 relay combo of Fred Jones, Lewis, Stone, and Wimberly. Second place finishes were captured by Derrick Cherry in the shot, Don Bordine in the discus, Dick Day in the mile, and Wimberly in the 100 and the 220. Third place points were scored by Ted Koontz in the shot, Al George in the discus, Tim Field and Fred Jones in the 120 hurdles, Felix Berry in the long jump, Joe Williams in the mile, Willie Grimes in the 440, Merten in the 880, Lewis in the high jump, Dan Gerhart in the 440 hurdles, and Jeff Miller in the triple jump.

The Scots will be participating in the OAC Championship today and tomorrow at Baldwin-Wallace.

TED KOONTZ’S shot put was good enough for third place as the Scots bowed to Ohio Northern. (photo by Steve Wilson).

Loesch Leads Loss

by Doug Dill

The Scot golfers went to Indiana, Pennsylvania last Friday and captured fourth place in the Indiana Invitational: Host Indiana University, a strong Division II school, grabbed the top spot with a 729 score. Penn State and Youngstown State tied at 747 and Wooster finished at 759.

Coach Bob Nye said he was not particularly satisfied with his squad’s showing but also conceded, “Overall, we were not too far off track.”

Though the Scots could not put together a low team score, Roger Loesch shot a superb 73 to win tournament medalist honors for Wooster. Loesch birdied the first hole of a playoff to win first place outright and received a wristwatch in reward for his victorious effort. Steve Bamberger, Greg Nye, Mike Schneider, Bill Kozane, Spencer Botrum, and John Gill carded scores of 78, 80, 81, 82, and 84 respectively.

Today the Scots are competing in the second round of the OAC Championship Tournament at Kenyon. Before leaving for the conference journey Coach Nye spoke confidently about his team’s prospects. “We are one of the top three teams,” he said and added, “If we play to our capacity we will win; if we don’t, we will struggle.”

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