

The Albrightian

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National Student Lobby

PETER BIRDSALL
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by

SPENCER REIBMAN
CRAIG FENECH

The ratification of the 26th amendment to the Constitution has created an opportunity for students to dramatically increase their influence in American politics and society.

Organized, this new force can begin to make its impact felt on the federal government—where the crucial decisions are made on matters of civil liberties, higher education, war, poverty, and the environment.

This potential force will not, however, organize itself spontaneously, nor can it be organized effectively by people outside the campus community. What is needed is a mechanism that is controlled by students that will aid campuses in organizing for effective political action, and will give them a strong voice in the government that affects their lives.

In the past, students have not been heard in committee hearings on the extension of the draft, on aid to higher education, or on protecting the environment. Nor have they been heard at election time, when their votes could mean the difference in vital races across the nation.

The experience of the California Student Lobby has already demonstrated the effectiveness of having a well-defined mechanism to lobby for student interests. Dick Twohy, legislative counsel of the California Student Lobby, has reported an 81% success rate on 47 bills on which he has taken a position, and has played a major role in influencing bills ranging from an effort to raise graduate tuition to \$2,500 (dropped by the author) to increased funding for

the Economic Opportunity Program (passed Education Committee).

Our student government has the opportunity to become a member of the National Student Lobby—an organization which will both lobby in support of student interests and work to maintain the political strength at election time to make the student voice meaningful to legislators.

The NSL is a non-profit, registered lobby in Washington D.C. It is the only national student organization with a tax status that allows it to lobby Congress in behalf of student interests. It has a permanent staff and office in the national capital to monitor the activities of Congress and the Executive, and to make the needs and interests of students known throughout the government.

This permanent mechanism will make students a constituency to which Congressmen will listen, for it will not disappear in the summer, nor will its memory be only one to four years long.

In order to be effective, the lobbying efforts of the NSL must be followed up at election time. The NSL, with other groups across the nation, will seek to aid campuses in organizing into an effective political bloc—capable of defeating public officials who refuse to recognize the need for change in this country, and electing representatives committed to a reordering of this nation's institutions.

The NSL will not endorse any candidates, but it will take positions on issues, and will seek to affect government policies related to those issues.

CONSORT TONIGHT

The Waverly Consort, an ensemble of six musicians specializing in the performance of early vocal and instrumental music, will present a chamber recital at Albright College tonight at 8 p.m. in the Campus Center Theater under the college's fall convocation series.

The ensemble draws on a repertoire of over five centuries of music from the courts and churches of the Middle Ages, Renaissance and Baroque. All members of the consort have versatile backgrounds that include the mastery of their unusual instrument and an extensive study of the history of these periods.

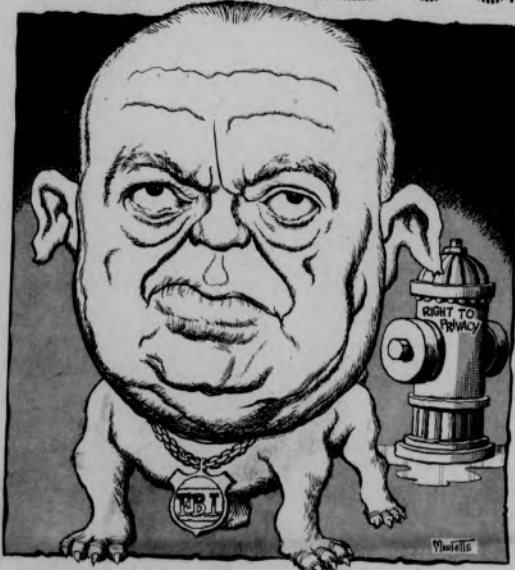
Their Albright program centering on the Renaissance period of the 16th Century will include, among others, such numbers as: Pastime With Good Company and Taunder Naken by Henry VIII; Suite of Dances by Anthony Holborne; O Mistress Mine by Thomas Morley; Thomas Weelkes' Cease Sorrow Now; and a medley of tunes in the Plays.

The Waverly Consort made its debut in New York in 1966 to the critical acclaim of the New York Times and Herald Tribune. The ensemble has participated in hundreds of concerts for young people of all ages and, more recently, has been developing new

programs for college audiences under a grant from the New York State Council on the Arts.

The group consists of Joan Summers, soprano, a native of Scotland who has been acclaimed for her roles in Mozart's "The Marriage of Figaro", "Don Giovanni", "The Crucible", and "Le Coq d'Or"; Constantine Casolas, tenor, who has toured with the Lyric Quarter as solo recitalist; and Kay Jaffee, recorder, rauschpfeife, and portable organ, who presently is a candidate for the doctor of musicology and recorder soloist with various chamber groups.

THE NATION'S WATCHDOG



New Course Proposals

by JANET SCHWARZMAN

At Student Council's first meeting, Chris Coombe was chosen to publicize the new course proposals. These proposals were formulated a few years ago, yet were never used. Principally, the idea behind these two empty course slots was to create greater academic freedom in the curriculum.

Each semester two slots are allotted, worth three credits each. All that is necessary to utilize these voids are: an idea for a course, a professor or who to instruct the course, a minimum of ten students (guaranteed enrollment) and faculty approval.

At the present time, there is a course in ceramics under consideration, and if all of the qualifications are met, it will be offered during the Spring Semester. Anyone interested in this course should contact Chris (Box 56).

Chris welcomes any suggestions for other courses—which either can be implemented this spring or in the following year. Suggestions should be put in Chris Coombe's mailbox (56) by the end of November, so that the Curriculum Committee and the Faculty Committee can evaluate them in December.

Other members of the group include Sally Logemann, baroque oboe, shawm, Krummhorn, and Korholt, a frequent performer in chamber programs in New York and member of the New York Pro Musica Renaissance Band; Lucy Bardo, viola da gamba, who recently returned from a year in Germany studying Baroque performance practices; and Michael Jaffee, lute, theorbo, and cornetto, an active teacher and performer who, recently, has appeared extensively as a lutenist and guitarist in the New York area.

STUDENT COUNCIL REPORT

by KIERAN SHARPE

This column reported that all fraternities and one sorority were not represented at last week's student council meeting. The records of Council Secretary Paul Docktor, however, show that the proper number of fraternity and sorority representatives had been duly selected and that all were present. This column stands corrected.

During the past week, representatives from Albright Court and North Hall were selected. One Council seat for Smith Hall and two for the Daywomen have yet to be filled, but these vacancies are clearly due to a lack of interest among the students of these constituencies and not the negligence of Council's executive board.

Opening Council's most recent meeting, Sam Mamet reported that six students have been selected to serve on the Homecoming Committee with Alumni representatives in an attempt to make Homecoming activities more responsive to the wishes of the students. Sam's only complaint was that the non-fraternity and non-sorority students had not been included in the planning of this year's activities. The Campus Center Board will try to come up with some activities for these students. Sam suggested that Council take positive action in this area early next year to insure that the interests of all students will be considered.

Jerry Tartaglia moved that Council send a recommendation to the Homecoming Committee to the effect that the positions of Homecoming queen and court not be restricted to women. The motion was granted.

A report concerning the business activities of the college bookstore revealed no diabolical plots to rip off the students. Author of the report Reece Milner recommended and Council subsequently adopted a proposal to appoint a liaison officer who will work with and channel suggestions and complaints to the business office concerning bookstore operations. Ed Harkness shall occupy the post.

Secretary Docktor reported that only six hundred copies of the student directory are presently available due to a cutback in the budget of the Registrar. The administration had proposed that these copies be distributed to student organizations, placed at key locations around the campus (e.g. telephone booths), and given to individual students with a particular need for a directory. Council passed a resolution recommending that enough direc-

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BOOKSTORE NOT A RIP OFF

A large number of students have felt in the past that they were being exploited and that the bookstore was owned by an outside concern. The bookstore is in fact owned by the college and is run by employees of it. They are a partially autonomous body but all major policy decisions are made by the business office of the school. The bookstore sells all books at exactly list price. They receive a 20% discount off list price from the publisher. The majority of this 20% is used up in paying shipping costs to and from the publisher and the salaries of the employees, rent, and other overhead. The school winds up making a profit which varies roughly from 2-5%. Students, however, should be cognizant that the Book Mart downtown will order any text and give a 10% below list discount. They do however require a deposit and there will obviously be some delay.

The most pressing issue next to price has in the past been an insufficient number of texts in some courses. The procedure for determining the number of texts to be ordered is as follows: The registrar's office will send the bookstore a list containing the maximum enrollment and the number of students preregistered for each course. The bookstore will at that time pick an arbitrary number somewhere between the two figures. In regards to frequent complaints on the number of non-textbooks carried, the reason is that students don't buy them. The bookstore has on several occasions increased their quantity and variety as well as obtaining books suggested by professors. On each occasion student non-interest has caused a severe curtailment of these attempts.

In regards to specific recommendations the following would seem to be the most reasonable.

I. Set up a liaison officer appointed by Student Council to work with the bookstore and in the Business Office with Mr. Kelsey. Hopefully such an office could effectively handle student suggestions and channel complaints.

II. That department heads be made responsible for seeing that all department members order their books by the deadline set for professors.

III. The bookstore should order at least four books above preliminary registration figures in each course.

IV. The course schedule sent to the freshmen over the summer should have a specific deadline return date which would allow for more rapid compiling of statistics.

The Albrightian would like to acknowledge its debt of thanks to the Student Council committee who investigated and made suggestions on the bookstore.

Alternate Food Service Ready

The Daymen's Association, acting on numerous complaints from commuting students about the present ARA "vendolunch" food concession, are planning to start daily sandwich sales beginning Monday, October 18, in the "lobby" of the Campus Center sub. The "Alternative Food Service", as it is nicknamed by coordinators Pete Mavrides and Bruce Rhoads, will be conducted officially as a fund-raising activity of the non-profit organization of commuting men.

"What we will provide is a good quality sandwich for a reasonable price," explained Mavrides, "but I hope people will buy as a token of dissatisfaction towards the present food service. We'd like to see the students and faculty get together on this and show the administration that alternative plan will work."

Mavrides was referring to consultations that he and Rhoads had

with members of the administration. "There may be some problems related to ARA's contract with the school," he explained, "but they shouldn't affect us as a non-profit organization having a fund-raising sale."

THE ALBRIGHTIAN

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To The Albright Community

by KEN PAROLA and GERALD TARTAGLIA

This statement is presented in order to help clarify the situation which is developing concerning the printing of alleged obscenities in *The Albrightian* of October 6, 1971.

The printing of any word or words in this issue was not done in order to challenge the guidelines set by the *ad hoc* committee of February, 1969. We feel we have not violated these guidelines and we shall continue, as we have done, to work within the limitations of these guidelines.

Our legal counsel has informed us that the particular words in the context in which they were printed in that issue do not constitute obscenity as ruled by the United States Supreme Court in a number of recent rulings. The policy of this paper is consistent with these decisions.

The time is long overdue for members of the Albright Community to concern themselves with the exchange of ideas rather than repressing free and open discussion on the basis of "obscenity." *The Albrightian* shall, as it has been doing, provide a forum for ideas as well as transmit news to the community.

Letters To The Editor

Dear Students:

The following letter was sent to the Albrightian Student Governing Board on October 8, 1971. It was sent because the use of obscenity is clearly outside the guidelines for the publication of the Albrightian. It is not meant as a condemnation of any person or persons, but purely to bring this fact to the Student Governing Board which is responsible for overseeing the daily operations of the student newspaper.

October 7, 1971

The Albrightian Student Governing Board Albright College Reading, Penna., 19604

Dear Members:

In following the procedure as outlined in the conclusive report of the reorganization of the Albrightian of February, 1969, which was accepted by students, faculty and subsequently the Trustees of Albright College, I would like to register formal disapproval of the use of obscenity in the Albrightian of October 6, 1971 in articles entitled "Bergman's Touchy Situation" by Tony Lucia and "Derelictus Emeritus Americus" by Bruce Seaman and Brent Eelman.

Let me call to your attention paragraph 3 "Freedom and Limitations of the Student Newspaper" — of the attached state-

ment of philosophy of the Albright College Student Newspaper. The Albrightian Student Governing Board here is charged to address itself to the whole posture of the student newspaper and, more specifically, to assure its freedom from libel, slander, obscenity and the mismanagement of funds. As stated, it is apparent that these guidelines have been violated.

Just look back over your old issues—front page. Right there Dr. Prestwood tells us that some people reacted with "glee... when our children are slain on our own soil." Well, you can imagine my reaction—I've never heard such an obscene thing. Then he tells us that on some campuses faculty members are actually more concerned with "research and travel" and thus "maintain a minimal contact with their students." Now is that something for kids to read. I ask you, Christians, won't your child have permanent damage done to him if he knows that college is not the answer, and that no one really cares about him?

ment of philosophy of the Albright College Student Newspaper. The Albrightian Student Governing Board here is charged to address itself to the whole posture of the student newspaper and, more specifically, to assure its freedom from libel, slander, obscenity and the mismanagement of funds. As stated, it is apparent that these guidelines have been violated.

As the Albrightian Student Governing Board, I feel it is your responsibility to support this statement of philosophy and urge you to take that action most favorable to the college community.

Your cooperation in resolving this matter is appreciated.

Sincerely,

Dale J. Vandersall Dean of Students

Dear Editor,

Upon thoroughly reading the October 6 issue of THE ALBRIGHTIAN I was struck with the realization that I no longer wanted to be a contributor to this publication. You may think this a bit rash. But certainly you can see my point—any paper that would lower itself to the printing of obscenities must be disreputable and no longer preserves the image of my college.

Somehow I continued reading—although in a catatonic stupor of appalled righteousness. Page two. Some quack editorial writer had the gall to remind me that the Supreme Court was soon to become a haven of limiting individual freedoms—a desecration of what Jean-Francois Ravel calls in his *Without Marx* or *Jesus*, a truly great American institution of justice. I recoiled at the hearing of the words in my brain. Then it was Reese Miller's turn to swear a blue streak—obviously a bad image maker. He tells us that at Albright College "all the power... is centered in the hands of the Board of Trustees, and cer-

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SYMPOSIUM: MASTER PLANNING COMMITTEE PRELIMINARY REPORT

In my opinion the open meeting to consider the preliminary report of the planning team was valuable. The statement on aims and objectives was clear and understandable. All the constituencies of the college were represented, and there seemed to be genuine openness to questions and suggested changes. The moderator made very clear the nature and purpose of the report and allowed enough time to insure all who so desired to contribute to the dialogue. It requires this kind of dialectic process to break through the artificialities of institutional fixity.

There were two obvious problems. First, in the attempt to achieve simplicity and clarity, the general objectives seemed to be "too general." To fulfil their purpose basic statements of objectives should provide a secure foundation for the particular programs which are to implement them. Extraordinary care must be taken, therefore, to provide within the general objectives all fundamental presuppositions needed to describe the educational model Albright aspires to become. Agreement in this area by students, faculty, administrators and trustees is most important.

Second, one of the major purposes of this open meeting was to provide an arena for democratic process to function. The arena was there but the gladiators were few. The student desire for a greater voice in college decision making would have been more effective if they had had significant numerical representation at the conclave. Faculty representatives were more in evidence but not in sufficient quantity either. The administrators, of course, were present. I trust that this is not a true functional model of our "community of concern."

Since we are engaged in a serious



DR. BARTH

business, nothing less than developing a blue print for the future of Albright, I believe that it is sufficiently important some time in the future, to cancel all other business for one, two or three days, to wrestle with important issues until genuine community of purpose is achieved.

Eugene H. Barth

Albright College

October 5, 1971



DR. McBRIDE

Being a member of The Planning Team and having contributed to the report, I'm obviously not in a position to be objective. With that limitation, I would make two observations.

One is that the report is a start in the right direction. It attempts to point the college in new directions without binding the study committee too rigidly. As long as we all look upon it as an original document to be improved upon, we can keep the dialogue open and achieve the guidelines that would be most relevant.

My second observation is that the statement on Aims and Objectives needs a sharper definition of meanings and goals in some areas. A number of suggestions have been made but a more precise expression of faculty and student thought is needed. The door is open for improvement of the total statement.

R. E. McBride
October 6, 1971

In response to the Thursday evening meeting of the planning committees' directive to order priorities, I would like to submit as my priority choice the following 8-point plan for a deposit library.

Deposit Library

- 1) A deposit library is a small building, usually brick, separate from the main library. It houses those books which circulate only rarely, particularly back issues of bound periodicals.
- 2) The present library is at about a two-third capacity on shelving, about seven-eighths on card catalog. With an input from the publication industry of 123 titles per minute, the current rates of increase in knowledge present grave problems in information storage and retrieval.
- 3) A deposit library can be acquired or built at a fraction of the cost that would accrue if another floor is added to the present structure; the proportions might run something like \$50,000 vs. \$850,000.
- 4) A deposit library can offer vertical stacking according to size, increasing capacity by 40%, (figure from U.S. Library Association).

5) This building can be located any reasonable distance from the campus, so that low-cost land can be considered. Maintenance consists chiefly of temperature-humidity control; there are no windows, no overhead in utilities, no salaries.

6) Books are retrieved on an overnight basis.

7) One or more of this type of building is in use as an adjunct to almost every large library in the world.

8) We have two to three years perhaps before the present library capacity becomes critical; I strongly urge that the Deposit Library plan be given serious consideration now.

James D. Reppert



DR. REPERT

Albright College needs additional facilities for physical education, intramurals, intercollegiate athletics and recreation. The facilities needed are: all-weather tennis courts, squash and handball courts, a field house or gym primarily to house women's activities, additional storage space and locker rooms, intramural fields, a soccer field, and a swimming pool. When considering these needs, the Albright Community should be cognizant of the following facts:

- 1) We have not added a new facility for athletics since 1951. The enrollment has about tripled to date.
- 2) In general, the better the academic institution, the better the facilities for physical activities of a varied nature.
- 3) The facilities needed are primarily for non-intercollegiate activities, the exception being a soccer field.
- 4) Students, alumni and the staff have recognized these needs for a considerable number of years.
- 5) The total program would be better able to meet the needs of students with these additional facilities. For example, more "carry-over" value activities with a modified elective system of physical education would be possible.

Any consideration for artificial

turf in the football stadium would be for practical and economic reasons rather than an indication of greater emphasis on the intercollegiate football program. In fact, the football staff may well prefer natural turf. Why would artificial turf be practical and economical?:

- 1) We would automatically have a soccer field, a new intramural field, and an area for physical education classes. It would cost us at least half the price of artificial turf to purchase and develop land for these activities.
- 2) We must give consideration to better use of the limited land available.
- 3) Rental income of the stadium coupled with the "Eagles" contract would pay for the facility.
- 4) Grass cutting chores, watering, sodding and seeding would be eliminated.
- 5) The football stadium would be in use more than 100 days compared to the present 15-17 days.

A careful review and evaluation of facility needs of the Department of Physical Education and Athletics would be appreciated. Department members welcome the opportunity to discuss the facilities with members of the Albright community.

Dr. Wilbur Renken

FISCAL FOLLIES: HIGHER EDUCATION IN FINANCIAL TROUBLE

The Fall of 1971 has been bad financially for many colleges and universities. Since May at least 12 small, private institutions of higher education have closed their doors due to financial difficulties. Enrollments in all private institutions are down and many state schools are caught between budget slashing legislatures and student and faculty demands for more and better services and salaries.

Many private institutions have found their enrollments down sharply from recent years. Even the big 20 have felt the pinch. Harvard's enrollment is down 12%, Yale's is down 8%. Three other Ivy League schools have noted similar drops as have Stanford, Northwestern, and M.I.T.

Even with the slack in private in-

stitutions being taken up by the less expensive state university systems, the total enrollment figures, according to the U.S. Office of Education, will see a rise of only 2.5% — considerably less than in past years.

The only state university system in the country showing substantial gains is the State College and University system of New York. Their applications rose 15% this year. The most popular campus was SUNY at Stony Brook; they had 8,500 applications for 968 freshmen openings.

In Minnesota, eleven out of fifteen private schools in the state are raising their tuition by 10% this year. Students at all seven Minnesota state supported colleges face a tuition increase of \$.50 a quarter-hour, or 7% over

all.

President Nixon's recent wage price freeze gave some colleges and universities added income by allowing them to raise tuition — however, it caught students who were trying to pay higher prices with less money. While prices went up, more students were competing for federally subsidized loans and work study positions.

According to the Department of Health, Education and Welfare, the amount of money borrowed by students through the Federally Guaranteed Loan Program has increased by 34.3 percent over last year. No figures on the rise in applications are available, however, it is noted that the entire Midwest District of H.E.W. was out of applications for almost a month this summer.

DRAFT CALLS DOWN FOR 1971

The Selective Service System today announced that Random Sequence Number 125 would be the ceiling for induction into the military for young men in the 1971 first priority selection group—that is, those registrants born in 1951 or earlier who received lottery numbers in 1970 or 1969 and are available for induction during 1971.

The Department of Defense, last week, announced a 10,000 draft

call for the remainder of 1971. Draft Director Dr. Curtis W. Tarr said that Selective Service local boards would deliver 6,500 of these men in the period November 1-18 and the remaining 3,500 in the period November 29-December 9. Tarr said that he has directed local boards to give at least 30 days notice to all registrants facing the induction process in coming months. Current draft regulations require 10 days notice.

Tarr said that the uniform national call provision of the new draft law assures every young man in the 1971 group who is 1-A and qualified with a RSN of 125 and below that he will receive an induction notice in the near future. Tarr pointed out that some of these men will enter the Army in January, February or March of next year because of the extended liability

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DO NON-LETHAL BULLETS NON - KILL ? HOW DOES A NON - DUCK QUACK ?

by BILL MARLOW

We were about half way through T.W.A.'s tortured version of Salisbury Steak when I learned that the passenger on my left was a "Second Secretary" of the U.S. Embassy. Fresh from a briefing on the position that the U.S. was taking regarding the Pakistan-India crisis, he was heading east to make arrangements for the Asian visit of Vice President Agnew.

He seemed eager to talk, so for hours he "explained" why we were still allowing arms to be shipped to Pakistan, why the U.S. had not spoken out against the three-month-old Pakistan military repression aimed at crushing the independence movement in East Pakistan and why it was to the advantage of the U.S. to maintain "leverage" through financial aid to the military dictator.

I understood. I just couldn't believe what he was saying.

Washington's policy is designed to be pragmatic, unemotional, quiet and sophisticated. It is aimed at keeping a foot in both camps, restraining India, keeping China out of Pakistan and producing stability on the subcontinent.

SPARE PARTS - NON-LETHAL ARMS

The Administration, I was told, hopes to retain some leverage over the military regime of President Agha Mohammed Yahya Khan by avoiding any sharp public statements or acts against Pakistan.

Since Pakistan is a member of SEATO and has been aligned with the U.S., we are obliged to continue economic support. The arms we are sending are only spare parts and non-lethal supplies, fulfilling prior commitments.

I quickly discovered that "spare parts and non-lethal supplies" included ammunition for the following: M 24 tanks, F-104 Starfighters and automatic and recoilless infantry weapons. The bullets for these guns are considered non-lethal because without the right gun, bullets are harmless. The "right guns" however, were already in the hands of the Pakistan Army through earlier arms aid.

"When does a non-lethal bullet

become lethal," I asked. "That's a hard question to answer," he replied. Like how does a non-duck quack.

DEATH TO 200,000

I was to remember that conversation many times while in India. In order to have a strategic presence, my government was willing to sweep aside all considerations of the use to which its arms are being put. In this case those "non-lethal" bullets have become partners with Chinese bullets to kill over 200,000 men, women and children and to drive out over 8 1/2 million refugees. None of this would have been possible without U.S. arms.

Since 1951 Pakistan has been a major recipient of U.S. economic aid amounting to approximately \$3 billion by 1969. Except for food aid donated under Public Law 480, the bulk of this assistance has been used to support industrialization in West Pakistan with only a handful of projects undertaken in East Pakistan.

SPECTRE OF DEATH

In these years an impressive display of modern weaponry was given expressly for defensive purposes. In the Dulles era of U.S. foreign policy this military aid was intended to bolster the armed containment of the Communist Bloc, but apart from the brief border war with India in 1945 the only active use of these sophisticated weapons has occurred against the unarmed and defenseless civilians of East Pakistan.

This massive U.S. military aid was halted in 1965 but, surprisingly, the United States in October 1970 made an exception to its embargo on military sales to Pakistan. The promise was made at that time to supply Pakistan the following items: armored personnel carriers (approximately 300), maritime reconnaissance aircraft (4), F-104 jets (6) and B-57 bombers (7).

HOW ARE THE WEAPONS USED

U.S. arms are now being used by the West Pakistan Government to beat down their fellow countrymen in East Pakistan who recently voted overwhelmingly for greater independence. This is particularly appalling because there is no indication that our government feels the slightest re-

sponsibility for how air weapons are being used.

Even more shocking is the fact that military supplies continue to flow—apparently under State Department instructions. Ships loaded with U.S. military supplies continue to leave American harbors bound for West Pakistan troops.

Christopher Van Hollen, Deputy Assistant Secretary of State for Near East and South Asian Affairs testified on October 4 that despite a congressional request to suspend arms aid to Pakistan, the Pentagon was continuing to process requests.

Since March 25, Mr. Van Hollen testified, \$3.8 million worth of military equipment has been approved for shipment to Pakistan because the licenses were valid before the cut-off date. In addition, \$2.3 million worth of previously licensed military equipment is "still in the pipeline" either enroute or awaiting shipment.

"Do you know, they are using your planes, your rockets, your tanks to kill us?" a Bengali asked an American reporter. He was right.

NIXON EXPLAINS STAND

President Nixon himself has dis-

cussed his policy in public only once—in an opening statement at a news conference on August 4, the day after the House of Representatives voted a foreign aid bill that would suspend all aid to Pakistan until that country restored "reasonable stability" in East Pakistan.

Mr. Nixon criticized the House move, saying: "We feel that the most constructive role we can play is to continue our economic assistance to West Pakistan, and thereby, to be able to influence the course of events."

But where is that influence? After visiting the refugee camps in India, Senator Edward Kennedy attacked the Administrative policy for its search for leverage. "Well, where is that leverage," he said. "Where is the leverage to stop the use of U.S. arms which produce the refugees and civilian victims that we then must help support in India? Where is the leverage to halt the secret trial of Sheikh Mujib whose only crime is that he won a free election.

"LEVERAGE" ARGUMENT FALSE

"Where is the leverage to prevent our humanitarian aid from being turned into military equipment, when American relief boats are transformed into American gun boats? Why, if we have the lever-

age to influence the government of Pakistan, must our great nation assist in this shabby and shameful enterprise?"

Simple humanity demands that America take the lead in bringing international aid and relief to the millions of refugees and other victims of this misuse of American arms. We have begun to do this through voluntary contributions and government grants.

Secondly, the U.S. must do an about face in her relations with India and Pakistan. We must end immediately all further U.S. arms shipments to West Pakistan. We must demonstrate to the generals of West Pakistan and to the people of the world that the United States has a deep and abiding revulsion to the slaughter that has ravaged East Bengal.

MIND WITHOUT FEAR

Rabindranath Tagore, a Bengali poet of a generation ago, wrote an ode to peace and freedom that could describe the aspirations of East Bengal today: "Where the mind is without fear and the head is held high; Where knowledge is free; Where the world has not been broken up into fragments by narrow domestic walls... Into that heaven of freedom, my Father, let my country awake."

SALT IN THE WOUNDS

by GERALD TARTAGLIA

Hi there fellow inmates! Isn't it great to know that your trustees think so much of the students and faculty of this college? I guess by now Mr. Moxon's crack (I know, it was only a joke. Ha. Ha.) about turning the asylum over to the inmates is part of Albright's history. Trustee humor has always eluded me. Did I ever tell you the joke about the chomping, racist, slum lord who helps make decisions on the Board? (Smile, I'm only kidding).

I'm truly sorry for missing last week's column but I'll make up for it this time. Let's begin with language requirements. During the open meeting of the planning committee, the point was raised regarding the trend in American education today and how Albright will challenge (or accept) that trend. Colleges today seem to be moving towards a pre-professional orientation and further and further away from the liberal arts. As I see it, this is surrendering the higher ideals of education to the banal, mediocre values of a middle class-like technical school. The fact is that, tragically, colleges like Albright are being forced to sacrifice quality education in favor of a watered down curriculum which is correctly labeled an extension of high school:

grades thirteen through fifteen. As the self righteous, American Middle class feels more and more money into the American College scene, the commonplace, prime time television mentality shall become more prominent in educational circles. This animal has already begun to surface at Albright.

All right, banality buffs, lets not forget that American English is the master language on this planet and that civilized society in all parts of the world looks forward to the day when we all speak the mother tongue. (To say nothing of the mother economy, political system, or the mother complex; but that is the topic of another report). Let us be sure to cast away the epic literature of the French, Germans, Russians, Asians, Africans, everybody who does not hold as his standard of literature the cheap trash of fiction writers such as John Updike, Eric Segal, Ernest Hemingway, to mention only a few! Good god, who reads Latin and Greek? They are DEAD! In my obnoxious and arrogant mediocrity I have declared them Useless and unnecessary! Let us (to quote from the initial recommendations of the planning sub-committees) "PHASE OUT the UNPRODUCTIVE departments!" Let us embrace the future fellow Amer-

icans! Let us pour our money into PRODUCTIVE departments. Like those which have contributed to the development of our land: To those disciplines which have proven that they are making responsible contributions to our society. Let us welcome the development of newer and more exciting inventions of madness. But, above all, my fellow inmates, let us be sure to liquidate those silly languages which only serve as painful reminders that there are other people which inhabit this planet who speak and live differently from us civilized men. Let us close ourselves up even more and see things through an even narrower chink in the cavern. As for me, I liked Love Story because it was easy for me to identify with it.

PREGNANCY PROBLEM?

THERE IS NO CHARGE FOR OUR ABORTION REFERRAL. WHY SPEND MONEY NEEDLESSLY? OUR PROFESSIONAL SERVICES ARE FREE. CALL (215) 722-5360 7 DAYS 24 HRS.

LARGE STUDENT TRAVEL AGENCY WANTS CAMPUS REPS FOR SUMMER. MAKE OWN HOURS, CASH COMM FREE TRAVEL. (215) 667-7477, 835-6087

KERR: CARNEGIE COMMISSION

by DAVID SIRKIN

During the next five years, Albright College will be undergoing long range plans concerning reaccreditation procedures of the Middle States Association. A review of committee and departmental reports by the Planning Team will be given at the end of the college year.

On October 4 in the campus center theater, Clark Kerr, former Chancellor of the University of California at Berkeley and, more recently, the Chairman of the Carnegie Commission on Higher Education keynoted this series on Learning Styles of the 70's. This commission is studying academic and curricular reform in such a way as to strengthen the relevance of it. While Kerr was at Berkeley, the university changed from a semester to a quarter system. In Kerr's words it was "easier to move a cemetery than to change a curricula."

According to Kerr we are now in the second great period of change in higher education. Before 1870 all students were required to take the same work throughout their four years of college. The same professor taught them all their courses while in school. Between 1870 and 1910, electives were added to the students' requirements. Some of the changes now taking place in this second period of change may, according to Kerr, be fatal to some private liberal arts colleges. At the same time, however, these colleges will have more freedom to innovate than state colleges.

Throughout the years there have been four revolutions in education. The first consisted of the family in which the children were apprentices to the parents. All their education was done in the home. The second revolution was the appearance of specialized teachers. Oral education was slowly put aside in light of written education. Along with the invention of the printing and books came the third change in the educational system. Finally the age of electronics dawned. It is that age in which we are now. As education evolved, it became more impersonal and irrelevant. A diversity of lower income and ethnic groups as well as a marked increase in adults in education clearly show a growing interest in higher education. Most changes have been taking place on the periphery of the educational system and not in the middle.

To get an opinion of education form the students, Clark Kerr surveyed 100,000 college students around the country. The first of two questions asked dealt with the students' satisfaction with the education they were receiving. Eighty-seven percent of the students showed a general satisfaction with the education they were getting. The next question was what the students wished was being done dif-

ferently or better. The four general replies in order of importance are as follows: 1. more relevance in curricula, 2. more attention to teaching and less attention to research, 3. concern about the emotional growth of students, and 4. more creative opportunity.

According to the students, education is politicizing everything as well as placing too much emphasis on their feelings. Clark Kerr has therefore proposed six ideas for academic reform. They are: 1. a cutdown in the length of time spent in school. Right now a student has to go through sixteen years of school to graduate. Ideally, Kerr would like to cut out two years from this process. To begin, however, he would cut out one year. Kerr maintains "the grind is too long" due to the duplication in the last two years in high school and the

first two years in college. To remedy this he would like to see up to one year college credit received in twelfth grade and thus making it a meaningful year.

2. The college should provide better programs for counseling, guidance and testing. Kerr feels the counseling and guidance staff should be doubled for the present.

3. Students should be brought into the curricular process. Students should be on curriculum committees and have just under one half the vote. Committees should also be set up to audit departments and report on them. Students should also be allowed to give advice on faculty promotions.

4. General education options should be set up. The courses would be about modes of thought and ways of living. The objective of these courses would be to show the relationship between man and society.

5. More emphasis should be placed on cultural programs on the college campus.

6. THE COLLEGE LIBRARY AS A LEARNING RESOURCES CENTER. The library should be a center for the new educational technology as well as for books. Independent study which utilizes such centers should be encouraged; librarians should be authorized to supervise independent study projects. Whereas library upkeep now occupies approximately five per cent of the average college budget, it should be increased to as much as ten per cent. Learning resources centers are ideally designed to serve the alumni and the community as well as the campus.

These options may include such studies as Ancient Greek Civilization, Ancient Roman Civilization, Far eastern Civilizations and Modes of Thought and Ways of Knowing. Each student would be required to follow one of the options in order to complete his

general education requirements.

Going to college has traditionally been thought of as a productive activity. As the relative scarcity of the opportunity to go to college has diminished, a shift in emphasis upon higher education as a consumptive activity seems appropriate. Greater availability of cultural and creative arts programs will help to promote the idea of higher education as an end in itself rather than a means to some other end.

Dr. Kerr concluded his address with these observations: "We are moving toward the creation of a learning society where most of our citizens have the opportunity for the lifelong pursuit of education. The ages of elitism and professional specialism in America are being displaced by a new age of egalitarianism and diversity."

JOSEPH H. BLATCHFORD
Director, ACTION

"University Year for ACTION" is the government's latest—and potentially broadest—response to the hundreds of thousands of young people now ready and eager to make their lives count for something.

This fall, approximately 500 students from 11 universities and colleges will enroll in school and then, without reporting for classes, set to work on the problems of poverty in nearby communities. How many more do so next year is up to students, faculties, and administrators of our other colleges and universities.

We believe many more should. For, by joining "University Year for ACTION," universities can loosen their embrace on the students, tear down the walls that keep the students in and the greater world out, and break the isolation which has estranged so many campuses from the broader community in recent years.

"University Year for ACTION" will enable medical students from the University of Nebraska to deliver health services to migrant laborers, business majors from Pepperdine College to help black owned and operated businesses succeed in Watts, and education students from the University of Colorado to help Indians in South Dakota develop their own unique educational system.

And while doing all this, students will not be delaying their own careers, but will be enriching them with practical experience. Full academic credit up to 30 hours will be awarded for a full year's voluntary service.

ZORBA THE GREEK

by Robin Baen
Zorba...the hedonist...

Zorba the Greek is the story of a man, a romantic who lives to love and who loves to live. Played by Anthony Quinn, the character of Zorba is one with whom the audience may empathize with, may love, may hate, may envy, or may respect at any given moment. Zorba is a man of feeling and emotion, of intuition and insanity.

There is a little of Zorba in all of us: that little voice in the back of our rational consciousness that screams out, "Don't ask WHY!! Just do it!!", a voice that sometimes tells us to forget the damned reading we have to do for English, to forget the paper that's due next Friday, to forget the four walls of Albright College. Forget everything and dance or run or jump or shout—

not for any reason—just for the hell of it.

Zorba says, "Damn it boss, don't ask yourself why!! Just say Zorba up, or Zorba down!!" Zorba, the man of impulse. And why not?! Is it so necessary that life be a rational planned out rattle? Is it so necessary that we always think before we act. A grave problem of today's society is the simple fact that people refuse to be themselves in fear of criticism, a problem that has resulted in such well known allegories as, "All the world's a stage", but has also created a serious communication deficiency. The movie ends with Zorba and his "boss" dancing away their frustrations and joys saying, "No, life need not be defiled by rationalism."

Think about it...or better yet —don't.

UNIVERSITY YEAR FOR ACTION

Student volunteers will receive a modest subsistence allowance, varying with community living costs. The average monthly allowance will be \$185. The volunteers also receive paid medical insurance.

But for many students, particularly married students with families or students who have no financial resources, participation will require a significant personal financial sacrifice. Volunteers work full time and are prohibited from securing part-time or summer employment.

To mitigate financial hardship for students who otherwise would receive scholarship aid or who rely on part time and summer employment to finance their education, ACTION will set aside \$50 a month in escrow to be paid to these volunteers on completion of 12 months service in the program.

Any student, undergraduate or graduate, enrolled in a participating university is eligible for the program. The university itself will seek out work assignments in poverty areas, looking to the poverty organizations and low-income people themselves to define the areas where assistance is needed.

"University Year for ACTION" is a partial fulfillment of a pledge President Nixon made in January to students at the University of Nebraska. He called for an alliance of generations—of rich and poor, black and white, youth and aged—which would blend the experience of one with the commitment of the other.

"University Year for ACTION" is a major attempt to forge that alliance. But beyond "University Year for ACTION" are other in-

itiatives which must be considered if we are to provide young people with the equipment to make our world a more fit place in which to live.

We must start now to expand the capability of our schools to train young people for community service separate from their full-time careers. With the advent of the four-day week, the extended vacation and the secure retirement, citizens are in a position to seek ways to put their new-found leisure time to better use.

Idle hours are welcome as respite from the cares of the workday, but as the time allotted to leisure grows longer, many Americans will have the desire to fill those hours with meaningful service. If our schools have prepared them for a second career in service, our Nation's untapped talent could then be unleashed.

We are in need of men and women to provide supplemental health delivery services, to work in parole and probation work, to build parks, monitor air and water, plant trees... even to get the trash off the streets.

Because many of these problem areas require specialized training, our schools must take the initiative in structuring classwork to provide training for part-time service after graduation. And inevitably, this must begin with our young people, for they are in our colleges and high schools now.

Much has been made of the "generation gap" which supposedly exists between those under and those over age 30. Pessimists would have us believe that this gap is unbridgeable, a manifestation of the divisive factors which

continued on page eight

THIEU PLAYS DIRTY: VIETNAMESE DOCUMENT REVEALED

by LINDA HANLEY

In calling for the withdrawal of American troops from Vietnam via passage of the Mansfield amendment to the Selective Service Act, Adlai Stevenson III of Illinois make public a top-secret document circulated earlier this year by the Thieu regime in an effort to lay the groundwork for a successfully rigged October contest. The paper, which had been translated by the state department, was addressed to Vietnamese province chiefs, instructing them in great detail on the organization which would be necessary to assure the votes required to legitimize Thieu's intended victory at the polls.

A two-pronged "over" and "convert" strategy is set out in this paper, for the purpose of "consolidation of friendly bloc (votes); struggling for the fence-sitting bloc and undermining and paralysis of the opposition bloc."

The province chiefs are instructed to pick cadres and team leaders to undertake an extensive shake-down of individual hamlets and districts, first to determine bloc inclinations and their numbers (to be completed and submitted to the central government by June, 1971), and then in "replacing numbers with lists of names" (an operation scheduled for the two-week period, July 1-15).

Coupled with this high-pressure canvassing operation, "schemes, tricks and maneuvers aimed at blocs of voters such as political parties, religious organizations, ethnic groups, the military, (and) the government" were to be put into effect (the covert side). Under this category, the

document offers the example: "Can infiltration be carried out to cause confusion and internal division in any opposition groups? Is it possible to buy any leadership elements? By what means?"

The government teams are further advised in the tactics of "spreading rumors, following and escorting closely opposition cadre and observing polling stations." Later on in the memo "Observing polling stations" is defined as learning their location, personnel and organization as a preliminary to studying "the techniques for controlling the polling stations and training the responsible personnel."

Specifications for choosing participants in the operation are also outlined by the government paper. For the initial canvassing, local people familiar with the area and trusted by its inhabitants are required. Police, military and primary school teachers are singled out for more advanced activities.

Regarding the police, it is advised: "Use them in particular for covert activities especially to undermine and paralyze the opposition group."

Key military personnel are delegated the responsibility of lining up their companies behind Thieu and it is also suggested that "if commanding officers are used as observers in the military polling places, all the better."

Primary school teachers are recognized as a more difficult group to enlist—"the majority has an attitude of 'standing aside' either from the complexes of intellectuals or because they find it difficult to openly

support the government. But "nevertheless," the document continues, "if they can be attracted it is very advantageous, because the words of a teacher are reflected in the immature judgement of the pupil and influence his family." In the event that certain province chiefs should not have a ready list of teacher acquaintances available for solicitation, it is pointed out that "a good occasion to meet the above elements is during the prize-giving ceremonies at the end of the present school session. The province chiefs should accept invitations to preside over prize-giving ceremonies in all big secondary schools and all primary school services should organize solemn prize-giving ceremonies for the elite students, presided over by the province chief with the attendance of all teachers..."

Public officials and military personnel are ordered to be used in both covert and overt operations. There are no exceptions. "All civilian and military personnel may be used in covert campaign activities."

On every level, it is judged that "the undercover front is the most important. Mix with the voters as part of campaigning; paralyze the activities of the opposition. Work overtly only when pasting up posters and distributing handbills, and when moving to block and gather evidence on violations by opposition lists."

"Covert activities" are additionally described later on in the document as "struggling for the voters by every means."

In order to maintain secrecy in the operation, centralize its con-

trol in the hands of the government and permit the enlistment of village workers who might not realize the full scope of the plan, province chiefs are ordered to "apply strictly the principle of separation between the overt section and the covert section, and between the various branches of the covert section."

A target, singled out for special attention are "the arguments to entice the people which the opposition uses, such as immediate peace." The policy here is "use hostility at the cruel acts of the Communists, and set forth the successes of pacification, development, social reform, etc..."

Jailing the opposition is also highlighted. This includes "detention of pro-Communist elements; oppressing elements who have a questionable past; following the key cadre of the opposition; (and) organizing training camps during the time period before the election in order to concentrate and paralyze elements campaigning for the opposition." It is also suggested that opposition campaign workers seen to be making inroads in certain areas should be transferred "in order that they no longer have an appropriate opportunity for their activity."

Province chiefs are lastly instructed to work in the ensuing months for a good image for the Thieu regime. "Resolve on a timely basis a number of typical problems, complaints and injustices in various areas in order to create confidence in the regime. And, if necessary, punish a number of officials who have committed irregularities in order to create a favorable reaction, especially in the villages and in the

urban wards. Order all agencies earnestly to serve the people to the proper degree. Try to avoid all pressure and irritations which damage the prestige of the government during the period close to the election. Carry out a number of typical social welfare tasks in order to satisfy the aspirations of the people and to create sympathy for the regime. For example: digging wells, widening roads... (etc.)"

They also told to make available from government pools one secretary/typist, one manager, four office security personnel and, of course, two chauffeurs. And government workers on every level are to be notified "that they cannot promise support for anyone in the forthcoming elections except on order of the province chief."

The recipients of the document were instructed that it was "forbidden" to copy its contents and furthermore, that it should be returned to the central government after "its use is completed."

The operation—after preliminary voter identification surveys were completed in June and July—was to begin in earnest on August 1, lasting until the day of the election "one month during this period 'in secret', and one month will be the period established by law." Campaigning—even legally—for the Vietnamese presidential election, was not supposed to take place before that "one month" prior to the election. This document was in circulation well before the spring.

44,610 Americans have died, 295,406 are wounded, preserving freedom in South Vietnam.

DERELICTUS EMERITUS AMERICUS

by BRUCE A. SEAMAN
BRENT J. EELMAN

Harvey Cox, in his rather unlikely sequel to *The Secular City*—entitled *Faith of Fools* makes the critical point that in an age born of the scientific method, in a society with a philosophical tradition of positivism, empiricism and pragmatism, what is desperately needed is a revival of fantasy, and a related element of festivity to allow Western Man to escape a state of limbo and find himself again somewhere between the past and the future. In itself, this topic is of interest, and may wind up in a future column. But we think that there are still one or two areas to demythologize before the new Coxian state makes that quest, if not still necessary, at least out of vogue, and perhaps delightfully so.

A little known, non-economist soon to become the equivalent of a professor emeritus (derelictus), now working as a dishwasher has come up with a most perceptive theory of economic de-

velopment. In a period filled with questions about the "gold standard" and fretted through as we try to isolate some significant and stable variables leading to full employment with price stability and long run growth, he has postulated a theory, if not unheard of, at least not analyzed in its full implications.

Let us here openly declare that the international economic system is not dependent upon gold for its foundation (and never should have been), but is dependent upon that age old substance similar in many of gold's unique qualities - sex. Both, at least to most of us peons, is in short supply (at least relative to demand), and both create enormous windfall personal benefits when a new "supply" is suddenly uncovered. Likewise, it is our contention, that just as a large increase in the supply of gold can lead to a larger expansion of the money supply, so a large increase in the quantity of sex can lead to large amounts of economic expansion. In essence, we have prepared for the Confer-

ence of the International Monetary Fund a proposal for a "sex standard" to replace the gold standard.

This proposal only makes sense. Certainly, the United States economy is founded upon sex. By far the largest amount of consumer spending is used to make our sex lives better. The best example of this reality (perversion?) is the consumer behavior in Reading. Just look at it—the wethed may be dead, but look at these clowns who spend hours working on their phallaxes—i.e. their sleek new autos—(disappointed?). Desmond Morris, in *The Human Zoo* has called most human driving responses sexual, and the names and shapes reflect this all too well. Scene-Penn Street-Varoom and these four wheeled penises zoom by trying to impress the gals standing at the no loitering signs, only to be gleefully stopped at the next block's traffic light, thus allowing an encore.

Now, just as gold serves as a constant of value, so does sex, but in a slightly different way. The

real strength of any nation's monetary unit is the stability and strength of the domestic economy. If sex, as we believe, is the most important factor in assuring rapid growth and full employment (dresses to entice guys who respond by buying cycles, cars, and VW buses, which in turn increases consumption of cosmetics so the girls can compete for the most eligible stud.. ad infinitum, more cars, and then even more sales for bathroom machines), it is also the most important factor in valuing a country's money.

Just think, econometricians will be computing sex elasticity of demand coefficients, constructing demand curves relating sex and quantity demanded, and going on TV to predict next year's GNP by citing last year's prophylactic sales. The GNP will be indeed gross, and the economy will be finally simplified for all concerned. The international turmoil will cease as each currency will "float" to its sexually determined real value.

Now, the clincher. We march on

Washington demanding that Nixon start a real war against inflation—a freeze of 90 nights on sex, and all related activities. This will cause a drop in consumption, and investment necessary to stabilize prices long enough so we can work out permanent measures to straighten out our flacid state. The only trouble is that it might re-erect Nixon, unless the freeze is administered poorly by the "Sex Normalization Board." So lets get it together, or should we say apart, and help keep America great. What do you think of that, Cox?

HELP WANTED!!

Spare time or full time opportunity. Earn as much as \$27.00 per thousand and up thru mail service. Addressing and/or stuffing envelopes, handwritten or typed. Guaranteed money making deal. Send \$2.00 in cash or M.O. for complete instructions and list of firms using these services to . . . C and S Company, Dept. 971, P. O. Box 522, Harrah, Okla. 73045

LETTERS

continued from page two

Dear Editor,

If one went by the policy of Albright College toward birth control on campus, one would think that sexual intercourse is non-existent here. There was a slight thaw this fall with the inclusion of Planned Parenthood information in the orientation folders of freshmen.

However, a continued flow of information is necessary, not only for the neglected upperclassmen but for those freshmen who threw away their pamphlets and now having second thoughts. Wishing doesn't make it so, and contrary to the apparent belief of a few parents, faculty, and administrators around here, Albright students do occasionally utter four-letter words and engage in sexual intercourse.

Having now asserted the axiom upon which the rest of my case rests, I shall proceed. The basic theme is that it is much less painful to prevent a pregnancy than to have to decide what to do with one. Not only are contraceptives less expensive than abortions in terms of money, time, health, and sanity, but they allow you to keep your sex life to yourself and out of the hands of anxious parents and meddling college officials.

More specific information is available from Planned Parenthood of Berks County. You can either call them at 376-8061 or visit them at 4th and Franklin Streets, Reading. Office hours for information are from 9 AM to 4:30 PM Monday through Friday.

Sincerely,
Linda Troutman

To the Student Body:

I have sat back for a year and observed the lack of interest the majority of students have for the various activities planned for their enjoyment. So the activities sink away.

The Frats don't care, they have their own place to go for activity and boozing. The sorority girls usually have dates from off campus, and they go off campus.

What is left to do? Well you can buy some beer or wine, but you usually suffer the next morning, or since there is open dorms you can experiment with sex, of course there is t.v., you can read, or study or knit, or just bum around and grind about nothing to do.

Why don't you get off your rumps and try to help your student council plan more activities, show the administration that you care. If you stick together you can have fun together. Don't be afraid to give a little of your time and your talent to the student body. Let's make Albright the fun place to be on weekends. You can see



Ivan Koropecik, center, discusses European economics with, from left, Dr. D. L. Schwartz, Dr. P. A. Ballestars, Jaay van Liere and Kieren Sharpe.

ECONOMICS SEMINAR HEARS KOROPECKIJ

by MITCH SAUNDERS

On Thursday evening the Economics Department presented a lecture on the subject of Soviet economics and European trends. The guest lecturer was Mr. Ivan Koropecik a noted scholar on the subject of the economics of Europe and instructor at the Temple University Department of Economics.

Mr. Koropecik spoke about many phases of European economic development stressing the growth of the Soviet Union both politically and economically.

The U.S.S.R. being a large country had many dormant resources. In 1930 a plan was put into action to get these valuable resources into production. By the time period of 1950-1960 the Soviet Union was able to start aiding underdeveloped countries, begin an advanced program of space exploration, and also start an elaborate defense set up. It has been calculated that the number of economic planners is growing at the rate of the square of the gross output. At this pace, in the near future the entire population would have to become planners and would have no workforce to carry on production.

Dr. Koropecik exploded the myth that, only by private ownership can the highest return for labor be reached. Collective farms in the Soviet Union do not reach the return level expected due to the method by which prices are determined: regional directors set prices of socially redeemable goods at below cost. If the proper incentives were established, Dr. Koropecik said, the collective farms could easily be the most productive agricultural sector.

your parents on Thanksgiving. Let's see you here on weekends. I am sure college life was meant to be more than it is now.

John Davis
(Security Officer)

It is wrong to assume lack of controversy and disagreement within the Soviet Union. Dr. Koropecik delineated the three major schools of thought on the subject of economic reform: the traditional school, the computer/mathematics school, and the de-centralization school. The first merely advocating clearing up the inefficiencies; the second advocating the use of computer technology to implement complex mathematical formulae; the third being followers of Oskar Lange. Lange, during the 1930's advocated a model which placed the major industries, prices, and processes under central control while allowing the rest of the economy to follow the free market.

The Economics Department has scheduled several other lectures planned for the following months, most notably Mr. Howard Wachtel from American University on the subject of Radical Economics and Alternative Models.

STUDENT COUNCIL

continued from page one

tories be printed for their contribution to all students and that the costs of this enterprise be defrayed with administrative funds.

The Albright College Art Guild, a new student organization which shall attempt to improve the college's aesthetic qualities, requested and was granted \$50 for the purchase of painting materials to be used by students interested in developing artistic skills.

Ideally, this is an opportunity to institute a segment of the idea of the free university on Albright's campus—a step towards greater relevancy in learning and towards a greater rapport between the faculty and the student body.

Jay Adler, codirector of the faculty evaluation program spon-

sored by Council last spring, reported that printing of those evaluations will be completed by the middle of November and that they will be available to the students before they must register for second semester (i.e. before the first week in December).

Council passed a resolution to send a letter to the mayor and to city council requesting the speedy and effective repair of Rockland Street. Corresponding Secretary Dennis Newburne assumed responsibility for writing the letter.

Council was advised by Albrightian Student Governing Board member Jay Adler that the ASGB has received complaints from the Parent's Advisory Council concerning the abortion ads in the Albrightian. The ASGB has reportedly admonished Albrightian editor Ken Parola to investigate the legitimacy of the sponsors of these ads. It has also been suggested that the editor consult Zero Population Growth (a nationally active lobby which favors legalized abortion). A further suggestion made to the Dean of Students Office states that the administration should make reliable information available to the campus concerning problem pregnancies.

Speaking on behalf of Albright's nursing students, Margie Hollinger asked Council to help supply these students with a means of transportation to and from the Reading Hospital. President Shaw stated that Council cannot afford to purchase an autobus or other similar vehicles. He did suggest that Margie talk with Mr. Withers (Director of Buildings and Grounds) concerning the use of college vehicles.

President Shaw asked for and received a unanimous rejection from Council of the proposed Constitution for the Albright College Senate. The document was drawn up last spring by a body of four faculty, two trustees, two administrators, and four students. Mark also asked the members of Council to lobby against acceptance of this document by the students at large, as the measure will come before them in the form of a referendum in the next few weeks.

Treasurer Craig Sansonetti, speaking for the executive board of Council, stated that the board had recently completed interviews with 45 to 50 prospective student members for the various faculty committees. The board's recommended appointees were approved by Council. A breakdown of these appointments accompanies this column.

Unlike the selection of the student members for the faculty committees, Council did not solicit for volunteers from the student body in its selection of student members for the several advisory committees to the Master Planning Team. President Shaw, who is the lone student member of the Master Planning Team, explained that Council had not solicited for volunteers because there was not enough

time to do so before the advisory committees will have begun their work. All appointments were made by the executive board. Council consented in their selections. A breakdown of these advisory committees and the Master Planning Team follows.

VP Jay Adler asked for four and received five volunteers to assist him with the preparations for Student Council elections in the spring (1972).

Finally, a resolution creating a dining hall grievance committee and appointing Beth Painter as its chairman was adopted. Anyone interested in becoming a member of this committee should inform Council of his interest by putting a note to that effect in Box 110.

FACULTY Educational Technology Committee:

Claudine Schuman
Jean Billingsley volunteers will be solicited to fill the two remaining seats)
Library Committee:
Cindy Leonard
Patricia Lamb
Elaine Haller
Claudine Schuman
Paul Docktor
Judiciary Board:
Reece Milner
Margie Raker
Jo Ann Dolan
Carla Jones
Jerry Tartaglia
Academic Appeals Board:
Fred Orensky
Cindy Leonard
Claire Zelif
Nancy Tait
Martin Mellinger
Curriculum Committee:
Bruce Feldman
Peter Mavrides
Chris Stabb
Reece Milner
Margie Hollinger

MASTER PLANNING TEAM Campus Development Committee:

Dennis Newburne
Reece Milner
Andrea Donahue
Financial Affairs Committee:
Kieran Sharpe
Cindy Leonard
Ken Parola
Student Affairs and Services Committee:
Paul Docktor
Margie Hollinger
Craig Sansonetti
Pam Gow
Martin Mellinger
Curriculum and Academic Policies Committee:
Mark Shaw
Chris Coombe
Peter Mavrides
Peggy Gormley
Jerry Tartaglia
Community Committee:
Jaap Van Liere
Carla Jones
Bruce Feldman
Church Committee:
Gary Drizin
Carol McQuilkin
Barbara Bair
Howard Walseman

Admissions Committee:

WORKSHOP: LEARNING STYLES FOR THE 1970'S Letters to the Editor

by KIERAN SHARPE

The work and findings of the Carnegie Commission on Higher Education were the focal points of discussion at a workshop sponsored by Albright's Convocation Committee on Monday, October 4. Guest participant was none other than the Chairman of this commission, Dr. Clark Kerr. Other participants included Albright students, faculty, and administrators.

Dr. Kerr prefaced the discussion with an outline of the commission's work since its inception in 1967. (See related article *Profile on Clark Kerr and the Carnegie Commission*). Concerning the study of the future of higher education, Dr. Kerr remarked that a survey is difficult because higher education is changing very rapidly. So rapidly that "there is little value in drawing hypotheses about its future merely by the projection of present trends."

One theme which seemed to be prominent throughout the discussion was the question of the optimum product of higher education. Dr. Kerr's opinions in this area included: 1) "A society can never become overeducated." 2) "Good education is the bulwark of a society" in that "it is an integral part in the improvement of citizenship and the quality of individual life." 3) Each citizen should be considered as having a fundamental right to a higher education. 4) This fundamental right should be secured by providing to each citizen the opportunity to attend some institution of higher education. 5) In order to remedy the present situation in regard to the abundance of teachers and the dearth of health care personnel, a large portion of higher education facilities now devoted to teacher education should be converted to health care education. 6) As the PHD degree is more suited to research and extreme

academic specialization than to undergraduate teaching, a degree

which is specifically designed to indicate the development of sufficient skills for undergraduate teaching (such as the Doctor of Arts degree proposed by The Carnegie Commission) should become the criterion of employment in this field. 7) As the ratio of degree holders to the rest of the population will continue to approach unity, the economic advantages of holding a degree will be less in the future.

It was generally held that the impetus for many of these items would have to come from government. On the proper relationship between higher education and government, Dr. Kerr made these observations: 1) As academic freedom is a principle which is well protected by both custom and law, it is not a point of contention. 2) The degree to which higher educational institutions should be autonomous of government is the major con-

cern. 3) Educational institutions have never been completely autonomous and should not become so now or in the future. For example, government should always maintain the right to bar certain kinds of discrimination. 4) The Carnegie Commission has developed a list of both the institutional and governmental rights which it believes should apply here (see the Carnegie Commission's report entitled *The Capital and the Campus: State Responsibility for Post-secondary Education*). 5) The experience of the recent legislative conference of the fourteen Southern States on higher education shows that the public is concerned about gaining greater control over educational institutions in order to make them provide better services, run more efficiently, and eliminate their corrupting influences (e.g. drug abuse problems). Federal aid to higher education has, in the past, been made to institutions according to the number of students enrolled. 8) The Carnegie Commission has recommended that this aid be distributed on the basis of individual student need so as to approach the goal of equal opportunity. Both the Senate and the President have signaled their approval of the commission's formula, but the House has yet to take action. 9) No matter what type of federal aid program is adopted, securing the survival of all present institutions should not be one of its goals.

Dr. Kerr's remarks having particular relevance for faculty included: 1) Unionization of faculty members is moving rapidly in such states as New York and Michigan and Pennsylvania. 2) The danger involved in this trend is that faculties may lose their position as "members of the firm" having significant control over academic policy and be relegated to the status of employees having to collectively bargain with Pennsylvania. 2) The danger involved in this trend is that faculties may lose guide-

lines for tenure policy in its report of the governance of higher education institutions. 4) Publishing will continue to increase in its importance for the management (the administrators). 3) The Carnegie Commission has developed new renowned faculty, and they will continue to command high salaries. 6) Salaries in general are becoming depressed; this has already created significant divisions between the young and the established professors at some universities.

Concerning institutional governance, Dr. Kerr stated that there is strong conservatism where the faculty has predominance, and that there is great conflict between faculty and students where these share the predominant position. He cited Oxford and Cambridge Universities as examples of the former and Antioch, Franconia, New Old Westbury, Friends World, and Goddard Colleges of the latter.

The Carnegie Commission has determined that the optimum size for institutions of higher education is as small as possible and yet large enough for the effective use of resources. This optimum size varies according to the type of institution. For example, optimum size for a liberal arts college like Albright is 1000 to 2000 students, while for community colleges it is 2500 to 5000 and for universities 5000 to 20,000. These figures are determined by the cost per student curve of each institutional type. That is, at a liberal arts college, the cost per student falls as enrollment increases until somewhere between 1000 and 2000 when the cost per student levels off.

The major reason for the general increase in the cost of higher education has been the lack of a measurable increase in productivity per man-hour accompanied by the rapid increase in wages.

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tain key members of the administration." Somehow I just knew they were all lies—obscenities if you wish. I thought to myself "someday that Milner will find out how wrong he is."

After a short break to catch my breath, I read on. Yup—right to Craig Sansonetti's column. Now you can imagine what I thought after I read his obscenity, although he really didn't say it. I always thought Craig was a decent guy, and there he is quoting an obscenity from some guy, Moxon—"I guess it is about time we adjourn, since we have already had the suggestion to turn the asylum over to the inmates." Calling students, can I say i-n-m-a-t-e-s in a you know what—a terrible and obviously obscene idea.

I could go on and on. Harkness says the Nixon administration was accuse of giving a sop to the business community at the expense of the private citizen. The Biological Research Forum calls our rivers—rivers of the United States of America—"open sewers". And then the ultimate. Rev. Marlow, a minister, writes about death and suffering in Pakistan. Not only that, he said, and I quote—"In this case 'War is Hell' but for one side only." I

tried to justify it by the context. But couldn't he have found another word—like "bad", or even "purgatory", which seems less offensive to the Bible.

In short, I don't know what to do. Judging by these obscenities, I have no doubt that obscenity should be strictly outlawed. Not only that, but I'm afraid this country would sacrifice law and order if people found out that any of these things were true. I'd sure hate to be associated with a paper like THE ALBRIGHTIAN seems to be becoming.

ACTION

continued from page five
rend our society today.

But the young of any generation have always sought to identify with the most noble aspirations of their society. What youth today is questioning is the credibility of values which lead to the pollution of our environment, the imprisonment of our poor in ghettos and the perpetuation of the cycle of poverty.

The solutions to these problems are being sought in Washington, on campuses and in local communities all over America. But more must be done to involve the young in these solutions. "University Year for ACTION" is an important step in encouraging that involvement.



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SCHOOL IS NOT A GAY PLACE TO BE

by WARREN BLUMENFELD

As the clock drew nearer to ten o'clock, my fear became almost unbearable. I had long since stopped listening to my professor's lecture even though the material he was covering would undoubtedly be included on the final. The anxiety I was feeling made attention impossible. I remember sitting in the classroom shaking and dripping wet. I stared almost hypnotically at the second hand of the wall clock—suddenly the bell rang and class was over.

Now I had to make the most important decision of my life. Was I going to keep my appointment with the unknown woman in the college union or was I going to stand her up and retreat to the security of my apartment? As I made up my mind to carry through with the appointment, I found myself walking out of the room ignoring my classmates, trying to be as inconspicuous as possible. I was worried that someone would ask me where I was going.

I approached the union, trying to regain my composure. I knew that I couldn't face anyone in the condition I was in, and if I continued to look so agitated, everyone would stare at me once I entered the building. I took a deep breath and went inside. Then I looked all over the cafeteria for the woman with the green blouse and blue pants. This was the outfit she had told me she would wear when I talked to her over the phone four hours earlier.

Suddenly I saw her—she saw me at the same time and got out of her seat to greet me. She took my hand and brought me over to her table. "You must be Warren," she said. "My name is Lee."

She was not at all as I had envisioned her. She had a kind, friendly face and long sensitive fingers. She spoke with an air of understanding which allowed me to relax in her presence. I wished, however, that we were alone somewhere instead of there in the cafeteria where at any time an acquaintance might come in and find out the nature of our meeting.

"Lee," I said, "I called you because..." At this point I became extremely tense and could no longer continue.

"I know your reasons for wanting to talk to me," she replied after almost an entire minute of silence. "I've found that many people are in your situation and are in such desperation that they don't know where to turn. Please try to continue where you left off a minute ago. It would really be helpful to you if you could get out the words that are so disturbing you."

"Lee, I called you because...be-

cause I think I...I am a ho...a homosexual." At that moment I placed my head in my hands and wanted to flee as fast as I could. After a minute or so she took my hand, and as she did, I could see her own eyes swelling with tears. It seemed that she knew the torment and self-hatred which I was feeling because of the simple fact that she had gone through the same feelings herself.

I suppose that I have had "homosexual" feelings since I was seven or eight years old, but since that time until just a few minutes ago I was afraid to admit it to anyone, including myself. This meeting with the GLF coordinator on my college campus was such a threatening thing to me because like most of society, school is not a very "gay" place to be. For the homosexual in today's educational institutions, life is extremely oppressive, lonely and alienating.

The chain of sexual oppression imposed by my schooling started the very first day I entered kindergarten. As my mother dropped me off and kissed me good-bye, I felt very alone and began to cry. The teacher walked up and said in a rough voice: "Don't cry. Only sissies and little girls cry." In retrospect I realize that she was telling me to deny my feelings in order to fit a preconceived notion of masculinity, a norm I didn't fit and couldn't have fit if I had wanted to. Even back in kindergarten, boys were channelled in certain activities such as athletics while girls were channelled along the lines of housekeeping "skills" such as cooking and cleaning up the classroom. This channelling seemed to grow more intense in each consecutive level of grade school.

In the fifth and sixth grades I was one of only five boys in the school chorus, which included almost 50 girls. The reason that more boys were not included in the chorus is not because girls generally have better voices than boys of elementary school age. The determining factor was one of social pressure. I and the other four boys in the chorus were referred to by our peers as "the chorus girls," while the girls who "made it" into the chorus were well respected and envied by the other girls of the school.

As I was experiencing this humiliation, I repeatedly wondered why it was that kickball was considered to be more "manly" than singing. Why was it that, in order for me to be accepted by my peers, I would first have to show my physical prowess on the athletic field?

The attitudes which my classmates developed were formulated within the family unit, but they were reinforced in the school setting. It was usually the girls who were encouraged by their teachers to take advantage of the field trips to the opera

each semester, while the boys were pushed to attend a local big league baseball game. It was the girls who were allowed to help the teacher mix paints for art period while the boys were permitted to sometimes leave for recess early to get the balls out of the equipment rooms. These instances may appear to be quite minor means of tracking a student according to sex, but they set the stage for the most oppressive three years of my life—the years of junior high school.

During this period I began to develop physically and became more aware of my own body. I began to have definite sexual feelings for other members of my own sex. These were feelings which I didn't exactly understand, although they seemed very real. Once I had a strong sexual attraction for a boy friend of mine. When I told him that I wanted to embrace him, he looked at me in the strangest way and called me a "faggot." By that time in my life I knew what the term meant. I was told that "faggots" are homosexuals who are sick and who must go to a psychiatrist in order to be "normal."

In junior high, "normal" was defined by the teachers of our sex education class—the physical education staff. During the course, homosexuality was discussed when we were on the topic of "sexual deviates." If nothing else, this course taught me to keep my homosexual feelings well hidden. Whenever any of my friends told homosexual jokes, I was always the one who laughed the loudest, so no one would discover where I was really at.

During these years, I hated to go to any school dances. It was not that I didn't like to dance, but rather that I wanted to dance with the other boys. Once I had a fantasy of dancing with a boy friend of mine in the privacy of my own room—how beautiful and free it was to finally come out my desires.

Unfortunately, this was only a fantasy, a brief vision instead of an actual experience. Subsequently, I rarely attended any of the dances because they were extremely threatening to me. If I were discovered, I not only wouldn't have been able to face my friends and relatives, but I thought that I would have to be transferred to another school so I wouldn't "disturb the educational environment" of my school. Recently this was what happened when a 13-year old told one of his junior high school teachers he was a homosexual. The principal immediately went to talk with his parents and stated that their son would not be allowed back to school unless he was admitted to a qualified psychologist for the purpose of altering his sexual preference. In this instance the parents accepted their son's feelings and were not intimidated by the

school. They threatened that if their son was not admitted back to the school immediately they would file suit through the American Civil Liberties Union. Under this threat the boy was re-admitted due to the lack of legal grounds for his dismissal.

In this type of case, in most states the law may be on our side, but social attitudes are difficult if not impossible to legislate. I have not kept up with this particular case since the boy has been back in school, but I do not doubt that he has felt some social stigma for his decision to be open about his homosexuality (as I would have, if I had been secure enough in my junior high school years to be open).

Junior high school sufficiently prepared me for my eventual high school experiences, teaching me never to question the oppressive conditioning I was subjected to. I did not question the military drills in tenth grade physical education class; in eleventh grade I did not question the transfer of a fellow classmate to a continuation school for alleged homosexual tendencies; and I did not question the statement of my twelfth grade English teacher that "even though Andre Gide was a homosexual he was a good author in spite of it." I felt too threatened to speak out. I tried, instead, to play the games social pressure dictated to me. I went steady with a girl in my history class when I was a senior mainly because all of my friends were going steady and I felt isolated for not having a girlfriend myself.

My own self-hatred was especially great in high school because I knew I was a homosexual but did not know how to handle it. There was no one to whom I could turn for help. Once in my health class when the subject came up, we talked about the technique of shock treatment for homosexuals to alter their "sexual desires," being in such a desperate state, I even considered submitting myself to such treatment but, fortunately, never went through with it.

I graduated from high school with the hope that college life would somehow be different. I hoped that people would be more open-minded and readily open to change. To a great extent, this was true. In college, for the first time I joined other people to demonstrate our open opposition to the war in Vietnam; now I felt the joy of joining with my Black and Chicano sisters in our common struggle against housing discrimination around our campus by the campus slumlords; now I was able to voice my disgust at the state of our ecology by helping to plan workshops during specified ecology teach-ins held around my campus.

All of these activities gave me a greater sense of worth, in that now I felt freer to act out many

of my previously held ideals, but still something was missing. There remained within me a great void from which I could not escape. I knew the time was drawing near for me to make a decision of either coming out with my homosexuality to myself and to others, or else remaining in my suppressed state as I had done ever since I could remember. I continually asked myself why there were no openly Gay individuals or gay organizations on my campus.

Then one day in my campus newspaper I saw the headline, in big bold letters, "Gay Liberation Front Denied Campus Recognition." The article went on to say that the chancellor of the California State College system had denied recognition of the Campus Chapter of Gay Liberation Front on the premises that: 1. "...the effect of recognition by the college of Gay Liberation Front could conceivably be to endorse, or to promote homosexual behavior, to attract homosexuals to the campus, and to expose minors to homosexual advocacy and practices, and 2. "...belief that the proposed Front created too great a risk for students—a risk which might lead students to engage in homosexual behavior."

After my initial disgust and outrage for such absurd reasoning, I finally chose to "come out of my closet." I soon joined an encounter group in the college counseling center which allowed me to gain the support I needed to start to handle my homosexuality in a constructive way. Soon I gained the courage I needed to start to get in touch with the coordinator of the local Gay Liberation Front chapter, as described in the beginning of this article. Since that time I have been involved heavily in gay politics and gay sensitivity groups.

The void is finally being filled because now I have found people who are proud of their homosexuality—people who are no longer going to put up with the oppressive conditions which our society imposes on us every day of our lives. People are now fighting in the courts to get chapters of Gay Liberation Front reinstated on campuses. A precedent case was recently decided in our favor by the Superior Court of Sacramento County, California. In this case, the GLF, represented by the Associated Students of Sacramento State College, won a suit against the President of Sacramento State College and the trustees of the California State College System which forced the state college to recognize GLF as a student organization. A court upheld the Associated Students' contention that: To justify suppression of free speech there must be reasonable grounds to fear that serious evil will result if

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continued from page one

The positions taken by the NSL will be adopted through an annual ballot to be sent to each member student government of the NSL by the national office. The ballot will then be put before the student body as a referendum, and the results of such referenda on campuses across the nation will determine the policies of the NSL.

Every effort will be made to time such referenda to coincide with scheduled student government elections so as to avoid the needless cost of an extra balloting. If, however, it is impossible to hold both the student government elections and the NSL balloting simultaneously, and the student government cannot afford a separate NSL referendum, the student council will be authorized to cast the student body's votes on the NSL ballot. Each student government will cast a number of votes proportional to the number of students at the college.

The membership of the National Student Lobby will be divided into regional caucuses so as to increase communications within an area small enough to make travel and telephone calls financially reasonable to members of the NSL.

Each regional caucus will elect two members to the Executive Committee, which will act as watchdog of the national office. The Executive Committee will make independent reports to the NSL membership, will hire members of the staff other than Executive Director (who is hired by the membership), and will assist in the preparation of the annual budget.

Thus, students will have both direct and indirect controls over the activities of the office that will be speaking in the name of students.

The National Student Lobby will have three major elements:

One, an office in the Capitol with staff and facilities adequate to discover, in the mass of legislation, those bills and issues of key importance to large groups of young people; to analyze, follow, and influence such legislation; to initiate and propose new laws.

Two, a communications network through which to help mobilize campus communities to register to vote and to vote on election day, to convey current information to thousands of students on each campus, to determine the thrust of student opinion on given issues, to develop an exchange of information and resources between campuses and the Capitol--to involve directly the greatest number of young people in helping shape a more equitable and responsive legal and social system.

Three, an extensive network of lobby offices throughout the nation which can provide direction for the activities of the

NSL, work to increase student participation in the political process (through voter registration and get-out-the vote drives), and mobilize local public pressure in the home districts of key legislators.

Extensive challenge though it is, we believe this triple aim can be accomplished through the combination of many competent young people and adequate financial resources.

Of the two, financial resources are by far the more rare in the student community. Nonetheless, the University of California student governments have shown that an effective lobbying operation can be supported by student funds.

It is essential that the NSL also be supported by students, for the structural guarantees of student control will be meaningless if the NSL is dependent on large, non-student contributors.

During the first year, it will be necessary to depend on some private funds while the membership of the NSL grows, but it is hoped that by its second year the NSL will be self-sustaining.

For the first year, membership fees will be \$30 for schools with less than 1,000 students, \$40 for schools between 1,000 and 4,900 students, and \$50 for schools with 5,000 students or more. In succeeding years, however, membership fees will be proportional to the number of students attending a school, and will be set at a level determined by the membership to cover the entire annual expenses of the NSL.

Working together we can make the National Student Lobby a strong and effective student voice in government.

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provisions of the Selective Service regulations.

"Equity of treatment for all registrants requires that all men with RSNs of 125 or lower face the induction process," Tarr said. RSN 125 was the ceiling for inductions through June of 1971.

Tarr also said that he has directed local and appeal boards to defer all actions on classifications, personal appearances, and appeals until new regulations containing draft reform provisions are effected. The 1971 amendments to the draft law which were recently passed by Congress require the Selective Service System to publish all regulation changes in the Federal Register at least 30 days before they become effective.

"Because of the many reform provisions in the new law and being instituted by the System, it would be unfair not to extend these forthcoming advantages to registrants now facing classification or appeal actions. Accordingly, I have directed that all local and appeal boards defer action on such cases until the new regulations are formally distributed," Tarr concluded.

WXAC - FM 91.3
Oct. 23, 1971

Albright vs. Drexel
1:30

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"We're not underground
just down to earth."

SCHOOL IS NOT A GAY PLACE TO BE

continued from page nine

free speech is practiced. There must be reasonable ground to believe that the danger apprehended is imminent.

Using this precedent, other homosexual groups which have been denied recognition are now waging court battles throughout the nation. Also many groups have not had as much trouble as we have had for there are over 150 campus homosexual groups throughout the United States. The purpose, as stated in one group's constitution is...to further self-understanding among the members, to promote in the community better understanding of homosexuality, and to facilitate a strengthening of social ties between homosexuals and heterosexuals...to provide members with legal, medical and psycho-

logical counseling and services as is necessary and proper.

To be a homosexual in the educational institutions of this country is still extremely difficult even though conditions may appear to be changing for the better. I was able to begin the long process of personal liberation in spite of my teachers and the educational institutions. I realize that I can talk only of oppression from the viewpoint of a homosexual man, but the system which oppresses me also oppresses women, both gay and straight, Black people, Chicanos, Native Americans and others. The fact which must be made known is that we are tired of waiting for change; we are tired of hiding our feelings and we are rising up with pride, love and solidarity.



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HOMECOMING

SATURDAY, OCTOBER 16, 1971

10:00 a.m. - Alumni Registration
1:30 p.m. - Pregame Program
4:00 p.m. - Songfest
7:45 p.m. - Fraternity-Sorority
Dinner Dance

11:30 a.m. - Student and Alumni
Oktoberfest Luncheon
1:30 p.m. - Albright vs. Wagner
6:30 p.m. - All Alumni Social
9:00 p.m. - Student Dance Concert

A Phi O

by SKIP SHENK

Alpha Phi Omega, Albright's service fraternity and not to be confused with Alpha Pi Omega, held a meeting last Tuesday night to decide how to deal with its pledges and how to carry out future service projects on and off campus.

The agreed upon requirements for pledging A Phi O are that each pledge must wear a coat and tie, always have gum on hand for his brothers, and perform a service project in conjunction with all the other prospective pledges. It was stressed that the purpose of this pledging is not to torment the pledges but to give the pledges a feeling of class unity.

After electing Pete Nicholson and Rob Spencer representatives to a sectional meeting at Drexel, the topic drifted to service projects.

The service projects discussed included a pumpkin carving contest, the painting of the waiting room at the Economic Opportunity Center building in Reading, and the printing of telephone number cards for the wallets of Albright College students. The pumpkin carving contest offers a first prize of \$10, and all pumpkins will be donated to an orphanage, unless the carver wants his pumpkin back. All you pumpkin carvers out there better start planning now; this is going to be a serious pumpkin carving contest. The other two service projects are very worthwhile too.

A hoagie sale and a car wash are scheduled for homecoming weekend to raise money for these projects, and, after talk of other homecoming events, the sun set on another Alpha Phi Omega meeting.



photo by Brian Freedman

Bounteous Benefactors Department Women's Auxiliary: The Art of Giving

by JAN WITKIN

I wonder how many students are aware of the existence and function of the women's auxiliary. Every person on campus will in some way benefit from the generous gifts of this group. The piano and windows in the chapel, and the furniture in the library are just a few of the numerous donations of the fine group of women.

The organization is composed of local women, alumnae of Albright, and faculty wives, all sharing a common desire to help out. Since 1950, they have contributed a total of \$60,000 for capital purposes. Since the start of the organization, funds donated to the college are estimated to be over \$100,000.

The President of W.A. is Mrs. Thomas Kane, whose husband is the Chairman of the Department of Accounting and Business. Mrs. Kane presided over the gathering of October where the business meeting was highlighted by guest speaker, Mrs. Eugene L. Shirk. Mrs. Shirk's speech "please don't ask for change",

was optimistic. The delivery was highlighted by personal observations, bits of humor, and helpful advice on how to become a more optimistic individual.

December 6, the Auxiliary will hold their annual Christmas Bazaar in the Campus Center. The tentative time slot is from 10 a.m. to 3 p.m. Several of the women I spoke to expressed a desire to involve the students in this function of the auxiliary. In addition to the Bazaar, a luncheon is scheduled. Students are needed to operate the booths while the women have lunch.

Student cooperation is greatly urged; after all, the organization's purpose is to make Albright a better place for students to live and learn.

This year, the auxiliary voted to donate \$6,500 to the college. Of this amount, \$6,000 will go toward a certificate of deposit at an interest rate of 5½%.

The kind efforts of the women's auxiliary are not to be understated!

O'HORGAN TEAMS WITH KIPNESS AND KASHA TO STAGE "INNER CITY"

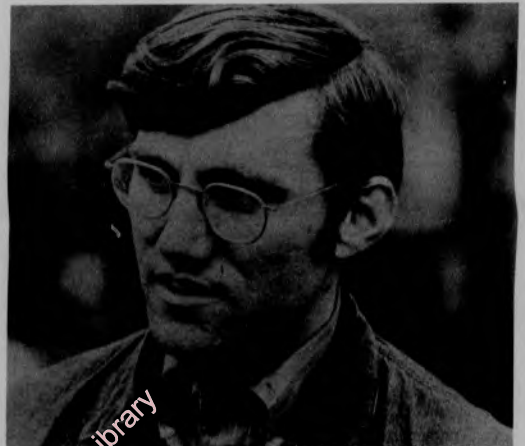
Joseph Kipness and Lawrence Kasha will present Tom O'Horgan's production of "Inner City," a new musical about the perils and pleasures of city life today which takes place in the heart of the urban world—inside the "Inner City." Previews are scheduled for Monday, November 15, through Monday, November 29, with a Tuesday, November 30, opening at a Broadway theatre soon to be announced.

recording artists, as well as theme songs for many commercials and television shows. Mr. O'Horgan is responsible for "Hair," "Lenny," and "Jesus Christ Superstar."

Sets for "Inner City" will be designed by Robin Wagner, costumes will be created by Joseph Aulisi and lighting will be by John Dodd.

The eight performers in the cast will span all ages, races, and sexes and will include singers and actors. Mr. Kipness and Mr. Kasha are currently represented on Broadway by the Tony Award-winning hit "Applause" starring Anne Baxter at the Palace Theatre and have scheduled for the future a musical version of "Two For The Seesaw" and "Gaby," a rock musical of the opera "Carmen."

The production has lyrics by Eve Merriam with music by Helen Miller and a book by Miss Merriam and Mr. O'Horgan. Miss Merriam is a poet and lecturer who has written more than 30 books spanning the fields of poetry, social satire and biography, and several books for young people. Miss Miller has done extensive composing for the country's top



Mr. Sargent — Faculty Advisor for the Domino Players.

Domino News

by HELEN ROST

At 8 p.m. on the nights of October 21, 22, and 23, the Domino Players will present their latest production—John Osborne's "Look Back in Anger". This play, written in the mid 1950's, was considered to be the first work of the "angry young man" generation; it reflects an entire generation typified by Osborne himself. "Look Back in Anger" illustrates and highlights the frustration of contemporary man who finds himself without any challenges. As the lead character, Jimmy Porter puts it—"there aren't any good brave causes left . . .". Jimmy is frustrated and takes his anger out on everyone else, making life hell for those around him. This is an important and serious play that was the beginning of a new surge of writing for British theater.

Mark Shaw is cast in the role of Jimmy Porter; Laura Beattie as his wife Allison Porter; Randy Halman as Cliff Lewis; Pam White as Helena Charles; and Gary Shane as Col. Redfern.

Admission will be \$2 for the public and students will be charged tax only. Everyone should make an effort to attend this worthwhile production of the Domino Players.

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HOMECOMING CONCERT

For those students who have been clamoring for information concerning Homecoming, here is the news. The Campus Center Board is sponsoring a dance-concert to begin at 9 p.m. on the Saturday evening of Homecoming. The concert will feature Oak, a group which plays country-western etc. etc., and Stone Ground, a group which appeared

at Albright last year during Colloquy and drew an outstanding crowd.

Three acts are scheduled for the concert, the last one to be announced. Fifty cents will admit Albright students with ID's and their guests. The concert is expected to last until 1 a.m., and is being held in the lobby.

RUSSIAN FILMS

Two films will be shown to students in the Russian language class received from Educational Services of the National Council of American-Soviet Friendship.

The first film entitled "Tourists in the Soviet Union" will be shown on October 18, at 10 and

11 a.m. The second film entitled "Student Years" will be shown on October 25, at 10 and 11 a.m.

Both films will be shown in Room 202, Masters Hall. All those interested are cordially invited to attend.

ABORTION ? QUESTIONS ?

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9:00 A.M. to 7:00 P.M.
Monday to Saturday

Lions Shot Down By Bullets

The Albright Lions jumped off to a 13-0 first quarter lead over the Gettysburg Bullets last Saturday afternoon on two touchdown runs of 2 and 31 yards by senior halfback Denny Iezzi. The Lions then settled down to what appeared to be a rather easy tilt but the Bullets started flying and when the dust cleared Gettysburg had bolted out front, 42-13. And that is just the way the tilt ended for Albright.

Norm Hall ran 80 yards early in the second period for the Bullets' first score. Tony Cameron and Tom Groves followed with jaunts of 1 and 19 yards to make it at the half, 21-13; Gettysburg. The Bullets added 13 more in the third quarter and 8 in the last one on a 69 yard punt return by Lee Hayslip with a two point conversion run by Tom Sheets.

Albright tried to get back on the board late in the fourth quarter. Passes from Q.B. Don Dreibelbis to split end Rich Orwig, and tight end Joe Louth moved the ball to the Bullets' 5 yard line. On fourth and one John Singer drove Dreibelbis back to the four stunting Albright's advance.



photo by J. Bacot

Bill Popp, assistant football coach for the 'Bright, perhaps is wishing for a big win this Saturday...Heaven's knows someone should...

GAME STATISTICS

	ALB	G-burg
1st Downs	13	18
Rush Yds.	164	391
Pass Yds.	98	62
Total Yds.	262	453
Passes	5-21	4-13
Passes Int. by	1	2
Punts	10-32.2	4-13.7
Fumbles Lost	0	3
Yds. Penal.	59	52

by Don Rider

TWO TEAM RACE

by GARY MELLON

As the season passes its midway point, the five team race of a week ago has been narrowed down to a two team race between the Tekes and Zetas barring any major upsets.

In the game of the week, the Tekes nosed out the Independent C team by a score of 13-6. The Tekes scored first on a Greg Weaver T.D. run which was set up by an interception of a Don Rider pass by Mike Suarez. The extra point was good on a Weaver pass to George Linzenbold. The Independent C struck right back with a T.D. pass from Q.B. Rider to end Wayman Clark, but the extra point was no good.

Two key plays that determined the outcome of the game came towards the end of the first half. First, Clark couldn't hold on to a certain T.D. pass from Rider, and then center Parl Metz hiked the ball over Rider's head and that gave the Tekes excellent field position after Rider kicked the ball in his attempt to pick up the errant snap from center. The Tekes then moved in to score on a T.D. pass from Weaver to end

Ken Stafford and that was the extent of the scoring as the second half turned out to be a defensive struggle.

In other action during the week, the Tekes knocked the tough Old Dorm from the unbeaten ranks by the score of 20-8, the Zetas rolled over the Independent B and Albright Court teams by the scores of 43-0 and 48-6 respectively, the Old Dorm beat the Frosh 34-18, the Phi Sigs won their first game with a 16-0 whitewashing of the Independent A, the Independent C team rebounded from their tough loss

by whipping the Albright Court team 22-0, and the Pi Taus smeared the Independent B team 41-0.

The game that should decide the league title is being played Oct. 13 on the baseball field at 4:15 between the Tekes and Zetas.

The game should be an interesting match-up between the Tekes' offense and the Zetas' defense. I feel that the Zetas have too much offense for the Tekes and should squeak by them in a closely contested game.

The standings through the third week of the season are as follows:

	W	L	T	Pts
Tekes	4	0	0	8
Zetas	4	0	0	8
Pi Taus	3	1	0	6
Independent C	3	1	0	6
Old Dorm	3	1	0	6
Phi Sigs	1	3	0	2
Independent A	1	3	0	2
Albright Court	0	3	1	1
Frosh	0	3	1	1
Independent B	0	4	0	0

ALBRIGHT PACK STARVES FOR BIG WIN HOMECOMING PITS SEAHAWKS AND LIONS

by SAM MAMET

The Albright Lions coming off of a tough loss last week against the Gettysburg Bullets, 42-13, try to get back on the winning track this Saturday afternoon as the Red and White machine will host the Wagner, N.Y. Seahawks in the annual Albright Homecoming tilt.

The Wagner Seahawks on the other side of the lockers are hoping they'll be able to continue their streak which started last week against the Moravian Greyhounds. The home Hawks upped the Hounds from Bethlehem, Pa., 20-14. It was a tough game all the way for both squads, but as Albright sports publicist, Denny Zimmerman, who scouted the tilt for the Lions last week, said, "It was a good game, it's just that Wagner got all the breaks..." The breaks Jimmy considered were the three interceptions which Bob Hicks coached Wagner squad picked off of Moravian quarterback, Bob Martell. Jack Vitale, the veteran Hawk outside linebacker, converted one of the grabs into an 88 yard touchdown skirt. Wagner edged the Greyhounds in total yards as they marked up 303 yards as they grabbed 296. Jake Ellis, the senior tailback from Poughkeesie, N.Y., rushed for a total of 118 yards last week on 22 jaunts. Mike Mazzarino, the senior 5-11, 195 pound fullback who averaged nearly four yards a carry last week on seven carries. Wagner a rushing team just like the 'Bright, but they can go to the air when needed.

Ston Island's Jim Fagan quar-

terbacked the tilt for the Hawks last week and tossed five for eleven in the air. But, he lost in the passing stats as the Hawks only mustered 92 yards to the Hounds 147. He'll shoot out of an I-formation.

The defensive unit is awful tough even though hardest hit by graduation. The Hawks boast a crunching 4-4 defense. The defensive wall looks big, quick, and deep. Don Brandifine will handle the left-side slot. Mike Bale, Jerry Tedeschi, and a slimmed-down Joe Lopez all return as tackles. The defensive secondary is set with Tom Houser at safety, John Toto and Jake Ellis at the corners — a trio that forms, what Hicks calls "the greatest secondary I've coached." The linebackers are the weakest spots on the club as they have several young players filling these jobs.

The Albright squad suffered a demoralizing defeat against the Bullets last Saturday afternoon.

The Lions are limping with several testy injuries. Skatback Denny Iezzi still has that pinched nerve in his neck. He ouches that one in the Del Val game. Halfback Ken Strome has a couple of stretched ribs. Safety Ben McCormick had to sit out the G-burg tilt with a broken toe and may just have to do the same this week. Dan Herbert, the veteran right guard, still is hobbling slightly with a sore leg.

If the Lions don't get movin' on this one they better pack it. Wagner should be a tough challenge for Albright. The Lions are awful hungry for a win. Three weeks is a heckuva long time to go without desert!

Harriers Flash To Victory

On Monday Oct. 4, the Lions ran in a tri-meet against a very strong Bucknell team and Elizabethtown at Elizabethtown. The Lions, as well as Elizabethtown, were shut out 50-15 by Bucknell. Elizabethtown defeated the Lions in a close match, 34-12. Another outstanding performance was turned in by the Lion's Jim Blankenhorn, who finished second, only one second behind the winner. Wayne Sierer, Steve Hoffman, Jim Ogan, John Heilenman and Bill Hornberger all ran well for the Lions.

This tri-meet at Elizabethtown was extended over a five mile course, which contained a very exciting, dangerous, and hilly stretch of one mile through a quarry.

On Friday, October 8, the Lions ran exceptionally well in defeating Philadelphia Textile

39-27, although they lost to a very strong Delaware Valley team 19-38. All week long the Lions worked a lot harder doing a lot of speed work which may have accounted for their strong performance. The Lions took a second place Jim Blankenhorn leading the way with an exceptional time of 27:39 over Albright's 4.8 mile course. John Heilenman finished fourth by improving his time by 1:40 which is very outstanding. Wayne Sierer finished sixth, Steve Hoffman finished eighth by improving his time by a minute. Bill Hornberger also ran an outstanding race by improving his time by over 4:00.

With a strong victory behind them and a lot more hard work, the vastly improving Lions will finish out the rest of their schedule in a very impressive manner.

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