

## Tenure for Cas?

The employment-status of a football coach, like any position which comes in close proximity with public opinion, can be a shaky situation.

Oregon's Len Casanova, whose football teams have made him the most popular Webfoot grid coach of recent times, may well be on the way towards establishing a record for consecutive twelve-month contracts. With seven seasons behind him, including the memorable one climaxed two weeks ago at Pasadena, Cas still signs his agreement with the University every year. Some discussion has arisen recently concerning the possibility of a more secure situation for the popular football chief.

Dick Strite of the Eugene Register-Guard sums this discussion up pretty well. "The University of Oregon is vulnerable (to coach-hunting schools)—when you understand that Casanova doesn't even have academic tenure . . . He is not eligible" . . . because he is not a full-time professor. Most people who understand Casanova's coaching philosophy would understand why he is a permanent asset to the University of Oregon—win, lose or draw. So what can be done to reward Casanova for a terrific coaching job?"

Strite, and others, have suggested that Cas be awarded a long-term contract, regardless of tenure, in which the Athletic Department would set aside a salary-figure equal to the term of his contract as a guarantee. For example, a three-year agreement would require \$45,000, for a \$15,000 salary.

To clear up any doubts, here are the University's policies involved, according to Willard Thompson, Director of Public Services.

First of all, Casanova has the official title of associate professor of health and physical education. But he isn't and cannot be, because of his coaching duties, a full-time member of the academic staff. Only full-time University teachers are eligible for tenure.

After three years in the rank of instructor, an individual is usually reviewed. At that time he may receive some sort of professorship, and the possibility of a tenure, by action of the University president. After six years without tenure, his case is reviewed,

and there is a likelihood that his contract will be terminated. Obviously, Cas doesn't fit in here.

"Actually, Cas' status as associate professor is a sort of honorary rank," Thompson said. "The most logical change in his situation would come about (as Dick Strite suggested) by some type of long-term contract. Here again final approval would come from President Wilson, but Director of Athletics Leo Harris (he hires the coaching staff) would initiate it."

Would some added security in this day of free-handed coach-grabbing be asking too much for Oregon's Rose Bowl mentor?

## Worthwhile Assembly

The question of a major in college has come in for its share of controversy, but has usually emerged in fairly stable form. Though the stoutest liberal arts advocate might hold out to the last, it is probably safe to say that some degree of specialization is needed.

Establishment of a goal in college training is the mark of a more mature individual, and gives added incentive for the four-year march to the degree. The degree itself—despite popular feeling to the contrary—should not be the chief objective.

It is indeed possible to graduate in real liberal arts fashion with a specific goal in mind, but generally a major is the desirable path to follow.

The various schools and departments of the University today are staging the second in a series of assemblies aimed at acquainting individual students with their majors and with outside experts in their fields.

Today's assemblies, to be held during the regular assembly period, will be more detailed than the October sessions—with the addition of the various departments to the professional schools' programs.

The programs strike us as an excellent help for a lower division student who is trying to decide on a major field of study.

The assemblies are worthwhile on two fronts: they offer the undecided students further evidence to weigh in selecting a major and they offer the committed students always-useful knowledge in their chosen field.



"TODAY'S DEMONSTRATION WILL BE ON HOW TO SET A BROKEN ARM!"

## William Cook

### RE Week Offers Chance For Evaluation of Beliefs

The churches of America have expanded greatly in membership and financial support since World War II. A higher percentage of the population is now affiliated with churches than ever before. To all appearances, organized religion is now in the strongest position it has ever held in this country.



In spite of this evidence, the force of organized religion and its teachings in our society is no stronger—if it's as strong—than it has been in the past. People, it seems, are flocking to churches for reasons other than for religious teaching and guidance.

The church is a nice place to go. Church social functions are enjoyable. The music is stirring. All the "good people" attend church regularly. It's the expected thing to do.

Our religions teach generally that we should have love for God and men, that we should be humble and have faith in the divine, that the worldly is subordinate to the spiritual, that this life is merely a preparation for another, grander world.

Our economic philosophy teaches the need for competitiveness, for individuality and for "getting ahead in the world."

Our conception of the "good life" is hedonistic. We are seeking pleasure in everything we do. Judging from the contents of television, movies and from talking with students, the good life is one of leisure, material possessions and a comfortable job with prestige.

Most of us, if questioned about our views on the three areas mentioned above, would agree that they are true—separately. Taken together, the three conflict with each other.

How do we resolve these conflicting beliefs and ideas? Some social scientists and philosophers say that we "compartmentalize" our beliefs. When we are concerned with religion, we think and act in the context of our religious beliefs. When we

are doing business, we follow the teachings of our economic philosophy. In this way, we can "have our cake and eat it too."

Yet these beliefs cannot be separate from each other at all times. Often situations must be faced in which conflicts in beliefs and ideals appear. Then a decision must be made whether to be businessmen or pleasure-seekers or churchmen.

Recent surveys indicate that religious tenets are the less important guides to conduct and decision-making for most Americans in such conflict situations. But Americans will, at the same time, defend their religious beliefs more passionately than any of their other beliefs.

Campus bull-sessions, when religion is discussed, are often marked by a lack of understanding that even University students—supposedly to be the nation's intellectual leaders—have about their own religious beliefs and ethical values. They usually hold some kind of religious beliefs, but they often can't define them or tell why they hold them.

Those students who can state their religious beliefs definitely are often just repeating the doctrines of their own church which they have accepted with little or no thought on the matter.

Religious Emphasis Week is scheduled for next week. The week's name is actually misleading. Its intent is not to convince students of the rightness of or necessity for religion, but rather to give students a chance to evaluate religion and relate it to themselves and to society.

RE week this year will be primarily concerned with what different faiths believe about love and marriage and why—a theme which has its practical aspects, particularly at a co-educational university.

But RE week can be more than just a discussion of love and marriage. It can be a time set aside for students to examine and evaluate their own religious beliefs—or to find whether they have or even want such beliefs.

## LETTERS TO THE EDITOR

### **Emerald Editor:**

Why PE grades? For over ten wasted column inches an Emerald editorial recently gave an unreasonable account on why PE courses should be pass and fail courses only, with no other grades given.

The editorial might just as well have been a plea for only pass or fail grades in all courses.

For PE courses require talent and learning just as journalism, business, and law courses do. And the skill and learning which a person has in any course become the bases for his grade. To take away ABCDF rating in

PE would be to take away incentive.

I wonder if the editor thinks that Jack Morris, Jim Shanley, or any other member of Oregon's championship gridiron team who spent upwards of 15 hours a week working on football, deserves the same P grade for PE as the unenthusiastic junior who shows up to volleyball class just enough times to pass.

And that isn't all, kind Editor, for if you would have taken the time to check the outs for your unco-ordinated upperclassman, who wants to get in shape but

not get a low grade, rather than making an emotional blast at the PE dept. you would have found that there are several solutions for this individual.

First of all, he can audit any PE course, or any other course in the school for that matter. By doing so he is allowed to attend class, receive instruction, and still get no grade for the course. To me this is the best answer, certainly far better than making all PE courses pass or fail.

Or, the upperclassman can seek to get in shape through the intramural program. There are nine different IM sports in which he may take part, many of them on two ability levels.

Thirdly, the sincere individual who seeks physical fitness has all PE facilities at his disposal six days a week. He can work out most any time he chooses and not receive a bad grade for it.

I don't see how you can help but agree, Mr. Editor, that all is not lost for the upperclassman seeking fitness. And I would hope that in the future that you will think out your ideas thoroughly before trying to influence 5,000 collegians and their professors.

**Phil Knight  
Senior in BA**

### **Oregon Daily Emerald**

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