

## Quakers Fall to Oshkosh in N.A.I.A.

The Carolinas Conference Championship for the first time in history, the N.A.I.A. District 26 Championship for the third consecutive season, and the trip to Kansas City, Mo., and the National Championship for the third successive year — a great season for any team — all came to an abrupt end last Tuesday night in Kansas City's Municipal Auditorium as Oshkosh State of Wisconsin, rallying from early nine and eleven point deficits, used John Lallensack's last-second lay-up to defeat Guilford College's number-one seeded Quakers 80-78 in first-round action of the 31st Annual National Intercollegiate Championship Basketball Tournament.

Guilford led by All-American Bob Kauffman surged to an early lead of 13-4 only to see the Titans, champions of the Wisconsin State University Conference, rally to gain a 16-15 lead before Kauffman, Ed Fellers, and Bob Bregard scored for a 26-18 Quaker advantage. At this point Kauffman was whistled for his third foul and went to the bench with 8:43 left in the half. Guilford held on to a substantial margin until the Titan's Ron Hayek, a 6-3 junior from Milwaukee, threw in four field goals and Oshkosh trailed only 45-42 at half-time.

Even with Kauffman back in the lineup in the second half, Guilford could not break away as the lead changed hands twelve times before Hayek sank three foul shots for a 78-75 Oshkosh edge. Guilford's Bo Whitaker was fouled at

tempting a drive and sank the initial free throw for 78-76. As Whitaker's second shot bounced away Pat Moriarty grabbed it and laid it in for a 78-78 tie. At this point, Oshkosh called a time-out with fifteen seconds left on the clock. Lallensack, a 6-4 senior who in his career had won several games previously for the Totams on last-second heroics, was called upon, by Coach Bob White to take the possible game-winning shot. It was meant to be a foul line jump shot but Lallensack saw an opening down the right side of the lane and drove through several Quakers before arching a lay-up high off the backboard to elude the blocking attempts of Kauffman. It fell clearly through and time was out before the charges of Coach Jerry Steele could call time out. With the shot went the hopes of the Quaker faithful who have given their support all season long to a team that is and always will be number one!

Tournament notes: Kauffman's 23 points led Guilford while Fellers had 17, Bregard 16, and Moriarty 10. Reserve John Brooks came off the bench to lead all rebounders in the game with 12. Hayek led Oshkosh with 27 points - - - For the second straight year the Quakers lost to a team which went on to finish third in the tournament. The Titans from Wisconsin defeated Eastern Montana and Drury of Missouri before losing in the semi-finals to Fairmount State. Oshkosh then routed Westminster 102-68 for third place honors. Last year Central Washington State whipped the Quakers 78-67 en route to a third place finish - - - Central State of Ohio (29-4) won this year's title. The third-seated Maurauders also won in 1965. - - - Guilford had 19 turnovers in the Oshkosh loss, giving the Quakers 475 on the year, an average of over 15 a game - - - only three seeded teams (Central State of Ohio, Westminster, and Central Washington State) survived the first two rounds of action - - - Second - Seeded Stephen F. Austin of Nacogdoches, Texas was upset at the buzzer on a 40-foot shot by Earle Higgins of Eastern Michigan University from Ypsilanti, Michigan. Eastern Michigan has the largest N.A.M. enrollment with 12,700

ents.

It is clear that differentiation of functions and roles among faculty will shortly become common. There will be preceptors, lecturers, discussion leaders, programmers, evaluator-examiners, educational technologist, consultants of many stripes, as well as supporting technicians for the subprofessional tasks within teaching. The person who sees himself as an educator, and not simply as one of this array of specialists in teaching, will be concerned with complex problems of designing environments and tasks to further learning, enlisting

students - - - Oshkosh has 9,476 students to Guilford's 975 - - - The original field of 32 teams had a composite of 699-186 for a .787 percentage - - - Jack Vest of Winston-Salem represented district 26 as a referee. Vest is also an AFL official and was referee of the Super Bowl this year. Another familiar face was that of Jim Gudger of Western Carolina who served as tournament director this year. - - - Among the many pro scouts and coaches in attendance were Larry Costello of the 76ers, Marty Shapiro and Jack McMahon of San Diego, George Lee of San Francisco, Eddie Donovan and Dick McGuire of the Knicks, Buddy Jeannette and Jerry Krows of Baltimore and Earl Lloyd of Detroit. Many of these were Guilford Visitors this season to see Kauffman perform - - - Kauffman was not the biggest player in this year's field as George Johnson of Stephen Austin measured 6-11½ and 256 pounds. By the way he's a 19 year-old sophomore - - - Guilford's final record stands at 25-5. Truly a great record, a great season, a great team and a great coach, Jerry Steele.



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students who will contribute significantly to one another's learning, and fostering the efforts of his fellow faculty to improve teaching.

Hazards abound in these new challenges for faculty. Preoccupation with any one of the growing demands can lead to neglect or weakness in the others. Great mobility in the faculty can destroy the stability of a college, its program, and its climate for learning. Fads in educational technology may turn a teacher who did well intuitively into a confused mentor trying to do well deliberately. Pay and status for new tasks may draw

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staff member to free each teacher for truly professional duties. How, then, can he keep abreast of new findings and new methods in his field, stay in touch with professional colleagues, or contribute to the growth or reinterpretation of knowledge? "Keeping up" is, moreover, a matter of more than specialized competence. The students today represent a mixture of cultures and a breadth of experience in travel, work, and out-of-hours sophistication that make a narrowly competent scholar look naive.

SECOND, the learned community has begun to achieve some solid knowledge about learning and how it best occurs. This may appear to be a bold claim but at least we understand better how to ask questions about what matters in learning—about inducing student motivation, organizing available knowledge for convenient access and effective use, respecting teachers' individualities and styles, about the interplay of campus culture and learning, and about the dynamics of firsthand experience interacting with vicarious experience. All of this, with the emerging revolution in educational technology, means that teaching as a profession is in for epochal develop-