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Joe College: a double image

faculty concern mounts over weak entrance policies

By MARTHA BLISS
Of the Emerald

Joe College — which is he? The walking library who stuffs transistorized tapes of Beethoven in his front pocket and slide rulers in his back or that popular breezy individual who spends most his time in the student union, just flashing a practiced smile at the female passersby? The question is a curious one, but even more so the question, "Which should he be?"

The University, like most other colleges today, has a definite split in its student population. While one half lives for Homer and Chaucer, the other half lives for beer and the weekends. And the situation raises a host of rhetorical questions.

Should only top-notch students be allowed use of university facilities? Or should a university indiscriminately throw welcoming arms around every high school graduate? Should an academically-weak basketball player take up a classroom seat that a more scholarly student could fill more effectively?

Many University faculty members, in expressing their views on such questions, seem to think the University is not the scholarly institution it should be. Joe College, they say, is not the striving young academician he once was and the entering freshman may hold a high school diploma but scarcely a high school education.

The root of the problem, many say, is an admission policy so flaccid that even the biggest goof-off can slide through. University admission requirements now stipulate grade point averages of 2.50 for the Oregon resident, 2.75 for the nonresident and 2.00 for the transfer student.

The last category has caused wide dissent among faculty members. In 1975 the Oregon State Board of Higher Education agreed to lower the admission level at the University and Oregon State University (OSU) for junior college transfer students from 2.25 to 2.00. The reason behind this action was to improve the two schools' recruiting powers in their athletic programs. The board

sought no consultation from either the University faculty staff or the OSU staff.

Claire Meyer, a University library researcher and member of the Academic Standards Committee, says this board action is only one example of what she terms "overrecruitment." She describes overrecruitment as "promising them roses and then when they get here, they can't cope."

"I see students stumbling around the library too afraid to ask us questions because they know they wouldn't be able to use the answers," she says.

While Meyer is afraid the students who wriggle in via low admission requirements usually end up "hanging in there by the skin of their teeth," Mike Buccino, a student member of the Academic Standards Committee, says he thinks it's fairly easy for them to "slide through" like the rest of the students.

"Once you can get in," Buccino says, "you can just slide through. Lots of schools are easy to get into, but you have to work to stay in. But at the University you can just slide the whole way."

National statistics seem to support Buccino's statements. The fifth edition of *Comparative Guide to American Colleges* reports that "pressures for academic achievement appear moderate at the University." In comparison, it states similar pressures at Berkeley and UCLA are "intense," at Davis are "fairly intense," and at Riverside are "quite intense."

In addition, the guide did not list the University as one of the top 200 universities in the nation.

In interpreting this data, still another question arises. Should serious students be forced to go out of state to acquire a reputable postsecondary education? Whether or not they should be forced is immaterial. The fact is, many are.

The Academic Standards Committee presents an interesting angle on this dilemma in its biennial report. It states that "rather like restaurateurs who will not eat in their own restaurants, many University faculty send their own children to other universities for an undergraduate education. In many cases, this is a response to the desire of young people to expand their horizons, but in too many instances it appears to reflect a recognition of undemanding undergraduate programs."

Clyde Patton, a University geography professor, is one faculty member who did send his children out of state for their postsecondary education. Shipping one daughter off to Antioch College and another to Santa Cruz, he says he would definitely like to see a change in admission policies which would help aim the University in a more scholarly direction.

Like many other faculty members, Patton says he would like to replace the present admission policy which relies heavily on high school grade point averages.

"That's a dumb one," he says. "High school GPA's don't mean anything anymore, if they ever did."

Patton advocates a policy which would rely more on the actual courses undertaken by the applying student. For example, high achievement in a tough chemistry course would weigh heavier than similar success in a fairly easy homemaking course.

PE conditioning class advised by computer

By ANDREA GELLATLY
Of the Emerald

"You're lucky you took this class you turkey! With your blood pressure and body fat percentage without my help you would be dead in four months," says the computer to University students enrolled in a personalized exercise class this summer.

The class uses a computer program to plan individualized student activity schedules. Every two weeks a new exercise program in jogging, swimming or cycling is prescribed by the computer. Schedules are determined by the sex, age, height, weight, body fat percentage, blood pressure, heart rate and oxygen intake rate of each student.

Fred Loveys, designer and instructor of the class, says the program is for students who are motivated and determined to improve their fitness but need guidance.

Loveys, a doctoral candidate in physical education, offers an alternative to present classes in conditioning to students who cannot or do not want to attend a rigidly structured class.

The class provides a flexible conditioning program tailored to the particular needs and interests of the students. Students choose their activity or activities and the most convenient time to work out.

"I can do the exercises on my own time and when I have the time," says Mike Stewart, an elementary education major minoring in physical education. Stewart has taken other conditioning classes at the University but believes this will be the first one he will continue working on after the course has ended.

Students learn their body fat percentage, blood pressure, heart rate and oxygen uptake rate through tests taken at the

University physiology lab.

Loveys predicts that being able to see changes scientifically measured will encourage students to evaluate their own progress and become even more dedicated to improving their fitness.

Fitness is measured by increases in resting heart rate and oxygen uptake and by decreases in body fat percentage. Increases in heart rate and oxygen intake show more efficient cardiovascular functioning. A decrease in body fat percentage, more than a weight loss, shows the loss of fat in the body.

The achievements students make depend on the appropriateness of the program to their needs and the integrity of their performance. Loveys acts as a facilitator, guiding students' decisions but feels it is their responsibility to make decisions and stick with them. He aims to "wean them off what has been an almost total reliance on instructors."

Loveys sees a trend in students and the community away from "spectatoritis" toward more involvement in activities. He believes the physical education profession should look at its constituency and provide a service.

He hopes his program, developed as his doctoral dissertation, could uniquely serve the community because of its flexibility and individual orientation.

This kind of program could maximize efficiency of the computer center, the physiology labs and physical education instructors by increasing their production.

Loveys will be program director in physical education at Old Dominion University in Norfolk, Virginia in the fall. Loveys will coordinate a lifetime sports program as well as develop a department of leisure services.