

Training program for C.C. leaders granted

New York, N.Y. — (I.P.) — A grant of \$187,613 to support a training program to meet the critical shortage of leaders for community colleges throughout the country, was announced recently by Dr. John H. Fischer, president of Teachers College, Columbia University.

The grant was made by the W. K. Kellogg Foundation of Battle Creek, Michigan. The program will be conducted through the Center for Community and Junior College Administration at Teachers College.

The new program will (1) train administrative officers for the growing number of com-

munity colleges throughout the country, (2) meet the critical need for training additional business officers for community colleges, (3) provide advanced refresher programs for administrators already in the field, and (4) accelerate research programs in community college administration to provide guidance for leaders of two-year colleges.

The Center will also hold summer institutes on junior college administration and special seminars to sensitize college trustees, faculties, and administrators to the philosophy, purpose and objectives of the community college.

LBCC Presents 'Blithe Spirit'

The LBCC Players, originally scheduled to present UNDER THE YUM YUM TREE, will present instead the Noel Coward Comedy, BLITHE SPIRIT, on the 21, 22, 23, of May at the LBCC Creative Arts Center.

Set in modern England, in the county of Kent, the play centers on the occult world. The action begins when Charles Condomine considers holding a seance with Madam Arcati who manages to bring back the ghost of Charles' first wife, Elvira, whom only Charles can see.

The cast, who have been busy learning to speak with a British accent, include: Judy Deffenbaugh, Susan Jones, Evelyn Jones, Carolyn Offutt, Beverly Henderson, Tony Lewis, Terry

Osborne, and Darrell Thornton. State manager is Eric Torkelson; assistant stage manager is Jack Hankins; construction chief is Jack Wymore; make-up is by Connie Miller.

Bircher coming

DALE MARK is coming to the Student Center on Monday, April 13 at 10:00 a.m. to give a speech on the John Birch Society.

Those who are interested enough to find out the truth about the John Birch Society, and what this Society really stands for, should come to the Student Center and listen to Mr. Mark who is their State coordinator from Portland.

The John Birch Society claims to be an ultraconservative anti-Communist organization. Among other things, they want to abolish the graduated income tax, and are against social security legislation.

It will be an interesting confrontation and those who have questions concerning the John Birch Society, should feel free to direct them to Mr. Mark, who will be available for a question and answer session after his speech.

Barbwire Theater on loose

On Monday, April 27, 1970, at 8:00 p.m. at the LBCC Creative Arts Center there will appear a group of actors much different from those we watch on television.

The Barbwire Theater Company is a non-profit group of ex-cons with an important message, not a sermon.

Rick Cluchey, armed robber, kidnapper, and playwright, has portrayed prison life in his play, "The Cage." This was the first play written by a prisoner and performed on the stage of San Quentin State Prison. Cluchey was awarded a life parole after the production of his play.

Mr. Cluchey and six of his prison inmates make up the Barbwire Company. They have come to show us what our state prisons are really like since very few of us will go see for ourselves. Luckily, we will be able to walk out of "The Cage."

Folksinger Stages Concert

Linn-Benton Community College will be offered something different Wednesday, April 15. Barre Toelken, a renowned folk and ballad singer, presents his work and style in concert at 3:00 p.m. in the Student Center at Seventh and Railroad streets

in Albany.

Toelken is presently an Associated Professor of English at the University of Oregon in Eugene. He's now teaching courses in Medieval Literature, folklore, myth and traditional narrative.



Barre Toelken, Folksinger, appears Wednesday the 15th.

Among Toelken's other accomplishments are consultant on folklore and the tradi-

tional ballad to the John Hay Foundation Summer Institutes, and to Oregon Project English,

instructor in Folklore and the Ballad on the graduate and advanced undergraduate level at several West Coast Universities, author of scholarly articles on medieval literature and folklore in several journals.

Toelken's songs and ballads are derived from oral tradition, some from traditional singers in his own family, some from singers in the southern mountain highlands or in the West,

where he spent most of his time collecting folklore. Since he grew up in a family of traditional singers and musicians in rural New England, his singing style is that of the unadorned Puritan or "plain" singing that once was common in that area.

Along with these are three record albums and three series of radio programs which are played weekly at more than 100 colleges and universities. He has presented concerts and lectures at more than 50 universities and colleges and at several folk music festivals.

In all, April 15 should be an enjoyable and interesting afternoon for all who should and will attend.

Key to generation gap discovered

Elon College, N.C. — (I.P.) — A problem common to both small colleges and large universities is how to bridge the generation gap and establish better relations between their boards of trustees and students.

Elon College, a small liberal arts institution, thinks it has found an answer. Elon's president, J. Earl Danieley, proposed to the board in their annual meeting that each year a graduate from the preceding year be named to a two-year term on the board of trustees.

In approving this proposal, the Board included the stipulation that these recent graduates rank in the top ten per cent of their class and not be allowed to succeed themselves.

"The members of the Board are very enthusiastic about this approach which will provide for young alumni to serve as trustees soon after the completion of their college work," commented Dr. Danieley in making the announcement.

The first election will be held

in April, 1970, at which time a member of the class of 1968 will be elected to a one-year term and a member of the class of 1969 will be elected to a two-year term. In the spring of 1971, a member of the class of 1970 will be elected to begin service on July 1 when the term of the trustee from the class of 1968 expires.

This new procedure will not affect the total number of trustees which is 36. The young alumni will be replacing trustees whose terms have expired.

Art Pearl gives speech next Monday

An interesting and controversial candidate for the Democratic gubernatorial nomination will be speaking at our College Center this Monday, April 13 at 2:00 p.m.

Arthur Pearl, U of O professor of education, threw his hat in the ring last October. He feels Oregon is in the need of vital leadership.

Pearl, who has a Ph.D. from the University of California in Berkeley has had jobs dealing with drug addiction, alcoholics, juvenile delinquents, the poor and the unemployed.

Pearl constitutes pollution to "the highest priority item in Oregon, a real threat to our existence," and those "those who pollute the air must be faced up to firmly."

This is why he feels "Every election has become a life or death proposition." He is giving us, the voters, the choice to either invest our resources in air, water, food and room to live or for increased "expenditures of tax dollars in instruments of death (the military budget of the United States is in the excess of 80 billion dol-

lars)."

On the issue of campus unrest Art Pearl says "Campuses have never been tranquil. Galileo fought with his deans over his telescope."

He is against violence, feeling "it's senseless and leads to destruction and scarcity instead of abundance."

Pearl explains his attempts at this first try of an elective office as "I'm running for governor because I believe I have solutions to problems and I believe I can get them implemented if elected."

He expects to draw his chief support from the young, unemployed, poor, minorities, welfare recipients and the workingmen who feel threatened by the "system."

He may talk of his feelings about Governor McCall, "the job is beyond him" and Nixon, whose "inflation policies are insane," and of the war, of which he believes most national and the state's problems.

Finally, Pearl says "The nature of this campaign is to return the government to the people."

EDITORIAL

By ROGER ZIPPLER



On the surface, the story of "Goldilocks and the Three Bears" appears quite innocently to be the typical, run of the mill stereotype of the popular fairy tale — with no intent but to give the reader pleasure. But in recent studies, the top minds of our country have discovered the Brothers Grimm to be more than deserving of their ominous surname. Eagerly they have come up with a clue to decide the why behind Goldilock's neurotic behavior on her encounter with the loveable, kindly three bears in their forest residence. A conclusion was finally reached which astounded the literary world. "Goldilocks" was found to be the product of an unknown genius who anticipated some of the major philosophies of the world today. The underlying theme concerns the social conflict between the bourgeois and proletariat.

The story begins mildly. A young girl has run away to the forest despite the wishes of her mother. The obvious explanation stems from the fact that Goldi is the product of a broken home and torn between the love of both parents, she found refuge in a nearby forest earlier, the scene of happy family outings.

The class struggle is first hinted upon by the author in the memorable cut where Goldilocks, representing the upper class, exhibits no worries upon trespassing on the house of the proletariat three bears, who can afford nothing better for supper than three bowls of porridge. Goldi takes the fatal plunge and enters the house, unconscious of the criminal nature of her deed.

Some scholars argue that the golden locks of Goldilocks represents her purity and innocence, while the home of the bears is symbolic of the harsh and cruel reality in a patterned civilized society.

Goldi then spies three bowls of porridge and after considerable debate, selects the smaller of the three bowls. (There are obvious psychological undertones here.) She once again fails to see the wrong in the act, but suffers merely from indecisions — springing from a neurotic state of mind. The fact that she eventually chooses the smallest bowl is indicative of an inferiority complex.

She next tries the chairs and again chooses the smallest. The fact that it breaks is symbolic of Goldi's conscience demonstrating her for her evil acts. Subconsciously the act is planned by the girl and she intentionally causes the chair to collapse, thus creating physical injury unto herself. There are further implications here but they won't be revealed as of yet.

Finally, Goldi escapes from this horror world through slumber on the tiniest of the three beds upstairs. The three bears appear and are introduced as Papa, Mama and Baby (all of whom starred for the Chicago Bears at one time or another). These offspring of Goldi's mind may be interpreted in Freudian psychology to denote respectively the superego, the conscious and the subconscious mind.

In conclusion, Goldilocks attempts to face reality and awakes to stand fast against these ghosts of her brain. The horror of realization, though, is too much for her and she escapes the civilized world through an open window (which is open to all those who wish to escape themselves) and returns to her natural environment. There she hopes to find security in the form of parental protection. But Goldi is doomed from the start. Her parents are separated and the cycle must repeat itself until Goldilocks finally discovers herself.

Faculty Column

By MISS WILLIAMS, ENGLISH

SON OF GRAVEN IMAGE

Since most students would rather die than take English Composition, I modestly propose that we do away with the requirement all together and offer instead English Decomposition, a course that heartily avows "tis, far, far, far better to be gone than write."

Exactly how does a student conjure up a decomposition? It's simple. First, dig around for some sort of skeletal procedure. The Napoleon method is best; it offers all kinds of boney parts. When securely detached and slanted at an obtuse angle, they promise all sorts of dangling modifiers that preclude all reason and details that are annoying to the marrow-minded.

Second, break down the frame work; broken bones function best when they are given opportunity to confuse. If necessary, use abominably fluid sentences that run on and on in vein. And however pungent the order, allow time for the fluid sentences to occasionally fragment and cloud up in a kind of stiltery.

Third, "rap" your subject in sheets upon sheets of figurative language; the metamorphosis is a good structure digression; person-ification is a bit deadly unless you can handle body English; the simile can be made to work like a tolling bell that peels off impressive sounding clap-trap.

Finally, never let it be said of your decomposition that it was writ in habeas corpus; you don't want the body of the content to be released or judicially contemplated. The whole point of decomposition after all is to render the body content close apart in such a way that it can rest in pieces.

There is one glaring disadvantage in offering a course in English Decomposition. The student will be prone, prone to occasional accidents of thought. The possibility, admittedly remote, can be controlled with a remedial incantation — "abra cadaver!" And immediately the student will be freed from all thought . . . the lucky stiff . . . the lucky bored stiff.

Staff Column

IS A FAIL-SAFE GRADING SYSTEM POSSIBLE?

By Jim Haynes

I wonder how many students, either passing or failing, ever gave thought to the concept of a no-fail grading system? Of the many worthwhile ideas to spring out of the preceding decade, the subject of failure, with regard to the possibility of eliminating it in the school system, seems to be a coming reality in this decade. As a student who has, in times past, failed at intervals only to find the rewards of passing pushed farther back than seemingly conceivable, I feel the idea of having "schools without failure" to be outstanding in our educational system.

What failure is or is not and how it looks as opposed to passing is what matters to me. Failure (PUNISHMENT) in education is a failing to pass and a grade or mark (usually F) indicating such. But that does not explain the fact that a student may have made an effort to work and still received an F. Passing, on the other hand, is to move forward and to proceed. Yet neither does it explain the fact little effort may have been employed by the student for the "A" he is likely to receive.

I have known organizations to hire people on the basis of their GPA as evidenced by their

transcript. Once on the job, their performance was not often superior to that of others, however. On the other hand, I once worked under a former secret service man whose college major was music. His grades were average, but his actual performance on the job was extremely superior to that of others.

The above are extremes to say the least. But the fact is, as long as we have our present grading system we are committed to playing a win or lose game. It is this thing of winning that can forever limit the vast majority of us who are not "honor role students" to the choosing of a position other than the one where top GPA's are all that count. The man

whose major was music could easily, I feel, have fulfilled the various positions he may have been turned down for because of his transcript. In any case, however, the very lack of an "F" in a grading system could be the pathway to greater success for more people than ever before imagined. It's time we switched the stress on winning to that of playing the game.

Many schools today are working towards the "Schools Without Failure" goal. Here in Oregon one college has the traditional A, B, C with an R following. No D's or F's. R means Needs further work in the course. (Should repeat, take a developmental course and — or possibly change programs. This mark will not appear on the student's transcript). With this system then, A is 4 pts, B is 3 pts and so down to R which is not used in GPA calculation. In this way, a student need not worry about taking failing grades to his next school. Thus, achievement is recorded, failure is not.

With failure, one of the problems is that it breeds more failure. In his book, "Schools Without Failure," Dr. William Glasser states, "Congregating in the central section of any major city are increasing numbers of people whose common denominator is failure." To better understand the relevance of failure in our schools today, I recommend you read the book. Secondly, lend yourself to the

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LITTLE MAN ON CAMPUS



"COLLEGE IS FORCING HIM TO MAKE CRITICAL DECISIONS: IF HE DRIVES TO THE OTHER SIDE OF THE CAMPUS TO MAKE IT TO CLASS ON TIME — HE LOSES HIS PARKING PLACE."

Tail Feathers

TO THE EDITOR:

Re the letter of the "enlightened" Jack Wymore who comes to LBCC for "one express thing, an education." An education goes farther than sitting through three one hour lectures a week and reading the assigned texts.

An education is also learning how to live in a society, how to better that society and how to run or rule that society. Since we live in a society run by a democratic government, why then should we not be educated in an environment with one.

Mr. Wymore says he is spending his "hard got money" for his education. It seems to me if this money is so hard got he would want some voice in how it is being spent and which courses are being offered. The student government is this voice, or it can be, if people are not too apathetic to use it.

It is true LBCC did get along "passably" without a government last year but we only had 350 full time students. LBCC will grow and with this growth will come different situations that can't be handled in the same way they could on a smaller scale. It is hoped that our government will be a strong enough body to settle these differences to the satisfaction of the most people.

Mr. Wymore doesn't want to support something that doesn't increase his chances for bettering this education only, Mr.

Wymore, because you won't support us and offer us your suggestions for helping you.

What kind of enlightenment is it that says that we shouldn't have a government just because nobody else doesn't?

Another very important part of education is learning that apathy can destroy a body quicker than any outside force.

I'm sorry Mr. Wymore I do take offense to your letter but my education has taught me that differences are not settled by violence or brawls.

Mary Bonds
Second Vice-President

THE COMMUTER

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Spring Hits the College Campus



WHEN THE BIRDS BEGIN TO SING AND THE FLOWERS BEGIN TO BLOOM, WE FIND THE STUDENTS OF LBCC OUT ON THE GRASS ENJOYING THE SPRING

Fourteen nab perfect grades

4.0 GPA:
Albany; Warren Curtiss, Bucky Edwards, Dean Elchberger, Casey Hoppel, Weston Ivey, William Mowery, Mrs. Vera Rodgers, Mrs. Karen Shadley, William Tetzlaff. Corvallis; G. A. Livingstone, Mrs. Faye Storme. Sweet Home; Mrs. Dorene Beck, Mrs. Phyllis Osborn. Lebanon; David Holmes.

3.33 GPA and above:
Albany; Yvonne Anderson, Mrs. Lila Bergey, B. Dale Butler, Mrs. Gisela Cory, Bryan Creecy, Gary Eichelberger, Rick Fenell, Gary Fetter, Mrs. Dorothy Geer, Richard Graber, Robert Green, Mrs. Patsy Hagan, Donald James, Peter Jordon, Donald Kasper, Barbara Lange, Rosalyn Miller, Arlene Nelson, Linda Nemchick, Sharon Nielson, Mrs. Barbara Palmer, Robert Parson, Peter Radabaugh, Mrs. Carol Reid, Mrs. Connie Schelske, Frank Sherman, Charles Smiley, Donald Tedisch, David Thompson, Jerald Tunison, Mrs. Ramona Warren. Corvallis; Mickiel Bush, Robert Chase, Mrs. Roberta Ebert, Mrs. Beverly Foland, William Ford, Ronald Fowler, Kurt Hagerman, Mrs. Sharon Hansen, Robert Jackson, Stephen John-

son, Mrs. Catherine Lannon, Mrs. Dorothy Lawrence, John Lunch, Michael Neal, Jerry Plowhead, Edward Radke, Joan Reger, M. Reger, Michael Scanlon, Patricia Smith, Mrs. Janic Swanson, Donald Williams. Salem; Paul Bertsch. Blodgett; Geneva Baugher. Monmouth; Robert Cereghino Scio; Curtis Hanson. Saudi Arabia; Omar Khashoghi. Korea; Choong Woo Nam. Lebanon; Patricia Schrock.

NEWS BRIEFS

LINFIELD REPRESENTATIVE

Those students interested in attending Linfield College can speak to the Dean of Admissions from that college on April 17, from 10:00 a.m. until 12:00 noon.

MARYLHURST REPRESENTATIVE

Those students interested in attending Marylhurst College can talk to a representative from Marylhurst April 14, from 10:00 a.m. until 1:00 p.m.

Berkeley, Calif. — (I.P.) — The greatest threat to American higher education today is not student riots but rather the dangers of standardization, according to Dr. E. Lee McLean, Coordinator of Special Projects for the nine-campus system of the University of California. Dr. McLean said federal funds can have the effect of forcing colleges and universities into the same mold. "Federal funds are tied to certain formulas in most instances and our universities must follow

these formulas in order to get the money," he said.

However, Dr. McLean reported, these funds have been "literally a salvation to many institutions" during the last decade.

"One of the great strengths of American higher education traditionally has been its diversity," Dr. McLean continued. "As a nation we should never have a system in which every student learns precisely what every other student learns. This is the hallmark of totalitarianism."

The major impact of the student disturbances has been that public confidence in American universities has seriously eroded, he said.

"Paradoxical as it may seem, I am convinced that the tremendous and terrifying problems which now face higher education are the most fortunate developments in a quarter-century. They make it mandatory for us to examine educational philosophy, to adopt new methods and adapt old ones, to find new resources in teachers, facilities and finances," he said.

LBCC hosts OCCSA conference

Linn-Benton hosted the OCCSA, Oregon Community College Student Association, Section meeting that is held monthly.

The main order of business was the finalizing of plans for the Spring Convention being sponsored by Clackamas Community College and will be held in the Sheraton Motor Inn in Portland. The dates for the convention are April 16, 17, 18, and 19.

Dave Beede, president of Clackamas Community College,

gave a presentation on the agenda for the convention which included details about the registration Thursday afternoon, a

business meeting starting Friday morning highlighted with an appearance of Arthur Pearl, as a guest speaker.

Linn-Benton is represented by Dick Swartzendruber, Bev Henderson, Mary Bonds, Travis Paulson, Jim Haynes, Cathy Saori, Laurette Coache, and Terry Wall.

Utah State demands changes verbal garbage discontinued

Logan, Utah — (I.P.) — "The one thing we don't want is to simply produce a lot of verbal garbage or garbled verbiage. Studies of undergraduate education at other universities have resulted in a heck of a lot of neat documents but little real action.

I'm convinced that if we don't come up with a single thing on paper, but create an atmosphere of change, we'll have done something." That's Ross Whaley, chairman of the new Utah State University committee on improvement of undergraduate education, talking. Dr. Whaley makes other interesting observations on the subject, too.

"I think there are some really unusual opportunities at Utah State, because Utah State is an unusual university," he says. "For one thing, there is a natural conservatism here. USU students are atypical. Their attitude toward authority is able toward it. To some extent, we can sit back and learn from troubles elsewhere, making reasoned improvements in a tranquil atmosphere."

"Our innovations, because they're not made in panic or under duress, can be better thought out," Farrell Edwards, chairman of the subcommittee on General Education, phrases it. "We can do what we ought to, not what we have to."

"A second advantage," Whaley continues, "is that we have a new president, Glen Taggart, who is unusually receptive to new ideas. Third, Utah State has what I would call a 'wholesome' atmosphere, which makes it a nice place to work. That enables us to keep and recruit good educators we wouldn't otherwise be able to attract."

Student government forms giant snowball

Editor's note: At the end of last term, Casey Hoppell, second year student at LBCC, delivered the following speech in Mr. Kirtley's Speech 112 class. It was, ostensibly, a speech to the faculty. Because of its pertinence to the upcoming student elections, it is being reprinted here.

"Student Government came into being during the 1968-69 school year. It did not just spring up full-blown — rather it was preceded by at least seven months of hard work.

Special mention should be given to Dave Bloom, who was the primary author of the Constitution and Bylaws — Lynn McKinnon, a counselor who devoted time and energies to keep impetuous up and offered much needed advice. Lynn was invaluable as liaison between the forming Student Government and faculty and administration.

Also very helpful to the neophyte Student Government for his abundant advice and his often biting criticism was the illustrious head of the social science department, better known as the Western Civilization instructor with the cool mustache — Jim Barnes.

These are by no means the only students and instructors who were instrumental in forming Student Government: Dick Swartzendruber, Jean Willard,

Begun last spring at the suggestion of President Taggart and Provost Gaurth Hansen, the committee is now moving into direct experimentation. It has organized its objectives into four areas — a) improvement in teaching, b) learning and living in the dormitories, c) General Education ("broadening" courses outside the student's major field) and d) education toward a vocation — and is accepting advice from a large number of sources in each area.

Action has already been taken on some recommendations. When the learning-living subcommittee quickly decided that conditions at Richards Hall were too barracks-like to be conducive to study, eight of the "quads" housing eight men were remodeled to accommodate only six men in better circumstances.

This was done by carpeting and furnishing one room in each quad as a study area. The committee also recommended converting another floor to single-occupancy rooms.

As the most active of the group thus far, the learning-living subcommittee has also arranged for a library in the High Rise dorms and plans to make such facilities as faculty offices, classes, films and perhaps a bookstore available in dormitories.

Teacher evaluation and the use of teaching aids like videotape are the two main goals adopted by the teaching improvement subcommittee. Better "grading" of teachers, both by students and by the administration, has a high priority.

"We have no Grand Plan," says Dr. Whaley. "We're proceeding by way of small but real experiments. We're more interested in action than in waiting to polish our articulation of the subject. When we get re-

Mike Howard, Kristie Ammon and a good half of the instructors and administrators lent helping hands along the way.

Elections were held, the offices were filled, and Student Government came to LBCC. It lasted nine months.

What began as the resignation of one senator protesting the apathy of the bulk of the students to their own Government became a mass exodus. Person after person resigned positions. The Executive Council was reduced from six members to two. The ranks of the student senate was decimated in like kind.

Accusations, blames and reasons were laid everywhere, and I do mean everywhere. The ineffectiveness of Student Government was highly touted, some said because of the students themselves, others said because of a school board with a deaf ear, and any plausible reason between the two extremes.

But even though Student Government is down, it is not out.

A little over a month ago a headline in the school newspaper questioned the need or necessity of a Student Government. A more recent one read "Our Student Government is illegal" — so what! There has been a shift; let's hope the thermidorian reaction has passed.

LBCC needs an effective Stu-

dent Government. The recent fiasco of petitions and counter petitions between the biology students and instructors could have been — should have been — resolved right in the student senate, without calling in outside evaluators, without bringing discredit to students, or the instructors, indeed, even the school.

A Student Government is supposed to reflect the attitudes of the students. I feel secure in saying that an active Student Government could have resolved the biology question to both sides satisfaction. At present this issue is at a stalemate.

The Student Government needs the help of the faculty. Teachers are well known for their ability to motivate. Previous to last month, the instructors here were not sure if there would even be an LBCC next year, so why worry about trying to motivate a Student Government? But this has changed. Your jobs are now with some substance.

I ask you to now think about helping give the Student Government some substance. A Student Government with a purpose, with some teeth, could prevent another episode like the biology mess.

commendations from some of our many sources — travel to other institutions, consultants, faculty, students — we immediately try to found a student-faculty group interested in that aspect of the problem.

"Interestingly, the better share of the innovative ideas come from students rather than faculty. I'm quick to add, most of these come from a very, very small percentage of the students, but working with those individuals has been a real personal reward for me. I hope they'll always be my friends."

Why aren't other students more interested, considering that a college education is probably the second biggest purchase they'll ever make? "I don't know," Dr. Whaley says. "Maybe it's because the payoff doesn't show up until the next generation of students, three or four years in the future. In some cases, maybe they've thrown in the towel. That reaction may be caused by the same thing that makes other students riot."

Dr. Whaley partially defends instructors' sometimes greater resistance to change, particularly to teacher evaluation. He also sharply criticizes parts of the education the student is buying.

"With the exception of some extraordinary lectures, by and large a lecture is the worst means of teaching ever devised," he observes. "And, in any class larger than 20 to 30, a lecture is all you have. The most efficient use of teachers is either in small classes below that size or in huge lectures."

"There's some figure, about 50 students, beyond which Pd just as soon lecture to 1000 people. "To me, this whole area is sadly neglected. The academic community never thinks of bringing in a learning theorist to give us a better measure of effective size."

They met to discuss the plans for this coming year in regard to the 1970 State Fall Convention, the 1971 Spring Convention, and the National Convention to be held in Philadelphia June 13-15, 1970.

Activities of Interest

April 11, Saturday, Car Rally, at 10:00 a.m., College Center.

April 13, Monday, Dale Mark, Oregon Coordinator, John Birch Society, at 10:00 a.m., College Center.

2:00 p.m., College Center, Art Pearl, Educator, gubernatorial Candidate.

April 15, Wednesday, Dave Toelken, Folk Singer, Humorist, at 3:00 p.m., College Center.

April 16-18, OCCSA Convention, at Clackamas Community

College, Oregon City, Oregon. April 18, Saturday, OSU Concert, Rascals, at 8:00 p.m., Gill Coliseum.

April 20, Monday, AS-LBCC Candidate Speeches, at 12:00 noon, College Center.

April 21-22, Tuesday and Wednesday, AS-LBCC Elections.

April 22, Wednesday, Film: "The Animals" at 7:00 p.m., College Center.

April 23, Thursday, Maureen Forrester, Contralto, Gill Coliseum at 8:00 p.m.

Phi Beta Lambda met in Salem

The Phi Beta Lambda Executive Board and advisors met April 4, at twelve noon, at the China City restaurant in Salem. Ellen Hillemann attended as an observer.

They met to discuss the plans for this coming year in regard to the 1970 State Fall Convention, the 1971 Spring Convention, and the National Convention to be held in Philadelphia June 13-15, 1970.

The next meeting of the Executive Board will be held at the Swept Wing Restaurant in Albany May 16 at 11:00 a.m.

At a previous state conference, LBCC's Virginia Newman was elected state historian for Oregon's Phi Beta Lambda state executive board.

The next local meeting will be Wednesday April 22 at twelve noon in PC B2. All Phi Beta Lambda members are urged to attend as the remainder of school year's activities and the election of officers will be discussed.

Diamond prospects sought

Next Monday, April 13 at 3:00 p.m. on the Swanson Park diamond there will be a meeting of all students interested in playing intermural softball.

Many students have expressed an interest in playing softball this spring and it is hoped that everyone interested will attend the meeting so captains can be chosen and the teams formed so that we can start playing ball right away. Don't miss our on all the action, sign up now on the bulletin board in the Student Center.

A good Student Government could do more than just make floats and sponsor car rallies. Much more.

But more important than any other aspect involved with Student Government is the establishment of a rapport between the faculty and the Student Government. If communication flowed freely between students and instructors through the Student Government, an atmosphere of trust between all three would result.

An atmosphere of trust as opposed to what we have now — the students on one side, the instructors on the other, and both sides wondering what in hell Student Government is good for.

But this can be changed, by you, the faculty, and it can be changed right now. The opportunity is sitting here right now like a big snowball at the top of a hill. When that snowball gets to the bottom it's going to be big — baby. So why not push it your way?

GRADING SYSTEM

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study of any available material and knowledge concerning such a program. And finally, let me know your ideas and opinions about it all. No study of any program is ever complete, even after its implementation, without the continued expression of all those concerned.

And more important it would benefit our college.

LBCC has a future now; and so does Student Government. Instead of everybody making their own little snowballs, why don't we all get together and make a big one? And call it Student Government."

First spring rally slated tomorrow

By TERRY WALL

Are you related to A. J. Foyt or Mario Andretti? LBCC is giving you a chance to find out if you follow along their blood lines. A car rally is being set up by Don Fehr to be started tomorrow at 10:00 a.m. at the College Center. There is a one dollar entry fee to cover a lunch after the rally. All students are invited to attend and compete in this spring's first car rally. Trophies will be presented to the first three places which are based on the total penalty points, time over or under the time the judges set the rally for. A field of twenty has been promised so please attend and figure out where your blood lines run.