

Watergate Conspirator Addresses the University

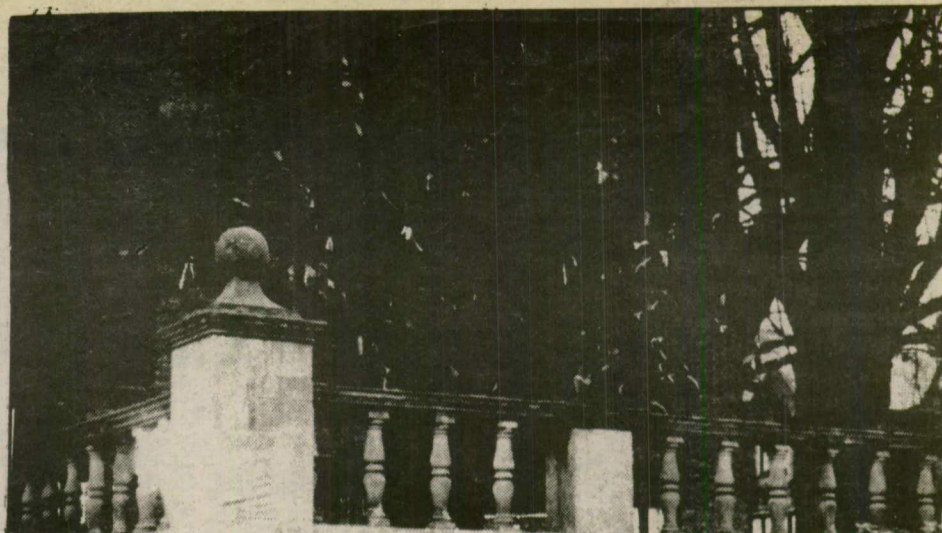
By Virginia Boyer

John Dean, former Nixon aide, Watergate conspirator, and author of *Blind Ambition* spoke to a full house at Kilworth Chapel Tuesday night. Dean labels the biggest change in post-Watergate Washington, D.C., as a heightened suspicion of political figures by the press. He believes that "every single thing" related to presidential abuse had been done by past presidents at some time, but that while abuse of power had been the exception before, it became the rule during Nixon's presidency. He notes that a lot of wrongdoing began through "unbelievable stupidity" and lack of thought rather than through carefully thought-out conspiracies and that, ethically, he and his White House colleagues "wrote the book on what not to do."

Dean defines Watergate as "misuse of high office for political purposes, including the Democratic Committee and Ellsberg break-ins, the misuse of the IRS, FBI, and CIA, and the use of agents provocateurs in politics." He characterizes the post-Watergate change in the Washington press as a shift from giving Presidents the benefit of the doubt about the truth of their statements to giving them "doubt before benefit." He believes that this mistrust has lasted through President Carter's term of office, creating "Lancegate," "Pillgate," "Sniffgate," and "Billygate," incidents which, according to Dean, would have been ignored before Watergate, and which sapped Carter's energy from more important issues. Dean thinks that in the months after the story broke, every reporter wanted a "Woodstein" story and "so lept at the littlest things." He asserts that many talented men have refused service in

government in order to avoid the "grief of Washington suspicion." Only a slight laugh came from the predominantly student audience when Dean quoted a professor friend as saying that academicians, unlike others, would have no trouble at confirmation hearings because "professors don't do anything."

Dean notes that there is a "myth abroad that Woodstein cracked Watergate." He believes that it was the steady pressure that the press exerted on the executive branch, rather



The U.S. sighed in relief Tuesday at the release of the American hostages by Iran. The oak tree by Jones Hall was one of hundreds across the country displaying 52 yellow ribbons, one for each of the 52 hostages. Photo by Tammy Marson.

the Trail

January 23, 1981

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UPS Hosts Futures Conference

Four of the nation's foremost futurists and hundreds of concerned citizens will join the new governor of Washington state at the University of Puget Sound, Jan. 30-31, to discuss the implications of world change on local areas at the First Annual Northwest Regional Conference on the Future.

Governor-elect John Spellman will present the Friday evening keynote address at this meeting which has the theme "Global Changes/Local Challenges."

Also addressing conference regis-

trants will be well-known futurists Willis Harman, Marilyn Ferguson, Ian Wilson and Edward Lindaman. Experts in their respective fields, the four are published authors and frequent lecturers.

Other leaders from the public and private sectors will direct small workshop sessions with conference-goers. Some 30 afternoon workshops have been scheduled by the meeting's planners to direct registrants' interest to current concerns such as energy, natural resources, technology and science, economics, career and financial planning, and world hunger. Accompanying exhibits will feature new resources and materials.

Cosponsored by UPS and Washington Mutual Savings Bank, this is the first of five annual conference examining visions of the years ahead and attempting to plan for an uncertain future.

The first day of the conference is devoted to discussion of existing trends. Friday morning's speaker, Harman, will discuss "The Global Picture and Implications for the Pacific Northwest." A leading authority in world policy, he is the associate director of the Center for the Study of Social Policy, SRI International.

Later that day Ferguson presents "Responding to the Challenge: Creative and Positive Prospects for Individuals and Society." Ferguson is editor and publisher of several futurist publications and author of the widely acclaimed book *The Aquarian Conspiracy: Personal and Social Transformation in the 1980's*.

Wilson, a senior policy analyst at the Strategic Environment Center for SRI, is the Saturday morning speaker. His topic, "Thinking in the Future Tense: The Need for Knowledge, Interdependence and Preparation," leads off the second day focusing on possibilities and preparations for the future.

"Prospects for Washington: Choices and Challenges for Northwesterners," is Lindaman's presentation and the conference wrap-up. A futurist, lecturer, author and educator, Dr. Lindaman is president emeritus and futurist-in-residence at Whitworth College, Spokane.

More than 400 people from business, education, government, community agencies and the general public are expected to attend the two-day conference, organizers say. The UPS meeting continues a trend begun in 1977 when President Carter

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Editorials

Poor Policy Caused Iranian Situation

By Lisa Martin and Steve Harvey

We read in shocked amazement the editorial entitled "Hostage Release not a Celebration" in the January 20th issue of the *Tacoma News Tribune*. The hope was raised therein that Ronald Reagan would heed the words of Senator Lowell P. Weicker, Jr., who stated that it should be American policy to allow hostages to die if necessary before the United States submits to blackmail. The editorial further stated that Reagan correctly called the Iranians barbarians, that Iranian students should be deported to their country, and that Iran cannot return to the family of world nations with its present government of fanatics who have no code of ethical behavior.

The hypocrisy of such attitudes leaves us dumbfounded and angry. Is it "ethical" behavior for a nation to support a dictator who negates any possible ideals or practices in the name of human rights? Is it "ethical" behavior for a nation to offer its money, reap the benefits of its investment, and then turn its back and pretend not to notice the suffering of the victims of the recipient regime? Is it "ethical" behavior to put a price tag on the lives of individuals in the name of the "dignity" of hypocritical actions? It appears the causes for the entire hostage crisis have been ignored, pushed back in our memories. Instead, the prevailing attitude is that the United States has emerged as the virtuous, patient "good guy." Perhaps an attempt should be made to define and practice our own "ethical" behavior before the behavior of other nations is judged.

There is a wrenching difference between the principles and actions of the United States government. The words "human rights" are

bounced back and forth; and yet, young American citizens are sent to foreign countries to protect the politicians who lift dictators to power and then condone their anti-human rights policies. The maintenance of such a policy by a country which claims to be a model of freedom, equality, and justice, a country which decries loudly the oppressiveness of its adversaries, is hypocritical to say the least. For those who have traditionally been our allies we can excuse excesses and ignore human rights for the sake of national interest. For those who fall within opposing spheres of influence, however, it is quite a different story.

We can taste the anger Iranian students must have felt after listening to former President Carter talk about human rights, after the Presidents before him had so effectively ignored those rights. We are simply thankful the hostages did not have to give their lives to pay for American mistakes.

The *Tacoma News Tribune* editorial is symptomatic of the prevailing opinion that the Americans have been wronged, and that this perspective is the only consideration in deciding how to proceed in our attitudes towards Iran. Yes, the hostages were wronged. Yes, two wrongs do not make a right. Yes it is a shame that in the present world situation even embassy ground is not sacrosanct and diplomats are not secure from possible terroristic violence. Still, it would be much more in the interests of the American people to examine the wrongdoings of the United States government. Or must we continue the tradition of refusing to learn from our mistakes?

Yesterday it was Iran. Tomorrow

perhaps, El Salvador. Ronald Reagan's pledge to support the oppressive regime in El Salvador is another excellent example of hypocritical U.S. foreign policy and a good candidate for a repeat of the Iranian situation. True, the religious background is quite different, but the social and political situation shows a striking parallel. So does the hatred displayed towards Americans by opponents of the regime.

Of course, there are those who would say that foreign policy should not be conducted with human rights as a factor. But let us be explicit about the Janus-faced picture of ourselves we must then be presenting to the rest of the world.

The American government has been humbled, and from the perspective of many Iranians, the humbling is deserved. It is time to step off the great American high horse and attempt to understand the perspectives of others. To do otherwise would be to mistake short-sighted expediency for long term self interest, however you may define that term. The causes of the hostage crisis cannot be "ethically" ignored. To place our "image" above the truth, especially without reference to how others perceive the relationship between our actions and the principles we espouse, is to negate the highest of all human rights.

Dean Visit Prompts Question of Trust

By Virginia Boyer

John Dean, a persona from political and video history, walked into Kilworth Chapel Tuesday night. For one who sat spellbound in front of her television for almost every minute of the Senate Watergate hearings, the flickering blue light created a media legend in John Dean. Watergate was political theater at its most intense. In a deadpan voice, Dean revealed some of the most shocking political history of our century, while flawlessly groomed, an also deadpan Maureen Dean looked on. Both a contributor to the conspiracy and a revealer of it, Dean's testimony forced us to evaluate the motives and honesty of everyone involved, interrogators as well as those questioned. "Credibility" became a crucial concept. Dean's skillful speech last night forced the evaluation process to continue.

Because I have to admit it, I liked the guy. I know what he did; he obstructed justice and did unsavory things for the sake of his career. He helped Nixon to betray the trust of the nation. And yet, last night he was a very credible, likeable person. The man has winning ways. He has retained that famous deadpan, low-key manner, and combined it with humility, humor (stilted and inappropriate, but he tried), and intelligence. He won the audience over, and there were no hostile or probing questions. He is a nice guy, vulnerable. Why hurt his feelings when he freely admits his wrongs and asks to be let into decent society again? I have to admit it, I would buy a used car from that man. Perhaps that is what could make him so dangerous.

These shifting perceptions of trust and mistrust lead me to larger questions about what holds our society together. I long for the time (if there

ever was such a time) when a gentleperson's word or handshake was as good as a legal document. It seems to me that part of what holds our society together and makes us able to carry on daily transactions without constant fear and suspicion is the ability to trust and to judge one another's characters. So when John Dean tells an audience that he has done wrong and has repented, I want to let him back into decent society. I mean, he is a nice guy.

I am told that my policy of trusting people until proven otherwise is naive in this dog-eat-dog world. Lately, I feel that I should mistrust many people "out there" and that what I have done is to surround myself with an anachronistic subculture of gentle people, people who would rather shortchange themselves than you, people who will go out of their way to be fair. I can't help thinking of my friend who took a ride in her co-worker's car to do him a favor; he murdered her. He must have seemed like a nice guy.

I hope I am wrong about mistrusting most people, and if I did things like praying, I would pray. Because I think that the ability to trust others is a large part of what holds this whole big jumbled melting pot of society together. And if we lose that ability, I am frightened to think what might happen.

KUDOS

A very heartfelt and well-deserved thanks to Richard Bollinger, Virginia Boyer, Elizabeth Elliott, John Stang, and Sheila Gavigan for devotion above and beyond the line of duty in the final weeks of last semester. Also, special thanks to Tammy, Mike, Clark, Allan, and Keala for this one. We never would have made it without you folks!

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EDITORS:

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FEATURE EDITOR
SPORTS EDITOR

Reporters: Virginia Boyer, Sam Chandler, Julia Chester, Bill Dienst, Eric Dillingham, Sue Egge, Edgar Elliott, Elizabeth Elliott, Linda Fisher, David Frankel, Sheila Gavigan, Nancy Hahlbreck, Jo Leovy, Lei Narveson, Amy Noble, Bernie Pratt, Jim Ritchie, Greg Silvey, Leslie Taylor, Julie Traylor, Crystal Wagley, Mike Woerner
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Letters

Bauer Responds to Editorial

To The Editor:

Let me respond to David Smith's November 20 article ("What is the Purpose of this University?").

Far from attempting to "stifle what has so far been a debate of substance" over the educational purpose of the University, my November 11 letter to you attempted to remedy what I regarded as a sterile dichotomy (liberal arts and professional education) for a more fundamental consideration of the nature of undergraduate education.

As Mr. Smith himself seems to recognize, the real issue is whether undergraduate education should be broadening and liberating or specialized and constraining. By confining the former to liberal arts disciplines, however, he has refused to recognize my central argument that all undergraduate education, wherever located, should liberate and broaden. This must occur in professional programs and in liberal arts programs. The specialization at advanced levels, important to mastery of a field, ought not to be carried so far as to risk obsolescence when the current of one's vocation shifts. This is true for the Business major and for the English major. My concern, in short, has been with the nature of undergraduate education, rather than with its location. To the extent that both you and Mr. Smith have focused upon the location of a desirable undergraduate education, you have trivialized the basic question: What is the nature of that education?

In my judgment, a good undergraduate education has three parts. It includes, first, the development and refinement of certain basic skills: writing clear and well-organized prose that puts forward the writer's own ideas; forming judgments which logically follow from one's own reading of the evidence; generalizing and conceptualizing from the material at hand; and detection of fallacies, however packaged.

The second essential part of a good undergraduate education is an understanding of human existence. One should confront the nature of human knowledge; the rational and irrational parameters in human action; past and present constraints upon human behavior and perceptions; and ways in which others have answered the basic question: What does it mean to be human?

The third component of a good undergraduate education is broad mastery of the fundamentals in one or two areas of concentration. One should have grasped the basic principles in a field, leaving much of the detailed application of those principles to the circumstances of one's career.

This education necessitates, of course, an engagement with the diversity of disciplines; but, it requires much more. It requires a commitment by both students and faculty to a demanding inquiry of the matters at hand. It requires an insistence that the questions raised are important and probing, rather than trivial or superficial. It requires that

Liberal Arts:

Annis Takes a Turn

To the Editor:

The debate provoked by *The Trail* in recent and various editorials is overdue. For several years we have abdicated our clear responsibility for engaging in just such a debate, for establishing an open forum in which might take place a vigorous and substantial confrontation of perceptions. Now that such a confrontation is taking place, we must not permit it to become simply a catharsis, or an exercise in communal futility. Even effete intellectuals and lazy students ought to be able to stop fiddling with the omphalos of self-interest long enough to think about the consequences of drifting as we have been. There is no reasonable consensus on this campus as to what we are, what we are doing, and why.

In the first place, the debate should not become a clash between generalization and specialization. No one advocates the one to the exclusion of the other; indeed, such a position is impossible to maintain in light of the realities represented at this university. Let us not become lost in irrelevancies. In the second place, this debate is not about whether practicality and utility are the cornerstones of the educational opportunity provided at this university. Of course they are. But there are various kinds of utility, as J.S. Mill reminds us. At twenty years of age, Mill experienced the "dry heavy dejection of the melancholy winter" as he faced a mental crisis. He records in his *Autobiography* how he was moved to tears by a passage in Marmontel's *Memories*; "the cloud gradually drew off, and I again enjoyed life." Thus prepared by his reading, Mill made further startling and sustaining discoveries. He says, "I now began to find meaning in the things which I had read or heard about the importance of poetry and art as instruments of human culture." The utility that J.S. Mill found in this line of inquiry may well have been survival itself. A particular poetic voice spoke to him at this critical time. Says Mill, "This state of my thoughts and feelings made the fact of my reading Wordsworth for the first time (in the autumn of 1828),

one view undergraduate education as a base for understanding and acting, rather than as the acquisition of information and technique. Any course of study - wherever it is found - which exacts less than this shortchanges both the student, who must live with the banality of shallowness or overspecialization, and the society which must suffer

the consequences of that banality.

There is a debate of substance; it is time that the issues in that debate are joined. The place to begin is to abandon the unproductive liberal arts-professional school dichotomy for the more pertinent dichotomy: liberal-illiberal education.

Sincerely,
Wolfgang Bauer

and important event in my life....proved to be the precise thing for my mental wants at that particular juncture." And he continues: "What made Wordsworth's poems a medicine for my state of mind, was that they expressed, not mere outward beauty, but states of feeling, and of thought coloured by feeling, under the excitement of beauty....I needed to be made to feel that there was a real, permanent happiness in tranquil contemplation. Wordsworth taught me this, not only without turning away from, but with a greatly increased interest in the common feelings and common destiny of human beings."

I repeat: This debate concerning the nature of the best university education must not be obscured by arguments for practicality and utility in the narrow sense of those concepts. To become a Self, capable of venturing into the geography of mind, is not less utilitarian than securing a position with a corporate entity. J.S. Mill stumbled upon the readings to which he alludes; our role as a university is to assist those kinds of discovery, to enhance the possibilities of discovery, and to encourage the perspective that almost guarantees the kind of resolution which will discover, and which will manifest the results of discovery through the manner of

one's existence. During the time of increasing unreliability, permit me to suggest that we seize a vision of education traditional in its foundations but promising some small confidence in the possibility, remote as it may seem, of a future for the human race. Admittedly, the task appears Sisyphean.

With the image of Sisyphus clearly in mind, I offer the following in my usual monolithic idiom. Vision and Will are the necessary ingredients for this debate to maintain itself productively. It is necessary to decide openly among ourselves what is best for our education, not our training, not our employment, not our function for industrial and commercial interests, but our education defined as survival materials for resisting humanely the "slings and arrows" of an experience sometimes benevolent and rewarding, sometimes outrageous and debilitating -- education defined as something supportive when the shocks we are heir to begin to assert themselves as they inevitably do. Education, rightfully understood, is that dimension which provides the mental, emotional, and spiritual force needed to maintain dignity in the face of comedy and tragedy, life and death, exaltation and devastation.

cont. on pg. 4, col. 1.

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Liberal Arts: Return to Crucial Examination

cont. from pg. 3.

It is vital that we re-examine the roots of education in order to be clear as to the vision education implies. Only then does it make sense to decide how best we may realize that vision, how best to facilitate its function and utility, how best to make it viable, creative, and an integral part of one's essence. Consider for the moment the world in which we live; is it not clear that sanctuaries no longer exist outside the intimacies of human relationship and one's own psyche? Is it not necessary for the sake of survival that humankind become cognizant of earth's components? The earth, our physical world, becomes increasingly finite, and even the infinite sweep of space becomes less and less the function of imagination and more the fact of penetration and discovery. We are determined to count the multi-convolutions of the final circles in expanding cosmos, given time. In such a future, and it requires optimism to posit any future, how much more we will need knowledge of our roots, our sources. And that knowledge, the archetypal anchor, requires certain studies, makes them necessary, non-debatable, inevitable if we are to continue the human experiment, the quest for full humanity. That quest was, and is, must be, a process resulting in awareness of, and understanding about, the interlocking, dependent environments of psyche, community, geography, human history, and interstellar time and space. Has there ever been an era in our infinitesimal existence when it was so necessary and rewarding to explore the dimensions of self, of society, of social and cultural interrelationships, and the forces (natural and non-natural) that engulf us? The question is how best continue such a process at this university. How best continue the quest for full humanity, maintaining specialization and generalization, incorporating the utility of survival, and fostering a climate of diversity within community?

I agree with Virginia Boyer's point (*Trail*, Nov. 13) that there are "clumps" on this campus. And I agree when she says, "This is not my

idea of the proper liberal arts atmosphere." Precisely. Atmosphere, or that aura created by attitude, is the necessary prerequisite for any vision. Attitude is founded in the case of educational vision on a clear and accepted conception of goals or expectations; what we expect of ourselves and others is preliminary to attitude which creates in turn atmosphere. And attitude comes quite naturally from an understanding of what is being attempted, and why, and generally approving of the direction implied. We simply must have a common idea of what we are trying to accomplish, why, and how. No single perspective need be ruled out; there is space for spontaneity and diversity within the compass of the liberal arts vision. I might point out that even the perennial scapegoat, advising, would improve immeasurably from a clear understanding of the goals of our brand of education, whatever we decide it is.

My proposal is to create an attitude based on certain basic principles. Education is power. The sources of that power are generally available, and they can be enhanced. What are they? The powers of articulation, of composition, of observation, of analysis, of speculation. A university that believes in its liberal arts rationale will serve its auditors by providing access to the power of voice, the power of the written word, the power of observing one's environments, the power of thought—careful, analytical, imaginative thought—stimulated by the reading of the best that has been thought and expressed. How do we create an attitude that cultivates these powers, and utilizes them in the humane service of increasingly complex endeavors? By agreeing, I maintain, throughout the university community that every course, every action, every available vehicle, is expected to illustrate and purvey these powers; a forthright resolution, a convocation of intent, would make these ultimate sources of power our constant preoccupation. It should be understood as part of our resolution that the liberal arts tradition requires that these powers of education be practiced and enlarged within an ethical context. Mark Van Doren would direct all educative efforts toward a position from which

the individual is prepared to accept the burden of acting in the name of the entire human species (*Liberal Education*). Rene Dubos points out that the ethical context might well emphasize those "uniquely and pleasantly human" traits which seem deeply rooted in man's evolutionary past: uniqueness, altruism, diversity, non-violence, freedom, order, continuity, and the search for beauty. If we were to recognize that humans have made demonic choices from time to time (the Holocaust), we might decide quite frankly to draw attention to manifestations of humans making angelic choices, manifestations as remarkable and inspiring as the Alberts: Schweitzer, Camus, and Einstein. I have called, and will continue to call, the educational philosophy that teaches power within an ethical context: *liberating education*.

* What we need after we have taken a clear resolution to promulgate the principle of liberating education is a canon of interlocking courses that address as all courses will, the basic skills and the general materials which have accumulated as a fretful testament to humanity's existence. For example, courses that put the student in direct contact with the thoughts of Plato, Aristotle, Sophocles, Copernicus, Newton, Herodotus, Shakespeare, Locke, Rousseau, Mill, Freud, Darwin, Marx, Tolstoy, Jung, Goethe, Plutarch, Bacon—to name a few. Socrates' remark about the "unexamined life" not being worth living, should remain a directive to the basic reason for education: putting things together, being surprised by insights, surviving to realize our humanity. The "examined" life provides reason enough for persisting, for being. "To glimpse an infinitesimal something doing we know not what," as Einstein said, is to find human recreation of the highest order. Or, in the words of Professor Cousens, "Liberalism frees individuals from vocational prejudice and economic paranoia; and it moves them to think about the larger issue of what it means to live the good life emotionally, intellectually, politically, and culturally" (*Trail*, Nov. 13).

Implementation should not be difficult if we have the vision and the will. I would offer as a beginning the

following: Consider the first two years as basically an honor program for all students, permitting no more than one course per semester to be taken in a major during the first two years. Thus, twelve (12) courses would be required to provide a combination satisfying both university core requirements for two years and the interlocking courses designed to further the goals of the liberal arts tradition. I do not think that the core requirements are already bankrupt, especially if they continue to be directed at the concept enunciated by Dean Bauer in *The Trail*, Nov. 13; that is, a sequence of courses "which liberates the individual from provincialism and opens new possibilities for exploration." In fact, it seems to me that Professor Cousens and Dean Bauer are much closer in educational philosophy than might at first be recognized.

So far as courses which might interlock and supplement the established core requirements, I would suggest the areas of world history, scientific concepts and history, ethical considerations, philosophy of art, languages (including mathematical concepts), and imaginative literature (the classics). It should be clear that I'm suggesting these areas for the formulation of required courses taken as common experiences by all students. I recognize that there are peripheral considerations, practical problems, but the times call for vision and will. We could do it. If students at this university are to be reminded that "the best way to train for adventure is to be adventuresome," perhaps the faculty might illustrate how it works. And if "the ultimate adventure is to be found in the library and the classroom, where, with diligence a student can discover the great thoughts and works of man" (*Trail*, Oct. 2, p. 3), it is clear that the faculty must once again return to an examination of this university's vision. We must not rest comfortably on past motions and present inertias. Why is there not a group working to bring the various constituencies into the arena of this crucial debate whether they wish to or not?

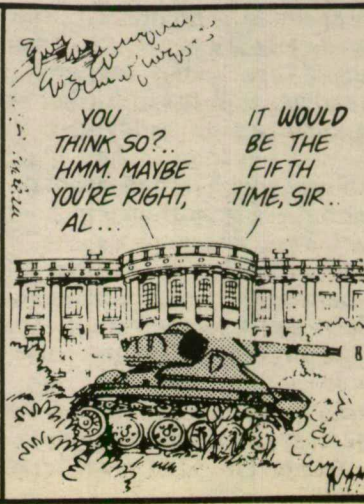
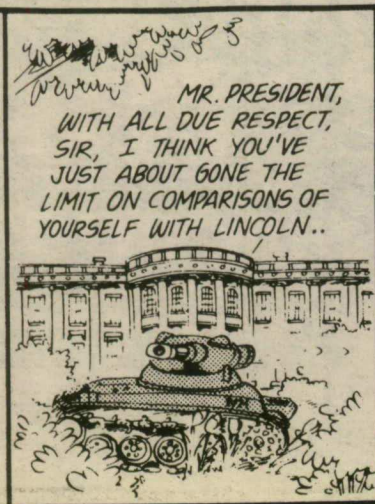
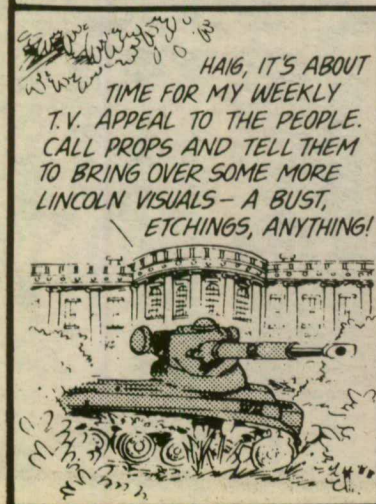
Yours, tentatively monolithic,

LeRoy Annis

Doonesbury

By Garry Trudeau

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Programmer tells Comp. Sciences to File it

Continued from Page 4

To the Editor:

As a student currently taking a computer science class (CSCI 155) I have become increasingly dismayed at the frequent lapses in our computer system. It would be incorrect to attribute these lapses to inherent faults in the BASIC + 2 system; the problem lies in the keyboards. Recently, while I was entering a program into my friend's file, without warning the keyboard (a hard copy printer) seized up. No amount of coaxing from myself, nor the other students around me (some of whom were in advanced CSCI classes) would cause the terminal to resume normal function. Unable to continue programming, or even to log off, I finally switched the unit off and left. When my friend tried to run a program in his file the next day, he discovered that his entire file had been erased. Needless to say, this caused him undue hassles in reprogramming his file. In addition, I was amazed that the system would allow for such a blunder. Fortunately, my friend is the kind of guy who can roll with the punches, so we decided to not make an issue of it. However, about a week later, I was creating a program on the CRT when it decided to seize up. By this I mean that it refused to respond to any commands from the keyboard. Although I am only in a lower level CSCI class, I am reasonably sure that my commands from the keyboard did not cause the seize up, as it was a routine program. Because the program was a lengthy one, I rushed to the next terminal, logged in, retrieved

the program on hard copy, typed in SAVE, and logged off. By turning off the CRT (there are signs in the computer center expressly forbidding this), I managed to get the system running again and logged off. I thought maybe the system itself disliked me, but reasoning that machines feel no emotions, I dismissed this idea.

It was not until a week later that I met up with a further unfortunate incident. It was the last week of school, so I thought I'd obtain a hard copy of the final program due in my class. I approached the terminal and sat down. After typing in the appropriate HELLO, the computer responded with "NO.?" I responded by entering my code number. The computer replied with "PASSWORD?" I typed in my password, a simple one consisting of my initials; I figured that I'd never forget them. To my surprise Bob Basic replied with "INVALID ENTRY, TRY AGAIN." I continued to try my password, until I was flashed a blunt "ACCESS DENIED - BYE."

I will be able to gain access to my file when my CSCI prof. is in school. Yet the fact remains that the computer science students of this school can ill afford to have their valuable programs erased, their terminal time disrupted, and their passwords inadvertently changed. It is my belief that in order to have a productive CSCI department, the bugs in the system must be eliminated.

Regretfully,
Sean McCabe

Dean of Students' Warning

To The Editor:

I am quite sure that you are all aware of the concern we share regarding the number of rapes which have occurred in the Tacoma area since September. The Dean of Students office is concerned that all women students are aware of preventative measures they may take; we are also concerned that women know their options if a rape should occur. We believe it is important that this information is available to both male and female students.

1. Women should make sure that they do not walk on campus alone after dark. Security provides a 24 hour escort service which can be set up by calling 3311.
2. Report suspicious persons to the Security office and/or Tacoma Police Department.
3. Whether you are driving or walking and sense that you are being followed, go to the nearest police or fire station. It is helpful if you can provide a description of the person and/or the vehicle and license number, if possible.
4. Park your car in a lighted area; lock all doors when you leave it and check the back seat before you enter the car.
5. Keep all doors in your car locked when you are driving and do not pickup hitchhikers.
6. When at home, lock all doors and windows; when leaving; make sure all doors and windows are locked

and that you leave some lights on. 7. It is important to avoid the following areas when walking on campus at night: behind the Occupational Therapy building, behind the Chapel, behind the Fieldhouse, behind the Ceramics building, behind Kittredge Gallery, Register parking lot, and Washington Street. If something should happen, you can take one or both of the following steps. Each alternative will assure you of complete confidentiality.

Security: call 756-3311 - 24 hours a day. Security will take the following actions:

- get medical assistance, if necessary
 - call police
 - notify the Dir. or Asst. Director of Security
 - contact the Dean of Students staff
- Rape Relief: call 474-RAPE - 24 hours a day. Rape Relief will take the following actions:
- an advocate will talk with the victim
 - the advocate will discuss the options available to the victim
 - the advocate will meet with the victim if the victim requests it
 - the advocate will go to the hospital and/or police with the victim and will be present during the investigation.

If you have additional questions, concerns, or comments, please call the DEAN OF STUDENTS OFFICE 756-3360.

UPS Offered South African Exchange

By Leslie Taylor

Enabling black South African Students to study in the United States with the assistance of American colleges and Universities was the subject of a letter received by UPS President Philip Phibbs from Harvard University President Derek Bok last October. The program, organized by the Institute of International Education (IIE), is trying to alleviate the deprivation in education which, by law, black South African students encounter. Under the policy of apartheid, the legal practice of discrimination against blacks and other non-whites, blacks find themselves in what Bok calls "a segregated and grossly unequal education system" that severely limits their opportunities and hinders them in obtaining important positions.

At UPS, there has not as yet been a written response to the letter but the reaction has been one of interest and also reticence. One obstacle exists in the area of economics. UPS' obligation to the student would be to commit, as other universities

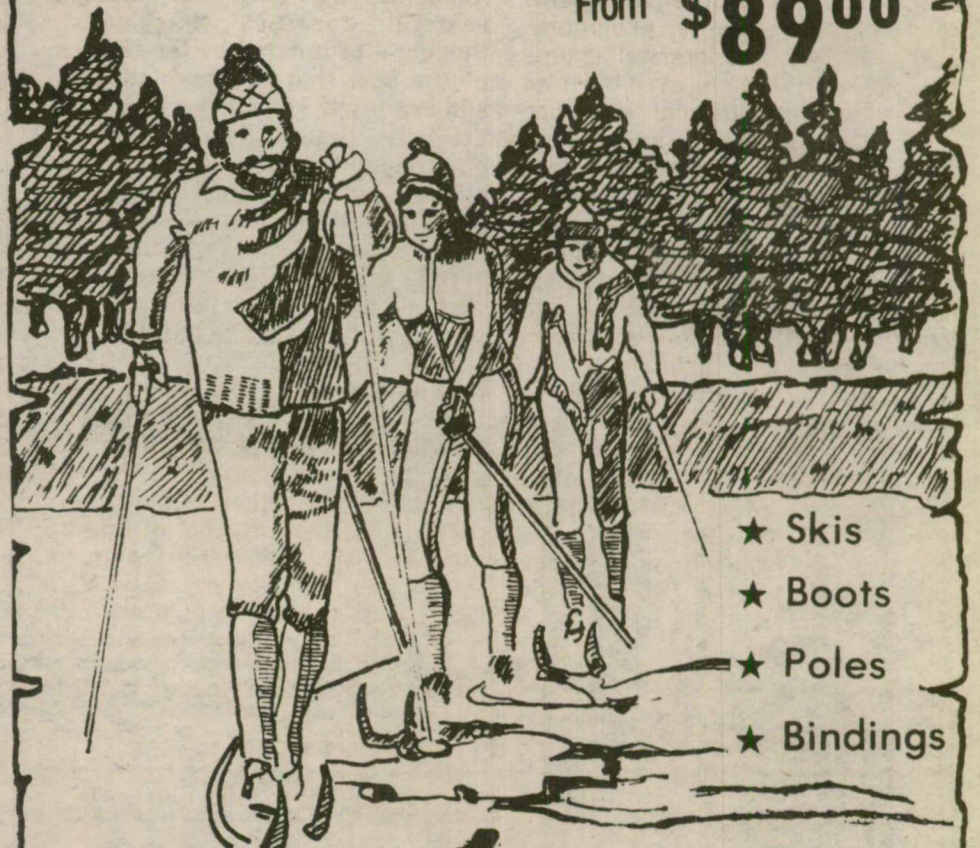
have, full support including tuition and room and board. According to Greg Brewis, presidential aide, the costs would have to be shared between the administration and other student groups such as the Black Student Union, the International Club, and ASUPS. All groups have expressed interest but are hesitant about pledging their full support opting to wait for a specific figure. One group, the International Club, uses most of their funds to sponsor the International Festival in the Spring.

These groups as well as the administration note that they need the promise of student support before considering the program. ASUPS President Carl Perkins says he cannot stress the importance of having the entire student body and not just a few clubs support and assist the student by making him feel welcome in a new culture and new academic surroundings.

Universities such as Harvard, Princeton, Cornell, Brown, and Brandeis have already committed full support to one or more students.

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NEWS

Part Five:

The Operation of a Nuclear Reactor

By Bill Dienst

The benefits and risks of nuclear power are not realistically addressed without a basic understanding of the generating process itself. In this article, the workings of a pressurized water reactor, the most common reactor type in the U.S., will be explained. The next article will deal with the costs of building and maintaining a nuclear facility, and explain briefly the concept of a breeder reactor. A third article will assess the potential hazards of

nuclear power and explain what happened at the crippled Three Mile Island plant two years ago.

Nuclear power results from fission, the splitting of large atoms to form smaller ones. In nature, there are four fissionable isotopes arising from two elements, Uranium and Plutonium. (An isotope is a variety of a particular element, which differs from other isotopes of the same element by the number of neutrons, or neutrally charged subatomic particles, it contains.) Any of these four

fissionable isotopes can theoretically be used as reactor fuel, but only one, Uranium-235, is in significant natural abundance. U-235 exists in Uranium ore deposits in the earth at a concentration of about .7 percent. A non-fissionable isotope, U-238 makes up the other 99.3 percent of the ore. In most reactors working today, U-235 is enriched to 3 percent of the Uranium mixture, using a process which removes some of the heavier U-238 atoms. Using this enriched concentration, a core consisting of Uranium oxide pellets is assembled, and a controlled, sustainable reaction becomes possible.

Looking at a nuclear plant like Trojan in Prescott, Oregon, one might suspect that the fission reaction is taking place at the bottom of the huge tower which belches steam out of its top at a rate of eleven thousand gallons per minute. But in fact, the entire fission process occurs within the walls of the insignificant looking dome called the containment building. Within these walls lies the reactor vessel, the source of all the energy produced in the plant, as well as the primary coolant loop, which together with the reactor vessel, contains most of the toxic high level radiation produced in the nuclear process. The balance of high level wastes, the spent fuel rods, are kept in a building adjacent to the containment dome. Outside of the containment building and the waste-storage

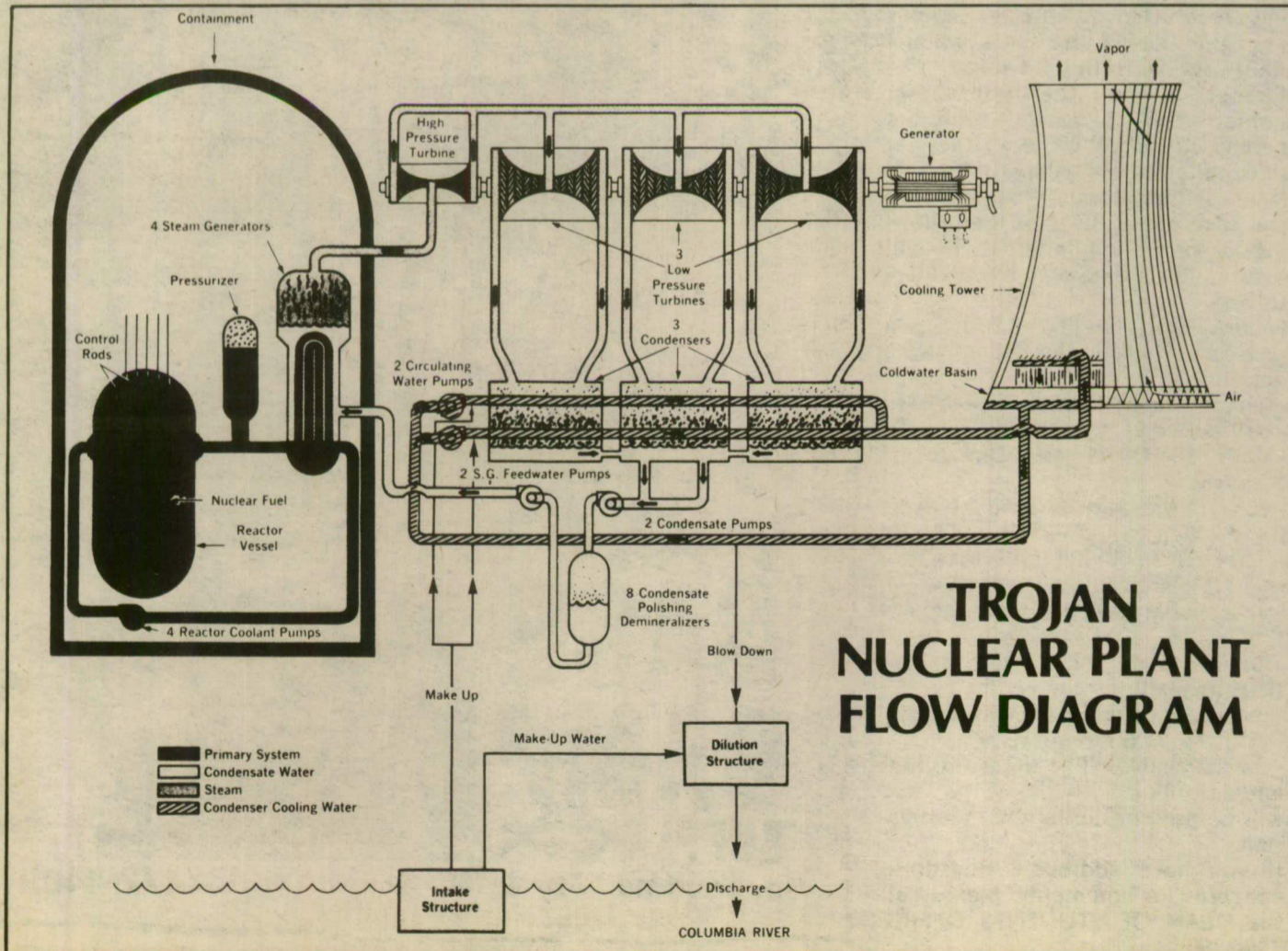
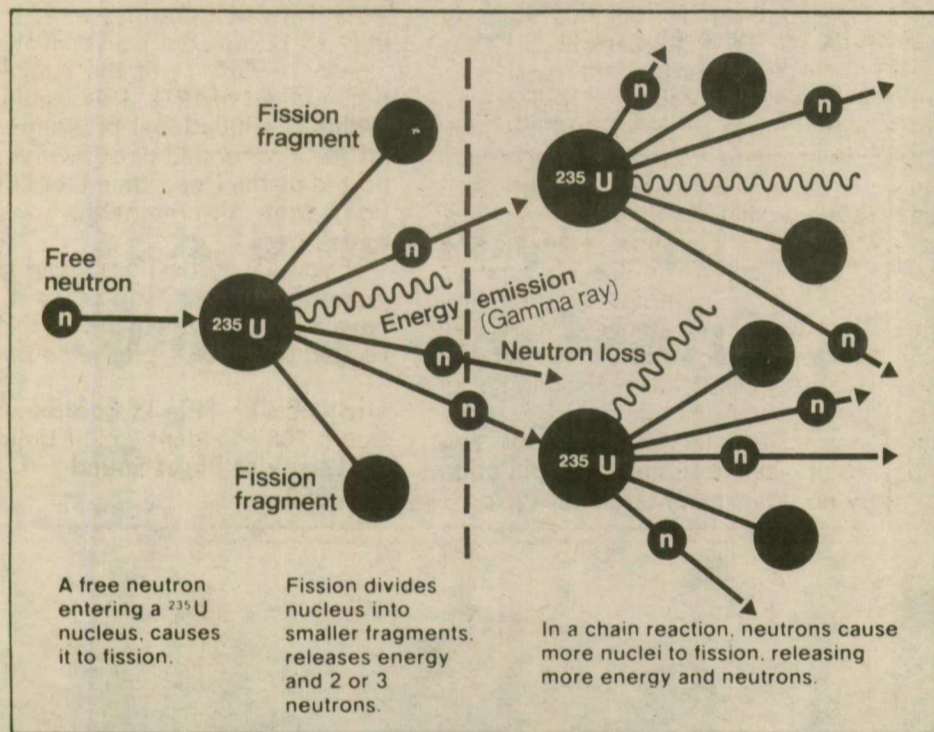
building, the rest of the power plant is very similar to many other electrical generating facilities, like coal, oil, or gas fired plants.

The fissioning of Uranium-235 occurs in the reactor core, which is kept within the reactor vessel. Here is where U-235 atoms are bombarded by a neutron and split into two smaller atoms, producing energy and two to three more neutrons, which then continue the chain reaction. The energy produced comes from a loss of mass due to the fission process. It has been deduced that if all the masses of the fission products are added up, their sum turns out to be less than that of the original uranium atom. This loss of mass becomes energy, which in joules becomes equal to MC^2 , the loss of mass times the speed of light squared.

Most of the energy produced is dissipated in water in the primary cooling loop, which is circulated through the core. This water is heated to 617 degrees F as it moves through the core, and then travels through a U-shaped heat exchanger. The water in the primary loop is kept at tremendously high pressures to keep it from boiling. At the heat exchanger, a cooler water system, in the secondary loop, absorbs the heat which travels through the steel pipes from the primary loop, because heat always dissipates from hot regions to cool ones. The secondary loop is kept at more normal pressures, so the water in this loop boils as it is heated, expanding into steam. As the steam expands, it turns a turbine, which generates electricity. A third water system removes most of the remaining heat from the steam in the secondary loop, causing it to condense back into water. The water in the third system is then sprayed through a nozzle inside the base of the cooling tower and the excess heat is removed from the system as vapor. In summary then, the overall process involves removing heat from the reactor core at a constant rate so that the temperature of the core remains constant, transferring the heat to a secondary system which does work by turning a turbine to produce electricity, and removing the excess heat via the cooling tower.

The primary objective for safely operating a nuclear reactor is to maintain a sustained reaction, while controlling the amount of power produced by keeping the reaction at a constant rate. Since fissioning atoms emit more neutrons than they receive, the chain reaction can build upon itself if it is not regulated, and the core can overheat, causing serious damage. This is avoided by making sure that for each fissioning atom, an average of only one neutron survives to fission another atom. The extra neutrons have

cont. on pg. 22



Truman Scholarship Nominees

The University of Puget Sound has nominated two students, Donna L. Price and Tami Lee Stukey, for Harry S. Truman scholarships.

Price and Stukey are both UPS sophomores, both Trustee scholars and both majoring in politics and government and public administration. Price is from Pasco, Washington, and plans a career in law. She is interested in the problems of prisons and criminals justice. Stukey is from Bozemen, Montana, and is interested in the problems of juvenile justice. She

plans a career in law and government.

Each year, colleges and universities nominate students for the 76 scholarships awarded nationally by the Harry S. Truman Scholarship Foundation, a federally supported organization honoring President Truman and young men and women who plan careers in public government service. UPS students have been runners-up for Truman scholarships three times in the four-year history of the program.

UPS Receives HFC Grant

PROSPECT HEIGHTS, IL. - Household Finance Corporation has made an unrestricted operating grant of \$20,000 to the University of Puget Sound, Tacoma, WA.

In announcing this grant, Gilbert R. Ellis, Chairman of the Board and Chief Executive Officer of Household Finance Corporation and its Subsidiary Companies, said, "This grant is based on the institutions' interest in economic issues. The Corporation has designed this program to support institutions which encourage discussion of the principles of a free-market economy consistent with a free society."

Household Finance Corporation has contributed more than \$3.1 million to American colleges and universities since its program was established in 1956. In addition to unrestricted operating grants, Household's support of higher education program includes scholarship programs for children of employees, employee matching gifts, miscellaneous grants in support of education related organizations, and graduate department and research grants to departments specializing in the fields of consumer finance, merchandising, mechanical and metallurgical engineering, transportation and insurance.

Household Finance Corporation is one of the nation's largest, multi-industry, diversified corporations with major businesses engaged in consumer finance and other financial and insurance services, merchandising, manufacturing and transportation. Household's Finance Division has more than 1,900 branch offices in the United States, Canada, Puerto Rico, the United Kingdom, Australia and Japan. The Finance Division has \$4.4 billion in total consumer and commercial finance

Loans

The Student Emergency Loan Fund has been reactivated after having been out of operation for the fall term. Students who have paid their ASB fees may request such emergency loans. Loans are normally granted for up to \$1,00.00, repayable within one month with a one dollar service charge. Students in need of such assistance should contact Bea Ramsdell, ASB Secretary in 205 SUB.

Tuition Hikes Announced

The Budget Task Force presented their recommendations for the increases in tuition, room, and board at the Senate meeting last Thursday. Anyone who has comments concerning the recommended budget should send written responses to President Phibbs. These are the suggested cost increases:

Tuition increase - \$520
 Room and Board increase - \$260
 ASUPS student fee - \$10
 Total increase - \$790

*** Announcements ***

Financial Aid

If you did not receive a Basic Educational Opportunity Grant award for this 1980-81 academic year because you had previously used up four years of full-time eligibility, you may now be eligible to apply for the award. Regulations recently signed into law now allow students to continue receiving the BEOG Program until such time as they have completed their requirements for a Bachelor's Degree. If you think you may qualify because of this, please schedule an appointment as soon as possible with a Financial Aid Counselor. You would have to submit an application by no later than March 15, 1981.

Title IX

As Title IX Coordinator, it is my duty to inform the University Community of Title IX of the Education Amendment of 1972. This regulation prohibits educational programs and institutions funded or otherwise supported by the Department (of Education) from discriminating on the basis of sex.

If you have questions, need information regarding Title IX, or if you have a complaint which you think is related to Title IX, please contact:

Phyllis Lane - Title IX Coordinator
 Room 208 - Student Union Building
 University of Puget Sound
 756-3360

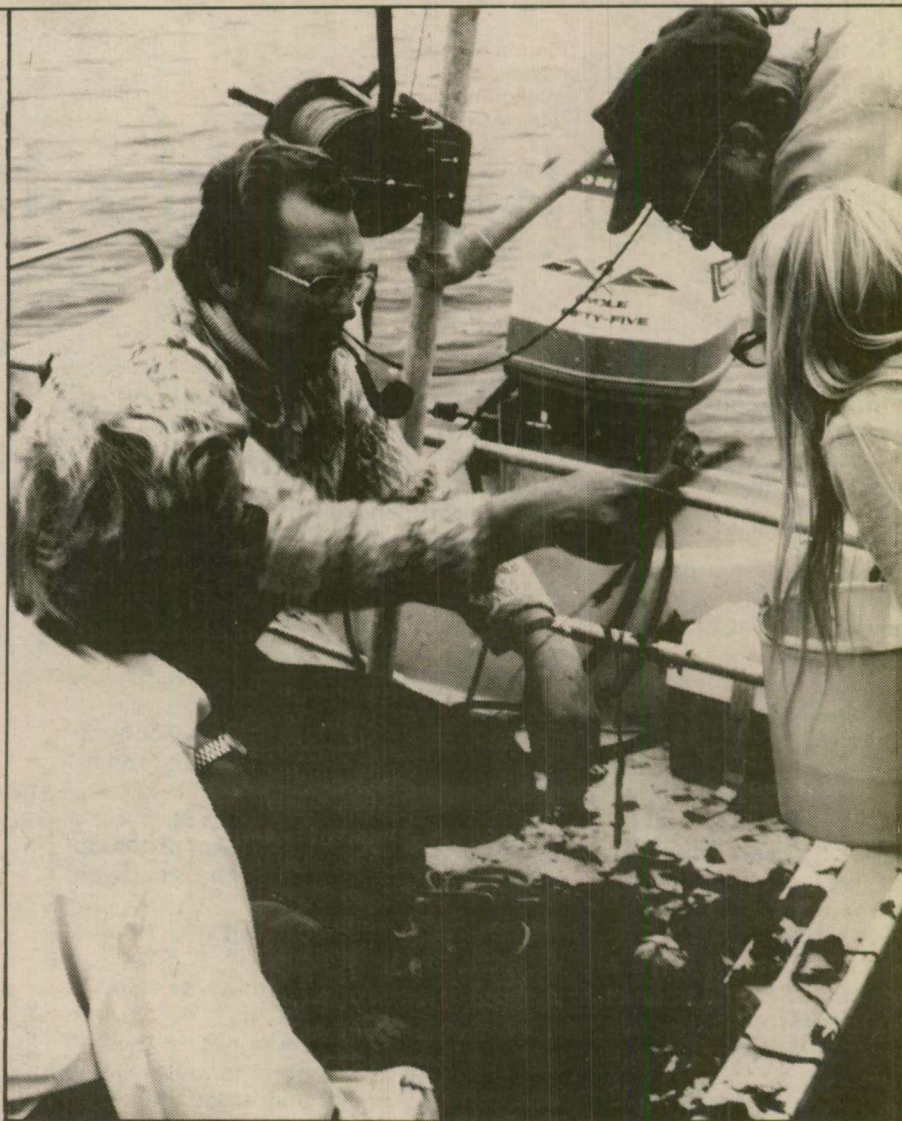
Tanglewood Lab Obtained

The Biology Department received an Endowment Enrichment Fund for \$6400 from the President's Advisory Council, and with the money rented a two story bunk house on Tanglewood Island.

The building sits on the beach, and will be used for undergraduate research and biology class field trips upon completion of the remodeling this spring. The lower floor will be converted to a marine lab, complete with running sea water, lab tables, and monitoring equipment. The lab will be used in conjunction with the department's seventeen-foot Boston Whaler working skiff, which is used to gather specimens out of Puget Sound.

Eric Lindgren and Ernie Karlstrom are co-directors of this project, with the work being provided by student and faculty volunteers. When the grant expires, it is hoped that funding will be provided from places such as the National Science Foundation.

The importance of this lab is that UPS students will now be able to do independent projects, which are vital for admission to high-quality graduate programs. Currently there are students working on such projects in collaboration with the State Department of Fisheries, which has a lab 100 yards from the Tanglewood site.



Karlstrom and others explore sealife near the new Biology Department facility.

Continued from Page One

John Dean

than the uncovering of any specific facts, that caused the Watergate affair to "crumble of its own weight." Dean holds that he has deduced the identity of "Deep Throat," Woodward's secret source, and thinks that the person had some motives other than revelation of the truth, and should come forth. If "Deep Throat" does not eventually reveal himself, Dean plans to announce his idea of the identity at some future date. While the pertinent Nixon tapes and papers should be released, Dean feels that we know substantially all there is to know about Watergate.

Subsequent to Ronald Reagan's election, Dean predicts the return of a conservative, Silent Majority trend of the Nixon years, which was interrupted by the repercussions of Watergate. He would not comment on Alexander Haig's qualifications for Secretary of State in view of Haig's past role as Nixon's Chief of Staff, but said that the appointment probably will be confirmed, a confirmation which could not have taken place until Watergate had faded from people's minds. Dean says that presidential power has shifted away from the White House and towards Congress and the Cabinet.

Asked by Nixon to investigate wrongdoings of past presidents, John Dean found that "over the years, every single thing" done by Nixon was done before. He reports uncovering a "laundry list of horrors," but notes that while abuses of power had been the exception, during the Nixon years such standards became a "mentality, a standard way of thinking." Dean avows shame and guilt about his part in the cover-up, which he did to help his

career. The title of a paper he wrote as an English major on Joseph Conrad's *Lord Jim*, "The Consciousness of Lost Honor," has come back to haunt him.

While he warns that such mistakes can "happen more easily than you might believe," he hopes that because Watergate happened, it will be "a long time before anything happens again." He characterizes the minimum security prison where he served his sentence as neither a hell-hole nor a country club and states that people ignore the disastrous criminal justice system until it affects them.

Money he received from *Blind Ambition* and lectures is a touchy subject for Dean. He asserts that he has deliberately refused to "cash in in a big way" on his experience and that no one is forced to buy his books or attend lectures. He feels comfortable about his writing and speaking; he thinks people don't realize that the book didn't make a fortune and that he has as much trouble paying his mortgage as anyone else. A new book by Dean is forthcoming, the subject of which he "can't say."

Asked how to explain Gordon Liddy's appeal to college audiences, Dean commented in his low-key manner, "Gordon is a very bright guy. No doubt about it, a good fascist can always stir up a crowd." As well as holding his hand over a candle until the flesh burned, Liddy has, according to Dean, eaten rats to overcome a fear of the animals and strapped himself to a tree during a storm to overcome fear of lightning.

Multi-Media Show Presented

When two multi-image audio-visual shows were presented here Thursday, January 22nd, area residents had the opportunity to be treated to a feast for the eyes, a wilderness "concert."

The shows were presented by the production team of Gary O. Grimm and Katy Flanagan, who title their collective efforts Mountain Visions.

And visions they are. The two shows, "Eclipse" and "South of Denali" do not only show the viewer the photographic images of wilderness scenery, but with the use of stereo music, a wide screen, slide projectors and dissolve units transport the viewer into the story being told by Mountain Visions. "Eclipse" has been called a contemporary folk tale. The story, written by Northwest author Gino Sky, incorporates animal characters including coyote, eagle and water ouzel, whose lives and values are changed after viewing the magnificent total eclipse of the sun. Sky wrote the story after viewing "Moonshadow," an earlier Mountain Visions presentation his stepbrother Grimm had been presenting around the Northwest to stimulate interest in the February, 1979 total solar eclipse.

Sky, a poet and novelist, has written four books of poetry. His new book, "Appaloosa Rising, the Legend

of the Cowboy Buddha," was released in May, 1980.

Flanagan and Grimm saw the potential of combining the story with slides and music and took the opportunity to extend their format to eight projectors. The presentation used three-screen panoramas and multiple projectors dissolving on the center screen to create extraordinary superimpositions and double exposures. Many images in the presentation were taken during the February 1979 total solar eclipse in the Judith Mountains in Montana.

"South of Denali, Ski Trek in the Alaska Range" gives the viewer a look at winter in an Alaska bush cabin and the preparations for an extensive cross country ski trip near Denali, or Mount McKinley. Flanagan, Grimm and two other adventurers teamed up with four dogs, all pulling sleds. They were independent of any outside help for the entire four week trip.

This presentation has been described as "much more than an elaborate home movie of the month-long trip; rather it is a pictorial essay of the beauty and serenity of the last American wilderness that is Alaska." It has been called "unparalleled, awesome, and a very sensitive and moving presentation which captures the beauty of the Alaskan environment and the amazing northern lights."

College Scholarship News

In 1977 James Slater, Professor Emeritus in the Department of Undergraduate, endowed a fund at the University for an outstanding undergraduate. The award is for \$1500 to be used for a project of the student's choice. This award is the first of its kind, in that money can be used to purchase anything that the student desires in relation to his or her education. This could be partial graduate school expenses, travel to a learning institution, or the cost of research in his or her field. It is not a need-based award, rather an award to recognized the ability of the student to do outstanding work in any area of the University.

Each department or school may submit one nomination for the Slater Award. The nomination should be accompanied by:

1. A letter from the student describing his or her philosophy of education; his or her scholarly research and professional goals, and his or her proposals for the specific use of the award.
2. A copy of scholarly work of original writing or research (or a tape or slide production along with a written interpretation of the objectives, if a production would be more relevant to the academic area).
3. A letter of recommendation from the department or school.
4. A UPS transcript of academic work.

Seniors and juniors will be most likely to meet the criteria of demonstrated academic qualities, but this does not necessarily eliminate others from working for the award. The nominations will be screened by the academic deans, and the final recommendations will be passed onto the President. The President will announce the award winner at May commencement or another appropriate occasion. In order for the selection process to get underway, all nominations and material must be handed in to the Office of the Dean by April 15. Dean Davis, Dean Bauer, or Dean Peterson may be contacted for further information.

Financial Aid packets for the 1981-1982 year are now available in the Financial Aid office. By completing the UPS Application for Financial Assistance, the Financial Aid Form (FAF) and the FAF Supplement you will be considered for all of the programs offered at UPS for which you meet eligibility requirements. If you need more information about the specific programs please request *Financing Your Education* and *Five Federal Financial Aid Programs: A Student's Consumer Guide*.

For priority consideration for "need based aid," the following deadlines must be observed:

1. The UPS Application for Financial Aid (yellow form) must be received by the UPS Financial Aid Office by March 2, 1981.
2. The Financial Aid Form (FAF) and FAF Supplement must be received by the UPS Financial Aid Office from the College Scholarship Service by March 31, 1981.

Students whose application materials are received by the above specified dates will be considered "on time" and can expect to be notified of their financial aid between May 1 and May 15. Financial aid notifications will be mailed to students at their official local address on file in the Registrar's Office at the time such notifications are mailed.

Non-Need Based Scholarships

A student request for non-need based scholarship assistance will be considered "on time" if the UPS Application for Financial Assistance (and essay, if required) is received by March 2. Students should not submit a request for new scholarship consideration after March 2 as funds will not be available for late applicants. Renewal scholarship applicants may submit applications after March 2 and may be reawarded contingent upon the availability of funds.

Features

Faculty Comments on Liberal Arts

By Jo Leovy

In the midst of Winterim, students should perhaps take a few minutes to reflect on just what they expect to accomplish as a result of this four-year struggle. Having read the Admissions literature, most students probably came to UPS with a vague notion of learning something about "the liberal arts." Now it seems that no one agrees what "liberal arts" means or even whether UPS should provide a liberal arts education as opposed to a "liberal education."

Some disparity arises between those who want to use the historical definition of liberal arts and those who prefer to attach the term to a more modern meaning. The 1974 *Encyclopedia Britannica* provides an elaboration of the two definitions:

liberal arts - college or university curriculum aimed at imparting general knowledge and developing general intellectual capacities in contrast to a professional, vocational, or technical curriculum. In the medieval university the seven liberal arts were grammar, rhetoric, and logic (the trivium), and geometry, arithmetic, music, and astronomy (the quadrivium). In modern colleges and universities the liberal arts include the study of literature, languages, philosophy, history, mathematics and science as the basis of a general, or liberal, education. Sometimes the liberal arts curriculum is described as comprising study of three main branches of knowledge: the humanities (literature, language, philosophy, the fine arts, and history); the physical and biological sciences and mathematics; and the social sciences.

A small sampling of professors, along with President Philip Phibbs attempted to clear some of the confusion surrounding the terms "liberal arts" and "liberal education," and relate these terms to the University's purpose. Although their opinions do not necessarily represent the faculty as a whole, they may at least illustrate different approaches to the complex problem of helping UPS students get an education that will benefit them.

Eileen Solie (Biology) - I think if anyone has a good education in the disciplines under the original intent of liberal arts, he would have a good liberal arts education. The original intent of liberal arts is still extremely valid.

You have to have a balance in education and in developing that balance, you have a whole greater than its parts. A broad background is important. A good science background gives you a philosophy and a way of looking at the world. Now science is involved in how political and sociological decisions are made. For example, food today is politics. Food is botany, and in the future botanist are going to take a very important place in science because they understand plant life and food. Philosophy is also extremely important - it is a way of melding other disciplines.

I strongly believe in a liberal arts education. Within the liberal arts

framework it is possible to get a professional education. For example, you can be a better businessman if you have a good liberal arts education. It makes you more receptive to ideas, more excited about your work. I would like students to get jobs, but I don't think there is a student I know who wouldn't be excited if they knew what a liberal arts education could really do for them beyond getting jobs.

If I were going to start out to get a



"...I don't think there is a student I know who wouldn't be excited if they knew what a liberal arts education could really do for them beyond getting jobs."

—Eileen Solie

good liberal arts education, I think I could do it here by being selective in the classes I chose. Students should really have a sense of what they are here for and what this four year block of their life will mean to the rest of their life. I feel good about teaching here because I feel that a student can go out prepared to do almost anything. We have very successful graduates in politics, medicine, research and private industry.

Michael Veseth (Economics) - We're trying to label something and arguing about the label. What we're really trying to decide is what the University should do, and we can name it whatever we want. A good education should not be narrowly focused. The focus should not be vocational although it is important to have some emphasis toward learning a vocation, too. We need to narrow at some point.

The purpose of getting an education at a place like UPS is learning to think critically. This does not mean just memorizing facts, but learning to look at life and analyze it. Students should learn thinking instead of just learning to do something. You can't really teach

students to think, but you can help them learn.

Of course, some people will disagree with me, but I think there are a lot of ways to help people learn to think. Some faculty members, such as Frank Cousens, seem to think there is only one way to get students to think. When you hear their proposals for a liberal arts core, the social sciences don't come in anywhere. I don't suggest that we *should* do this, but I'm suggesting that you could build a core around the social sciences equally as well as around the humanities and accomplish the same purpose. I'm bothered by the one-wayness of people who say there is only one way to achieve a good education. We now have a system that gives students more of the humanities than most want. They have the opportunity to take as much in the humanities as they want and not all want very much.

What we do now is to help students to provide themselves with a way of looking at the world. It's largely left to the students to create a worldview and students often do this. They take pieces from different disciplines and see how the pieces fit together.

In general, I favor some changes in the core courses. When we evaluate the core we need to ask two things: are our goals the right ones and are we accomplishing them. In a couple of areas I don't think what we're doing is working - I hear a lot of students say that the Communications courses are a waste of time, and I'm not sure that



"I'm bothered by the one-wayness of people who say there is only one way to achieve a good education. We now have a system that gives students more of the humanities than most want."

—Michael Veseth

the Comparative courses really do a good job of bringing things together. I came here as a student in 1968. While I was here the core requirements changed, and a few years ago they changed again, so they go around in circles. One consideration is the allocation of professor in a broad core. If you were to do certain courses there would be a power struggle within the faculty and we can't ignore that.

I think it's very good that students are concerning themselves with this issue. Of all issues students could be discussing, "What should we be learning," is probably among the most important.



"The term 'liberal education' is used increasingly to refer to traditional liberal arts of education: the development of a student's capacity to think logically and communicate effectively."

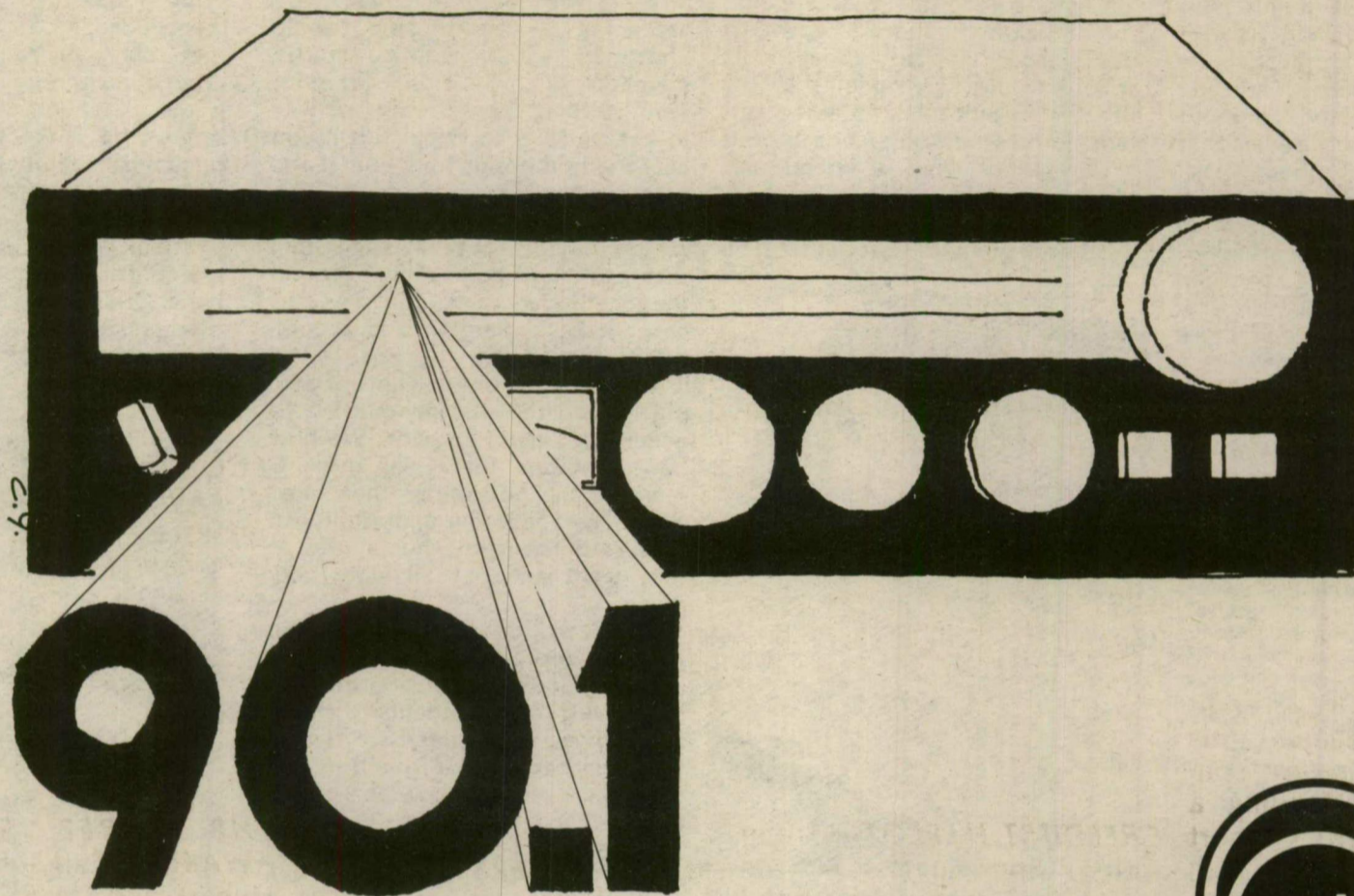
—Philip Phibbs

President Philip Phibbs - The proper definition of liberal arts is a collection of disciplines. It includes the sciences - Mathematics, Chemistry, Physics, Biology and Geology; the humanities - English, Foreign Languages, Philosophy, Religion and History; and the social sciences - Political Science, Economics, Psychology and Sociology. A liberal arts education is an education in one or a combination of these fields.

Liberal arts and liberal education evolved as two quite different things. Liberal arts historically means a group of disciplines. Liberal education historically is the goal of education. The term "liberal education" is used increasingly to refer to the traditional liberal arts goals of education: the development of a student's capacity to think logically and communicate effectively. The term was coined in an effort to separate the goals from the disciplines.

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THE COMBAT ZONE

The First Annual Nanny-Goat Awards

The editors of the *Combat Zone* feel it would be beneficial to put the past year in perspective by announcing the best – and the worst – of 1980. So without any further anything, here are the honors:

BEST RUMOR – Pris Regan was said to be flirting with her political opponent, Gregg Gunner.

BEST SCANDAL – Pris Regan was again seen in a Seattle restaurant with Professor Chris Rideout.

MOST ENDURANCE – David Balaam must receive this award with our heartiest congratulations for attending a Bruce Springsteen concert eight times and returning with a portion of his intelligence re-

maining [Pris Regan accompanied him to the show in Seattle].

GETS-AROUND-THE-MOST – It should be quite obvious at this point.

THE KEEP-ON-TRYING-BECAUSE-WE-ALL-LOVE-YOU AWARD – Phil Phibbs, for his attempting to make UPS the Harvard of the Northwest.

BEST ACTOR -- Ronald Reagan, for fooling everyone.

GREEDIEST HARLOT – Susan Anton, for singing at the Republican convention, and

then announcing she did it for the money and the exposure.

MOST MEDIA EXPOSURE – A tie among Peter O'Toole, Jerry Falwell, and Marilyn Chambers.

MOST UNLIKELY CLOSET TELEVISION ADDICT -- Suzanne Barnett, who rushed home after a Music School concert to find out who shot J.R. on *Dallas*, her favorite program.

MOST PATIENT – Redmond Barnett, for putting up with Suzanne's addiction.

SOREST LOSERS – The UPS baseball team.

BARRY MANILOW LOOK-ALIKE AWARD – UPS student and Register Hall resident assistant Bill Brown.

MOST FUTILE ENDEAVOR – the series of liberal arts articles on liberal arts in the *Trail*.

SECOND MOST FUTILE ENDEAVOR – Dean Bauer's responses to the editorials about liberal arts.

THE THREE STOOGES AWARD – Carl Perkins, Slim Hubert, and Steve Gerrodette.

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"I never work out in the pool anymore"
—Vic Swanson, UPS swim team

Captain Eckland says, "When the ship seems to be sinking, let it."

THE COMBAT ZONE

It is easier for a camel to pass through the eye of a needle than for a rich man to enter into the Kingdom of God."

---Jesus Christ, first century philosopher

Material wealth is God's way of blessing those who keep his Word.

---Jerry Falwell, leader of the Moral Majority

Chinese Alphabet Soup

Suzanne Barnett caused another uproar at the recent Faculty Senate meeting by proposing to rename three of the buildings on the UPS campus. Barnett pointed out that the three most prominent buildings on campus - Howarth, Jones, and McIntyre - are placed clockwise around the Jones fountain in alphabetical order.

This observation caused both amazement and consternation among the faculty members, who were stunned by Suzanne's brilliance and worried over what she was up

to. "Only Suzanne would notice something like that," Professor Bruce Mann remarked, ambiguously.

Suzanne continued: "I find this problem to be linguistically discriminatory and morally repugnant - besides, who the hell are Howarth, Jones, and McIntyre? Thus, I present the following solution: if one wishes to improve relations with the People's Republic, our new ally, one should rename the buildings from left to right after famous Chinese heroes: Tao, Mao, and Chou, since the Chinese language

reads in the opposite direction."

Professor Roy Polley became furious over what he called "a potential disgrace to the Business and Economics Departments." He retorted, "Chou Halls were the reason I left the armed forces." Professor John English proclaimed, "A Tao Hall is something you wipe your hands on." Frank Cousens argued in his usual laconic manner, "Suzanne has once again presented a myopic proposal which is characteristic of the Lactantian logic all too pre-

sent at this facade of a university." [Translation: "She's screwed us over with her ridiculous rubbish for the last time."]

Veronica Williams, President of the Black Student Union, announced the support for Barnett's plan. Williams commented, "We think it is a shame that the University should discriminate in its hall naming process. It's not fair to shun the Chinese just because they're short."

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2. Loving You Sunday Morning, Jim Davis
3. I Started a Joke, Wolfred Bauer
4. There Must Be Some Misunderstanding, Carl Perkins
5. I am the Wallflower, Brian Swimme
6. I Can Dream, Can't I?, Colleen Cole
7. Bonzo Boogie, Ronald Reagan
8. What Goes Up, Must Come Down, Martin Nelson
9. Guilty, John Dean
10. 9 to 2, The UPS Plant Department
11. Call Me Irresponsible, Jeff Crane
12. Dreamer, John Anderson

THE COMBAT ZONE

BETTY CROCKER'S CROOK BOOKS

Blind Ambition, John Dean

Will, G. Gordon Liddy

The Real War, Richard Nixon

The Agony and the Ecstasy, Trail Editors

LeRoy Annis Florence Sandler

in

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magnificent,
explicitly
delightful
-David Droge,
media expert

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and sensuous as
Ulysses"
-Rob Garatt

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Don't admit our mistakes.

If you've only got
time for one
last ride,
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The "Combat Zone" is intended as a satirical work and has, as such been set off from the rest of this newspaper. Any resemblance to any person, place or other entity, with or without satirical intent, is strictly coincidental.

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In Mc106 November 27th at 8:00 p.m.
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1st Prize: A tenured position in the UPS Economics Dept.

Added Attraction: Business Week Centerfold, Anita Baisinger

Rimmers Relate Myriad Experiences

By Julia Chester

Half way through the Pacific Rim Program, it seemed appropriate that our Alma Mater should receive word of our adventures in these exotic third world countries.

So here is a description of five countries in fifty words or less: Living on Fijian time (or rather Ken Enochs time), a slow paced, kick-back, why do it today if you can do it tomorrow attitude; Guadal Canal, Solomon Islands, a zombie town filled with shell-shocked natives; "Skinny in New Guinea" where the prospect of eating grub worms and lizards did not make for healthy appetites; bare on the beaches of Bali (topless bathing considered as part of the cultural experience); Bustling Batik Jungles of Java where one cannot evade the ever - ques-

Islands and Papua New Guinea.

Traveling in the third world countries, Americans are everywhere a point of curiosity, but are also treated with politeness and respect. This is in part due to the fact that we come from a powerful country, but also is a result of the perception that Americans are free-wheeling money spenders. If anything, we have learned that America is a nation of pampered people who make their own problems. Traveling through some of these places one can see the very real and harsh realities of poverty and suffering, often times within yards of the very wealthiest sections of town. Still, each country has something beautiful and unique to offer. It is not uncommon while crossing a street to have to dodge an

glowing sunsets, are but one aspect of this multi-faceted society. The strong sense of family loyalty and attachment to "roots" is a way of life, not just a theory.

Here, where large cities are still few and far between, one can walk down a city street to a laundromat, and within two hours can be in a village where clothes are washed in a mountain stream. These villages are places where women must chop and gather wood for the fire over which they cook their meals. Within these micro-societies ownership of pigs is a sign of wealth, dogs are kept to keep evil spirits away, and cars are a rare and unnecessary novelty. This beautiful subsistence level of existence is, of course, vanishing, for the young are drawn to the big lights of the city.

Papua New Guinea, the name of which evokes visions of head hunters and tribal warfare, has been one of the most interesting cultures studied so far. Though New Guinea has the drab and stark city of Port Moresby as its namesake, the beautiful highlands of the Enga province is a step back in time - a place where fertile gardens are harvested at 8000 feet above sea level, and where, until a little over thirty years ago the natives had never come in contact with white people.

In the tribal village men and women slept in separate huts, the women sleeping with the family pigs. As in Fiji, pigs are a sign of wealth, used in economic ex-

changes, some even breast fed by their owners. They are loved members of the family and are killed only on festive occasions, which occur only every seven years. We were lucky enough to be honored by a pig slaughter and feast ceremony given in our benefit.

In the Highlands tribal warfare still rages weekly and is a fact of life. Boys are brought up to be great warriors and the bow and arrow are the implements of war. (Fire arms are not allowed in Papua, New Guinea except for the government police force).

Men walk around in nothing more than a loin cloth and a few leafy branches, and women go bare breasted. (Incidentally the women of our group were advised not to wear shorts as this much exposure of the leg is considered highly erotic and a sign of prostitution - a concept held in most all the countries visited so far). Of course this way of life too will eventually come to an end as western technology slowly infiltrates daily living.

The Indonesian countries of Bali and Java, with European influence, were much more westernized societies. Bali's was a good break from the intensive study of New Guinea, and the beaches were of course the main center of attention. On these vast stretches of sand could be bought anything from bikinis and watches, to cold drinks and massages. It is a land of Hindu

cont. on pg. 22, col. 1.

"...no amount of writing could describe the myriad of feelings which passed before our eyes."

tioning natives: "Where you going, where you from, want to buy batik?"; and finally Serene Sri Lankan Lushness - a tropical paradise, the atmosphere of which induces a lethargic, floating attitude towards life.

Of course, no amount of writing could describe the myriad images of humanity which pass before our eyes, the feeling of expectancy upon embarkation in each new country, nor the subtle case of culture shock which is sure to manifest itself in various ways. But they are all aspects of what will be for most of us the best times of our lives. The twenty-four adventuresome people who decided to travel on this five month extravaganza are as follows: John and Kletia Philips (directors), Cliff and Marge Casebolt, Sue Agee, Hunter Bancroft, Scott Burns, Lori Cameron, Julia Chester, Mike Corliss, Pat Cudahy, Craig Deltarport, Ken Enoch, Tobey Fitch, Shannon Gay, Mark Hair, Traci Kiehn, Barbara Leake, Greg Love, Patty Norby, Chris Powers, Cindy Sloane, Annie Stocker, and Charlie Stocks.

Needless to say after two weeks of "togetherness" we all felt as if we had been life-long friends. These kind of trips tend to draw together a group of people with a common desire: to see the fantastic aspects of other cultures, to test our own strengths intellectually, morally, and physically, and to put into perspective our own culture with respect to the world order.

One simply has not lived until one has tasted yanqona, or kava root, a Fijian ceremonial drink, which looks and tastes much like watery mud, but which also has the slight effects of various narcotic drugs. And what about surviving on ten varieties of pastel-shaded sweet potatoes for weeks on end? The "Skoal" chewing fanatics of UPS would appreciate the betel-nut chew, which turns the whole mouth a blood red color - and eventually turns teeth coal black - a popular past-time in the Solomon

ox-cart laden with firewood one minute and a Mercedes-Benz the next.

The romantic Fijian islands with a mixture of Indian, Chinese, and Fijian races, has a beautiful, if complex, social and political system. One arm of government rules the Indians separately, the other arm governs the Fijian population. The beautiful white sand beaches, coral reefs teeming with bright colored tropical sea life, and beautiful red

Vacationers in 1981 will be looking for bargains in travel as well as new and unique adventures in near and far away places.

The "1981 Highroad to Adventure," a new brochure available free from American Youth Hostels, describes a wide variety of creative, low-cost organized trips and tours through Europe, North America, and for the first time, Africa and China.

These organized trips are open to vacationers of all ages and range in length from five to 44 days. Not only are the trips inexpensive but they offer adventure, not just in what the traveler sees, but in the experience of living.

The opportunities are endless, from bus trips through Aztec ruins in the Mexican highlands and remnants of the Mayan culture in the Yucatan to bicycle tours of the California coastline and raft and canoe trips down powerful rivers of the mid-Atlantic states.

Of special interest this year are several unique new trips, including an exotic bicycle tour of China. There will be nine, sixteen-day trips, co-sponsored with the Metropolitan New York Council of AYH, through

Hostels Welcome Adventurous Travelers

Southern China and Hong Kong. This is an opportunity to see a part of the world that has only recently been opened to the West.

AYH is also offering a "Kenya Safari," a three-week 4-wheel drive trek through the high plains of Kenya where wildlife abounds and African culture is still exciting and unspoiled.

The American Youth Hostel's travel program also offers less exotic but no less interesting and exciting trips such as the one in conjunction with The Infinite Odyssey, a 28-day youth group bicycling and sailing program in Maine. The trip includes a short stay on a farm in Maine learning basics in ecological camping, first aid, bike repair and carpentry. Bicycle touring along the Maine coast and sailing trips on the 35-foot open sailing vessel, Tancook Whaler add to the adventure.

For the cycling enthusiast who would like to tour Europe there are 11 trips listed in "Highroad to Adventure" including a 22-day adult tour through the English Countryside and a 44-day adult trip across Central Europe.

Another first are tours by van designed expressly for the over 50 age group. The traveler will spend

less time alone in hotel rooms and more time in the company of fellow passengers seeing and doing things together. The "50+ Program for the Young at Heart," as it is called, includes excursions down the California coast, across the desert Southwest and Colorado Rockies, and through the Northeast and New England countryside and great cities.

There is one element every trip in the "1981 Highroad to Adventure" has in common and that is hosteling. Hosteling is sharing a travel and living experience with others. Inexpensive overnight accommodations range from cabins to castles, ships, Historic Trust properties, lodges, farm houses and lighthouses.

The American Youth Hostels Travel Department will also make special arrangements for AYH members who would like to create their own trip itineraries. This includes domestic and international rail travel arrangements, hostel reservations throughout the world and travel expertise.

The AYH "1981 Highroad to Adventure" is available free by writing AYH Travel Department, Box G, Delaplane, VA. 22025 or call, toll-free 800-336-6019.

'Ah Wilderness' Simple but Affecting

I suppose in certain respects one could find parallels between Eugene O'Neill's *Ah, Wilderness!* - now playing at the Seattle Repertory Theatre - and the popular *Leave It To Beaver* reruns. Those parallels would probably be drawn with a cynic's jaded grin. So what. I'll admit that I enjoy them both.

The similarity is not total, but both the play and television program occur in interchangeable arenas of life. Both are flagrantly optimistic, humanly warm and poignantly charming, much concerned with offering lessons via the path from innocence to experience, and both are assuredly predictable and simplistic. Again, I say, so what.

What the remarkable production of *Ah, Wilderness!* - staged by the Rep's resident Director Daniel Sullivan - succeeds at is beautifully capturing the uncomplicated, tender essence of ideal human relationships. This "slice of life" play will pull your heartstrings with a hefty, but gentle tug. I'm sure mine was not the only throat choked with cheerful emotion during the show's many touching moments, especially the final scene. Sure much of it is corny,

but aw shucks, the charm of this slickly-staged comedy is undeniable. The play personifies the cliché "as American as a Norman Rockwell painting."

Set in a small town in Connecticut on July 4 and 5 1906, the plot focuses on the family of newspaper owner Nat Miller, especially his 17-year-old son Richard. The incurable Romantic, with a penchant for spouting Swinburne, perceives he is being jilted by his girlfriend, gets drunk with a hooker (but doesn't go upstairs) and does a little instant maturing. He gets back together with his sweetheart and has gained an appreciation of his parent's love.

It is not what happens that concerns us, but how it occurs. O'Neill's work can be legitimately criticized as flawed for lacking overall direction and coherency. Its strengths, however, are numerous well-written - and equally executed by Sullivan's talented cast - moments that play off each other so precisely that any deficiencies are forgotten.

The cast of *Ah, Wilderness!* seems to have been cloned from the same life-force. Their togetherness is tangible - a true ensemble. A weak

performance simply does not exist.

Buff McGuire turns in an overwhelmingly honest portrayal as the head of the household, Nat Miller. With every gesture, he embodies the subtle strength, profound wisdom, warm kindness and quiet humor of this memorable O'Neill character. I credit his inspired work with drawing the best out of the other actors, along with Sullivan's solid direction. McGuire is especially effective in building the relationship with his wife Essie.

As Essie, Ann Gerety is delightfully tolerant and unwittingly deep. The fullness of her interpretation is never forced; her acting seems effortless. One of Nat and Essie's touching exchanges ("Spring isn't everthing. Autumn has its beauty and winter too, as long as we're together") exemplifies the middle-aged couple's attitude.

L. Michael Craig my-goshes his naivete into our hearts as their son Richard. His picture of adolescent love is an original, brushed with vibrant strokes. The laughs he elicits are many, the vulnerability he expresses, poignant. And his energy and intensity are of seismic proportions.

By Paul Grondahl

Thomas Hill wisecracks and joshes with considerable skill as the lovable family drunk, Uncle Sid. Although he is a loser in some respects, his faults are overlooked and cushioned in this uncomplicated world. He is funny and family and that is enough.

In smaller roles, the level of quality is equally apparent. Constance Dix is the confused, lovelorn spinster-teacher Aunt Lily; Richard's older brother Arthur, adequately preppyish with his Yale swagger, is played by Jeffrey L. Prather; Karen Kay Cody is the teasing younger daughter, Mildred; Susan Greenhill is Muriel, Richard's heartthrob; Glenn Mazon convincingly scowls in his brief appearance as her angry father; Malcolm Hillgartner is the hustlin' Wint Selby; and Cheri Sorenson is the hooker, Belle.

Scenic, lighting and projection design is by Robert A. Dahlstrom and costumes are by Kurt Wilhelm. Their work is of the highest artistic caliber.

Ah, Wilderness! continues through January 25. Ticket information at 447-4764.

Inside Theater Stages 'Take Five'

The University of Puget Sound Inside Theatre stages "Take Five" during the month of January, a festival of five one-act plays depicting the range of human emotion and interpersonal relationships.

The student-directed productions begin Wednesday, Jan. 21 at 8:00 p.m. with Israel Horowitz's "The 75th" and Ron Whyte's "Welcome to Andromeda." On alternating evenings, the students present "Love in a Bunker" by Paul Mowrer, "Date" by Sam Smiley and "The Boor" by Anton Chekov.

The plays continue Wednesdays through Saturdays at 8 o'clock until the end of the month.

"The 75th" is a heartwarming story of two elderly classmates who meet and celebrate their 75th high

school class reunion. The student cast members have researched their parts in local nursing homes and senior centers. They plan to bring the play to senior audiences in the community as well as perform in the "Take Five" festival.

The same evenings, "Welcome to Andromeda" features a middle-aged nurse who cares for a quadriplegic on the evening of his 21st birthday.

The alternate evenings of theater begin with "Love in a Bunker," the classic tale and ultimately tragic love story of Adolf Hitler and Eva Braun. "The Date" shows love and misunderstanding as a young couple seeks independence from Grandmother Lily. The last in the series, "The Boor," is a classic of comedy and confrontation between lead

characters Madame Popovich, Luka and Smirnoff.

Rick Tutor, UPS Associate Professor, is supervising the students' efforts.

Each year during the January Winterim term at UPS, the University offers theatre majors and non-majors the opportunity to participate in the production of a series of one-act plays. Students are involved in every phase of production from script analysis to set construction to direction.

Tickets for each evening of the "Take Five" festival are \$1.00. They will be available at the door of the Inside Theatre on the first floor of Jones Hall before the performances. For further information, call 756-3329

Last year 8,000 women died of a cancer that can be cured.

Cancer is not fair. It can strike anyone. However, the cancer that can only strike women, cervical cancer, is one of the most curable cancers of all. If it's detected early and treated promptly.

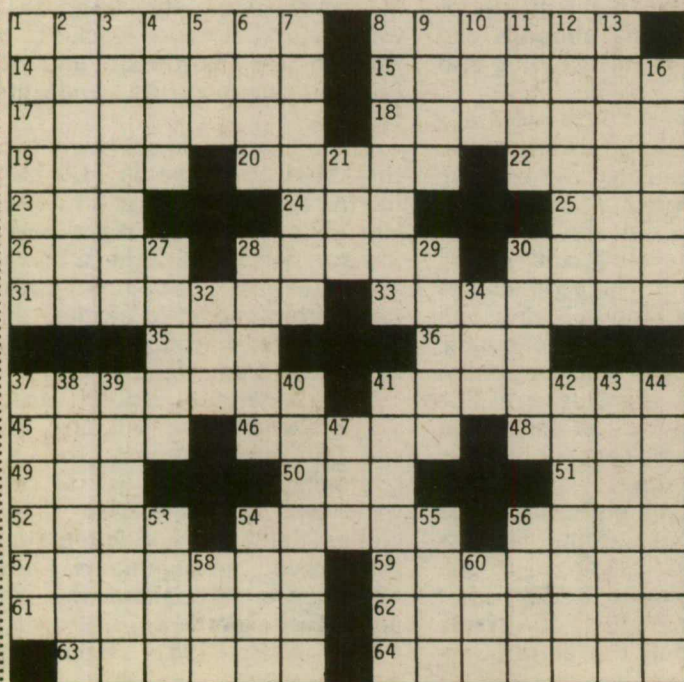
There is a simple test that can determine if you have cervical cancer in its earliest and most curable stage.

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American Cancer Society

This space contributed by the publisher.



collegiate crossword

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ACROSS

- 1 Servile
- 8 Rich or prominent persons
- 14 Frequent
- 15 Stuffed oneself
- 17 Classroom need
- 18 Experienced person
- 19 Big bundle
- 20 Knockout substance
- 22 Suffix: body
- 23 Basic Latin verb
- 24 Division of time
- 25 Insect egg
- 26 Ship of old
- 28 Be afraid of
- 30 Nota
- 31 Old men
- 33 Musical pieces
- 35 Exploit
- 36 Tennis term
- 37 Disciplined and austere
- 41 Radio or TV muff
- 45 Heap
- 46 Picture game
- 48 Designate
- 49 Mr. Gershwin

- 50 Part of USAF
- 51 science
- 52 "Aba — Honeymoon"
- 54 Aquatic mammal
- 56 — fide
- 57 Cotton cloth
- 59 Eating place
- 61 Certain movie versions
- 62 Howl
- 63 Most sound
- 64 Men of Madrid

DOWN

- 1 Affair
- 2 Fort or TV western
- 3 Edible mollusk
- 4 Workshop item
- 5 Mineral suffix
- 6 With 10-Down, certainty
- 7 "Scarlet Letter" character, et al.
- 8 Catholic devotion periods
- 9 Assert
- 10 See 6-Down
- 11 Minerals
- 12 Rank above knight
- 13 Endurance
- 16 Relatives on the mother's side
- 21 Garden tool
- 27 Sky-blue
- 28 Gloomy (poet.)
- 29 "Valley of the —"
- 30 Relay-race item
- 32 Common suffix
- 34 Prefix: new
- 37 House bug
- 38 "The — of Penzance"
- 39 Tuscaloosa's state
- 40 Most tidy
- 41 Agencies
- 42 Site of famous observatory
- 43 Come forth
- 44 Payment returns
- 47 Computer term
- 53 " — for All Seasons"
- 54 Individuals
- 55 Mark with lines
- 56 Heavy knife
- 58 Past president
- 60 Wine measure

Solution on page 22

TAG's 'Foxes' Captures Praise

By Paul Grondahl

Director William Becvar calls it: "One who sees injustice happening, and does nothing and says nothing to avert it, is as guilty as those who willingly participate."

Similarly, in *Coriolanus*, William Shakespeare puts it: "He hath so planted his honours in their eyes, and his actions in their hearts, that for their tongues to be silent, and not confess so much, were a kind of ingrateful injury."

Becvar, in the directorial notes concerning Tacoma Actors Guild's current offering - Lillian Hellman's *The Little Foxes* - considers his aforementioned statement to be the major theme of the modern drama. More than 300 years prior, Shakespeare was addressing the same issue in his play about the tragic downfall of an arrogant Roman warrior. They both attack the silent, albeit aware, majority.

Deception and injustice are family traits for the Hubbards of *The Little Foxes*. These despicable Southerners would as soon stab you in the back as toast you with a glass of sherry. But who do we point the finger at? Who is our scapegoat? Hellman and Shakespeare understood. Perhaps nobody is free from guilt in these situations.



Ben, the catalyst of the family's crooked transactions (most recently a swindler of a Yankee into a partnership to build a cotton mill on their plantation) and the eldest brother, gets an obvious black mark. Lee

Corrigan creates a strong role. On the surface, his Ben is an ingratiating Southern gentleman. And he succeeds in revealing the character's sordid underside in the manner of a scowling, nasty catfish.

The other brother, Oscar, is an incompetent, insecure and pudgy driveler who exerts his meager manhood by unduly stifling, nay terrorizing, his timid wife Birdie. Becvar has cast perfectly with John Young (who doubles as the TAG building maintenance head) as Oscar. Young makes clean work of a character you love to hate. And neither Oscar nor Ben trouble about their exploitation of blacks.

As Birdie, Zoanne LeRoy elicits much pathos. "There's no laughter, no music anymore," she muses. She perceives the corruption they are all living and tries to forget through alcohol, but is she an innocent victim? Yes she is fragile, yes she is bird-like, but it seems to me that Miss Hellman doesn't let her completely off the hook. The authoress calls for courage and action; Birdie is incapable of either. She only perpetuates the problem as exhibited in her son Leo, whom she holds in complete contempt. It is a profound character and LeRoy's performance forces us to ponder the subtleties. My only objection is that she wave her arms less in moments of frenzy. The allusions to bird imagery in the script are enough.

At the core of the action is Oscar and Ben's sister, Regina, who married for money and is in the process of manipulating her brothers and husband for her own selfish gains. Their teenaged daughter, Alexandra, is being pulled from both ends in this tension. I find fault with the playwright in asking a young actress to carry out, in believable fashion, the intensity of Alexandra's emotions. Federal Way High student Kendall Kay Munsey makes a competent and valiant effort, but falls short with the required depth. Maureen Kilmurry is a strong Regina, but her frequent hysterical laughs are forced.

The rest of the cast includes Bill Terkuile as Regina's dying husband, Horace; Keith Dahlgren, who has seen too many Cagney movies and attempts his own personal tribute to the legend, as Leo, the son of Oscar and Birdie; Craig Huisenga as the Yankee businessman, William Marshall; and Tamu Gray and Charles Canada as Addie and Cal respectively, a pair of black servants.

Becvar has done a complete job with his direction. He makes good use of the play's many levels, moods and rhythms. But above all, he has understood and translated the basic theme of Hellman's *The Little Foxes* to the TAG production.

Guest scenic designer David Butler provides a compact, elegant playing space in appropriate turn-of-the-century style and the rich, detailed costumes are by Dan McWest. *The Little Foxes* continues through January 25. Ticket information can be obtained by calling 272-2145.

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Album Review:

The Furs: Sea of Self-Indulgence

The Psychedelic Furs
Columbia

By Paul Grondahl

Although I have never been particularly fond of the punk or new wave styles, I concede that at times its music can be challenging, exciting, brutally frank and direct, and even, at times, profound.

The new release by The Psychedelic Furs is none of these things. It has completely crossed any threshold that may be entitled music. *The Psychedelic Furs* is 39 minutes and 28 seconds of unmotivated noise. This duration is divided into ten units. The units have titles, but they can't really be called songs - incoherence, mindless repetition, incomprehensible images and purpose are why.

Psychedelic implies the use of mind-expanding drugs. Great, guys, but that's your trip, not ours. If they are trying to imitate a drug experience, nothing - short of confusion - is translated. What the Furs [Tim Butler, bass guitar; Richard Butler, words; Vince Ely, drums; John Ashton, guitar; Duncan Kilburn, saxophones; and Roger Morris, guitars] have succeeded at is



The Psychedelic Furs: Unmotivated noise and confusion

drowning in a sea of self-indulgence.

All of the words are screamed out by Richard Butler in a choppy, monotone cadence. The music is equally boring. All of this stuff was written and arranged by the group. Here are some examples. From a love song, *India*: "we will dance

"alone and live our useless lives india stupid on the carpet floor india stupid on the carpet floor..." From *Fall*: "we will make ourselves a scene we will live our stupid dream i am you and you are me tie me down i will be free our love will have no end..." From *Flowers*: "his body is

upon the wall his teeth are sharp and white we cut he eyes with razor blades and out of him comes foul white light in the eastern carpet store..." From *Wedding Song*: "123 picking through plastic the ruins of my useless memory make a line of useless woman make a line of useless men love me love me love me love me again again again again were useless were useless completely..."

The words are all run together on the album jacket with no punctuation. Reading Joyce's *Ulysses* is a piece of cake compared to trying to sort out this rubbish.

The back of the album carries the familiar warning: "All rights reserved. Unauthorized duplication is a violation of applicable laws." I don't think the Furs have anything to worry about concerning that. The dementia reflected in their worthless album is all their own. Nobody cares to plagiarize.

If, bent on self-abuse, you were thinking of buying this album, save your money and don't. Or least at go out and waste your cash on a couple of cartons of Twinkies - they will provide you with more nourishment than the empty fare of *The Psychedelic Furs*.

Album Review:

The Best of Eastern Jazz

Sadao Watanabe
How's Everything: Live at Budokan
Columbia

By Paul Grondahl

This live double-record set marks the debut in the United States of the man who has been the acknowledged reigning force in Japanese jazz for the past two decades. *How's Everything* is the chronicle of a milestone in international jazz history which took place this past July. An all-star squadron of New York's finest session players joined conductor/arranger/composer Dave Grusin for an unprecedented three-day "recital" at the now world-famous Budokan in Tokyo.

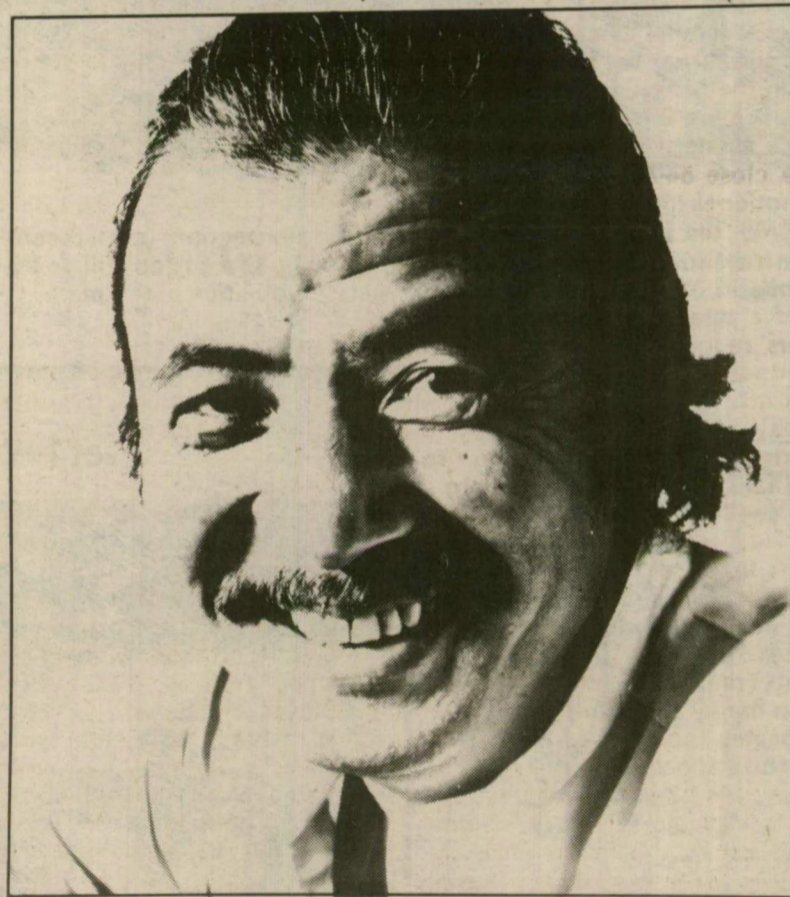
Sadao Watanabe is joined by a crack American rhythm section of Eric Gale and Jeff Mironov on electric guitars, bassist Anthony Jackson, Richard Tee on keyboards, percussionist Ralph MacDonald, drummer Steve Gadd, and guest Jon Faddis on trumpet. Grusin, who wrote two numbers for the occasion (Sadao wrote the balance of the double-LP set's material), also conducted a

backing contingent of the about 100 members of the Tokyo Philharmonic Orchestra.

How's Everything is as flawless in its quality as it is in its inspired music. The album is an hour and a quarter's documentation of music that really has no international boundaries. Watanabe has integrated elements of Latin, African, classical, rock, and electronic music into the eleven tunes, creating unique jazz dimensions.

Although Sadao's base is mainstream jazz, the music here always maintains a subtle Japanese quality. Recognized as one of the most experienced jazz saxophonists on an international level, he continually offers his individual expression of the unique aesthetics of Japanese cultural heritage. His work, especially in solos, with alto sax, soprano, and flute is the indomitable pulse of this remarkable album, *How's Everything*.

I give the double-record set the highest praise and recommend it to any jazz enthusiast.



Watanabe: Jazz is fine in Tokyo

KUPS Top Ten of 1980

1. Christopher Cross, *Christopher Cross*
2. Bruce Springsteen, *The River*
3. Doobie Brothers, *One Step Closer*
4. Jackson Browne, *Hold Out*
5. Soundtrack, *Urban Cowboy*
6. Clash, *London Calling*
7. Rolling Stones, *Emotional Rescue*
8. Pat Benatar, *Crimes of Passion*
9. Rossington-Collins Band, *Anytime, Anyplace, Anywhere*
10. Billy Joel, *Glass Houses*

KUPS Top Ten of January, 1981

1. Steely Dan, *Gaucho*
2. REO Speedwagon, *High Infidelity*
3. Rupert Holmes, *Adventure*
4. Jimmy Cliff, *I Am the Living*
5. Weather Report, *Night Passages*
6. Firefall, *Clouds Against the Sky*
7. James Lee Stanley, *Midnight Radio*
8. Moon Martin, *Street Fever*
9. Scargill, *Lesson from Love*
10. Reilly and Maloney *Everyday*

Sports

Loggers Ranked Third in Nation

By Jeff Crane

Coming off a loss in last year's NCAA Division II regional playoffs, the UPS Logger basketball squad decided that this year a National Championship was the only way to end the season. And from all indications, the Logger chase for prestigious position is still on course. With an 11-2 record and a national ranking of 4th, the Loggers have put together an impressive early season stretch of victories, including wins over Division I teams Boise State and University of Montana damped with upsets at the hands of Central Washington and Chapman College of California. At one point the Loggers were averaging a point spread of 43 as they reeled off a win of 103-50 over Southwest Missouri State, a 132-66 swamp of Sonoma State, and a 122-75 victory over Bakersfield State.

A big test for the Loggers came as they hosted the Tac-UPS Holiday Classic December 29 and 30 and one of the guests was the second ranked team in the nation, Central Missouri State. In a very rough game, the UPSer's excited the partisan crowd with a close 84-75 win. Coming off an emotional high after the victory over CMS, the Loggers faced an annual nemesis, Central Washington, and lost, 72-66. Heading to California for a three game road trip, the Loggers rebounded from the CWU loss with a tight 63-62 win over Santa Barbara. Todd Burton sank a fallaway 9-foot jumper with 9 seconds to go in that ball game to keep the Loggers from falling into a losing spell. But last minute heroics could not save the lackadaisical Loggers in a 83-70 loss to Chapman on Dec. 5.

The next game was in the familiar confines of the UPS fieldhouse against Trinity College. Trinity was not too happy about the outcome as the Loggers took out some of their loose frustrations in a 97-52 win. On Monday, Jan. 12th, the Loggers took a trip to visit the St. Martin's Saints and, as usual, the Saints gave the

UPS squad a tight contest. Led by Burton's 18 points, the Loggers took home a 79-76 overtime win.

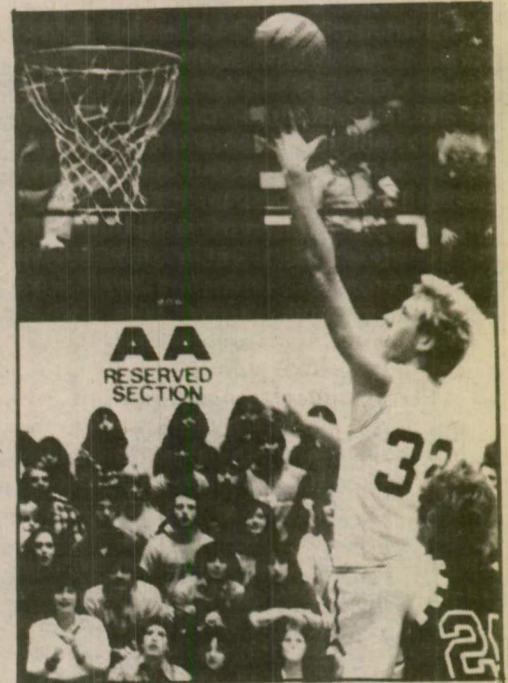
The Loggers have had some outstanding individual and team performances this year stemming from both these close wins and the games that, well, weren't that close. Over a two game set, senior forward Eric Brewe hit 16 straight field goals and leads the team in scoring with a 17.9 average. Three Loggers have not missed a free throw this season with Pat Strand leading this group by hitting 15-15. Bill Radford and Brian Hopkins join Strand in the perfect category. The best shooter on the team is guard Radford who shoots an impressive 62.8 percent. Guard John Pariseau has a team-leading 51 assists and with his adept passing eye has helped the Loggers become the third ranked offensive team in the nation. Strand has added 47 assists to the Logger machine. Brewe's forward sidekick, Todd Burton, is the third leading scorer on the team with a 14.4 average. Todd is probably the most aggressive inside player on the team, replacing the

redshirting Wayne Ricarte. One of the more aggressive outside players on the team in guard Strand whose defense often leaves the opponents in the dust. Against Bakersfield State, Strand stole the ball from the opposing guards on three successive inbounds plays, leaving the Californians not only frustrated but 46 points behind.

With Pariseau and Strand taking up the quarterbacking duties for UPS, Bull Bakamus and Tim Taylor add the outside shooting to offset the powerful inside game that the Loggers have developed. Though Taylor has been injured most of the season, his timely shooting off the bench or from the starter's position causes further problems for opponents. Bakamus, who redshirted last season, has been a pleasant surprise to the Logger fans and has taken up the slack from Taylor's injuries.

Another offensive punch the Loggers have found this year is in the hands of Don Chandler. Chandler has averaged 9.3 this campaign and

cont. on pg. 22.



Eric Brewe goes for points last Saturday against Portland State. Photo by Dave Anderson.

Economics Outnumbers

By Brian Threlkeld

Ah, yes. The volleyball tournament of 21 November, the eagerly awaited clash among the departments of Politics & Government, History/Asian Studies, Economics, and, variously, English or Mathematics; what happened? Essentially, the whole thing fizzled. Econ. was the only department with enough people for a team (two teams, in fact), so everybody else assembled in mixed squads, and the whole lot played pick-up games for a couple of hours. Everyone had fun, but it was a definite letdown from what had been anticipated. The tournament is a good idea, and the hope from this quarter is that we can look

forward to renewals of it as a continuing tradition, despite the disappointing aspects of November's installment. The present writer's record of acerbic commentary on the Department of Politics & Government notwithstanding, the Associated Students of Politics and Government is to be commended for its initiative in this and many other activities. But if they are going to be engaged in such pursuits, the Poly-Gov folks are going to have to apply more effort to publicity and obtaining commitments.

Another problem the poor turnout is symptomatic of is intra-departmental communications, at

least as far as P&G, History, English, and Math are concerned. To be brief, those of us in these departments often maintain little more connection with the department and our colleagues than classroom attendance provides. Communications among a department's faculty and students must be initiated or improved in each case - ideally what should be inspired is a sense of disciplinary community, at the same time avoiding the narrow-minded evils of academic chauvinism. The results of good communication could not help but be beneficial to the efficacy and morale of the departments involved.

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EVENTS

And Now for the Bonus Question. . .

By Brian Threlkeld

The 1980 UPS College Bowl intramural competition terminated thursday, 20 November, with the Mekong Deltas beating the Fearless Foursome to take first place. The championship round that night concluded four days of competition among twelve teams, involving quick recall of people, ideas, facts, and nearly anything else under (and over) the sun.

Hosted by gracious Doug Weisbart and the Union House, a quarter-final match headed the bill, with the Phylactic-Pros coming from behind to pop the A/L Wizards 125-60. Moving into the semi-finals, the Phylactics were whacked 275-125 by the Fearless Foursome, a Thompson Hall squad. Some observers felt that the Phylactics were hurt by the absence of Sherman (Slick) Shelton, who had been very hot in the previous night's match against the Langloids.

In the first game of the finals, the F.F.'s leaped out to a 230-35 halftime lead over the Mekongs, who seemed cold for this, their first match in two days. The F.F.'s were paced by balanced performances out of Jennifer McCoy, Mark Yeager, Bill Dienst, and Ron Drnjevic. Shaking off their lethargy, the Mekongs scrambled back, but fell short at 255-190. However, the double-elimination format requires two losses before a team is knocked out, and the hitherto undefeated Mekongs had previously beaten the F.F.'s to capture the winners bracket. Thus, the Mekongs at 2-1 and the F.F.'s at 5-1 squared off for the

deciding game. The Mekongs maintained their momentum through the previous half through the first give-and-take minutes of the second game, for a halftime lead, and continued to expand their margin during the rest of the game as they took a 295-160 win for the championship.

Essentially, a lot of talent and experience pulled the Mekongs through. Senior Captain Dave Anderson, an Econ. and Finance major, is a veteran of three years of regional competition, including one at nationals in Miami (which way to the bar?); senior Econ. and Philosophy student Dave Fisher has one year under his belt as alternate at regionals and nationals, and was a regular on the varsity squad at last spring's regionals; junior History and Politics & Government student Brian Threlkeld is a vet of two years at regionals; and junior Bio. man Tim Prasil rounds out the team. At the end of the disastrous opening half of their first game, the Mekongs decided to throw a large degree of caution to the wind and bear down. They were successful in this, ultimately pressuring their adversaries into key mistakes. The resulting fireworks were characteristic of the whole tournament, and a sizeable audience was rewarded with four fine games.

There was, at any rate, no question that the best two teams were matched in the finals. Mekong Captain Anderson acknowledged the fine performance by the Fearless Foursome, noting that it was the first time one of his squads had lost in in-

tramural play since his freshman year. But exciting competition throughout the week was enhanced by good players on a number of teams, including Steve Dero of the Phylactic-Pros, Jay Edgerton of the Langloids, Mike Mangum of the Hot Toddlies, Curtis (Volcano Virgin) Price of KUPS, and others not immediately coming to mind.

The championship round was really only the beginning; an all-star team, consisting of the best players of the Mekongs (they are Captain Dave Anderson, Brian Threlkeld, Steve Dero, and Mark Yeager, with freshman alternate Jay Edgerton) and outstanding individuals from other teams, were selected by a battery of tests the first week of Winterim. The squad is now in training, and hopefully this regimen will include scrimmages against PLU's varsity and a UPS faculty squad. All this is in preparation for the Region 14 tournament to be held on the UPS campus February 14. Region 14 includes Alaska, Washington, Idaho, Montana, and Oregon. The regionals are where competition really gets hot, and UPS is considered to have an excellent chance to take it this year. If so, the team earns a trip to the nationals, held in March in Charlotte, North Carolina (from where we'll go on a tour of New York, won't we Serni).

Many thank yous are due this year, and a few are listed here. Serni Solidarios, UPS activities director and Region 14 coordinator, gets a lot of high-level jawboning done, ca-

joles funds for the program, obtained the use of the PLU buzzer system for our tournament, and provides much-needed moral support. Bob Burns, College Bowl and Games chairman, has done a lot of dirty, generally thankless administrative and organizational work. Finally, Mark Turner and Professor David Balaam did good jobs as moderators for Thursday night.

The final standings are below. Only eight teams officially place in the double elimination format, and byes resulted in anomalies; the Mekong Deltas, for instance, played only four games. There was room for many more participants, and we hope that some of this year's wallflowers will opt for active roles next fall. You'll find it fast, fun, and maybe even profitable. And now, dearly beloved, one last toss-up: who always gets the last word? (Submit answers to TRAIL office; winner gets a free kiss from Steve Harvey—but if he is looking into the water, don't waste away.)

1. Mekong Deltas	3-1
2. Fearless Foursome	5-2
3. Phylactic Pros	3-2
4. A/L Wizards	3-2
5. (tie) Langloids	3-2
Hot Toddlies	2-2
7. (tie) A/L Beginners	2-2
KUPS	1-2
ASUPS Execs	1-2
Burrito Brothers	0-2
Jetsons (Sigma Nu-Theta)	0-2
Student Programmers	0-2

Johnson and Jones Capture Pizza Title

By Bob Wise

10 seconds. That was all the time it took for Jesse Johnson and Darryl Jones to consume 1/2 of a Dominos Pizza and capture the title of UPS's fastest pizza eaters in the Circle K First Annual pizza eating contest. After four rounds of competition and four pizzas later the duo showed no signs of slowing down in the finals where they won dinner in Seattle and tickets to the Sonics-Milwaukee game.

When asked what was the teams secret for eating so fast Jesse responded that "it had something to do with being able to stuff one quarter of a pizza into his mouth at a time."

The contest which was sponsored by Circle K and Dominos pizza was a fundraiser for community service projects in the Tacoma area. Anyone interested in the work and activities of Circle K is invited to attend their meetings on Thursdays 8 pm at Chalet 3.



Andy Cummings Stuffing His Face

Phibbs, Frank Danes Discuss Educational Values

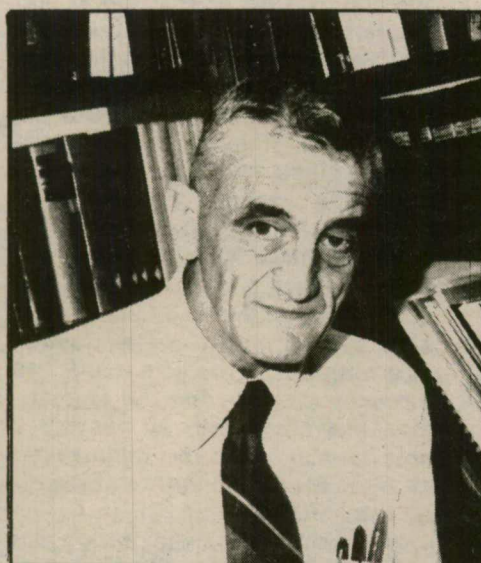
Continued from Page 9

If properly offered, a person who has studied in one of the liberal arts disciplines will learn to think and communicate effectively. That is an ideal which isn't always realized. What has happened in American higher education is that the goals are no longer always found in the traditional liberal arts disciplines. In some colleges and some departments, training is really preprofessional. So, a person can major in a liberal arts discipline but not really receive a liberal arts education.

It is also possible for a student to major in music, physical therapy, occupational therapy or business, and still obtain an education that seeks to accomplish these goals. Every department should be able to provide a liberal education. Whether or not every department does is the question.

We are trying to make sure all our disciplines provide a student with the goals of liberal education, which once were described as the goals of liberal arts. This year the Curriculum Committee is reviewing the courses included within the core. The committee is checking to see whether the courses deliver on the promises that were made. After the review is completed, we will be better able to tell whether the Core is doing what it should. The present Core is not my ideal, but no Core is ideal to everyone. I would like to have a more narrowly defined Core, similar to the Honors Program here. But we must compromise between faculty members.

Frank Danes (Physics) - Defining liberal education is very difficult. I would rather answer in an indirect way. There are two kinds of education - two kinds of processes which we label by the same title - education. One is preparing the mind for



"If we are stuck with the kind of student that is coming from present-day high schools, then I don't think that we can do much better than we're doing now unless we want to extend the undergraduate education to eight years"

...**Frank Danes** independent thinking. The other is training for a job. The first is liberal education, the second is professional education. UPS is trying hard to do both, and is doing both, and I don't think they are doing a bad job. The trouble begins when we lose perspective of this two-fold education and when we confuse one with the other. The confusion is not something that would be done specifically at UPS; it is going on all the time. The division is not completely sharp, there is a little fuzz, for example in medicine. You want a professional who can take out your appendix, but you also want an educated mind to talk to. An M.D. should do both.

We should not start confusing the two types of education. Say you promised somebody that you would

train him to be an engineer and he doesn't get an engineering job and ends up driving a cab. You have an engineer driving a cab. That's a disappointment. On the other hand, if you educate a man's mind and he then drives a cab, you have an educated cab driver. That's quite an achievement and something to be proud of. I do not feel bad about educating a person even if he doesn't have a job that is earmarked for his education. But I do feel quite bad if a person is inadequately educated for a job.

I think we should make it reasonably difficult in terms of a student's work for him to get an education. Make it so he has to make some sort of sacrifice - then he will appreciate it. If I had my druthers I would like to see our educated people with a secondary school background that was the standard background given by our Czech middle-schools when I was a student. I wish you would publish this curriculum to give students some insight: eight years of the native tongue, Czech or Slovak, including ancient Czech, the etymology of words, and literature; eight years German, including literature from the Hildebrandslied to Thomas Mann; six years Latin, reading all the major authors; four years of one more language and literature; eight years of Mathematics through Calculus; three years of Geology, four years of Physics, three years of Chemistry, four years of Zoology and Botany, one year of Anatomy and Physiology of the human body; eight years of History, eight years of Geography, one year of Logic, one year of Psychology; four years of Art and Art

what he screws up somebody will rescue him. He thinks the world is a big sandbox where he can play. As a consequence, at the college level, we're getting students who are immature for serious academic work, and too old to start getting used to it.

I would say that considering the background of the incoming freshman, American colleges in general do a remarkably good job. Now if we change the high school, then of course it will have to be a selective school. The American public has a strong notion that it's somehow a necessary ingredient of democracy for everyone to have the same education up to age 18. Where they got this idea beats me. To have the same opportunity, the same right to an education, of course. But My God, not everybody will be a heavy-weight champion, a TV announcer or a Hollywood actress. Not everyone will be a nun. Why should everybody be a person prepared for college? Why not only those who really want to study? If you start forcing people into studying, you might just as well force them into eating porridge, climbing mountains, training saddle-horses - anything silly. It will always be the same - if you start with a free person and force him into something, he will revolt. You end up with exactly the opposite of what you want to accomplish.

The Core - again, considering the background of the incoming freshman, it's probably the best we can do within the four years that the student will stay here. If I had my druthers, I would expose every student to certain basic courses, more or less structured along the lines I have

"he grows up with the belief that no matter what he screws up somebody will rescue him."

History, two years of Music and Music History, two years of Technical Drawing and eight years of Physical Education. You start this program at age 11 and finish at 19. Anybody could enter, but every year a few fell off. When you had passed this, you went through a final oral and written exam that lasted a few days and covered everything.

By all means we should change the secondary schools. If we are stuck with the kind of student that is coming from present-day high schools, then I don't think that we can do much better than we're doing now unless we want to extend the undergraduate education to eight years. Even if we did that, it wouldn't be the same because irreparable harm has already been done. During the years when the mind is really capable of learning fast, training for an educated life is wasted. The student is not adequately trained, his mind has not been subjected to rigid requirements, he is not used to accepting responsibility, he grows up with the belief that no matter

described previously.

Natural science is very important in a liberal education. I don't think that in natural science you memorize facts. If you do, you've blown it. You're not studying natural science the right way. I would say it is very important that a student learns how to think, but he first has to have something to think about. Natural science provides a very good subject to think about, but by no means the only one.

I do not see why professional and liberal education could not be housed under the same roof. I don't envision any kind of harm that would come to the Physicists from Business majors and vice-versa. In fact, I would say that interaction of one with the other will enrich both. I think it's good for Business majors to know that there is such a thing as Physics and they should know more about it. I also think Physics majors should know more about Business. Too much departmentalization would produce too narrow specializations.

Travel and Study in Spain

Each year for 5 weeks of the summer, a program is offered to students in the U.S. and Canada to travel and study in Spain. Last summer, 93 students departed from Kennedy Airport in New York and flew to Madrid. The group was then bused to the campus of the Ciudad Universitaria of Madrid where they lived and attended classes. The living quarters consisted of one room per student. Each class met five days a week and courses ranged from Elementary Spanish to Literature and Culture. Students toured La Mancha for two days, visiting all the interesting places related to Cervantes and Don Quixote. Sixty students made a four day tour to Santiago de Compostela and Leon.

Once or twice a week a group was

scheduled to visit such historical places as Valle de los Caidos, El Escorial, Segovia, Avila, Toledo, Museo del Prado, Palacio Real, and others. Students found that they had also more than enough time to do, see, and learn whatever they chose. As part of the program, a trip was taken to Southern Spain, visiting famous cities as Cordoba, Sevilla, Granada, Malaga, and two days were spent in the beautiful Torremolinos Beach.

Plans are already in progress for the 17th Summer School Program in Spain in 1981. Students may earn nine quarter college credits. All persons interested should write to Dr. Doreste, Augustant College, Rock Island, Ill. 61201 as soon as possible. *Space is very limited.*

Asian Experiences Cont.

cont. from pg. 15.

temples with one at virtually every corner and one or two in every car. A country sensitive towards its future, it will not allow the building of hotels any higher than the palm trees.

Jogjakarta Java was a bustling fast paced society with a chronic sanitation problem. The beautiful rivers and streams were flanked high by river banks piled tall with burning rubbish. The rivers were used for everything - from bathing to washing cars by fully immersing them.

Still batik shopping and bitchak drivers, who would wheel two around on bicycle pushed carriages for a little less than \$.20 an hour, helped to draw one into the bustle of society. There were great little hole-in-the wall cafes, where a huge banana pancake cost \$.20, and where one could converse with foreigners from all over the world.

The great Buddhist temple Borobudus, built in the 8th Century B.C., was a relic of the once great Buddhist tradition found in Java, a monument not yet overshadowed by the Islamic tradition of today.

Finally, we arrived at Sri Lanka, formerly Ceylon, a little jewel shaped island off the tip of India. Its turbulent political history has done little if nothing to mar the beautiful serenity of it's landscape. Everything is green here - from the oranges to the pumpkins, from the hilltops to the river banks. Its lush tropical surroundings reveal elephants working

at construction sights, sauntering up roadways, and bathing in the rivers. Huge fruit bats fill the skys at dusk, and snake charmers and their cobras will gladly perform for a picture and a few rupee.

Here every park is a virtual botanical garden, and every house has its own banana tree. Buddhism is a way of life here and it is reflected in the good nature of the people. Studying here in a Buddhist temple amongst the orange clad bald headed monks, has been a great enlightenment while following the eight-fold path.

Throughout our travels we are faced with daily inconveniences and surprises, such as non-existent toilets, and lizards on every wall. Already one of the group has been struck down by Malaria (Greg Love), but has since recovered, no thanks to the doctors who first diagnosed it as a common cold, and then typhoid.

There are times when home is too far away and the thought of picking up and moving on is a lot to bear. However, the group is now our foster family and we all give each other support when down in the dumps. However, with the prospect of Thailand, India, Nepal, Israel, and Greece ahead of us, we have nothing but anticipation of even greater experiences.

As Lao Tzu once said, "One who excels in traveling leaves no wheel tracks," and we leave nothing but our hearts (and an occasional travelers check) in every port.

Basketball Cont.

continued from p.19

gives the Loggers an added threat on the front line.

Any mention of individuals on the Logger team is far from complete if Joe Leonard is forgotten. The Little All-American, Leonard leads the Loggers in five categories, most minutes played, most field goal attempts and most field goals made, total rebounding and average rebounding per game. His rebounding is the most impressive statistic as the 122 total rebounds and the 10.2 per game average place him among the top ten in the nation. With his size, quickness, and impressive leaping ability, Leonard defender's have difficulty keeping him from scoring as Leonard averages 15.3 points per game, second on the Logger squad.

Coming off the bench, is no degrading position for the Loggers, who all average over 12 minutes a game (Leonard with 28.3 minutes per game the most and Norman Brown's 12.0 the least).

Appropriate for Logger action was a play that was as spectacular as many basketball fans have ever seen. Playing against Bakersfield State, Eric Brewe brought the ball down court on a fast break and spotted center Joe Leonard speeding down the opposite side of the court. Without so much as looking at Leonard, Brewe underhanded a soft lob pass with one hand nearly half the court's length and with perfect timing Leonard took it in midair with one big paw and slammed it to the hilt. It would be an understatement to say that the crowd at the fieldhouse went wild.

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Nuclear Energy Cont.

Continued from Page 6

various fates. Some are absorbed by the non-fissionable U-238 in the core producing U-239, which is unstable and decays rapidly by beta particle emission to Plutonium-239. Pu-239 is fissionable, so it splits into fragments when struck by another neutron. Other extra neutrons are absorbed by fission fragments, and the remaining excess of neutrons is absorbed by Boron "control rods", which absorb the neutrons from the core. Full insertion of the control rods is the primary method by which the reaction is shut off, since in this case, too many neutrons are absorbed. During the start up or shut down of a reactor, the rate of

the reaction is monitored by measuring the density of neutron flow in the core, using neutron detectors. During normal operation, the temperature of the core is the easiest indicator of the reaction rate.

A reactor such as Trojan produces 1130 Megawatts of power, which is twice the power of the Bonneville hydroelectric dam. Trojan supplies Oregon with one fourth of its total electrical needs. In the United States today, there are 71 reactors now operating, and nuclear power now provides us with 30,900 Megawatts, which is about 12 percent of the nation's total electrical power. (Next issue: Reprocessing the reactor and the economics of nuclear power.)

School of Music Presents Shows

The University of Puget Sound School of Music presents two special public performances on the campus during the month of January.

Pianists from Assistant Richard Kessler's class present a program of four-hand piano music Wednesday, January 28, at 4 pm in Jacobsen Recital Hall.

Two days later, January 30, UPS voice students present Pasatieri's *The Women* and *La Divina* in an opera theatre offering.

These two programs are presented free to the community during the Winterim term by the students.

'Lillies of the Field'

to Play

Tacoma Little Theatre will open the new year - and the second half of the 1980-81 season - with *Lillies of the Field*. Adapted to the stage by F. Andrew Leslie from the novel by William E. Barrett, it is a touching story with a message for all of us.

Futures Conference Continued

Continued from Page One

formed a commission to study the implications of world change which resulted in the release of the "Global 2000 Report to the President" last July.

The First Annual Northwest Regional Conference on the Future is designed to provide a similar forum to air international as well as local concerns.

Advance registrations are being taken now. The fee is \$15 before Jan. 23. Early registration is recommended strongly to insure space at the conference. On-site registrations, \$20, will be accepted on a space available basis. (Registrations for UPS students are \$5.)

For additional information, brochure and registration form, call the UPS Office of Continuing Education, 756-3306. Interested persons also may call the UPS Seattle Campus, 682-0210.

Homer Smith, having been discharged from the army, packs his bags and heads west, picking up odd jobs as he goes. His encounter with a group of German nuns in the desert starts out as just another brief job to be done, but becomes the fulfillment of a dream, a difficult personal relationship - and a new understanding of faith for the characters involved. It is an excellent drama with warmth and humor.

Director William Earl Ray began his career in the theater as an actor at Fort Lewis. Now a member of the NDABA Cultural Ensemble, he directed that company's first production, "Simply Heavenly," at the Tacoma Actors Guild last summer. William will be joined by cast members: Antonio Merrit as Homer Smith, Christine Grim as Mother Maria Marthe, Scott Graf as Father Gomez, Ellen Macready as Sister Albertine, Valerie Chase as Sister Elizabeth, Katy Bessenbacher as Sister Agnes, Ron "Doc" Lones as Livingston and David Sides as Jose.

Reservations are now open for *Lillies of the Field*, which will run on January 23, 24, 25, 30, and 31, 1981. Except for the performance on Sunday the 25th, which is a 2:00 matinee, all performances will occur on a Friday or Saturday night at 8:00.

Puzzle Solution

S	L	A	V	I	S	H	N	A	B	O	R	S			
H	A	B	I	T	U	E	O	V	E	R	A	T	E		
E	R	A	S	E	R	S	V	E	T	E	R	A	N		
B	A	L	E	T	H	E	R	S	O	M	A				
A	M	O	E	O	N						N	I	T		
N	I	N	A	D	R	E	A	D	B	E	N	E			
G	E	E	Z	E	R	S	S	O	N	A	T	A	S		
			U	S	E				L	E	T				
S	P	A	R	T	A	N	B	L	O	O	P	E	R		
P	I	L	E	R	E	B	U	S			N	A	M	E	
I	R	A		A	I	R			L	A	B				
D	A	B	A	O	T	T	E	R	B	O	N	A			
E	T	A	M	I	N	E			A	U	T	O	M	A	T
R	E	M	A	K	E	S			U	L	U	L	A	T	E
S	A	N	E	S	T				S	E	N	O	R	E	S

Service Awards Announced

Thirty-six staff members completed five, ten, fifteen, twenty, and twenty-five years of service to the University in 1980. Many of these persons were present to be honored for their long service at the 7th Annual Staff Recognition Party which was held on December 23, 1980. Individuals with five years of service were called by Tom Davis, Dean of the University, to receive certificates of recognition from Sandy Jewett, Staff Senate Chair. Persons with ten and fifteen years of service received awards from their department heads. Philip Phibbs, President, presented awards to the two employees who celebrated their twentieth and twenty-fifth anniversaries of employment with UPS in 1980.

Is there life after cancer?




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The American Cancer Society knows better.

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American Cancer Society 

This space contributed as a public service.

25 Year Service Award

Helen, Pridemore, Food Service

20Year Service Award

Janet McConahey, Aerospace Studies

15 Year Service Award

Cereta Fredrickson, Financial Aid
Dorothy A. Lane, Physical Plant
Beverly Gibson, Registrar
Doris Anderson, Business and Public Administration
Ethel R. Ault, Food Service
Edith Garberding, University Relations
John Jensen, Library
Marian E. Race, Library

10 Year Service Award

James Schuldt, Athletics, Physical Education & Education
Ernest Oakes, Jr., Physical Plant
Paul Norwood, Physical Plant
Yaeko Long, Physical Plant
Joan Watt, School of Law
Lloyd Stuchey, Project Manager
Dorothy Rhodes, Academic Dean
Boonie Grondahl, Bookstore
Delilah Johnson, School of Law

5 Year Service Award

Mary Lou Johnson, Office of the Controller
Evelyn Manos, Food Service
Betty Beckwith, Bookstore
Lyle Messner, Physical Plant
Brenda Wombacher, Athletics, Physical Education & Recreation
Beverly Cunningham, School of Education
Christa K. Moran, Art
Dorothy Lee, Academic Advising
Lucille Daniel, School of Law
Hilkka Perrault, Food Service
Barbara Simkins, Physical Plant
Evelyn Dunkin, Physical Plant
Kimberly Smith, Financial Aid
Judith Knold, Office of the Controller
Ellen Kritzman, Natural History Museum
Diane Sherman, School of Education
J. Jane Denny, Food Service

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