



Andrus discusses public education

Governor Cecil D. Andrus addressed approximately 200 persons at the SNEA Dessert Banquet Tuesday night. He characterized education as an "investment." In explaining his recent veto of the public education appropriations bill, he stressed the importance of increased state funding. As part of the traditional occasion honoring senior education students, next year's officers were announced. Mike Rice will serve as president.

"We" clarified

There have been several questions recently as to whose opinions the editorials appearing in the Crusader represent. As our masthead states, "EXCEPT WHERE OTHERWISE NOTED, all opinions expressed are those of the author." Although most editorials use the editorial "we," this DOES NOT refer to the Crusader or the Editorial Board but only to the author of the editorial.



THE CRUSADER

"Men are never so likely to settle a question rightly as when they discuss it freely." -- Macaulay

Volume XXX, No. 19

* **Nampa, Idaho** *

May 7, 1971

Students given chance to evaluate courses

For the last two years we have both championed the idea that student rights and responsibilities were inextricably linked together and advocated an increase in student rights and responsibilities. We have done this because we believe that students are mature, responsible adults. Next Wednesday our faith will be put to the test.

On Wednesday, May 12, 1971, students will have their first opportunity to participate in the newly-devised, school-wide course evaluation program. During Wednesday's chapel hour students may complete forms on any class or classes they have taken during the year. The evaluation forms will take approximately fifteen minutes to complete. Freshmen and sophomores will complete their forms in the Auditorium while juniors and seniors will work in the Science Lecture Hall.

Unlike regular chapels or convocations, next Wednesday's convocation will not be required. Only those students who want to evaluate a course need attend.

Student course evaluation is a significant right, a right which entails the responsibilities of mature and thoughtful participation, both in attending the evaluation session and in marking the evaluation form.

Let's not blow our chances.

--JL



Freshman Randy Hills pulls Mona Messenger on a skimboard at the Country Fair held last Saturday. Various booths were set up around campus featuring refreshments, games and prizes. The fair was sponsored by the Recreational Games class as a project to raise money for the new gym.

Appeal to female involvement

Women's lib, where are you? One of your golden opportunities has passed with scant notice on your part. Consequently, of the nine student senators to be elected today, only two can possibly be females.

Less than one-third of the governing body will represent more than 50% of the students. What happened to the revolutionary concept of equal representation? Where has the idea of equal rights --and responsibilities--hidden? One can not help but conclude that if the Supreme Court heard this case it would demand reapportionment.

Yet, the fault does not lie within the procedures of the system. No one blocks women candi-

dates--except the women themselves. Somehow we have accepted the roles of secretary and social chairman without considering our value in other responsible positions as well.

Of the major policies regularly criticized, many apply to women. If they are serious about the injustice of dorm hours or dress codes, for example, they need to become vital participating members of the structures which regulate policies.

Hopefully, women will understand the results of non-involvement in time to run for committee positions. The price of initiative and responsibility now could very well pave the way for a female ASB presidential candidate next year. --glm

by Dino Roybal

La Raza -- the race is the Mexican people.

--Luis Valdez

Since the upheaval of 1910, a new spirit has risen in Mexico-- a sense of identity and unity. Mexico no longer staggers in the dark. She knows where she is heading and why. Realistic structures of government which give assurance that the Mexican will be protected have grown out of the revolutionary zeal, insane slaughter and idealism. Foreign capitalism has been abolished; the plantation system, and church and state are separated.

Many of the intellectuals, artists, and writers who joined the guerillas begin writing and painting about their experiences. A spirit of nationalism has infested their minds. They express what is Mexican, what is mestizo--La Raza--the true soul of the Mexican people. They paint scenes on the walls depicting the

wars as well as the Indians; and songs of the Revolution such as Adelita and Valentina become themes of their lives.

This self-actualization of the Mexican has elicited his emancipation. The Mexicans know that they are Indian and that they have to excel because of this fact. And so it is that they burst the chains of enslavement; and with the fresh and clean air that accompanies the spirit of identity, Mexican civilization has emerged.

I must add, however, that this boldness and sense of freedom has been broken. It has been destroyed in the Mexican-American by the dominant anglo-white culture. The Chicanos, who by free will migrated to this country in search of a better life, now find themselves lost between the old Mexican world which they do not fully accept and the new American world that does not accept them.

Seniors plan commencement?

With all of the recent campaign talk of rights and responsibilities, one significant area has been overlooked. Who should plan commencement activities? Presently, the administration, mainly President Riley, makes the decisions. We advocate a definite change in this process.

One day culminates four years of stress and strain. We know what particular events and speakers will memorialize the recognition day for

the graduates and their parents. But we have never bothered to ask if we could plan graduation. Thus, we have had very little to do with choosing a speaker, location, time, or date.

As soon as next year's senior class officers are elected they should approach Dr. Riley about sharing the burden for deciding the year's climax. It may seem unimportant now, but it will not appear as such when your turn arrives. --glm

How often to forgive?

"To know all is to forgive all." Somehow I haven't been able to get away from those chapel words of Dr. Thelma Culver.

The question which keeps bothering me is simply this: What if these words were NNC's disciplinary philosophy? What if total knowledge implied total forgiveness instead of total condemnation? What if, instead of suspending students for

violating the Crusader Code, which is in the ultimate sense a confession of our inadequacy to help them, we tried to understand them and yes, even forgive them? Not only once, but twice, and maybe even seven times.

Radical? Yes. Impractical? Yes. But then Christ's admonition to understand, love, and forgive is no less radical or impractical. --JL

Guest editorial

Action needed behind dialogue

A common temptation of college professors, college students, and even for the staff of college newspapers is to over-emphasize dialogue and to under-emphasize action. In past days the college and university scene has often been referred to as the ivy tower, implying that those persons associated with colleges and universities have little feeling for or experience with the real world. This present day has seen a marked exit from the ivy tower with the expressed goal of becoming involved in the real issues of the world; but, in my opinion, much of this so-called involvement with the real world on the part of the academic community has had more the nature of a facade than actual substance. We have engaged more in dialogue than in direct constructive participation, except for some notable exceptions such as the Peace Corps, Vista, the Nazarene Student Missionary Corps and our own Operation Satisfaction. If we want to have influence in changing our world for the better, whether our world is the campus, the church, the state or the world of international affairs, we must have met certain conditions before we can be truly effective. Our words of advice will be listened to attentively only if we bring with them experience and actual personal involvement as proof of our knowledge and of our own good motives.

In planning an expedition to scale Mt. Everest, the group leader will normally give more weight to the advice of experienced mountain climbers than to that of novices although he should not exclude the possibility of the novice offering new and interesting insights into the problems to be faced by the expedition. In revising academic structure, the advice of the advanced student who has had experience and success with the present system should carry more weight than that of the inexperienced freshman. If we are interested in promoting the involvement of our church in the social issues

of the day or of improving its techniques of evangelism, our counsel will be listened to much more seriously if we ourselves have been successfully engaged in these types of activities. These examples are not given with the thought of minimizing the contribution that the theoretician can make in problem solving, for perhaps the strongest reason for the advances of pure science in recent decades has been the constant interplay between theory and experimentation. We do need consideration of issues in the abstract. We are not faced with an either-or decision. We need both faith and works; we need dialogue and activism; we need theory and experience, but I fear we still spend too much of our effort and time talking and theorizing about issues about which we have precious little hard data drawn from our own experience or from serious study of the experience of others.

FEIFFER

I NEVER THOUGHT I'D MIND PUTTING ON WEIGHT-



UNTIL I GOT FAT.



I NEVER THOUGHT I'D MIND LOSING MY HAIR-



UNTIL I WENT BALD.



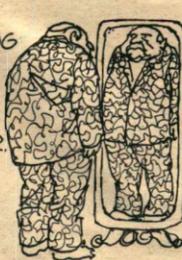
I NEVER THOUGHT I'D MIND GETTING LINES IN MY FACE-



UNTIL I GOT WRINKLED.



EVERY MORNING I GET UP I LOOK IN THE MIRROR.



AND INSIDE ME A VOICE SCREAMS-



BUT I'M TWENTY!

THE CRUSADER



The Crusader serves as the tool of no faction of the college community--students, faculty, administration, alumni, constituency, or the college itself. Editorial policy is made solely by the editorial board and the editor. Except as otherwise noted, all opinions expressed are those of the author.

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The verse, "Be ye doers of the word and not hearers only" could well be paraphrased, "Be ye doers of the word and do not spend your whole life engaged in dialogue, debate, and consideration of the abstract." --Dr. Gilbert Ford

Vice President for Academic Affairs

WRITER'S CRAMP

by Roy Mullen

In the wake of America's racial troubles there flowed a wide variety of "solutions" to this gigantic problem. There is one solution which truly shows the ignorance of the person who recommends it. Any individual, black or white, who tries to think out the practicality of any answer to include its ultimate consequences will reject this "solution." It reads, "Why don't Negroes (I've usually heard the word nigger at this point) go back where they came from?" The answer for this question is obvious. The practicality of this answer is also obvious.

It has been proposed, however. And as unfortunate as it may seem a good many black Americans could not love it so they left it. Perhaps the most notorious of them is the late W.E.B. Dubois who voluntarily exiled himself to Ghana. Since his monumental protest, many have followed his example. Ernest Dunbar has presented the case and attempts to give some answers in his book, The Black Expatriates.

The overwhelming majority of the literary content of this book is not Dunbar's. His method of presentation is interviewing black Americans that, for one reason or another, have voluntarily left America to live in another country. The questions he asks and the results that he uses point to some reasons for rejecting the American way of life.

Dunbar first came in contact with black expatriates by accident during travel in Africa and Europe. He returned to these

Write On: Polarization...

Dear Editor,

I would like to respond regarding the front page of the April 30, 1971 issue of the Crusader, and the seeming inconsistency on the part of the editors of the Crusader. While the tragedy of polarization was expressed on the back page, attitudes that I believe strengthen and solidify the polarization were expressed on the front page. I feel that the editors consider polarization immoral, and that to be true to themselves, they must be certain that their actions do not intensify the tragedy of polarization.

Chris Arnesen
Chapman Hall

people to discover their reasons for leaving America and their particular problems as expatriates. They live in a wide variety of cities and cultures from Zurich to Tanzania. Their life-styles vary considerably from opera star to down-and-out painter, from a hopeful photographer to a political activist. But they all have one thing in common: they left America because life here was not the dream they knew it was supposed to be.

What does The Black Expatriates prove? Why has Dunbar put together this collection of writings? The answer to these questions can best be found by reading The Black Expatriates. By close examination of these few men and women and the reasons for their denunciation of America, Dunbar has perhaps given some indication of America's possible route to solution. It is not the whole answer but it is in my opinion, part of the answer. Read The Black Expatriates and decide for yourself.

Like it is

by Dick Luhn

Walking down the street in Los Angeles last week, I saw a pink Cadillac roar past with a black man inside. The thought popped into my head immediately that blacks sure do like wild colors. Later, in Model United Nations, a black student walked by me in a red crushed velvet derby hat and I remarked to the effect that blacks dig fancy clothes.

This personal set of experiences started me to thinking about the vast amount of generalizing that takes place with regard to races. It is very simple to shun an entire race on the basis of supposed characteristics which are applied to all individuals of that race. Ethnic jokes are a prime example of continuing generalizations.

The statement may arise, "Well, why can't the blacks make it? The Irish made it eventually."

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ONE SMALL VOICE

by John Luik

Election analyses, under any circumstances, are risky affairs for there is always the subtle tendency to second-guess and to justify the present by the past. But whatever the risks, they are far outweighed by the fact that if nothing else, such analyses, like the elections they try to explain, tell us much about the way we think, and feel, and vote.

There are perhaps three key factors which determined this pattern of thought, feeling, and voting in the recent ASB Presidential election.

In the first instance there was the factor of political style. Both candidates faced serious problems relative to their political style. Steve Smith, with his logical and hard hitting image, was confronted with the problem of developing both a campaign and an image that was exciting and enthusiastic as well as logical. Dan Ketchum, who was known for his enthusiasm, faced the problem of presenting a campaign image that combined

thoughtful solutions to basic problems with a dynamic enthusiasm for student government.

These political demands led both candidates to reverse their traditional political styles. Smith took on Ketchum's enthusiasm while Ketchum assumed much of Smith's factual and logically-oriented approach. It was Ketchum's change in political style that helped cost him the election. Ketchum undoubtedly realized that his "hard-sell," dynamic approach alienated many voters. He knew that he could offset much of this alienation by waging a more issue-oriented campaign. But he also knew that any sudden change in a three year political style could cost him substantial support among his traditional supporters, supporters who would believe that he had compromised his political soul. In either instance he stood to lose. The crucial question was which way would he lose the least?

In the end, Ketchum chose to change his political style and risk the loss of his traditional support. Predictably, he did lose much of it, as evidenced by Smith carrying both the Morrison and the off-campus vote. However, the support he expected from the voters who were attracted to his new political image never materialized.

But beyond this reversal in political styles, a second factor which influenced this year's Presidential race was the wide-scale antipathy to Mr. Ketchum. This was the most tragic element of the entire campaign. Tragic because seldom have we seen two candidates who were so superbly qualified to serve as President. EITHER STEVE SMITH OR DAN KETCHUM WOULD HAVE MADE AN EXCELLENT ASB PRESIDENT. Tragic because there was little that Ketchum could do to control

it. Tragic because marking a ballot on the basis of a personal dislike of a candidate is a negation of the entire basis of the democratic procedure, namely independent, informed and rational decision-making. Tragic finally, because it leaves Smith with a substantial number of supporters bound together by nothing more than a common dislike for Dan Ketchum.

Undoubtedly, the key factor in determining the final electoral configuration of thought, feeling, and voting was the candidate's ability to both further student rights and interests and to work with the administration. Although Ketchum began with a commanding lead in this area, largely through a combination of his past work with administrators and Smith's insistence on a firm position in dealing with the administration, Smith slowly gained ground. What probably proved decisive was Smith's performance at the Presidential forum and a handout sheet distributed on Thursday evening which described Smith's past experience of working with administrators.

But the important issue is no longer who won the election and why. The really important issue is whether we as an academic community can together build the best college possible. In this endeavor both Steve Smith and Dan Ketchum can play a significant role.

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CRUSADER

« ASG »

associated student government

by Karen Fritsch

This school year I have been involved in student government as a Senator and therefore have accepted the responsibility of student government. Now that the

year is ending, I am attempting to objectively analyze my success as an individual and as a member of a governing body. My role as a Senator has been somewhat of a unique experience for me. As an individual it has given me an opportunity to learn a little of the contemporary world. I have gained a broader understanding of the needs of students, the decisions of the administration, and the continuous flow of conflicts because of differing ideologies.

LETTER POLICY

Letters to the Editor should be limited to 350 words and must be signed with an address. Except in unusual instances, letters will be printed with the author's name. Letters must be typed (double-spaced), on one side of the page only. The deadline for each issue is 9:00 a. m. Tuesday. Letters will be printed, insofar as possible, in the order received. Writers are limited to one letter per month. All letters are subject to the standards of fair play, courtesy, good taste, and omission of libel.

However, as 1/12 of the Senate, the experience has been frustrating. We attempted to function within the limits of procedural rules and often failed. There was a deep sense of disappointment in dealing with problems for a period of time but never developing a cohesive solution. There was the agonizing confrontation of senators who in their roles were insistent upon altruism at the expense of realism. There was also the further dilemma of assuming a governmental role which I believed capable of yielding power only to achieve disillusionment because of ineffective influence.

I became especially discouraged by the actions of the Personnel Committee at the end of second term in their expulsion of a particular student. No, I was more than discouraged; I was embittered and angry for I was ineffective as an individual and incapable as a member of the Senate to alter an unjust decision based on an irrational premise, delivered by a stagnant body. All year the Senate has been studying various judicial systems to attempt a revision of our own disciplinary body. Unfortunately, it will not be initiated in time to help some student and I have become very impatient in awaiting this long needed change.

As I do not wish to end on a note of antagonism nor with an attitude of distrust I must accentuate that negativism is not the intent of my article. It is my belief that these frustrations and complexities are among this student government's greatest assets. For a solving of a problem and the accomplishment of a decision is a far greater achievement when confronted by frustrations and complexities. It is important to realize the impossibility of the simple solution and that man and his decisions are still somewhat less than divine.

I can not prove that I as an individual and as a Senator have not spent these past eight months "playing a game" called student government. But I am willing to take the chance that we have accomplished something and that we have a large potential for further accomplishment. This in and of itself is enough justification for the continued existence of student government on this campus.



RBM

WRITE AT YOUR OWN RISK!!

NNC hosts Idaho psychology convention

The Idaho Psychological Association held its annual convention on the campus of Northwest Nazarene College on Friday, April 30, 1971. Registration of all IPA members and visitors began at 8:30 a. m. in the Wiley Learning Center. At 9:00 a. m. in the Rotunda Dr. John E. Riley welcomed the group of psychologists, educators, and students to the campus. The rest of the day's program was broken up into meetings which were held simultaneously in the Rotunda of the Wiley Learning Center and the Conference Room of the Student Center.

NNC's Dene Simpson and visiting psychologist, Virgil Sterling started the program by discussing "Clinical Neuropsychology." Neuropsychology is the branch of psychology that studies brain behavior relationships in humans. Among topics discussed were those related to the evolution of neuropsychology from phrenology, and the problem of using the label "brain-damage" to apply to any type of abnormal behavior that can not be classified elsewhere.

"Child Behavior Modification" was the topic of the presentation given by co-directors of the Learning Lab in Boise, Sue Hayden and Carol Heacock. The Learning Lab is a center for the re-education of children with discipline problems, emotional disturbances, and/or possible brain damage. They use social approval, immediate reinforcement of appropriate behavior, lightbox methods and other techniques

to modify inappropriate behavior in children. Reasons for the failures and successes of these methods and the overall program were also discussed.

Dr. Mac Webb and Dr. John Boxall started the afternoon's sessions with their presentation of "Hypnoterapy." Dr. Boxall explained how everyone goes in and out of hypnosis several times a day. Any time one reminisces or daydreams, he is in a hypnotic state. Dr. Webb stated that he considered hypnosis as a type of role-playing. Special interest cases were cited of major surgery under hypnotism, the place of hypnotism in religious ceremonies, natural childbirth, the royal touch of historic kings and the use of hypnotism to produce simulated trips and cure drug users.

Other topics included during the day's program included: "Shock elicited Aggression" by Del Heacock, "Theories of Sleep" by Dave Wright, "Age differences and attitudes toward death" by Laura Holt, "Transplanting Color Preferences via RNA Macromolecules" by David Vale and Robert Jacobs, "Relationship Between Locus of Control and Creativity in Third Graders" by Joan Schweizer, "Students and IPA"--panel discussion, "School Psychology in Idaho" by Jewell Scott, "Heretics Group"--a discussion of the way out fringes of therapy and research, "Encounter groups on Campus" by Russell Monahan, and "The Idaho Psychologist Licensing Law--A Legal Review" by Robert L. Smith, Attorney-at-law.

SENATE FORUM

Positive action was taken in various aspects of student life by the Senate in their Tuesday meeting. A seminar for future servicemen was proposed by Monty Smith and received Senate support. The seminar will give some idea of what can be expected when entering military service, especially regarding spir-

ETC.

VOTING TODAY

Senators and class officers elected today from 11-6.

JUNIOR SENIOR BANQUET

tonight at the Hotel Boise. (see story p.)

DEL GISH EXHIBIT

consisting of watercolors, ceramics, drawings and painting will be on display through May 24 in the Fine Arts Building.

FLAGS AT HALF-MAST

today commemorate the tragedies of Kent State and Jackson State.

INTRAMURAL TRACK FINALS

will be held Thursday at 3:30 p. m.

itual life. The Senate moved to support Smith in this effort as far as publicity and whatever else is needed.

Duane Dale presented a resolution to the Senate regarding a commemoration of the students killed at Kent State and Jackson State last May. The Senate passed the resolution which sets May 7, 1971 as the memorial day, and specifies that all flags on campus will be flown at half mast throughout the day. If possible, special speakers will be brought in to further commemorate the tragedies.

Two proposals were made by John Luik and passed by the Senate. The first proposal provides for a student book exchange. At the beginning and end of each term the ASG will operate a book exchange, without profit to the ASG. All exchanges will be made on an individual basis, with the ASG merely providing the central location for the transactions.

The last proposal passed concerned student representation at the divisional level. Declared upper division majors of each division will elect two representatives who will have full voting rights at all divisional meetings concerning curriculum planning.

SUBSCRIPTION INFORMATION

The Crusader is an inexpensive means of gaining information about NNC. For those who are interested in subscribing to the paper, the rate is \$1.25 per term, or \$3.75 per year. It may be paid on either basis. The following data is requested for a subscription: name, street

address, city, state, zip code. All back issues will be forwarded when the subscription is received. Postage is included in the above prices. For further information contact the Crusader office through campus mail or call 656.

Candidates give ideas for betterment

NAME: Van Cummings AGE: 19 CLASS: Freshman
 HOMETOWN: Kelso, Washington MAJOR: English
QUALIFICATIONS: Vice President of ASB in Jr. High; Vice President of High School Sophomore Class; ASB Representative for International Relations Club; National Honor Society President; ASB Activities Coordinator.

PLATFORM: I believe in NNC and what it's doing. There are some small changes that are needed, which will have to be made slowly. For example, P.C., censorship of the Crusader, dress code, and dorm visitation, are some things that need to be altered and worked on for next.

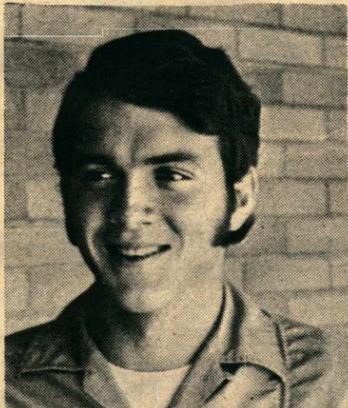
- 1) Students should be more involved with disciplinary problems.
- 2) Work through Personnel Council for dorm visitation.
- 3) The dress code should be revised by the Personnel Council.
- 4) A room search policy should be made systematic and include representation of the accused; also a reason should be given for the search.
- 5) With guidelines set, the Crusader should be governed by itself and the Student Senate.



NAME: Ron Galloway AGE: 18 CLASS: Freshman
 HOMETOWN: Managua, Nicaragua MAJOR: Psychology
QUALIFICATIONS: Freshman Senator; member of constitution revision committee; Chapman Dorm Council Representative.

PLATFORM: 1) Student government should help promote more effective student life especially in social and religious activities.

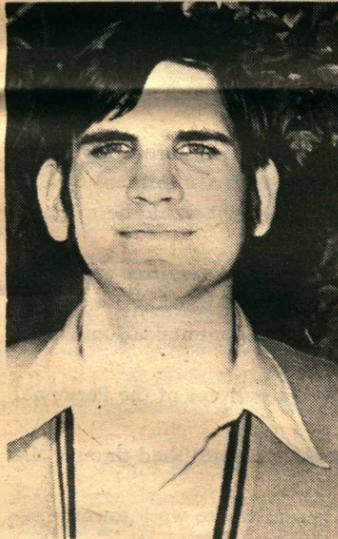
- 2) More effective communications between students and student government by means of forums and small discussion groups.
- 3) Need to re-evaluate organizations on campus that are not geared to serve their intended purpose and make them more effective.
- 4) Work on the weak points of our own student government and make them better.



NAME: Randy Morgan AGE: 18 CLASS: Freshman
 HOMETOWN: Pomeroy, Washington MAJOR: Pre-law
QUALIFICATIONS: Student Council in high school; High School ASB President; Chapman Dorm Council; Student Judiciary Investigating Committee.

PLATFORM: My platform consists of five basic points:

1. NNC--I am proud of NNC. I feel it a definite advantage for one to receive a Christian education. Student government must do its best to support our school and help in one of the largest tasks, bringing in new students.
2. Christian leadership--NNC needs Christian leaders. When I look at myself I ask, If Christianity became a crime, would there be enough evidence to convict me?
3. Christian life--One purpose of NNC is to promote Christian living and a Christian life. Student government must play a role in promoting this cause. The student government should follow our school's motto.
4. The class--The class elects the Senators. The Senators therefore are responsible to the class to represent its interests. I feel that communications between the class and the Senator are most important in the Senator actually representing his class.
5. You--The individual is most important. One thing I am always willing to do is to listen. Sometimes it is nice to just talk over problems with another student. Any class leader should be in a position that allows students to be able to talk with him.



NAME: Debbie Peterson AGE: 19 CLASS: Freshman
 HOMETOWN: St. Louis Park, Minn. MAJOR: Pre-med.
QUALIFICATIONS: GPA 3.32; consistent attendance at Senate meetings; active in the past ASB elections campaign.

PLATFORM: 1) Set up a counseling committee which will aid the student in recognizing his problems before they become incurable.

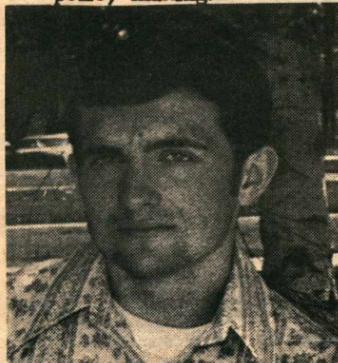
- 2) Better publicize the Senate meetings and the issues on the Senate agenda.
- 3) Restructure the Personnel Committee so that its functions may be more useful to us, as students.
- 4) Set up a standardized policy for searching rooms.
- 5) Improve the students' representation in the academic policy-making.



NAME: Kevin Young AGE: 19 CLASS: Freshman
 HOMETOWN: Spokane, Washington MAJOR: Engineering Physics
QUALIFICATIONS: High school student government committees; NYPS leader on local, regional, and district levels; Dorm Council; Dorm committee.

PLATFORM: 1) To spend time each day rapping with fellow students on ASG matters.

- 2) To promote forums on matters of importance in ASG.
- 3) To see the establishment of a student judiciary branch to the Senate.
- 4) To get a program of student recruitment in action.



1. What is your philosophy of student government?

Cummings: I believe student government should play a major role in controlling the school. By working with the administration and not taking radical steps, I believe this can be done at NNC. I also think the main job of a Senator is that of communication. He should be able to talk to students, inform them of what's happening, and introduce student ideas in Senate. This way anyone who wants to can get involved.

Galloway: Student government has to have a purpose if it is to be effective. It must be a unifying element among students and between students and faculty. Student government has the means of providing for more meaningful social activities and promoting a spiritual atmosphere on campus. Students' opinions and ideas should be acted on in order to provide a source of identity for the individual student.

Morgan: Student government is a very important part of college life. It should be treated in light of this knowledge. The good student leader must have contact with the students and the faculty and the administration. Student government can be the link between the student and the faculty-administration if it is used properly. Student government can provide a service for the students if it is supported. Hopefully, the students will support student government.

Peterson: Our student government has, within its structure, the possibilities of helping NNC reach her desired goals--academically, spiritually and socially. We, as students, have placed upon us a responsibility to see that our student government does strive for these desired goals. By working closely with the administration, they will realize our concern for NNC and recognize the role that student government plays in making NNC become the college it has the potential to be.

Young: Student government must be brought down to the individual level. When individuals are thought of as a group and everything is done for the good of the crowd, enthusiasm, participation, interest, and overall effectiveness are lost. The entire program must be geared to the individual.

2. What specific role should student government play in determining the affairs of students?

Cummings: Student government should control nearly all student affairs (or as many as we can). Students know more what is happening and what the student body as a whole wants. Discipline problems, Crusader regulation, general activities, and everyday actions of the students should be

under student government. By working with the administration in a rational manner, student government can get more things done in student affairs.

Galloway: Student government is subject to the wishes of the student body and should provide the means of doing the things students want to do. In turn, it is the responsibility of the student to get his ideas to the media that is capable of getting something accomplished. It should communicate to the proper committees the opinions of the students and see that these opinions are represented.

Morgan: The student government, particularly at NNC should have a definite part in social activities. One reason some students dislike NNC is because there is nothing to do. If student government is to truly serve the student, it must be actively involved in social activities.

Peterson: Student government should definitely play an active role in student affairs. Student government has the potential to have relative independence within the established framework determining student affairs.

Young: The affairs of students should not be determined by student government, but instead student government should provide the right for the student to choose his own affairs. In the words of Henry David Thoreau, "That government which governs best governs least." The individual on campus should have those rights and freedoms guaranteed to all free men.

3. What specific role should student government have in institutional governance?

Cummings: Student government should have an opinion, but not necessarily an authority in institutional governance. The administration more or less has this phase of NNC under control. Student government should advise and know what the administration is doing; it should watch for student rights. Through meaningful representation on committees, students will have a voice.

Galloway: At present student government is giving its opinion of a course evaluation that will take place later this term. Student government should represent student opinions on issues like that of institution governance and policy making. If students' opinions are represented properly, they will have a say as to how decisions are made regarding issues that really affect the student.

Morgan: I suppose this question may be referring to the realms that a student judiciary would include. Students should play a role in judicial actions. Research has been done on the judicial branch and most students involved feel that it needs definite changes. I think that, for

one thing, the students should be informed of the judicial actions. This one segment of campus framework is completely foreign to the student unless he or she becomes directly involved in its proceedings.

Peterson: Student government has a responsibility to participate in the structuring of institutional governance. It must be effective in determining policies on academics, the personnel committee, the Publications Board and other functions.

Young: Student government should have a major part in institutional governance. Students should have valid positions on those committees which deal directly with the students, and the Senate should have authority enough to guarantee individual rights.

NAME: Larry Vinyard AGE: 19 CLASS: Sophomore
 HOMETOWN: Medford, Oregon
 MAJOR: Physical Science Secondary Education
 QUALIFICATIONS: Regularly attended Student Senate all of this year and third term last year; Athletic-Literary Council member; member of Chapman dorm council; member of Circle K; member of Personnel Council.

PLATFORM: I. COMMUNICATIONS: a. student-faculty interactions: We should promote better relations with faculty by having ASB sponsored forums with faculty participating. We should also work towards replacing the student-faculty reception in the fall with a student-faculty picnic or something of this nature; b. student leader--faculty and administration interactions: We need more rap sessions between student leaders faculty to allow for better communications and faster progress.

II. SOCIAL LIFE: We need more free-of-charge, informal social activities on dead weekends especially during second term when social activities are less frequent.

III. STUDENT COURT: We must continue work on a student court next year and try to come up with some concrete ideas with regards to its organization, how it will fit into the total judicial system, etc.

IV. PERSONNEL COMMITTEE: Students and faculty should work together next year to help clear up some of the problems of the committee's structure with regards to removing the Dean of Women and the Dean of Men.

V. COUNSELING PROCEDURES: The Senate should start work on a counseling system for students with personal problems. This might include bringing in a professional counselor sponsored by ASB to help train dorm chaplains and other interested in counseling those with various personal problems.

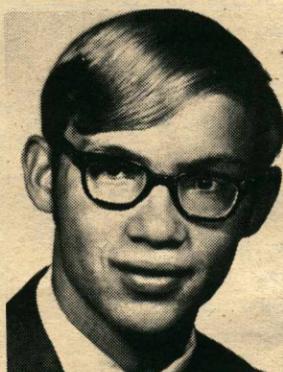
VI. OPERATION SATISFACTION: Student Senate must develop a constitution, determine a method for election of leadership, and work out a budget for Operation Satisfaction.

VIII. SENATE AND CLASS COUNCIL SPIRITUAL UPLIFT: Student Senate should have more religious emphasis such as Senate prayer sessions and prayer breakfasts. The junior class council should also have times of fellowship and prayer together.

NAME: Tim Wheatley AGE: 20 CLASS: Sophomore
 HOMETOWN: Harrington, Washington MAJOR: Social Science
 QUALIFICATIONS: 1. Personnel Council; 2. Crusader staff--Senate reporter; 3. Attendance at Student Officers' Retreat; 4. Society officer; 5. Honor society--GPA of 3.8; 6. Circle K; 7. Dorm Council; 8. Varsity athletics; 9. Participation in CWB and CMA.

PLATFORM:

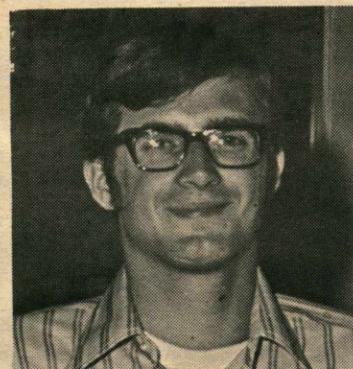
1. Informal rap sessions--bring student government to students.
2. Senate seriousness and preparation to eliminate wasted time.
3. Careful analysis of student-faculty committees with aim to assure adequate student representation on each.
4. Student judicial branch--eliminate Personnel Committee or re-structure it so that the responsibility of supervising student life (student housing, food service, etc.) be given to Personnel Council.
5. Continue to work within boundaries for non-censored student paper.
6. Willingness to appropriate funds for increased social activities such as professional talent.
7. Schedule and finance student representation of NNC and ASB at conventions.
8. Election of Operation Satisfaction director by Senate and continued development of community action segment of Operation Satisfaction program.
9. Attempt to make new P.E. building available for activities other than classes and supervised sports.
10. Commitment and dedication to constituent representation, and a striving for a service-oriented and person-centered ASG.



NAME: Chuck Wilkes AGE: 19 CLASS: Sophomore
 HOMETOWN: Lewiston, Idaho MAJOR: Social Science
 QUALIFICATIONS: 1. Freshman representative to Student Council; Director, Operation Satisfaction; 3. Society officer; 4. CWB Program Director; 5. Sophomore Senator; 6. Personnel Council; 7. Finance Committee; 8. Mission 1980 History and Purpose Committee; 9. KCRH staff; 10. Circle K.

PLATFORM:

1. A statement of student rights and responsibilities should be adopted.
 2. A program of orientation for all student members of student-faculty committees should be established.
 3. Student government should make an all-out effort to improve the social life on campus.
 4. The involvement of CWB, CMA, GMS, and class chaplains in student government should be strengthened and encouraged.
- Community Relations--
1. Operation Satisfaction should receive more support from ASG and should operate under a more definite procedure.
 2. A program of student assistance in Nampa public schools should be established.
- Constituency Relations--
1. ASG should take a more active role in public relations.
 2. Students should be represented on and/or to the Board of Regents.
 3. Nazarene students should be represented at the General Assembly and the General NYPS Convention.



NAME: Larry Scott AGE: 19 CLASS: Sophomore
 HOMETOWN: Yuma, Colorado MAJOR: History
 QUALIFICATIONS: Member of Publications Board; researched total Senate activities of this year; maintained a 3.41 GPA; active in the past ASB campaign; worked closely with many elected student government leaders of next year.

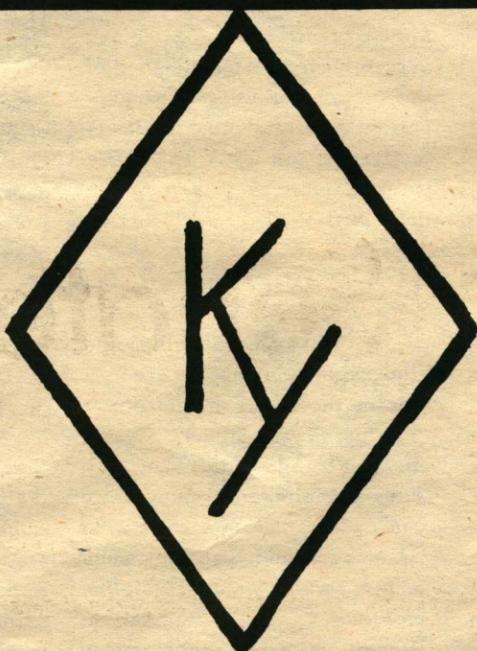
- PLATFORM: 1) A change in the way students are selected for Academic Council is needed. Juniors with a minimum GPA of 3.4 would be eligible and final appointment would be made by the Senate.
- 2) The Student Judiciary Investigating Committee appointed by the Senate this year should be continued to establish an all-student judicial board and suggest other recommendations in restructuring the judicial system.
 - 3) Definite reforms are needed in policies of the Personnel Committee.
 - 4) A room search policy should be established through the Personnel Council.
 - 5) Activate the Counseling Committee to work toward improving the presently limited guidance and counseling system.
 - 6) Work through the Personnel Council in establishing limited dorm-visiting hours.
 - 7) Make certain students get meaningful representation on the governing body of the P.E. building.
 - 8) Appropriate more money for expanding Operation Satisfaction.
 - 9) I am in favor of an all student Publications Board directly responsible to the Administrative Council.

1. What is your philosophy of student government?

Scott: Student government's purpose is to serve the needs and represent the viewpoints of the students. Therefore, I believe one of the basic functions of student government should be of competent representation to the administration. In this I feel that instead of student government being alienated from the administration, it should accept the responsibility as a partner in directing the role of NNC in the future. It should attempt to solve problems by working with the administration.

Vinyard: A student leader should represent the students. It is his responsibility to keep students well-informed and to get their opinions on all vital issues considered in Senate. A senator's decision must be the decision of the class. Student leaders must also cooperate with faculty if student government is to make maximum cooperation and effective representation will student government function best.

Wheatley: Student government should be service-oriented and person-centered. It is the responsibility of student government to communicate with stu-



Paid for by Kevin Young

Students vie for leadership positions

dents to know problems to be dealt with, to protect the rights and responsibilities of students, to show responsibility in leadership, to represent all segments of student opinion, and to stimulate student involvement in all facets of campus life. The student is responsible to his government in expressing opinions and desires, and in proving his responsibility.

Wilkes: Student government should be need-oriented. It should be constantly seeking ways to meet the needs of students. Many of these needs can only be met by securing the approval or assistance of the administration. To do this, ASG must prove itself responsible. ASG must be responsible, realistic and those involved must take it seriously.

2. What specific role should student government play in determining the affairs of students?

Scott: I think that student government, when working say within the organized system of NNC, should have relative freedom and final say in determining student affairs. By this I mean that student government can have a certain amount of power in deciding the activities of student life while still functioning within the established structure. Therefore, I think it's the responsibility of student government to assume this power in striving towards relative autonomy in determining the affairs of students.

Vinyard: Student government should fulfill a students' social needs through worthwhile social activities, student publications, service organizations, and adequate counseling programs. It should fulfill students' academic needs through counseling procedures, academic clubs and adequate representation on academic committees. Student government should provide for students' spiritual needs by initiating religious activities and opportunities for involvement and self-expression. It should also have partial control over rules regarding policies and regulations which students are required to obey.

Wheatley: Since student government should confront the issues and deal with problems pertinent to students it should assume a major role in determining student affairs. Since student government should protect the rights and responsibilities of students, it is important that student representation on committees affecting their affairs be adequate. Specifically, an efficient student judiciary branch should be developed and the Personnel Council should be given many of the responsibilities now delegated to the Personnel Committee.

Wilkes: ASG should take the major responsibility for implementation and coordination of student affairs. It should be done with the advice of the administration.

3. What specific role should student government have in institutional governance?

Scott: I think now, more and more, student government is taking an important role in institutional governance. This is clearly pointed out by students serving on the Mission 1980 Committees along with the faculty and administration. I think that student government must continue this trend and especially work in the areas of academics and finances which I feel have been neglected in the past.

Vinyard: Student government, and students, fulfill a role in institutional governance partially through student representation of Personnel Committee, Academic Council, Personnel Council, and various other student-faculty committees. Organization of a student court, and representation on the Board of Regents are also necessities in realizing the complete role that ASB should play.

Wheatley: I feel that students should be active and involved in institutional governance. There should be more interaction with the Board of Regents. Students should be adequately represented on committees responsible for academic policies, and be able to voice their opinion on such issues as required class attendance.

Wilkes: ASG should have an equal role with the faculty and administration in institutional governance. Students today are demanding to be heard and involved in this area. NNC cannot grant only perfunctory attention to her students.

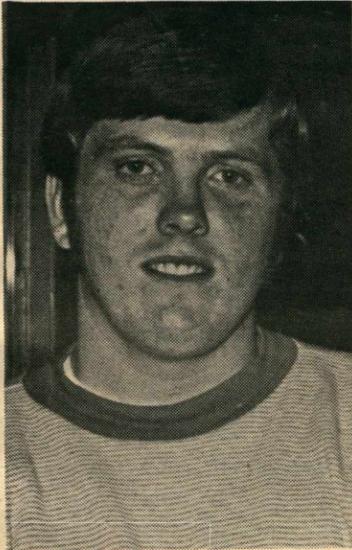
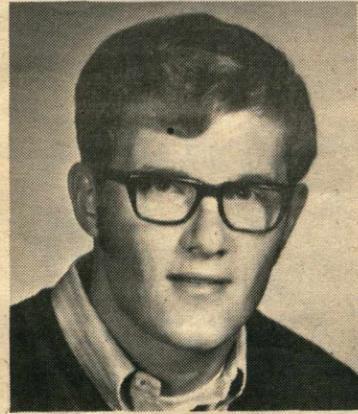
1. What is your philosophy of student government?

Brasch: Student government is the basic organ of change on our campus. Of necessity an institution must be in a constant state of improvement or stagnation and decay will set in. Thus, I believe student government's role is that of providing leadership in changing and preparing NNC for a brighter and more useful future.

Leavell: Student government should be students governing themselves. This encompasses not only those in office but the entire voting constituency. The responsibilities are two-fold in considering student government. The role of the leader is to represent to the best of his ability those who elected him. The students then must inform the representative of their opinions. With students and student leaders working together, representative government can be more effective at NNC.

NAME: John Brasch AGE: 20 CLASS: Junior
HOMETOWN: Parkdale, Ore. MAJOR: Social Science Divisional
QUALIFICATIONS: Personnel Committee; Co-Chairman of Student Judiciary Investigating Committee; Qasis staff; Intramural Assistant.

PLATFORM: Student government is dying from the lack of student support. The basic ingredient needed to bring student government back into its proper perspective is student involvement. The number of ways open to a student who wants to serve are endless. My role as a student senator would be to first of all represent student opinion and second to try to get as many people as possible actively involved in student government for this involvement is the only way left to make student government meaningful once more.



NAME: Steve Leavell AGE: 21 CLASS: Junior
HOMETOWN: Oregon City, Oregon MAJOR: Social Sciences
QUALIFICATIONS: Junior Senator; Mission 1980 Constituency Relations Committee; active participation in society and in all areas of campus life; a willingness to work.

PLATFORM:

1. Investigate the possibilities of an office of Senate chaplain.
2. More informal get-togethers, singspirations, devotionals, and prayer times to be sponsored by ASG.
3. Investigate the possibilities of a public relations representative for ASG and ASB.
4. Establish a committee for disciplinary defense and counsel.
5. Involve more student voice in Student Center policy.
6. The Student Judiciary should be finalized and put into operation.
7. Work for an entire student Publications Board.
8. A Senate agenda should be established to increase Senate efficiency.

Scott

for

Senate

Paid for by Students for Scott

Senate platforms presented



NAME: Clint Fisk AGE: 21 CLASS: Junior
 HOMETOWN: Council, Idaho MAJOR: Pre-Seminary
QUALIFICATIONS: Elected parliamentarian in high school student government; two years as a Crusader reporter; honor society for two years--3.78 GPA; group leader in CWB; active in local church.

PLATFORM: I will do my best to work responsibly toward:

- 1) helping the Crusader play a more constructive role in our college community;
- 2) improving NNC's disciplinary system;
- 3) the goal of an adequate and comprehensive counseling system for our college;
- 4) a better quality education with students being able to express what they feel they need in their academic programs;
- 5) finding a workable system of student recruitment;
- 6) providing for representation for Nazarene college communities (students and administration) on the general church level;
- 7) improving the quality and quantity of campus religious life;
- 8) any other quite old but quite useful ideas "borrowed" from what's-his-name's platform that will make NNC a better school!

Fisk: In my opinion some of the major reasons student government exists are to: (a) train students for responsible leadership on a more sophisticated level; (b) give students a strong organized voice to speak for the policies they favor, (c) protect the rights and examine the responsibilities of student body members; (d) act as a community conscience on a local, national, and international level as a group of some of the most intelligent, involved, and concerned students on campus.

Quanstrom: Student government is not a game. It is a vital instrument in the exploratory and learning environment of the student. Student government should be a tool with which students are able to constructively utilize their energies, talents, and knowledge while at the same time gain new knowledge and formulate new ideas. Most importantly however, it should mediate an atmosphere of tolerance, openness and integ-

rity through which students and administrators can come to better understanding.

2. What specific role should student government play in determining the affairs of students?

Brasch: As student government gains in responsibility and as it comes to truly represent the students more, so should its role

NAME: Linda Quanstrom AGE: 20 CLASS: Junior
 HOMETOWN: Newberg, Oregon MAJOR: Psychology
QUALIFICATIONS: Freshman representative for the Women's Residence Association of Olivet Nazarene College; Junior representative and president of Women's Judicial Board of Review; member of the Student Judicial Committee.

PLATFORM: 1) I propose joint sponsorship of special activities and small group prayer and Bible-study groups by the CWB, CMA and ASG to enhance better understanding between the groups and those they represent.

2) I propose continuing and accelerating the present evaluation and clarification of the judicial system in order to effect a more efficient system.

3) I propose to increase communications between student government and the student body by: A. organizing short, informal but regular forums between the Senators and students of each class for the purpose of clarifying Senate actions and exposing the Senators to student ideas and suggestions; B. increased and better publicity concerning committee openings and opportunities for student participation.



3. What specific role should student government have in institutional governance?

Brasch: In light of the fact that the college exists for the students for the college, I believe it is the college's duty to remain responsive and open to the needs and wishes of the student body. Naturally, the best way for this to occur would be for more students to be incorporated into the governing structure of the college. Thus, student government, as supposedly the main representative of the students, should be more actively involved in all areas of institutional governance.

Leavell: Institutional governance encompasses a large area. That part of our institution which covers policy and finances entails a large responsibility. Students compose the major part of this campus and because of this position they must have representation. To neglect the students' voice in these areas would be to rate students as a secondary concern.

Fisk: NNC's administrators are paid to spend their lives learning to run our college more professionally so they must bear most of the load of campus governance. But that is not to say that there should not be definite channels through which students have a strong influence on how NNC is run. Students must always prove their responsibility, true. But it should also be remembered that it is the students' education and the students' money that is primarily financing this institution.

Quanstrom: The direction, care, and government of an institution is a mammoth job requiring knowledge, experience and an abundance of wisdom. These requirements can not be found in a student or even the combined efforts of many students. They have good ideas and valuable suggestions which should be considered, but they have not the experience or wisdom with which to completely evaluate them and, therefore, should not expect a voice in all matters of institutional governance.

When a student casts a vote in student government elections it must, to mean anything, be reciprocated with power. The person for whom he is voting must have the power to stimulate activity, define policies, and initiate changes in student affairs.

the senate needs a

Linda Quanstrom
for senior senator

Paid for by Linda Quanstrom



Eleven students traveled to Occidental College last week for Model U.N.

NNC represents Japan at Model United Nations

by Randy Peterman

"Model United Nations of the Far West (Session XXI). Occidental College, Los Angeles, California. April 28-May 1, 1971."

What is the Model United Nations of the Far West? It is a model of the actual United Nations in which college and universities from throughout the western states represent the various nations of the world. It is the role of each college's delegation to adequately reflect the national interests and opinions of the country which that school represents. The Model United Nations, like the real United Nations, is made up of the General Assembly, the Secretariat, the Security Council, and the various general committees. The committees, each of which deals with a different set of international problems, submit proposals for the General Assembly to ratify. By this means legislation concerning the entire world community is enacted.

This year NNC represented Japan in the Model United Nations, seating delegates in the General Assembly, the Security Council, the Executive Committee, and all five general committees. David Ellis served as head of Japan's delegation, as ambassador to the Security Council,

Professor Bart McKay served on the Executive Committee and also as a advisor to the group. Karen Fritsch and Randy Peterman served on the First Committee; Chuck Wilkes and Dick Luhn were on the Special Political Committee; Randy Morgan and Louise Davis were on the Second Committee; John Dorband and Tom Tyber served on the Third Committee; and Larry Scott and Kathy Willis made up the Fourth Committee.

NNC has acquired, through the years, a reputation for doing an outstanding job in the Model United Nations. This year was no different. NNC very adequately represented Japan, which is one of the major states of the Asian-African bloc of nations. No fewer than eight committee resolutions sponsored by Japan were passed in the General Assembly. David Ellis was privileged to address the General Assembly concerning the admission of Red China to the United Nations. Alfred Schaar served as President of the Security Council, and also was chosen to be the Security Council's Rapporteur to

the General Assembly.

The Model United Nations as a whole was successful in passing several substantive resolutions. Chief among these was the admission of Red China to the United Nations. This is a measure that the actual United Nations is now considering, but has never been able to ratify.

What is the worth of NNC sending a delegation to the Model United Nations? We feel that there are three good reasons for it. First of all, it is excellent training for those students that actively participate in it; it thoroughly acquaints them with the international dealings of their nation. Secondly, it makes one realize the intricacies of international diplomacy; it awakens one to the problems encountered in the actual United Nations. Lastly, and perhaps most important, it is excellent public relations for NNC. Our school has done an excellent job in the Model United Nations through the years, and now has a program comparable to that of any college or university in the West.

Special NNC student wins barrage of music awards

Kirk Berentsen, a special student at NNC and a senior at Nampa High School has been hit recently with a barrage of awards from various music organizations.

During the month of March, he won three notable scholarships. The most outstanding award was from the Idaho Federation of Music Clubs. He placed first in their contest which was open to any musician, whether vocalist or instrumentalist. He received a \$500 award for winning the contest. Next, he won the Nampa Musicale Contest and was awarded private voice lessons. Kirk was also awarded a partial scholarship to the Sun Valley Musicale.

Other awards he has received include a full, four-year scholarship to Utah State, and a scholarship last summer to a music camp at Ricks College.

When he was rated at the Northwest Convention of Music Educator's National Conference, Kirk received a score of "one plus." An excellent rating of "one" is usually the highest score.

For the past two years, Kirk has been a special student registered at NNC for voice lessons. He started singing seriously and taking lessons when he was 15. Last year was the first time he seriously considered going into music as a life work.

His goal is to be a member of the San Francisco Opera. "I like opera. There is no greater excellence in music than operatic music," commented Kirk. However, tryouts for the opera are only given to persons 21 years of age or over.

In the mean time, Kirk plans to continue improving his voice. He will take advantage of his scholarship at Utah State next year. Eventually he hopes to be accepted at the San Francisco Music Conservatory.

At Nampa High, he is involved in many activities. He plays the trombone in stage band and is in choral groups such as Madrigals. Presently he is working on the school's spring musical, "Music Man," in which he has the lead.

Two profs speak during Earth Day

Dr. Walter Quanstrom and Dr. Gilbert Ford spoke at Boise High School for an Earth Day program on Thursday, April 22. They presented the last of five one-hour presentations.

Ford spoke on ecology problems from a physicist's viewpoint. He suggested two ways by which pollution problems might be solved. One would be to resort back to the primitive way of life, while the other would engage science and technology in solving these problems.

Quanstrom, speaking on "Biological Magnification," presented a biologist's point of view. He noted that measuring levels of toxic material such as DDT in the environment does not mean too much because of the ability in animals to magnify it through the food process chain.

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Doug Engel played the part of the Sheriff of Nottingham in the NNC production of "Robin Hood."

the Lively Arts

by Peggy Grant

The annual spring production of a children's drama has become a very pleasant tradition at NNC. This year's presentation delighted all, adults, students and children alike.

Each member of the cast acted as if he were made for the part he played. Steve Dickerson Engel as the Sheriff of Nottingham left the children alternately terrified and laughing.

as Sir Guy of Gisborne and Doug

The effectiveness of Wendell Smith's performance was obvious, judging from the awed looks he received from the children after the play. One girl wasn't satisfied with Robin Hood's autograph; she wanted to take home Robin Hood.

"Robin Hood" had tragedy, excitement, tenderness, but most of all humor. Much of this was due to Friar Tuck played by Chuck Wilkes. All who saw the play would no doubt agree that it would not have been the same without him. He simply was Friar Tuck.

The production staff deserves special credit. The trees looked real enough to climb. The costumes were especially beautiful.

We all enjoyed the play, in spite of the wiggling, giggling, screaming children, or more probably because of them, because who can ever tire of the sound of children laughing?

But, even more important than pleasing us, "Robin Hood" pleased the children. As one five year old boy put it, "I'm glad I didn't bring my truck along because I can see now that I don't need it."

\$5,000 granted for Riley Library

The W. K. Kellogg Foundation has recently awarded a \$5,000 library grant to NNC. The grant was the result of an application submitted by Dr. Walter Quanstrom.

Dr. Robert E. Kinsinger, Kellogg Foundation Vice President, explained that the grant to NNC is one of approximately 300 similar grants being made to small, private liberal arts colleges throughout the United States as part of the Foundation's continuing program of support for activities aimed at finding solutions to environmental problems throughout the nation.

Dr. Kinsinger said, "The realization that man is faced with unprecedented crises precipitated by rapid and profound population growth, environmental deterioration, and depletion of the planet's natural resources has evoked a growing concern. The

Foundation believes that the nation's small, private liberal arts colleges can make a substantial contribution toward solving these problems by strengthening their programs of environmental studies."

The foundation selected

Forty-nine receive perfect term grades

According to Dr. Gilbert Ford's office 49 students earned straight A's last term.

Seniors on the Dean's list include Lee Dale, Dale DeHamer, Diane Ditchen, Bonita Dixon, Maxeen Evans, Jim Gacey, JoAnn Gehrke, David Hybertson, Don Keller, John Luik, Bill Moore, Loretta Morris, Sally Muncey, Linda Paschal, Peggy Schmidt, Caroline Scott, Barbie Sharp, Mel Skeen, Tim Tooman, Mel Wahl, Gloria White, Carol Yeend, and Jim Zink.

Juniors receiving 4.00's were Connie Castle, Dave Craddick, Linda Eisenbarth, Annette Erickson, Kathy Guthrie, Kaaren Larson, Steve Oglevie, Linda Quanstrom, Patricia Roybal, Craig Springer, and Roberta Thompson.

Sophomores at the top were Wes Bichsel, Doug Bloomquist, Constance Bludworth, Kathy Ho-

from a broad range of disciplines including education, government, economics, science, law and health. The selection committee will be composed of five students and seven faculty members.

shide, Janet Johnson, Linda Kershner, Dave Mangum, Randy Peterman, and Norma Slonaker.

Completing the honors list were freshmen Gail Ford, Janet Hensley, Roy Phillips, Neil Read, Velma Reed, and Timothy Roth.

"Spring Fever" is theme for annual banquet

"Spring Fever" is the theme for this year's Junior-Senior Banquet being held at the Hotel Boise May 8 at 8:00 p. m.

Miss Helen Wilson will be mistress of ceremonies. Entertainment will be provided by the Capital High Singers.

Cost for the meal is \$1.00 per junior or senior. Tickets are on sale in the bookstore through today.

Activity cards given free to Seniors

Dr. Howard L. Miller, Vice President for Financial Affairs, has announced that complimentary tickets will soon be issued to all graduating seniors who have paid their \$25 P. E. building fee. The tickets will enable seniors to attend all of next year's sponsored games free of charge. Dr. Miller stated that there had been an effort made to have the tickets ready to be given out as the seniors paid their fee but that this had not worked out. There will be a notice in the Cru-keys as to where and when these cards may be picked up.

Junior Marshalls are selected

Juniors Linda Eisenbarth and Wayne Brown have been selected as the Marshalls for Commencement.

Commencement Marshalls are selected by the Academic Council from among upper division students in good standing who have earned 74-110 credits. Normally the two students selected have the highest cumulative GPA.

Besides serving in the commencement activities, the Marshalls will also be members of the Academic Council.

Rotary sends Dr. Mayfield to Australia

Dr. Joseph Mayfield, Vice President for Campus Life, left the campus Tuesday, May 4 to represent Idaho and Utah Rotarians at the Rotary Club International Convention in Sydney, Australia.

Mayfield, who is governor of Rotary District 542, which includes Idaho and Utah, will be visiting Pago Pago, Samoa, and the Fiji Islands on his way to the "land down under" and will be passing through New Zealand on his return to the States.

Mrs. Hazel Mayfield accompanied her husband.



A THINKING MAN'S MESSAGE about Diamonds

Puzzled by the wide variety in diamond pricing? Confused by "discount" promises in mail-order ads and catalogs? Then you need someone you can trust to give you factual information about what to look for in a diamond. As a member firm of the American Gem Society, we have such a diamond specialist on our staff. He will be happy to properly and ethically advise you on the subtle differences in diamond quality that affect the price you pay. Come in and see us.

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Crusaders hit losing streak; drop four games in four days

by Jerry McConnell

Our NNC Crusader baseball team went into last week's action on a hot streak. But, brother, did they get cooled off in a hurry!

The Crusaders dropped back-to-back double-headers to Whitman College and Lewis and Clark between April 28 and May 1 to see their season record tumble to a miserable 5-14. NNC lost four games in four days.

It wasn't that Coach Vail's club wasn't hitting . . . they just didn't get enough pitching or defense. At Walla Walla on Wednesday NNC dropped the opener to Whitman 3-1. Dave Boschker's round tripper was the only offense the Crusaders could muster. In the second contest NNC erupted for seven big runs but Whitman scored ten and all of a sudden the Crusaders were 5-12. Dale Tindall homered for the losers.

On Saturday NNC lost a pair of games to Lewis and Clark in Lewiston by scores of 9-1 and 5-4. The second game drug into extra innings. The Crusaders exploded for 19 hits in the two games but left a total of 25 men on base and committed seven costly errors to seal their doom.

In the first game Dale Tin-

Last campus devotional scheduled

This Wednesday at 7 p. m., NNC is planning something new and different. The All-Campus Devotional will be held on the grass under the clock tower.

With "Spiritual Flashback" as its theme, it will be an informal time of singing and sharing of the year's spiritual victories.

Special music will be provided by Karen Luxsinger and the Life-Lights.

dall rode home on Dave Boschker's double for NNC's only run. Boschker, Tindall and Larry Sams each pounded out two hits in the 9-1 loss. John Brasch was the losing pitcher.

In the second game NNC out-hit L and C ten to eight but stranded 15 runners and lost in

extra frames 5-4. Dave Boschker once again had a pair of hits for Coach Vail as did shortstop Ben Maggart. Terry Irish went the distance and took the loss.

The twinkilling ran the Crusaders losing streak to four and dropped their season mark to five wins against 14 losses.

JUST ABOUT ANYTHING

by Jerry McConnell

Boy, I must really be a jinx! Last Friday I told you how great the Crusader baseball team was doing. Remember? I told you how they'd won two in a row and four of their last six? And how they were really coming on strong? And how things were looking up?

Pop, NNC turned around and lost four games in four days.

And do you remember how I clued you in on NNC's sports dynasty last week? You know . . . the golf team? How great they were doing?

Pop some more. They lost for the first time in a month! I best be keeping my mandible sealed.

But while the Crusader diamond squad was losing everything but their numbers last week a couple of guys were just waking up and flexing their muscles. Dave Boschker rapped six hits,

including a double and home run, and picked up some RBI's while boosting his average near that magic .300 mark.

Second sacker Dale Tindall also smacked a four bagger, rapped a bundle of hits, scored some runs and in general made his presence felt in Walla Walla and Lewiston. He too is hovering dangerously close to that select 300 circle.

Senior Larry Sams is finishing his NNC baseball career with a flourish and swinging a solid, consistent bat.

A lot of statistics and averages are soaring while NNC's team fortunes are floundering in the closing days of the 1971 baseball season. We'll have the final stats on everybody next week.



Tim Leavell is congratulated by his teammates as he rounds the bases after smashing his fourth home run of the year.

NNC golfers bogey out in ISU match

by Jerry McConnell

ged ISU course in 80 strokes and Dave Mangum scored an 89.

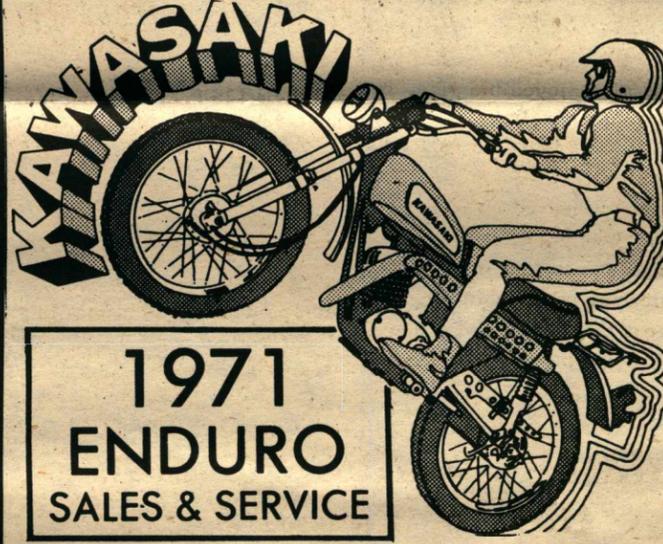
Last week the Crusader golf squad bogeyed its way up to Idaho State University and got smothered 11-4. The loss dropped NNC's season record to 5-2-1.

The Crusaders' only victory of the day came in the number three spot when Rick Hartwig carded a fantastic 72 over the 18 hole course and won 3-0.

Lonnie Barnhouse ballooned to a fat 85, Monty Ortman shot an 82, Bob Croft toured the rug-



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Earth Week, 1971

In the beginning man was at one with the world.
 In the beginning man worshipped the earth for he saw in its beauty
 and in its ugliness the profoundest reflection of himself.
 But man soon ceased to live in harmony with the earth.
 Instead of seeing the earth as his sustainer he perceived it as his ad-
 versary, as something which thwarted his progress, as something
 which had to be overcome.
 So man raped the earth.
 He gauged huge holes in its surface to rob it of its riches.
 He stripped it of its protective cover in order to build his cities.
 He despoiled its greatest wilds with his achievement called civili-
 zation.
 He fouled its waters with his sewage.
 He crowded the majestic openness with his endless millions.
 And the earth began to die.
 And man began to die.
 And the earth and man were one--in death.

--JL

