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Editors of The Spectator

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Herdener vs. Hamilton in Finals

A total of 716 students pushed Chuck Herdener and Tom Hamilton into the final election. Larry Inman and Jim Cameron are the first vice presidential hopefuls. The results were tallied in a matter of minutes last night after two days of primaries, with voting machines used for the first time on campus.

HERDENER received 310 votes, Hamilton 269. Jim Dougherty garnered 61 votes and Terry Greiner 46. In the other race, Inman received 414 votes, Cameron 105 and Hilliard Griffin 59.

Initiative No. 4 which rejected reduced rates at student activities for ASSU officers received a 366 yes vote and a 205 no vote.

The rest of the questions on the ballot were approved

by the students except No. 9, faculty rank and tenure. 406 students voted against the proposal which stated that students should have a direct voice and vote when teachers advance in rank and tenure. 236 voted yes.

545 VOTED to revamp pre-registration, 72 voted no. 481 voted yes for more diversified entertainment on campus, 119 voted no. 454 voted yes for widening the fall sport schedule to include soccer, 140 voted no. 490 backed a student bookstore cooperative, 114 voted no.

Voter statistics revealed that 189 freshmen, 216 sophomores, 124 juniors and 104 seniors voted. 351

were male and 276 were female. 382 dorm students voted and 248 town students voted. 336 Arts and Science majors recorded their vote, 114 commerce and finance students, 102 education majors, 40 engineering students, 39 nursing students, no graduate students and no students from the sister formation.

PAUL BADER, ASSU first vice-president, said that the voter statistics may be inaccurate if many students did not register on that part of the ballot.

Leon Mahoney, election board coordinator thanked the four service clubs that helped on the elections and added that next week the campaigning will begin in earnest. "We hope to have over 1,800 students vote in the final election," he said.

Jim Lynch Named For February Title

Jim Lynch, a sophomore from Lafayette, Calif., was named Man of the Month by Gary Meisenburg, ASSU president.

Lynch was chosen, Meisenburg said, "on the basis of the great volume of work he accomplished in organizing a successful Jesuit Student Body Presidents' Conference last weekend. Lynch wins the award hands down." Meisenburg also congratulated all the students who worked on the conference.

The conference was attended by student body presidents from 18 Jesuit universities. Lynch and his committee will now start to prepare the booklet of the conference minutes and resolutions which will be sent to the participating colleges and universities.

Lynch is a marketing major and a member of A Phi O.



JIM LYNCH

Beginning Fall '67:

Masters in English Offered

By KAREN ROSEBAUGH

The S.U. English department will offer two graduate programs in English beginning fall 1967, according to Dr. Leo Storm of the English department. Master's degrees will be awarded both for a master of arts in teaching and for a master of arts in English with additional studies.

An M.A. in English will require 35 quarter hours of courses conducted on a seminar basis. Study will be concentrated in 19th and 20th century British or American literature. A

master's essay and a comprehensive examination are required for a degree. The formal thesis will not be necessary.

THE MASTER OF arts degree in teaching will be geared toward substantive course work in rhetoric, comparative grammars, history of the English language and British and American literature. There will not be the requirement of a thesis paper, language or degree examination.

The new graduate programs will not necessitate the addition of instructors to the English faculty. "Two-thirds of the courses offered will be the same as the regular master of arts requirement. Since S.U. presently has ten instructors with doctorates in the English department, additions will not be necessitated," said Dr. Storm.

The master of arts (teaching) has been under formulation for a year and a half. The executive committee of the English department, composed of six members, adopted the program in order to keep abreast of modern development in education.

The English department is presently accepting applications for the limited number of part-time teaching assistantships and

tutorships available. There is also a stipend of \$900 remission of tuition for the academic year, valued at \$1,050. Interested persons should submit applications to the University by April 15.

Sponsored by the School of Commerce and Finance Rep. Brademas will discuss higher education in government. He is presently serving his fifth term in the 90th Congress as a representative of the third district in Indiana.

He assisted Adlai Stevenson from 1955-56 and is now on the House Education and Labor and Administration committees and chairman of the task force on international education. He was named one of America's Ten Outstanding Young Men of 1962.

Rep. Brademas graduated magna cum laude from Harvard University and was a Rhodes Scholar in 1954, receiving a degree from Oxford University.



REP. JOHN BRADEMUS

Tickets for Nero On Sale Monday

Tickets for the Peter Nero jazz concert from 8-10 p.m. March 1 will go on sale Monday in the Chieftain. The performance will also feature a bass player and a saxophone player.

George Stevens, special events coordinator, advised that students purchase tickets early. A capacity crowd is expected for the event in Pigott Auditorium. Special student ticket rate is \$2.

Positive Action Stressed

Lent has many faces this year. In the spirit of Vatican II, the Lenten spiritual calendar is based on positive action.

Masses are being celebrated all over campus, morning and afternoon, seven days a week. In addition to the new weekday Mass at 8 a.m. at Campion celebrated by Fr. Lawrence Donohue, S.J., Fr. Francis Lindekugel, S.J., will celebrate a Mass at 7:45 a.m. in Bellarmine.

A Bible Vigil will continue for the next three weeks conducted by Fr. Alfons Deeken, S.J., as-

sistant chaplain, from 6:15 to 6:30 p.m. Wednesdays in Bellarmine and Thursdays at Marycrest. Next week's topic will be "Penance." Other topics will be "Joy" and "Suffering." Basic texts from scripture will be read and a homily delivered on these topics.

Retreats are also planned. Men can sign up for a retreat Feb. 24-26 at Port Townsend. Coeds have a retreat from March 17-19 at Providence Heights.

24-Hour Press Workshop Begins



Kay Lagreid, editor of 1964 Student Prints, helps prepare for this year's conference.

"We are all working to help a group of high school students produce fine publications in their schools with facility, imagination and journalistic know-how," Sharon Ferguson, executive director of the Press Workshop, explained.

The project that she heads, the seventh annual Northwest Catholic High School Press Workshop, which begins at 10:45 a.m. today and

continues until tomorrow afternoon, will host over 190 students from 31 Catholic high schools in Washington, Oregon, Idaho, Montana and British Columbia.

THE JOURNALISM students will work under deadline pressure to write, edit and produce in 24 hours a 12-page tabloid newspaper, Student Prints, with the assistance of S.U. undergraduate and graduate journalists and others in the communications field.

In addition to directing the Workshop, Sharon, a senior home economics major from Seattle, is also managing editor of The Spectator. Miss Mary Elayne Grady, a 1963 graduate of S.U. and general assignment reporter for the Seattle Times, is Workshop adviser.

The Workshop will include panel discussions, press conferences and an awards luncheon tomorrow for the best high school newspapers and for outstanding student participants in the Workshop.

DELEGATES WILL come from Blanchet High School, Holy Angels High School, Holy Rosary High School, Seattle Preparatory School and Holy Names Academy from Seattle. From Tacoma are Aquinas Academy, St. Leo's High School and Bellarmine Preparatory School.

Other Washington schools are St. Placid's High School and St. Martin's High School from Olympia; Gonzaga Preparatory School and Holy Names Academy, from Spokane; St. Mary's Academy, Toledo; Central Catholic High School and St. Joseph's Academy from Yakima.

SCHOOLS FROM Oregon include Jesuit High School, St. Mary's Academy, Marycrest High School and Holy Child Academy, all from Portland; St. Mary of the Valley Academy, Beaverton; John F. Kennedy High School, Mount Angel, and Serra Catholic High School, Salem.

Immaculate Heart of Mary High School of Coeur d'Alene, Idaho, and St. Gertrude's Academy, Cottonwood, Idaho; Central Catholic High School, Havre, Mont., and Loyola High School, Missoula, Mont., and Vancouver College, Notre Dame High School and Little Flower Academy, all of Vancouver, B.C.; St. Ann's Academy and St. Louis College, of Victoria, B.C.

SEATTLE *Spectator* UNIVERSITY

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No. 33

Rep. John Brademas of Indiana To Speak at S. U. Next Friday

Volunteers Needed

By KAREN ROSEBAUGH

S.U. students have the opportunity to serve the Alaskan Jesuit missions.

Yearly the missions recruit persons willing to spend one academic year in Alaska.

The choice of service during the volunteer period is up to the recruit. The areas, ranging from cooking to teaching, are varied and interesting. A volunteer must be willing to do assigned work, be proficient and mature and eager to do the necessary but difficult work for the Catholic Church in Alaska.

INTERESTED students should write to The Most Rev. Francis Gleeson, S.J., D.D., Bishop of Fairbanks, 1032 Eighth Ave., Fairbanks, Alaska 99701, for further information or an application.

Mary Lou Kris, a sophomore history major who attended S.U., is currently working in Fairbanks for the Alaskan Jesuit missions.

The mission with which Mary Lou is associated instructs 437 students in grades one through 12. The grade school teaching staff consists of five nuns and four volunteers. The high school staff has four priests, three nuns and five volunteers.

"It is approximated that the mission will save \$140,000 with the volunteer help in 1967. This is a great asset to the Fairbanks mission as well as the Catholic Church," said Mary Lou.

MARY LOU went on to say that transportation to and from Fairbanks, when service is for a year or more, is paid by the Diocese of Fairbanks. Persons receive board and room with provision for reasonable medical care, including hospitalization if necessary. Monthly, each volunteer receives a sum of money relative to his location and needs.

A \$35 per month allotment is given to Fairbanks volunteers.

The Spectator

First Award, College Journalism, 1965—Sigma Delta Chi

"All American" Award, Second Semester, 1965-'66—Associated Collegiate Press

"Publication of Distinction" Award, 1965-'66 Catholic School Press Association

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EDITOR: Emmett Lane
MANAGING EDITOR: Sharon Ferguson
ASSOCIATE EDITOR: Richard Houser
NEWS EDITOR: Lynne Berry

Mary Lou related an interesting story concerning her acceptance by the mission program.

She had only prepared one meal alone in her life. However, she was offered a cooking position, which she accepted.

"When I told my Dad about cooking for some of the members of the mission staff, he laughed—he knew I had never shown any culinary talents. But his laughter built up my incentive.

"Upon arriving in Alaska, the pastor of the parish for the Fairbanks mission presented me with a cookbook. Somehow he had known about my lack of cooking lessons.

"Since Aug. 18 of last year, I have graduated from burned biscuits to cream-puffs."

MARY LOU pointed out many interesting facts about Alaska and its weather.

The winter months can prove somewhat treacherous to a newcomer. The season begins approximately Oct. 26. As the days progress, the temperature drops to 50 below zero.

"People think this type of weather is uncomfortable," said Mary Lou, "yet, it isn't, because there is no wind.

"The main thing a person must remember is not to become overly exhausted or run when the temperature goes below 25 below zero. Deep breathing can cause instant freezing of the lungs, nostrils and eyes."

CAMPUS FORUM

discontent

It is now quite clear just where the student fits in at S.U. This institution of higher learning which continually emphasizes the importance of educating America's youth seems to have passed off the present students as hopeless and to have turned its attention to high school recruiting.

It apparently matters little that students now enrolled in this University pay \$353 per quarter for the privilege of bettering public relations. It was more than just poor planning which necessitated the change in the final exam

schedule; it was the basic attitude of this school that the Washington Council of High School and College Relations precedes its students.

The objection may be raised that the faculty will be encouraged to attend this meeting and consequently will not be able to administer finals, a responsibility often assumed by proctors. We now realize that for the past 15 years we have been mistaken about the main obligation of every teacher and we shall now graciously retire to our proper place on S.U.'s list of importance—last. Names Withheld

more discontent

The change in the final examination schedule seems to indicate that the University considers its public relations more important than the welfare of its students. Allowing two "study days" is small consolation for the student who faces six hours of finals on one of the remaining days, or four hours on each of them.

The meeting of the Council for High School and College Relations should be rescheduled for the next week, when all facilities will be available because of quarter

break. If this is impossible, students now scheduled for three finals on one of the days should be permitted to take one of those tests on another day. This could be done without posing impossible administrative problems, especially in those courses taught in different sections by the same instructor.

Other alternatives could also be worked out to make the examination schedule more reasonable. The University should make some effort to show that it does value the students it now has.

Paul Bell

Educational Opportunity for All

Editorials

There is currently a bill in the state legislature which could have far reaching effects on the Washington State educational system.

This legislation, House Bill 190, would establish a student financial aid committee which would award grants of from \$200 to \$800 to needy students for higher education. It would extend to students attending business and trade schools as well as degree-granting colleges, both private and public.

THE FUNDS would be limited to Washington residents attending schools within the state. It could lighten the financial burden of many students seeking educational opportunity beyond high school and would make this education possible for some who could not otherwise afford it.

Surprisingly, the strongest objections thus far to the bill have come from college presidents of two of the state's largest public institutions, U.W. and Central Washington. Dr. Charles Odegaard, president of U.W., told lawmakers in a letter earlier this week that the money should be spent on enlarging and improving existing state institutions, not on providing more students for them.

Dr. Odegaard seems more concerned with building a large institution oriented toward graduate and research programs than fulfilling a much more basic need, that of providing the opportunity for higher education to residents of the state of Washington.

THE STATE scholarship program would benefit all state residents. It would provide educated students to fill the many requirements throughout the state.

The rising cost of higher education makes it necessary for increased financial aid to students. The cost of higher education is rising faster than wages. If the state does not accept part of this burden, it will rest entirely on the Federal government.

The bill is still in committee, but unless greater

pressure is exerted by those in favor of the bill it seems destined for defeat as was the case in the last session of the legislature. We urge students and their parents and friends to write to their state senators and representatives to seek passage of the bill.

Not Convention Center

Students are unhappy. Not without cause!

It was announced Tuesday afternoon that the examination schedule had been changed so the Washington Council of High School and College relations could meet on campus. This announcement came after many students had made plans for spring break based on the original schedule.

In addition to the inconvenience, which means cancelling reservations and making other plans, the new schedule squeezes exams planned for four days into two days. For some students this means six and even eight hours of examinations in a row.

BUT WHAT is more important is the implication of this decision. It means essentially that the student is on the bottom of the list of considerations when it comes to such decisions. This should not be the case in a small, private institution where the individual supposedly remains an individual and not just another number in the crowd.

S.U. is primarily a university and its first obligation should be to its students. It is a university not a convention center.

IT IS NOT too late for the administration to show it has a respect for the individual student. It can do this by using the original examination schedule.

Unless this is done the individual student's respect for the administration will drop. Both will be losers.

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F R E E



The Spectator

Journeyman

Friday, February 17, 1967

THE SPECTATOR-JOURNEYMAN

Page Three

The Specter of Anomie

The Dropout Problem and Alienated Youth

By RONALD J. ROUSSEVE, Ph.D.
Associate Professor of Education
Seattle University

Satisfaction and success in life mean different things to different people. For some the volume of worldly goods that one manages to accumulate and keep is the principal measure of success. Others regard the successful person as one who achieves and holds a place in the world of public acclaim. Still others find the measure of success in the influence for good that one exerts—irrespective of material gain or public renown.

It would appear that it is the privilege of the teacher to go in quest of this latter type of satisfaction. For, in the final analysis, the real standard of a teacher's success is the improvement of those who came under his influence. His mission in life is that of helping youth to achieve an adequate level of self-realization of productive and responsible members of their communities.

SO GOES THE idealistic point of view relative to the function of the American teacher. But on the other side of the coin the image of the American school dropout serves as a stark reminder of our failure to adequately implement our professed philosophy of providing for every youth the opportunity to have an educational experience which will be best for him. The simple fact is that we have not satisfactorily translated our commitment to "equality of educational opportunity for all" into practice.

Thus, it is reported by reliable sources that the present national high school dropout rate is about 35 per cent. One out of every three youths in school today will leave before high school graduation. At the current rate, 7.5 million American youth will have left prematurely in the current decade, without a saleable skill to call their own!

To keep the picture in proper perspective, it is only fair to note that today a smaller percentage of students is dropping out of school than ever before. The "holding power" of the American school has actually been strengthened over the years. What must be recognized, however, is the fact that whereas in years gone by there was a demand for unskilled labor, today automation, mechanization and other scientific advances are causing unskilled jobs to disappear. Accordingly, those youth who are pres-

ently dropping out of school before satisfactorily completing a program leading to saleable competencies must invariably contend with the crushing prospect of unemployment.

UNDER THE IMPACT of the momentous increases in automation and technological change, the number of jobs available for unskilled school dropouts is declining at a phenomenal rate. Today's and tomorrow's jobs require higher skills, more maturity and judgment and higher levels of educational attainment. Under these conditions, the school dropout today is virtually foredoomed to frustration and despair.

In the light furnished by these alarming observations, it becomes quite clear that—in spite of our lofty philosophical commitments—the schools of America are not providing appropriate kinds of educational experiences for a substantial proportion of the nation's youth. It is true, of course, that the contemporary problems of education are to some extent a reflection of the current technological, racial and urban conflicts inherent in accelerated social change. Nevertheless, planned educational intervention is not too much to expect of the schools of a nation dedicated to the proposition that education is the key to self-actualization and societal well-being.

IT IS ALSO important to note that the youth who appear to be victimized most by the lack of interest and lack of success in school which lead to dropping out, are those from the economically and socially marginal (disadvantaged) segments of the community. From a psychological point of view, the impression one gleams from contacts with such youth can best be described by means of the term "alienation."

The fundamental problem they present is one of alienation from school, from society and from themselves. The specter of "anomie" (normlessness), lack of self-appreciation and an underlying attitude of depressive, and at times hostile, defeatism are an integral part of the sordid image these youth present. Without doubt, the final result of this alienation syndrome is a warped and wretched internal life characterized by circular self-disparagement and anxiety.

Such youth have not formulated a stable self-identity and are readily vulnerable to prematurely leaving school. Their



presence in the schools of America is a disconcerting reflection of the inability of our educational system to adequately meet certain of the vital developmental needs of a large proportion of school age youth.

AND WHILE THE youth described here should modify their outlook in the interest of "finding themselves," the point to be emphasized here is that teachers themselves must also shoulder a share of the burden of change. For those of us who are involved in the professional business of education and learning have unwittingly contributed to the alienation sketched above.

One has but to talk to the school dropout and it will soon become apparent that his recollections are of a school in which there was little genuine warmth, affinity, understanding and acceptance of the reality of the student as an individual person. They remember the school experience as one involving the authoritarian complexes of too many insecure teachers who seemed to pay little, if any attention to **who** their students are and what they are capable of becoming.

It would seem to this observer that the unconscious plea of alienated youth is for more personalistic and humanistic dimension in the teaching-learning process. For without a concern for feeling tones and real regard for the perfectibility of the developing youth as an individual, how can an educator possibly furnish the psychological sustenance required for self-esteem and the desire to strive, seek, to struggle toward self-fulfillment?

TO GROW AND to learn, the student must know that he is worth making an investment in, that he is being listened to and that he is valued. This thought implies that we need more affectional relationships and attitudinal sensitivity in education—for as Goethe put it, "We only learn through those we love."

In the school environment, then, while there must indeed be intellectual challenge and struggle, above all there must be the human dimension of love: emphatic understanding of the youth's private world of feelings and personal meanings, positive acceptance of the youth as a person with constructive potentialities, genuine faith in the ability of the youth to learn.

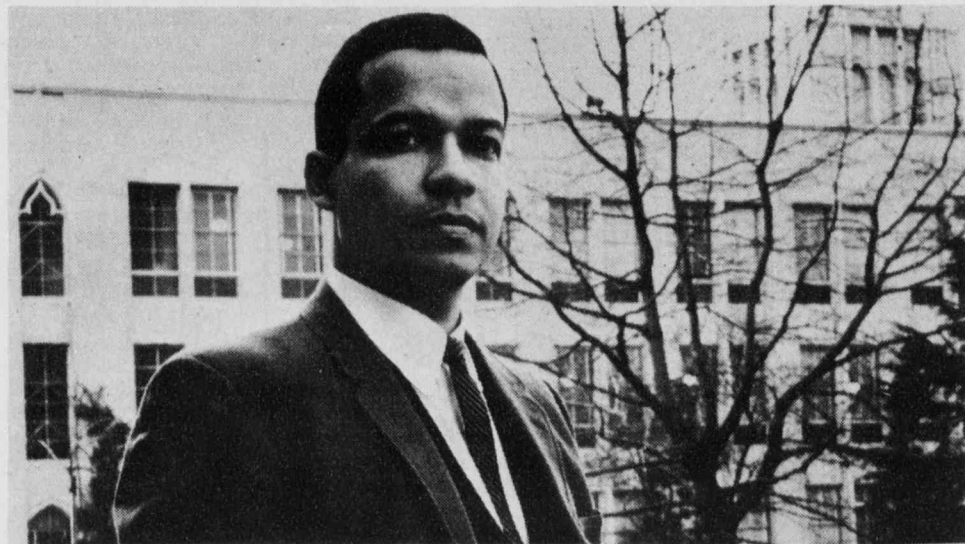
What these reflections suggest is that partial neglect of the humane side of teaching has probably contributed to the school dropout problem and to the incidence of alienation among youth in our communities. Accordingly, as teachers we must be constantly aware of how we relate to students, lest we align ourselves with those subtle and divisive psychological forces which unwittingly tend to smother rather than to promote our educational ideals.

WHAT ALL OF us need — and especially developing youth — is someone who believes in us. In that regard, helping the student to develop a more constructive self-image is actually an effective way of upgrading his scholastic efforts and motivating his emergence into a confident, productive human being who relates himself readily to the goals of his school, his society and his better self.

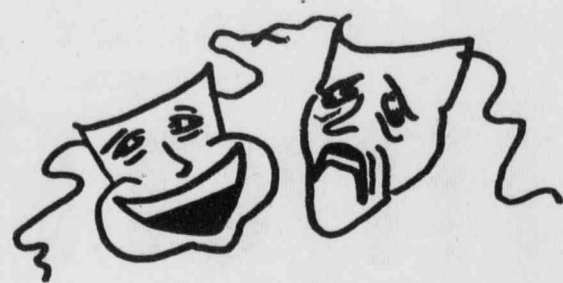
According to this analysis, the really effective teacher is first of all a complete person: He has genuinely kind feelings toward people. He understands, respects, accepts, and encourages them. He has a deep sense of the worthiness of all human beings. He looks for the good in them and expects the best of them; he is more concerned with their success and self-regard than with his own prestige as a teacher. Such a teacher believes that all youth as precious human beings are equally entitled to stimulation and care in the setting of the American school, regardless of the factors of marginality touched upon earlier in this commentary.

HE RECOGNIZES, too, that in order for young people to think and act in ways we believe desirable, they must live with human beings who will make it possible for them to develop the concepts of themselves, others and the social order that will lead them to behave in these ways.

However difficult it might be to translate the model offered here into actuality, if American educators are to remain loyal to the choicest aspirations of this nation there is only one road that is really open to us. To surrender is unthinkable, in spite of the magnitude of the task ahead—for the eminent historian Arnold Toynbee has portrayed convincingly the dismal consequences of social retreat in the face of challenge.



Dr. Ronald Rousseve, associate professor of education at S.U., is a past contributor to the Journeyman, occasionally on somewhat controversial subjects. This present article is a welcome addition to the topic of school dropouts and the alienation of modern youth.



Seattle's Expanding Drama



Diane Bye is a sophomore honors student who is looking forward to majoring in drama here at S.U. Her knowledge of the numerous dramatic ventures currently underway in Seattle gives ample testimony of her interest in this field.

—Spectator photo by Dennis Williams

Seattle teems with a diversity of cultural expressions. Operas, symphonies, ballets, art exhibits and galleries, guest performers of all talents and the entire Civic Center comprise a colorful tableau vivant. The artistically-eager college student can easily discover this cultural wealth and in his search may come across that field of creativity for which Seattle is especially (and justifiably) proud.

Drama is that art of expression which captures man in an act of being himself. It is the re-creation of that instance through the medium of a unified gesture and dialogue. The theatrical appeals to man's desire to reflect upon himself in all his variant activities through imitation of another. Man can thus understand through this contrivance of nature who he was, who he is and who he could become.

THE UNIVERSAL affinity to drama is well-exemplified in Seattle. The number of theatrical establishments alone speaks for the city's interest. Including the Penthouse, Showboat and Arena theaters at the U.W. plus our own Teatro Inigo, Seattle boasts at least seven theaters in the city proper. (Many suburban areas have community theaters which I am not considering here.)

To many, Seattle drama means the Repertory Theatre. As one of the most renowned regional theaters in the country, the Rep enjoys the central role in Seattle's dramatic life. Perhaps the "Student Last Minute Club," giving the student a chance to purchase a "non-reserved" ticket at a cut-rate a few

minutes before curtain time, has warmed the college population to the Repertory's creations.

For those artist-viewers of the Repertory, also called the Playhouse at the Civic Center, the opportunity is well-taken. Bernard Frawley, a resident actor at the Repertory, spoke of the communication essential between dramatic performers and their audiences. The Rep, he said, strives to appeal to the public at large—not just to a higher intellectual echelon. The regional theaters, such as the Rep, are blossoming all over the country. People who have never before been to the theaters are being drawn. The Rep's summer tours of the past two years have also attracted new viewers from all walks of life.

THE PUBLIC is not the sole determinant in the Seattle Repertory's choice of plays. "They do plays they like," said Frawley, speaking of the artistic director and his selecting committee. Variety and seasonal suitability are also considered in their choice of scripts.

For instance, "Blithe Spirit" was chosen to be presented around Christmas because such a busy time of year called for a play not quite so intellectually demanding on the audience. As for variety, "The public deserves to see good contemporary plays plus a cross-section of classics," observed Frawley.

As an actor at the Rep for two years, Frawley was able to describe the transition from a conservative to a more creative atmosphere which the Rep experienced when Stuart Vaughn resigned as artistic director and Allen Fletcher took over. A few more controversial plays found their titles on the marquee this season. "The Visit" is an example. Opening Feb. 21, "The Visit" is described by Frawley as "terrifying and marvelous." "The Night of the Iguana," opening March 28, is also sure to raise a few eyebrows if not some overt objections.

BUT THE HEIGHT of controversy this season concerned Brendan Behan's "The Hostage," in which Frawley played the role of Mr. Mulleady. It was a bawdy, zany, absurd play with an important message. Its appeal was to "non-intellectuals," as Frawley described the audience. The extremes of protest and praise that evolved from this absurdist play proved beneficial to the Rep. The public was drawn out of sheer curiosity in many cases to witness the antics of "The Hostage."

On the other side of the harlequin masque was the "Crucible," a stark drama by Arthur Miller. A real intellec-

tual demand is made upon the audience by this play concerning the Salem witch-hunt. What is really recreated is a glimpse of the emotional monstrosities committed by horror and fear.

Personally, Frawley feels the difference in strains on the actor in either a comic or a dramatic role. In "The Hostage" for example, the actor is physically and vocally drained after a rehearsal or a performance. For a heavy drama, on the other hand, the intellect and emotions find their limits stretched. "For a play like 'The Crucible' the actor discovers the levels of emotional pitch he must attain to during the show."

FLETCHER, THE NEW artistic director, allows the actor to be more creative, claimed Frawley. The actor finds that his own level of movement motivation jells from an intellectual process. Fletcher directs the actor but the actor moves because he feels like doing it. "Allen is just brilliant," declared Frawley. "He works from a very high intellectual plane. There is never anything happening that is not completely justified. Before (Fletcher came) it was very conservative."

The Repertory is, as Frawley put it, "on pretty firm ground." Now in its fourth season, the Rep is making some long range developmental plans involving an experimental theater complex. "There are scripts just lying around needing to be performed," he said.

Frawley and his actress-wife Maureen (Quinn) Frawley find their work at the Rep extremely satisfying and "marvelous security." The demand for actors has increased with the rise of regional theaters in the U.S. and Frawley is certain that there will be "just loads of work." More professional actors are employed outside New York now than in New York.

CONCERNING THE problems confronting particularly the regional (repertory) professional actor, Frawley spoke for the 21 other full equity (union) actors in the Rep. First of all, the audience gets to know the actor too well. He tends to become "typed" so that an individual personality, aside from the different characters that the actor portrays, seems to be projected. "Besides," added Frawley, "the actor gets tired."

The audience of the regional theater, unlike the New York audience, is not a transient population. Thus the same group of performers play to a somewhat fixed audience and the resident actor feels the need for fresh territory.

The "problems" then in the repertory can be remedied because the theater itself has found the stability to sustain the vital flexibility which its actors claim essential and which is the lifeblood of any creative institution. Unless the repertory could admit that dynamism which allowed for a recent change in artistic directors and for the constant transition of thespians, it could not be the nourishment of the thousands of theater-goers that enter the Playhouse each season.

DURING THE summer in Seattle the Repertory goes on tour, but its homeland does not lie fallow dramatically. A

Contemporary Theater (ACT) on First and Queen Anne, does precisely what its name implies: The theater presents contemporary drama during the summer. The building itself reflects the whole idea of ACT.

Abstract art (one of the actors?) hangs on the black plywood walls of the winding lobby. The whole effect is appealingly "kooky"—but expressive of the modern theater (a bit absurd?). The stage itself is arena-style, like the Rep Playhouse. This also adds to the immediacy of the dramatic experience.

The chairman of the board and the artistic director of ACT is Dr. Gregory Falls who is leading ACT into its third season. The head of the drama department at the U.W., Dr. Falls is on a sabbatical leave from school to work on a research project this year.

"THE IDEA behind A Contemporary Theatre," related Dr. Falls, "is to do plays of our time in our time. We try to program our plays so they are being seen in major urban areas of the world when we present them in Seattle. If people are having an experience with Pinter in New York, Warsaw and Hong Kong, they ought to have it in Seattle, too."

Dr. Falls accomplished just that last season. Some of the plays presented were "Tiny Alice" by Edward Albee, "In White America" and "Thurber's Carnival," by James Thurber. The season ended with two Harold Pinter contemporaries—"The Room" and "The Collection." The obscurity of the absurdity gave the company sufficient reason to hold a performer-audience discussion afterwards in the lounge.

Many of the actors were young—college or recent graduates—all eager, some intent and full equity actors. The older, "more experienced" members of ACT had been either on Broadway, in Hollywood or on tours with famous people.

ACT takes on apprentices who qualify by their willingness to "do anything" and get paid little for it. Last summer the apprentice was John Long, who had just graduated from the U.W. with the reputation of being "the best actor to have graduated from the U.W." This year Long is in a regional theater in Boston and is expected to find his way to the Broadway stage in the near future.

Although ACT's concentration has been on strictly modern American drama, Dr. Falls plans to revive an older American play once each season. "If the contemporary plays tell us something of where we were, we are far from contemptuous of heritage in the theater."

Dr. Falls is vitally interested in what the academic world has done to theater. In the U.S., he explained, theater was divided into professional and educational. Now these two have merged within the framework of the university. The problem that has emerged is this: The stringent academic requirements for the drama major at the U.W., (reflecting the national trend), have prevented dramatically creative persons with too little scholarly acumen from entering the U.W.'s drama department.



A NEW experimental program is about to begin next fall. In the two-year experimental training program, the actor will qualify by audition—not by the academic credits exacted by most universities. If the U.W. approves, the training will extend into four years and will be comparable to a college B.A. degree.

The theater artist must be allowed to move in this direction with but minimum undergraduate course requirements. Although college and secondary educators have successfully dealt with the advance in science, they have yet to seriously address themselves to the problem of the arts. If this experimental program succeeds, Dr. Falls thinks the U.W. will be on the verge of a tremendous re-evaluation of its drama department and the talent it is alluring.

Since 1958, the Director's Studio, a strictly self-supporting, free lance production organization, has been active in Seattle. Now located in the Fischer Building downtown, the Studio has produced shows for commercial companies, schools, non-profit organizations and for itself.

THE PICCOLI Theater at the foot of the Space Needle is the site for their proscenium-stage productions. But the Director's Studio certainly spreads to all types of drama—musical comedies, controversial plays, modern "popular" dramas, and children's shows are the specialty of the house.

The director of most of the shows is Earl Kelly, the manager of the Director's Studio and a drama coach at Ballard High School. Kelly has been the director since the beginning of the Studio nine years ago. The Studio itself is described by Kelly as providing an introductory, very basic course for drama students. It is strictly non-academic.

The program of the Studio is divided into three terms. Kelly has nine teachers employed in the Studio and a branch in Kirkland.

KELLY EXPRESSES concern over the academic-artistic problem that Dr. Falls envisioned. "When I was at the U.W. ten years ago, there were 150 drama majors. Now there are fifteen in that same major program." He said that the diminishing number was not a result of healthy "weeding out" of less gifted actors. It was rather a case of the pendulum swinging "too far" toward the scientific and mathematical side.

Kelly does feel confident that the pendulum will regain its balance and he sees the Director's Studio as a steady influence toward that goal. "One-fourth of all drama majors at the U.W." in-



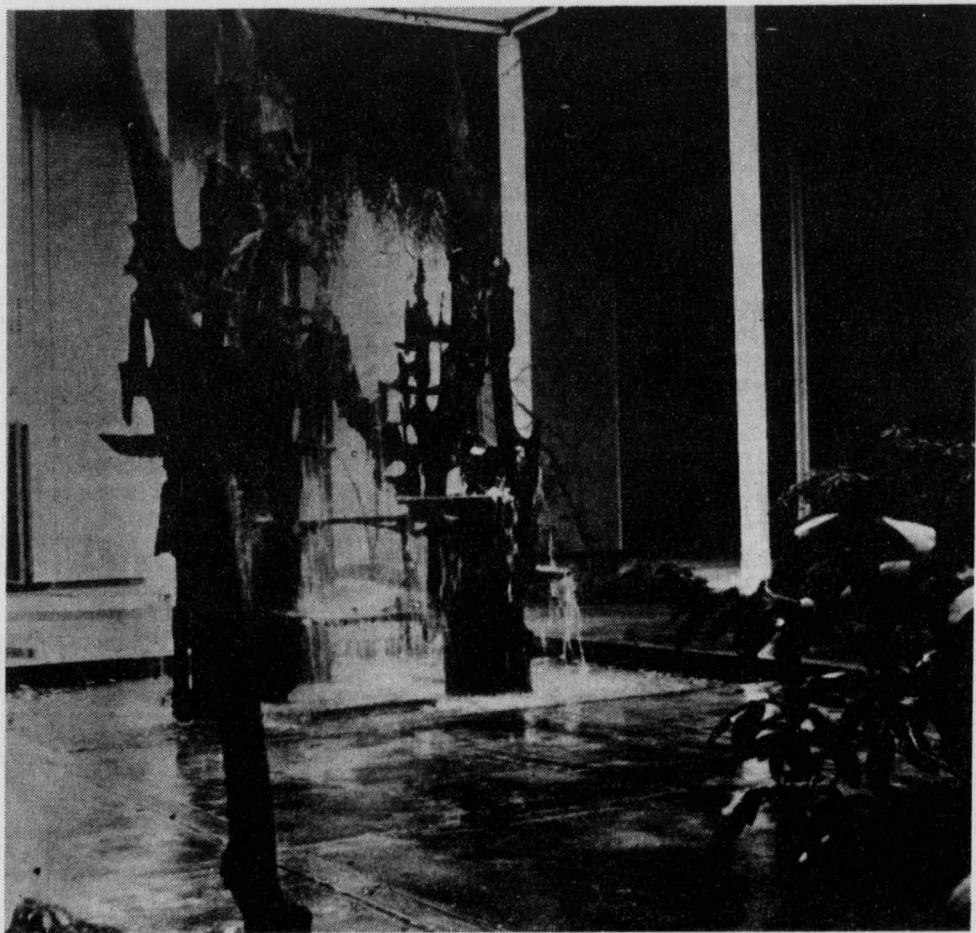
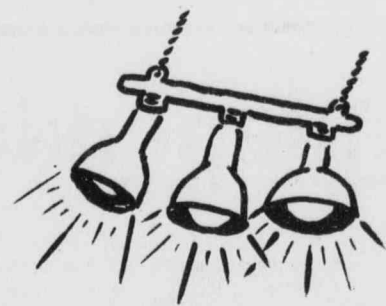
The Journeyman Vol. V, No. 2

—a monthly supplement to The Spectator. The opinions expressed herein are not necessarily those of The Journeyman or Spectator staffs. Students, faculty members and administrators are invited to submit manuscripts of 1,000 to 2,000 words on topics of contemporary significance and interest to the University community.

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y Drama Scene



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formed Kelly, "are former students of the Director's Studio."

As for the idea permeating the production company, Kelly responded that the shows were put on for the audience and the cast. "We don't worry much about critics," he said. "After all, one failure, one poor show won't hurt us after we've been around this long."

ALTHOUGH KELLY doesn't "worry" about the critics, they certainly notice him and his Director's Studio shows. In a review of "Little Mary Sunshine" in the Post Intelligencer, John Voorhees wrote, "Some near-perfect casting and some first-rate direction by Earl Kelly have resulted in a sparkling production of that popular spoof of old operettas 'Little Mary Sunshine'..."

Perhaps the biggest compliment to be paid the Director's Studio came from the reviewer John Hinterberger in a criticism of "Happy Time." "Play-goers who have, in the past, avoided amateur theater because of some moments of embarrassment when talent flags, might well consider attending this gentle comedy at the Piccoli..." To call a theater "professional" whether its actors get paid or not is a mark of acceptance.

The Cirque on 34th Ave. and E. Union St. is the oldest theatrical establishment



THE SEATTLE REPERTORY Theater is situated in a very modern setting at the Seattle Center below Queen Anne Hill. Rated by many critics among the top ten repertory theaters in the country, the "Rep" has built an enviable reputation for itself in this area. The seating arrangement and wonderful acoustics in this attractive theater assist in making a delightful evening for every theater-goer. *Spectator photos by Emmett Lane*

in Seattle. January, 1967, saw the seventeenth birthday of this profit organization. Gene Keene is the president of the company—he "makes the rules," said his assistant Arden Craig.

"**GENE PICKS** the plays," related Craig. He then proceeded to depict the usual type of play done at the Cirque Playhouse. "They're fluffy comedies... not much message or too many tears," he quipped. "But," he added, "they're the right kind of tears."

By "right kind" he seemed to mean "just what the audience wants." The Cirque is a commercial theater and the plays presented are those the paying public wants to see. The steady diet of the Cirque is this light comedy. (Craig called it "bland yuck") but there have been a few seasonings of drama. "The Miracle Worker" with guest star Mercedes McCaibridge was presented a few seasons ago, and at the end of this season will be Arthur Miller's "A View from the Bridge."

The "controversial" or experimental plays that the Cirque has attempted have not gone well financially. When "La Ronde" was done three summers ago, often the cast outnumbered the audience at the performances.

THE CIRQUE prides itself on never needing to survive on government or non-profit organization funds. Although the theater in the round did run on

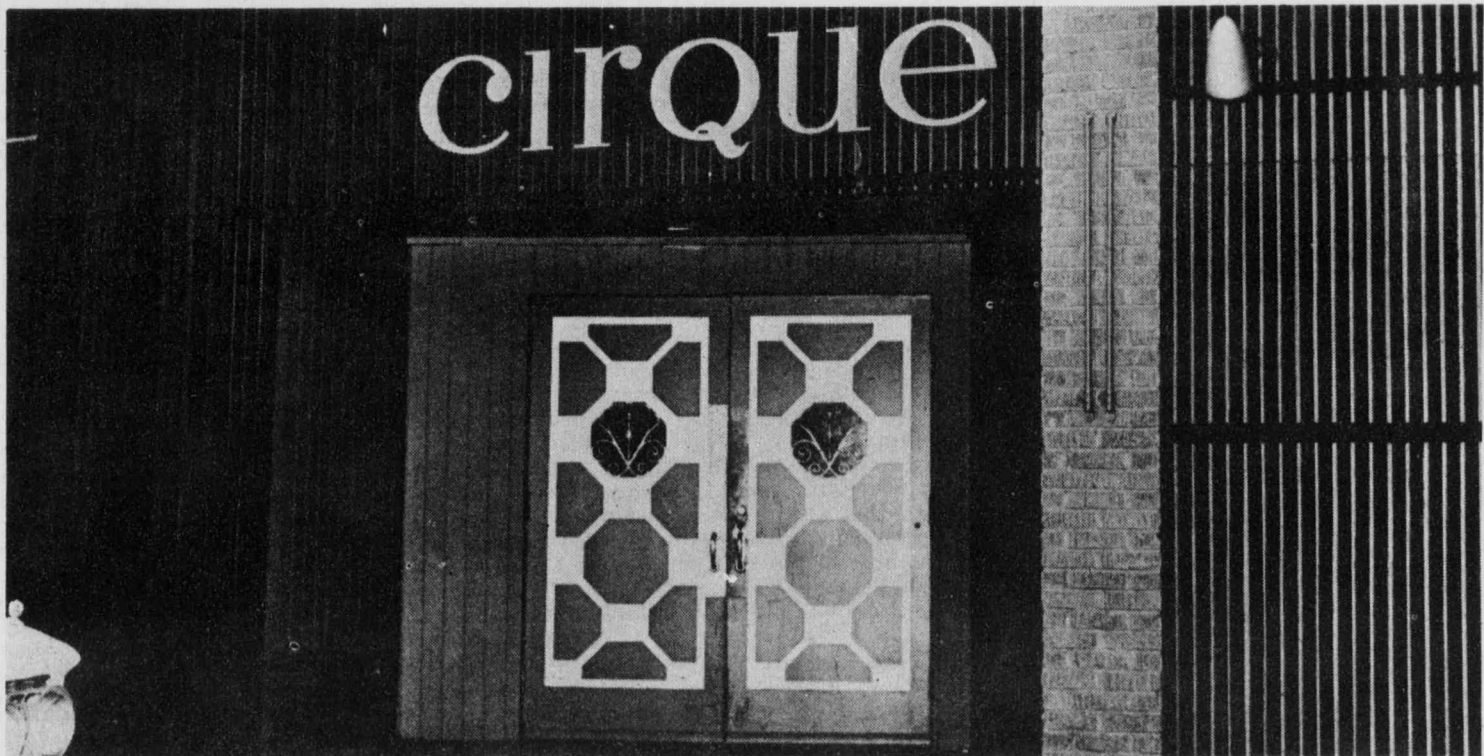
deficit the first year, Keene has found it successful since then. All Cirque members are equity, and five are resident actors. Nine plays are done each season and each play lasts four weeks. Three shows are performed during the summer. Musicals are not presented because it would be too expensive to hire the union musicians.

Guest actors enhance the prestige of the Cirque. Sterling Holloway, for instance, appeared in the production of "A Thousand Clowns" and Allen Mollery guest-starred in "Never Too Late."

Although the Cirque sounds rather cold and business-like in its attitude, this is not the general aura of the people involved in running the system. Disrespectful ribaldry and light-hearted proficiency characterize the working atmosphere.

THE DISTINCTIVE mark of the Cirque seems to be this same professionalism and risque delight. The plays presented may be "fluffy comedies," sometimes fit-for-family, but they are recreated with a subtle air of satire. The season-ticket holders seem to be fond of the style.

American drama is maturing, finding a tradition of its own grateful to but not dependent upon its European ancestry. Seattle is but one of the cities of the U.S. experiencing this theatrical surge, but it is also an exceptionally endowed city in its dramatic fertility.



The Cirque, located on 34th Ave. and Union St., is the oldest theatrical establishment in Seattle.

Dialog Versus Monolog

Independent Thinking and the Individual

With a few happy exceptions, the vast mass of our students are rendered incapable of a genuine intellectual confrontation with a genuine problem. The student is progressively brainwashed by the combined tyranny of the textbook and the lecturing process. The bright ones repeat glibly and are approved; the dull ones miss the point, if there is indeed a point to be missed.

Fr. Thomas O'Brien, S.J.,
"The Femalization of American Education"

If Fr. O'Brien is right, American education is in serious trouble, and my experience as a student has convinced me that he's right.

I maintain that if American education is going to produce "happy exceptions" in place of "bright ones" who repeat glibly and are approved, it must move away from the monarchical monolog wherein the student looks to the textbook and the lecturing teacher for "answers" to "difficulties" and into a situation of democratic dialog in which the students and teacher discuss the material, not giving any author credit for the "right answers."

AS LONG AS the "give and take" of the class consists of the teacher's "give" and the students' "take," the instructor is, as Fr. O'Brien says, "delivering prefabricated answers to questions of which the student is sublimely unaware."

All college students have the ability to think, and the school's job is to develop this innate ability—not to provide "answers." In other words, students should be taught *how* to think, not *what* to think.

Some will object immediately on the grounds that students would never learn the "correct answers" to "important problems" and therefore would graduate from college with no definite convictions with which to face life. My experience in senior honors seminar has convinced me that this accusation is entirely false.

TO BEGIN with, there are no "correct answers" to most of life's most important questions. To maintain that there are is to oversimplify the problems. And a student who answers is not necessarily a student without convictions. In fact, it is only when an individual is intellectually independent that he can have any beliefs and principles which he sincerely feels he must live by.

I propose that S.U., a school in which classes are relatively small, can and should be a leader in American education by extending the dialog approach, an approach which motivates average as well as superior students, throughout the University in liberal arts courses, specifically, English, history, philosophy, political science, economics and fine arts.

Realizing that the dialog approach has been the source of much controversy and confusion at S.U. for the past few years, I want to make clear the specific method which I am proposing. It would work like this: The teacher would give



Judy Young, a member of the senior honors seminar and an English major, makes her first contribution to the Journeyman in this issue. Her topic is one that has received quite a great deal of comment of late on campus.

a reading assignment and two or three questions for which all students would be responsible. The next day, a student would present his answer to the class for discussion. (Answers must be brief, possibly limited to 25 words.)

I WANT TO emphasize that the success of this method depends largely on the questions asked. Paradoxically, a good question is one which cannot possibly be answered in 25 words. In fact, it is one which the teacher himself is unable to answer. Teachers should not ask students to parrot back the text.

Also, vague questions, such as "What is reality?" will probably result in a discussion which leads nowhere. Questions must be based on the material read and be concrete and specific enough that students can formulate fairly definite answers on the basis of what the text says but must not be answered explicitly by the text.

Such questions force the student to take what Fr. O'Brien calls a "definite tentative position." It is definite in as much as the student is convinced that what he says is true, but it is tentative insofar as he realizes that the question cannot be answered briefly and he is open to the comments and questions of his teacher and fellow students.

THE QUESTIONS should always be assigned along with the reading, rather than asked on the day that the students come to class having read the material. After all, students deserve the opportunity to prepare for class. But more important, it takes time for an individual to refine his vague notions to the point at which he can express a consequent idea in 25 words.

Therefore, the prepared answer approach is the only way in which the dialog method can achieve two of its main objectives—to develop the students' ability to think and speak clearly and cogently.

If the dialog approach is to fulfill its potentialities, four-hour classes should meet two days a week, two hours per day. This would allow time enough for the discussions to "get somewhere" within a class period and would give students sufficient time to prepare their assignments.

MANY STUDENTS and teachers who have never been exposed to such an approach object to it on the basis that it's fine for small classes composed of people with above-average intelligence but wouldn't work for large classes wherein there is a large range of intelligence. I maintain that this is another false accusation, and to illustrate by thesis that the dialog approach, when properly handled, works in classes where both the number of students and range of intellectual ability are large, I cite one of Fr. O'Brien's teaching experiences in which he taught 65 students, who, as he put it, "ranged from a couple of brilliant people to three-day old mackerel."

Father told me that he started using the dialog method "out of desperation, when I saw that my lectures were

bouncing off dead eyeballs." One day he assigned Wordsworth's "Tintern Abbey" and three questions telling the students that they were responsible for putting their answers on the board. The next day, he called on the "dumbest kid there," and the student replied that he didn't have an answer.

Father barked, "You've got 15 seconds to get to the board or the door." The pupil went to the board and "wrote something that was illegible to begin with and not a sentence in the second place." When Fr. O'Brien asked the class whether they agreed or disagreed, there was silence. He asked, "All of you agree, then?" Again, silence.

FATHER TOOK out his grade book and said, "Then you all get E's, because anyone who agrees with that obviously hasn't read the material." The hands went up. Before the class period was over, the students had gotten the young man at the board to write a legible sentence.

This was the beginning of a lively dialog in which, according to Fr. O'Brien, "all students were able to perform at their own levels the 'average' ones gave 'average' responses and the more insightful ones made contributions according to their abilities. It did a lot to boost the confidence of the more mediocre students, who, under the lecture method so often go through school thinking of themselves as kind of dumb."

This brings up one of the most important advantages of the dialog approach over the lecture method. In a dialog situation, the teacher reaches individuals, something he cannot do in a lecture. In a discussion with Fr. O'Brien, he pointed out to me that "a teacher loses at least 20 per cent of his class when he lectures. If he speaks to the middle group, he necessarily ignores the top 10 per cent who are ahead of him and the bottom 10 per cent who can't keep up."

"THE IMPORTANCE of reaching the whole class can be seen in the following quotation from Jacques Barzun's "Teacher in America:"

Some students have to march in the rear ranks and must be cheered along; others want to run ahead and have to be gently kept from running out of sight. But the group is a unit, and it is excellent for both its extremes to see how the other half thinks: The more gifted learn to appreciate other men's difficulties; the less, to gauge other men's powers."

Fr. O'Brien's experience not only illustrates that the method can work in "normal" classroom situations, but it also indicates that the dialog approach makes certain demands upon both the teacher and students.

Perhaps most important, the teacher must not be afraid to discuss his subject on a level with the students. This implies that the role of the teacher is that of a "traffic cop" who directs the discussion in a certain direction, or, as Socrates described himself, that of a midwife who assists the labor of the mind in the birth of an idea. And this is exactly what I intend to imply. I think that the most important self-realization an educator can come to is that he is not the repository of wisdom to whom students should look for their knowledge.

ONCE THE teacher has decided to become a "midwife," he must demonstrate perseverance, patience and a willingness to work with individual students. Some students will be very difficult to stimulate and they are the ones who need most to be taught under this method.

In fairness to teachers, I mention that "dialoging" makes even more severe demands upon the students and that the student must meet his responsibilities or he never will be capable of "genuine intellectual confrontation with a genuine problem," no matter how excellent his teachers are.

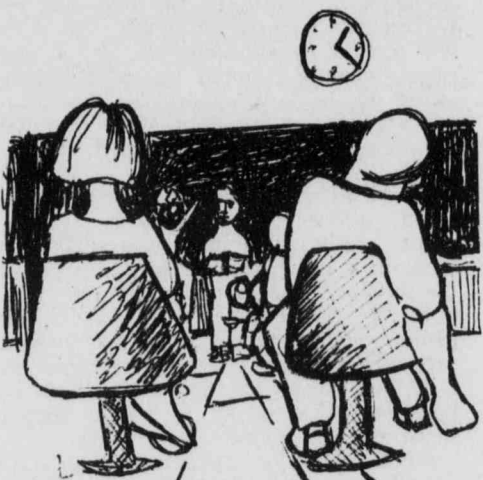
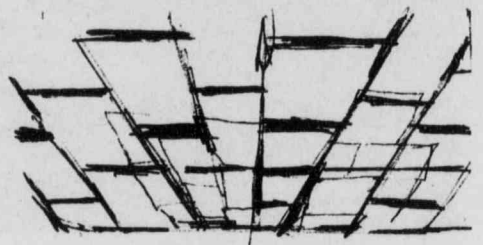
Such an approach demands first of all that the student have a strong sense of academic responsibility—and this does not mean that his intelligence must be above average. It simply means that he always come to a class with the material read and the questions answered.

ALSO, A GOOD discussion, like a good choral reading, demands that students be cooperative, that no one member of the class tries to "outshout" the others, that everyone is willing to listen to classmates.

This is perhaps the greatest advantage of the dialog approach over the lecture method. When students are in a situation in which they must speak and listen to each other every day, they naturally become increasingly aware of and sensitive to each other as individuals. The too-common habit of "waiting till the other guy finishes, so I can talk" disappears when students realize that they must really communicate with each other to learn anything.

A student who is continually confronted with such a situation soon learns that when a classmate or the teacher disagrees with him, it does not mean that the one who disagrees dislikes him as a person. In fact, one who disagrees is his friend, has something to offer him. I agree with Barzun that "a good teacher is free to admit his ignorance openly and frequently," and I would add that a good student is free to admit his ignorance openly and frequently.

STUDENTS ALSO learn to disagree responsibly. My experience in senior honors has taught me that it takes only



a few class periods for each student to realize that he must have a command of the facts, even picayune details, before he can discuss general theories.

Another advantage of the dialog approach is that it de-emphasizes grades. Although students are quizzed daily within the class discussions, they are not graded daily. The pressure to prepare for each class almost completely eliminates the pressure to "know" a certain amount for an exam. This also eliminates a great deal of the teacher's paperwork. I recommend that students' papers prepared outside class replace tests.

The dialog approach then is more than a "method" with a specified number of advantages over the lecture method. Underlying the dialog is the attitude that, because the intellectual process is essentially a problem-solving one, the student must be made aware of problems and the need to resolve them. It assumes that the mind is, as Barzun says, "free and restless in its desire to experience, comprehend and use reality."

IT IS MY conviction that only the university which dedicates itself to the development of the free and restless mind by allowing—indeed encouraging—its students to express their ideas freely but forcing them to express their ideas cogently and to support them can render its students capable of genuine intellectual confrontation with genuine problems.

And only the university which does this can produce leaders, men and women who are trained to think for themselves, express themselves articulately, and have genuine respect for the individuals to whom they express their ideas.



Girls Drop Contest

The Centralia College coeds brought their record to 9-0 with a 44-22 victory over the S.U. girls' basketball team last night.

High point maker for the Chieftain coeds was Eorna Frey with eight points. Three Centralia college players were in double figures. Virginia Riley from their team had 16 points.

The Centralia girls set-up a UCLA like zone press and defense that flustered S.U. in the first quarter. S.U. fell behind 18-3 in the initial period.

Next Thursday Everett J.C. will meet the S.U. coeds at 7 p.m. in the gym.

Rebounding, Scoring, Laughing More:

Strong's Traits Keep Chieftains Cheered

By PAT CURRAN

"The strongest breastplate is a heart untainted," glibed Coach Lionel Purcell to Malkin Strong. In an uncharacteristic moment, Strong failed to take up the banter.

During games and at practice, Strong acts as the glad-tidings man; he congratulates teammates or himself for good plays with cries of "All right! All right!" His heart could be tainted yet his attitude is outgoing and ebullient.

Friends of his at the dorm attest to Strong's good nature while also pointing out quirks in his behavior. He giggles to excess and, when not laughing, he constantly plays jazz. "It soothes me and puts me to sleep" said Strong. Musical artists most often heard issuing from his room are Jimmy Smith and John Coltrane.

WHILE MUSIC may soothe the savage breast off-court, once Strong steps into a game his actions are rough and ready. In his junior year Strong weighed 217 pounds. Now he is a hefty 230 and he throws the added poundage into game tactics. "I must be getting old," quipped Strong about his newly acquired weight.

One result of his varsity experience and extra physical strength has been better rebounding. Last season, in 26 contests, Strong pulled down a total of 249 rebounds. With four games still remaining this season he has grabbed a total of 274 rebounds.

Strong feels that his improvement lies in smarter courtwise behavior. His offensive and defensive moves have more finesse. "I am an offensive threat up to 20 feet away from the basket," commented Strong. Several of his fellow Chieftains questioned this statement. All he need do to silence them is quote his 16 p.p.g. average.

The ability Strong possesses to leap and bat down an opponent's shot comes from nature, not practice, he stated. His coordination to perform this feat is sharpened by the top physical shape Purcell demands of S.U. athletes. When asked if he was in the best shape yet this year, Strong replied that he "was as fit as I've ever been in my life."


STRONG'S task maker is Coach Purcell. Strong calls him a "Man." A "Man" is one who has authority and control of the situation he commands.

Greater varsity success in the current season can be attributed to team unity and tenacious defense, Strong believes. According to him, S.U. has outclassed, although not defeated, every foe but one that it has met so far.

The one exception is New Mexico, whose center Mel Daniels scored 29 points against the Chiefs. "He had a terrific night and we had an off one," explained Strong. Strong then lightly complained of the huge foes he has faced. "They all seem to be from 6-foot-10 to 7-foot. If I ever got a small man, I would kill him."

A FAIRLY large man whom S.U. might encounter soon is Lew Alcindor, a full six inches taller than Strong. How would Strong defend him? "I wouldn't stop him. Instead we would try to stop his teammates."

Strong and several of the other Chieftains are seniors being eyed by the pro basketball teams. Just two days ago he received a letter from an Eastern NBA outfit. His reaction was, "There is still the season left and college to finish. If I were drafted I would take a shot at the pros."



Malkin Strong in action.

Nads Stay Unbeaten

Two "strings" were kept intact and a tie for sixth place in the National League was broken in intramural action last night.

In the first game the winless Gaussians lost another and in the second game the undefeated Nads won another. In the final game of the night, the Aliis minced the Red Onions to break the tie between those two teams in the standings.

THE FIRST game was close for most of the first half, but the Crusaders pulled out to a 20-15 lead. They continued to roll in the second half and won going away, 44-30.

Mike Salmon had 21 points for the Crusaders and Ed Macke kept the Gaussians in the game with 14. The Crusaders are now 3-3 and the Gaussians are 0-6.

The Nads warmed up for next week's showdown with His Merry Men by trouncing the V.C.'s, 53-35. The Nad starters jumped out to a comfortable lead and the reserves took over and maintained it. Al Anderson pumped in 14 points for the Nads and Kelly Lipp led the V.C.'s with 11 points.

THE ALIIS and Red Onions each took 1-4 records into the last game of the night, but the Aliis had little trouble in coasting to an 82-40 victory. Three of the Aliis put on quite a scoring performance in the mismatch. Terry Kempton managed 22 points, Mike Benzel collected 20 and Rich Schierburg had 19 points and many rebounds.

Intramural action resumes Saturday with three games.

civil, electrical, electronics, mechanical
engineers and chemists



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Meeting Planned For All Golfers

All candidates for varsity and freshman golf will meet at 5 p.m. Tuesday in Pigott 561. Qualifying procedures and pairings will be discussed at the meeting.

Attendance is compulsory unless permission for absence has been granted prior to the meeting by Coach Tom Page.

Team Meeting

All varsity baseball players are asked to report at 1 p.m. Monday in the gym for practice. Gloves and tennis shoes are needed.

Representative on campus

TUESDAY, FEBRUARY 28

for interview, contact your placement office

An Equal Opportunity Employer. U. S. Citizenship Required.



OVER-21 FUNCTION: An Over-21 function is scheduled from 9 p.m.-1 a.m. Tuesday at the DAR House, 880 E. Roy Street. Alcoholic beverages will be served to the faculty, administration seniors and students over 21 at the function. Price is \$1 per person. Free parking is available at the A and P Market.

Service Club Names Actives

Twenty-five hundred hours of service were contributed by the 26 members of A Phi O's fall pledge class. During their Thanksgiving food drive, 40

Coeds to Sponsor Faculty Show

S.U. faculty members have been invited to display their talent in a variety show April 8. The program, which is sponsored by the AWS in conjunction with the Town Girls, will feature original acts by faculty members who respond to the invitation.

Co-chairmen Ginger Zender and Barb Swan of AWS said that the talent show will be presented every year, with the cooperation of a different women's club each year.

families were fed.

The pledge class become active members at its last meeting.

New members include Mike Brixner, Tim Davis, Jim Duff, Greg Frank, Rich Flajole, Mike Geraghty, Bill Hayes, Dennis Healy, Jim Hoover, Rick Kelly, Bob King, Dan Kwapnowski and Mike McGuigan.

Pete Monahan, Steve Nova, Ed O'Claire, Stephen Osborn, Thom O'Rourke, Bill Robinson, Rich Schierburg, Dan Standifer, Tim Stelzner, George Sudar and Bob Young.

Dennis Healy was named best pledge.

Bob Vick, a sophomore commerce and finance major, was elected first vice president of the organization, replacing Bill Donahue who is now an inactive member.

SMOKE SIGNALS

Today Meetings

Marketing Club, 11 a.m., Xavier lounge.

Activities

Tabard D' Everichon, 9 p.m.-1 a.m., today and tomorrow. Entertainment will be featured at the CAP coffee house tomorrow night.

Sunday Meetings

Alpha Kappa Psi, 8 p.m., McHugh Hall.

Activities

Day of Renewal, 9 a.m.-4 p.m., 1663 Killarney Way, Bellevue. This is for college and working women. Coeds interested in attending should see posters in dorms.

Monday Meetings

Phi Chi Theta pledges, 7 p.m. McHugh Hall.

Phi Chi Theta actives, 7:30 p.m., McHugh Hall.

Reminders

Interviews for the best dressed women on campus will be Mon-

day and Tuesday. Freshmen will be at 4 p.m., sophomores at 4:30 p.m. on Monday; juniors at 4 p.m. and seniors at 4:30 p.m. on Tuesday. All interviews will be in the Chieftain lounge. The contest, sponsored by Glamour magazine, is being conducted by the Fashion Board.

Classified Ads

MISC.

THESES, term papers on IBM electric typewriter. Mrs. Rich, WE 7-2423.

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Offered Spring Quarter:

Alcoholism Symposium to Begin

The 16th Annual Symposium on Alcoholism will begin spring quarter, March 29-June 7.

The symposium will consist of a series of lectures from 7-9 p.m. Wednesday evenings. Qualified students taking the course spring quarter should register for Psy. 490. Two credits are offered.

THE COURSE is open to students with junior or senior standing in psychology, sociology, pre-med, nursing, education and others who are preparing

for professions in which they will deal with the problem or teach others about it. Students who do not qualify must see Fr. James Royce, S.J., associate dean of the College of Arts and Sciences, for permission to take the course.

Because the course is given largely by guest lecturers, attendance is demanded even of students on the honor roll. Seniors will not be exempt from a final, and a full-length term paper is required.

Lectures will be drawn from professions which deal with various facets of alcoholism, the third largest health problem in America today. Some of the intended speakers include S. E. Turvey, a neuro-physiologist; Fred Lemere, a psychiatrist; Richard Silver, the director of Alcoholism Information and Referral Center; Superior Court Judge Charles Smith and two members of Alcoholics Anonymous.

THE COURSE will cover related topics ranging from the size of the problem, psychopathology and progressive nature of the disease, its relations to other health problems, implications for industry, effects on family life and the medical treatment and rehabilitation of alcoholics.

Fr. Royce said he believes S.U. is the first university in the country to offer this type of course on an undergraduate level. A course of this nature is used to help train professionals in a variety of fields to deal with and understand this problem. In the U.S. today, approximately five million people have serious alcoholic problems and industry spends approximately two billion dollars a year combating the problem.

Self-defense Class Scheduled at YWCA

Town Girls, a campus service group, will offer classes in self-defense for S.U. men and women. Classes will not be mixed.

Mary Kehoe, president, said the course entails lessons in judo, karate and self-defense. "Students will learn such things as how to knock a person out with one finger," said Mary.

THE TOTAL cost of the course is approximately \$23.50. This includes uniform, YMCA membership and affiliation fee and insurance. The classes will be held in the East Madison Branch of the YMCA, located at 172 Third Ave. The program will be under the instruction of "Sarge" Long, a black belt holder in judo. Long, presently employed by the U.S. Army, taught this defense program to Seattle police women.

The two-hour classes will be on weekdays. Students will come once a week for a 12-week period. There will be eight persons per class.

Library Schedule Set for Quarter

Library hours for the remainder of winter quarter are as follows:

Monday through Thursday 7:30 a.m.-10 p.m.
Friday 7:30 a.m.-5 p.m.
Saturday 1 p.m.-5 p.m.
Sunday 1 p.m.-10 p.m.

In addition, the first floor is open until 11 p.m. Sunday through Thursday. The first floor room is open at 7:30 a.m. Monday through Friday. The library is not open before 1 p.m. on weekends.

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