

The Albrightian

VOLUME LXIV

READING, PA. OCTOBER 6, 1971

NUMBER FOUR

PRESTWOOD TO PARENTS: "WE'VE GOT TO GET TOGETHER"

by ROBERT R. GARLIN

The small liberal-arts college is facing an identity crisis of major proportions, according to Dr. Charles Prestwood, chairman of the department of Sociology. This is a crisis caused by a divisiveness in society which not only has made the academic community the scapegoat for society's problems, but which has also led people to expect the colleges and universities to cure these ills by themselves.

Higher education, he noted, "has received more attention than it really desires—because higher education has become the crucible in which the great issues of the Sixties were fired and refined." This attention has engendered suspicions about the institutions and their faculties: blame for "unacceptable" qualities in students is passed onto faculties from all quarters in society. "I wish," answered Prestwood, "that I had the kind of influence that some of the people in barbershops attribute to college teachers."

Dr. Prestwood outlined the twelve symptoms of an "identity crisis" as the feeling of being blemished, self-hatred, oversensitivity, excessive self-concern, alienation, feelings of "unrealized potentiality," a wish to be someone or something else, over-consciousness of one's role, excessive other-direction, shaken self-assurance, an ethical dilemma, and a "despair in the absence of a physical threat" to one's existence or career. "I think if you take these," he observed, "you will discover that most of these would apply to a small liberal-arts college."

First of all, there is a general attitude in society that institutions should get "bigger in every way every day." Education is moving toward a situation of a "multiplicity of disciplines." In addition, the small college is called on "to make grants and wishes to the community and the students that are beyond our realm

of control." A small liberal-arts college, he emphasized, cannot make a unilateral decision to end the Vietnam War, racism, or environmental destruction.

However, Dr. Prestwood continued, "there is much, in my judgement, that is worthwhile and worth preserving," which makes the search for the true identity of the small college all the more important. Faculty, students, and parents must all be involved in finding some answer, "if our society is to find its way out of the morass in which it seems to be involved, I am thoroughly convinced that we are going to have to change our minds about some ancient propositions."

The most important of these to be reconsidered is the notion that youth will change the world. "There will be no significant change in this world in which we live," he explained, "until adults change their minds about some vital issues." No matter how many demonstrations, marches, or violent reactions to such occur, "only the collective commitment of all can bring a shape to this nation that will not be a sign of despair.

"If we are to find our way . . . we've got to get together." This cannot be done, he suggested, so long as "we parents assume that delivered unto our bosoms is a monopoly of wisdom, patriotism, economy, and democracy." The causes of juvenile delinquency, Prestwood explained, are found in the home, in relations between parents and children. A lack of affection and cohesion and discipline which is either too harsh or too lenient are the most reliable predictive factors. When these factors are spread over a whole society, however, we pay a terrible price. "What has happened to the soul of the nation," he asked, "when you hear glee across the land when our children are slain on our own soil?"

Campus unrests are the result of a parallel situation, occurring

most predictably and frequently at those schools where faculty members, more concerned with research and travel, maintained a minimal contact with their students. The students as a result developed a sense of alienation from the identity of the institution. "Indeed, those of us who consider teaching to be our mark must remember then that it is not our learned travels, collecting slides which only our mothers would be interested in, but that teaching is opening up your bosom to allow the feelings and commitments to ancient scholars and modern minds to flow. To be a teacher is to take the ultimate risk of exposing your most precious commodity—your mind."

The academic community, he continued, experiences the frustration of unfulfilled dreams of peace and brotherhood; the desire to realize these ideals is strong, but the power to accomplish them is limited.

Today's youth, he observed, have a "constant expanding perception of life." The future of the small liberal-arts college, therefore, will not be determined by bureaucratic efficiency or "the benevolence of the aging rich," but rather by the commitments of parents, students, and administrators to eliminate the elements of "divisiveness" from society.

In closing, Dr. Prestwood recalled the efforts of black and white students who worked together to fight discrimination in the South. The emotional involvement, the intense feeling of togetherness, worked to overcome a century of entrenched prejudice. "There is no doubt in my mind . . . that if we join hands together, with affection, that we can make of this embarrassingly ugly world a decent place . . . I'd like to invite you to dream, to dream with the young, to dream with the ancient prophet, that there is something more in store for us than the sad and divisive decade of the past."



Dr. Prestwood Addresses Parents
photo by Joe Aprile

FALL CONVOCATIONS

by BOB BROOKLAND

adds to the experience.

Clark Kerr, chairman of the Carnegie Commission on Higher Education and former president of the University of California, will speak on the theme "Learning Styles of the '70's" to start a series of fall convocations. The speech, at 8:00 pm in the Campus Center Theatre, will follow a workshop on the same subject to be conducted by Dr. Kerr at 3:00 pm on Oct. 4 in the CCT.

On Oct. 13 at eight in the evening the Waverly Consort, made up of six talented musicians specializing in the performance of early vocal and instrumental music, will perform music of the Middle Ages, Baroque and Renaissance periods. The Consort's impressive collection of early instruments, such as Rauschfeife, shawm, sackbut and theorbo,

Following up this performance will be a concert by the accomplished Swiss organist Lionel Rogg, at 8:00 pm on Oct. 19 in the Chapel Auditorium. Mr. Rogg is a professor of Organ at the Conservatory of Geneva, and has given recitals throughout Europe, Canada and the United States.

The next day, in conjunction with his speaking engagement in Reading for the Martin Luther King Foundation dinner, Georgia House of Representative member Julian Bond is scheduled to speak. Mr. Bond was a founder of the Committee on Appeal for Human Rights, and was nominated as running mate to presidential candidate Hubert Humphrey.

continued on page eight

STUDENT COUNCIL CONVENES

by KIERAN SHARPE

The first Student Council meeting of this academic year was finally held on Thursday, September 30. Council members Sam Mamet and Jerry Tartaglia blamed the late start on the executive board in general and on Vice President Jay Adler in particular (Council's Constitution entrusts the major responsibility for the conduct of elections to

the Vice President). Others claimed that apathy on the part of the students, where there were fewer candidates than council seats to be filled, was the cause. Few members of our student body escaped calumny; none of us escaped the arrogance of an unrepresentative student government.

Student Council was unrepresentative in that no members had

yet been elected from North Hall or Albright Court. No elections had been held in North Hall or Albright Court. Several fraternities, a sorority, and a few other constituencies were not represented, although it is uncertain whether these vacancies were due to lack of an election or lack of interest among the students in these constituencies.

continued on page eight



Dr. Clark Kerr

LANGUAGES

Requiring a student to take a foreign language as a prerequisite to matriculation is an established practice of great antiquity. In fact, until quite recently the study of foreign languages, primarily Latin and Greek was the major portion of a student's academic career. Today at Albright a student must spend one-tenth of his college career meeting the foreign language requirement. Certainly any subject which takes up such a valuable part of a student's academic career should be periodically reviewed and considered.

There are many defenses offered for requiring a language, among them that the student's horizons are broadened, he is introduced to another culture, and taught an academic discipline which will presumably increase his abilities. The theory, however, is rather far from the actual practice. Due to the manner in which an introductory language is taught very little understanding of the other culture is gained. The rather sonorous term "academic discipline" refers when translated to mean an ability to memorize. The typical Albright student needs no special training when it comes to memorizing since a clear majority of his classes are already based on that enthralling teaching technique. It is also quite evident that the typical student who does no more than meet the requirement quickly forgets what little of the language he has learned.

The most patent argument for retaining a foreign language is that many graduate schools require a proficiency in one or two languages. The most obvious objection to this is why should all students be required to take a foreign language for the possible benefit of those who will go on. Freedom has always required a price; that price in this situation is those few students who may mess themselves up. The greater part of this problem could be handled by having all students advised of the possible graduate school complications by their advisors.

Those students who have a natural proficiency in foreign languages can take them as an elective. Those students who are interested in other areas or have little proficiency in languages can by a judicious use of these credits as electives achieve a far more liberal education than they would have had if forced to take a language they do not want and have no predilection for. THE ALBRIGHTIAN seriously urges that the school do away with the foreign language requirements, and allow students greater latitudes in determining their own needs.

AFTER COLLEGE?

by PETER NICHOLSON

Say you're a senior, or a junior or for that matter, anybody in college, is it really too early to think about what you're going to do after college? All through your collegiate years you are taking courses that will help you later in life, but just what happens later?

"Senior placement", so called because only the graduating seniors need permanent jobs, is a guidance service for everybody. Underclassmen should attempt to familiarize themselves with this service to get a better, long-range view of any companies which they might work for; seniors are often rushed for time if they put off this task till their last year here gets started. Everyone must realize that if people don't go for interviews when a firm comes on campus, then that firm might not come back. It is better to go to several interviews, as long as you have some interest in the companies, than to become discouraged or

satisfied with only one or two attempts. A company often thinks it is a successful visit if they talk to just 5 or 6 people.

One grave misconception is that this service is solely for Economic and Accounting majors, many companies, whether corporate, governmental, or vocational, come to get trainees for management and so your major is not as important as your social skill, and self-discipline. Interviews normally last 20 minutes during which time the recruiter is making preliminary observations. Then after reporting to his company, a second interview, possibly followed by a job offer, is arranged. If there is no follow-up interview try to remain flexible, don't be discouraged, remember what the labor market is like now.

By now you seniors must be wondering just what the first step to take is; go get yourself a College Placement Annual, free on request, from Dean Tilden, or



HUGO L. BLACK

If it is true that the evil men do lives after them, then history will pass harsh judgement on Hugo Lafayette Black. For during the course of his long life the late Supreme Court Justice was guilty of two acts which, in the statutes of idealistic opinion, constitute grounds for conviction. First, as a Senator from Alabama, Black supported President Roosevelt's abortive "Court-packing" plan, whereby the White House tried to shape the Court to conform with Roosevelt's will. Black's support for this plan seriously jeopardized his chances of obtaining the acceptance of Congress and the public. The public was even more outraged by Black's second failing: the fact that, as a practicing lawyer in Montgomery, Black had belonged to the Ku Klux Klan. No member of this racist organization, it was argued, could possibly render justice unto black people.

This is not the place for a defense of Hugo Black as either judge or man. For he needs no defense in either area. Once on the Court, Black forsook the kind of tactics that the contours of Deep South politics demanded and turned a receptive ear to a larger set of voices. He saw himself as responsible to a larger constituency and acted accordingly. His words reflect his modified attitude toward the rights of minority groups: "... it is not possible to deny that the aim of protecting Negroes from discrimination is a legitimate end."

But what a man does is more important than what he thinks or says—at least in relation to the social affairs of men. And it is in the area of positive action that Hugo L. Black etched his mark. Throughout his thirty-seven years on the Court, in a score of cases—Gideon v. Wainwright, Escobedo v. Illinois, Brown v. Board of Education—Black helped guarantee judgments that exerted on the American polity sweeping changes of a type previously unimagined. Black, along with Earl Warren and William Douglas, provided a solid core of liberal thought that moved the Court, for perhaps the only time in its history, to keep some semblance of pace with the actual movement of events and attitudes in American society. And it would behoove today's students to recall that this voice progress emanated not from the "enlightened" Northeast but rather from the allegedly parochial South. Perhaps we in the North have prejudices of our own to overcome.

The next few weeks may be crucial ones for the course of the Court and thus the development of liberalism in America. With the death of Black and the retirement of Justice Harlan, President Nixon is granted the distinction of appointing four justices to the Court within the course of one administration. The advanced age of Justice Douglas suggests the possibility of a fifth appointment; and five conservative justices constitute a sure majority capable of constipating the whole political and social system. The judgements of Nixon's appointees (Justices Burger and Blackmun) thus far are not encouraging. We can only hope that the conservative appointees of President Nixon will undergo the same type of transformation experienced a third of a century earlier by Hugo L. Black.

Letters To The Editor

Dear Ed.

After 25 years of college teaching, I've decided that yours may be my favorite generation of college students. Reasons are accumulating:

1. Student talent night was really splendid! There was almost none of the mocking-people-down kind of humor, but rather real talent was shared. And the audience was magnificent! Every act was accorded its proper measure of appreciation. Of course, the M.C. was unique—it was great the way he related to the audience during the wait for the judges' decision.

2. On Saturday, October 1, a group of students took me to Kutztown, where they performed in a readers' theatre workshop. Ten years ago I would have had to plan the program and persuade the students to go along. Not so with this group. The students compiled an original script, and with a minimum of suggestions from me, presented a beautiful, moving performance in competition with speech majors from other colleges.

All praise to student creative power!

Annadora Shirk

In the long range planning someone suggested that we get "loops" for the library? We should like to know what they are. The dictionaries define "loop" as a portion of a cord, ribbon, etc., folded or doubled upon itself so as to leave an opening between the parts; also, a closed electric or magnetic circuit or a wire for transferring microorganisms from one medium to another; a sand bar that encloses a body of water; a ring; a sling at the end of a hoisting rope; a stitch in crocheting, and similar things. What would any of these things be used for in our library? Who wants them? Will the person who asked for them please come to the library and *continued on page six*

THE ALBRIGHTIAN

Ken Parola, Editor
Gerald Tartaglio, Gary Yost
New Features Ed. Executive Ed.
Sam Marnet, Jen Walchaska
Sports Ed. Composition
Reece Milner, Michle Novak
Randy Hallman, Advertising
Editorial Board, John Bacot
Photography
Harrie Burdan, Advisor

The Albrightian is published weekly by and for the students of Albright College, Reading, Pa. Opinions expressed do not necessarily reflect the views of Albright College or the administration. Signed columns reflect the opinion of the columnists. No photograph, article or portion thereof may be reproduced without the expressed written consent of the Editor. Telephone 374-2226, Ext. 218.

Copy for THE ALBRIGHTIAN is composed on campus and then printed by Rieck's Printing, 1st and Franklin Streets, West Reading, Pa.

PLANNING AND SELF STUDY PROGRAM CONTINUED

by
Gerald Tartaglia

In anticipation of the inauguration of a full-fledged self-study program necessary for accreditation procedures of the Middle States Association, the Academic Dean in the Fall of 1970 sent a formal request to each departmental chairman, asking that a study of the record and work of his department over the past 10 years be undertaken. Guidelines for the study were provided.

By the end of the academic year almost all departments returned their reports, and these were forwarded to the Planning Team.

The Board of Trustees, in light

of the developing financial crises emerging on many campuses, authorized the appointment of a Long Range Planning Team in the Interim meeting of the Board in March of 1971. President of the Board of Trustees was authorized, in consultation with others, to appoint an original Planning Team. This team, composed of 3 trustees, 1 student, 1 alumnus, 3 faculty and 4 administrators was appointed and began its work in the Spring of 1971. They are: Mr. John Moxon, chairman of the committee; Dr. Kachel, secretary of the Board of Trustees; Judge Eshelman, president of the Board of Trustees; Dr. Marlow, Dr. Morgan Heller, Mrs. Iacone, of the Faculty; Mark

Shaw, president of Student Council; Mr. Tom Banford, president of the Alumni Association; Mr. Arner of the Parents' Advisory Council; Dr. Schultz, Dr. McBride, Dean Vandersall, Mr. Kelsey, and Mr. Finch of the Administration.

Three meetings of this Planning Team were held under the chairmanship of Mr. John Moxon. In order to initiate basic study of institutional aims and objectives, the team authorized the Academic Dean to organize discussions with faculty, students and administrators. A selected group of faculty and students were asked to serve on study committees of the college. A series of discussions was held during the month

of May 1971 and a summary report was given to the Planning Team on June 3, 1971.

No formal meetings of the Planning Team occurred during the past summer. A number of initial studies were begun in vital areas by members of the administrative staff, however. The admissions staff submitted an original study of the work of its department. The Registrar was asked to undertake a Space Utilization study and work on this report is under way. Dr. Renken was asked to begin a serious analysis of the needs in the Athletic department and has submitted an original report. Further work on governance procedures under the direction of Dr. Schultz and

the Executive Committee of the Board of Trustees was completed and made ready for discussion and acceptance. Dr. McBride prepared three position papers on Reduction of costs, Academic Considerations, and Faculty Affairs. These reports are designed to be catalysts for serious analysis of basic areas of the college life and are available to all.

Dr. Kells of the Middle States Association met with the faculty in its fall conference on September 3, and presented in outline form the suggested guidelines of that organization. A small committee composed of faculty and administrative members of the Planning Team met with Dr. Kells to discuss progress made to that point and future steps of the self-study procedures. He assured the committee that the self-study was permissible. He stressed the importance of undertaking a serious look at all basic phases of the academic program and related areas during this process.

FACULTY-STUDENT POWER

by REECE MILNER

The following column will be devoted to clarifying and extending the reasons behind my proposal at the open meeting of Albright's Five-Year Long Range Planning Committee, on Thursday, September 30. I was as unable then as now to believe that this proposal will be acted upon, the prime reason being Albright's notable propensity for persistently ignoring the obvious. A key trend on campuses throughout America is student and faculty militancy towards gaining power in the decision-making processes. The problem which comes into play is that schools yield ground only under great pressure and then retreat when said pressure is removed. Albright is admittedly in the backwater of national trends; however, eventually—and hopefully within the next five years—this trend will reach even here. There is a definite need for this committee to take that fact under advisement and consider ways of meeting this need. The time for action is now, not three or four years hence in the midst of crisis and confrontation.

Among the other games played last Thursday was the one of pretending that one can improve or increase something which does not exist. The discussion of increasing democracy at Albright when it does not exist was a basic exercise in inanity. As any political theorist will tell you, democracy cannot exist without some division of power. All the power at Albright is centered in the hands of the Board of Trustees and certain key members of the administration. It is certainly about time that this fact was squarely faced by the students and faculty of Albright, all the committees and non-voting student representatives to the Board of Trustees notwithstanding. These committees represent nothing but Albright's prime time-consuming device and their "intellectual and adult" answer to Milton Bradley's games (for children 2-12).

The reasons for faculty and student militancy fall into two groups: competency and relevancy.

A faculty member or a student—yes, even a student—who attends Albright College nine months of the year is obviously more familiar with and competent to deal with academic problems than a Trustee who may have attended college thirty or forty years ago. The faculty certainly have more training and as much of the maturity and wisdom that supposedly come with age as any Board member. Also, in theory, the Board of Trustees and administrators serve roughly the same functions that the janitorial and secretarial staffs do. Their sole purpose is to save the faculty and students valuable time. The problem remains that the middle men have wound up with all of the decision-making power, leaving the principals none.

The problem is in many aspects an Orwellian one. Does Big Brother really know more about what the students and faculty of Albright need than they themselves do? Is it true that faculty and students would take an insane tangent tantamount to destruction if they truly held the reins of decision-making? Freedom has by its very nature always exacted a price; it would seem about time that the faculty and students consider whether or not they are willing to work for it.

On the highly unlikely chance that the Planning Committee does consider the question of faculty and student power, I would like to make a few concrete suggestions: that the make-up of the Board of Trustees be changed to 45% faculty, 45% students, and 10% qualified members of the community; that definite qualifications other than money be set up for all three groups; that all members of this Board of Trustees must act as ombudsmen and make themselves available to both the students and faculty of the institution they are supposedly guiding and directing. For in reality, a trustee is one who has a charge or duty imposed in faith and confidence to protect and care for the interests of another, not to further interests of his own.

"Turning The Asylum Over To The Inmates"

by CRAIG SANSONETTI

For a long time Albright—faculty, administrators, our peers, individually and collectively—have been evaluating us. Now, for a little while, the tables have turned. The most notable evaluation of this year and next will not be the evaluation of students but the self-evaluation and accreditation appraisal which Albright as an institution must undergo. The plans which are now in preparation will shape the destiny of Albright for years to come; and, while we will not be here to see their fruition, our active participation in the process is an obligation to a coming generation of students.

It would appear that administrators and trustees have recognized the necessity for giving to students and faculty a vital role in the evaluative process. We were asked to serve on brainstorming subcommittees in the spring and we have been invited to sit on the committees which will undertake in-depth studies of five major areas of college responsibility this fall. An open meeting with the planning team was held last week to solicit further suggestions from the campus community. At that meeting Dr. Prestwood commented that in his experience with several college evaluations he had never seen more open proceedings. In short it would seem that faculty and students are to be allowed to play a real role in planning for the future of the college.

But in the same night that these wide horizons seemed open, there arose a dark cloud to cast a shadow over our aspirations. Throughout the evening a plea for greater democracy in the conduct of campus affairs was evident in the comments of both faculty and students. In particular, toward the end of the evening, a student stood to passionately defend the ideal of decentralization of power. A reply was not long in coming. "I guess it is about time we adjourn, since we have already had the suggestion

to turn the asylum over to the inmates."

The speaker was Mr. John Moxon, Chairman of the Board of Carpenter Steel, prominent trustee, and chairman of the planning team. Perhaps the comment was intended only in jest. We must all hope that such was the case, but one would think that in his many years of industrial leadership Mr. Moxon would have learned a more tactful brand of humor. The remark was not followed by laughter but rather by painful silence and a rapid adjournment.

There is a bit of ancient wisdom which insists that in every jest there exists an element of truth. Humor is often the key to otherwise unexpressed opinions and emotions. So the question arises—does Mr. Moxon really hold such a low opinion of the students and faculty on this campus? Does he really believe that we who are daily engaged in the process of education know nothing of it? Can he honestly think that a board of men who are divorced from the life of the college possess the innate wisdom to more perfectly understand in a single afternoon the academic and social problems of the community than the faculty and students who daily are the community?

The questions are perplexing and disturbing. That they should arise in this time of evaluation and planning is indeed an ill omen. Mr. Moxon is certainly entitled to his own opinions on the subject of college governance. Were it in our power to do so we would not deny him that right. However, it is difficult for us to understand how the planning team can hope to conduct an open and objective evaluation under the leadership of a man who can dismiss the suggestions of the largest segments of the academic community as lunacy. Albright is being offered the opportunity for great forward strides. We can only hope that leadership with the imagination to grasp the opportunity will soon come to the fore.

INTELLECTUAL GAMEMANSHIP

by PETE MAVRIDES

One could almost hear Abbie Hoffman drooling with excitement. Imagine, the President of the college, various members of the Board of Trustees, the Academic Dean, and key faculty members all alive and well in one room! What more could a radical liberal want for Christmas? The disappointing aspect of this intriguing scenario was the lack of student interest which resulted only in a handful of student participants. Even the college community suffers from the disease of silent majoritarianism.

The meeting had as its format the discussion future educational objectives for Albright College. The objectives as outlined prior to the meeting in a report entitled A STATEMENT OF AIMS AND OBJECTIVES, seemed rather vague and needed a legal mind for clarification. The dialogue cascaded from what constitutes effective student-teacher ratio to whether Albright can be effective educationally and increase the student population. However, a low was reached when Mr. Eyrich and Dr. Raith became involved in a semantic problem in attempting to define democracy. What was absent from that debate over democracy was that even in a democratic atmosphere one man is still responsible for the final word.

Overall the discussion was like any of a number one will encounter in academic circles. What was most impressive was the apparent lack of creative ideas. There were numerous attempts by individuals to communicate effective ideas, but

continued on page 7

DERELICTUS EMERITUS AMERICUS

by BRUCE SEAMAN
BRENT EELMAN

Scene: Dave's Kitchen, Hamburger Joint
Time: Noon

Characters: The Duo, Dave, Pinball Wizards, Postman, and Our Hero, a Trash Collector (identity originally unknown)

"The rational choice of policy toward environmental preservation closely parallels that with regard to population control. Both require taking unwanted actions now in order to avoid possible severe costs later, or the use of preventive checks to avoid the operation of positive checks."

Voice Booming into right ear: "Hey what's that you're reading?"

Seaman (muttering to Eelman): "Oh shit, not another hassle like the guy at the Windsor Bar who asks me where I got my purse, and responded 'Oh south of Penn' after I told him it was Yugoslavia."

Eelman: "Don't worry, Dave's got insurance with Lloyds of London for injuries sustained from guys with masculinity ratings of over 97th percentile."

Seaman (softly to Eelman): "But my rating is only three according to the Guilford-Zimmerman Temperment Survey."

Eelman: "Don't panic, you can hit him with your purse."

Voice: "Hey, what's that you're reading?"

Seaman: "Oh, an economic development book with a brand new approach—ecology."

Voice: "Well fancy that, I'm a trash collector ('Your trash is our cash') and I took a great course on 'Man and His Environment' at the Penn State Extension."

Eelman: "Oh, picking up extra credits so you can be the driver?"

Trashman: "No, just seeing what I can do as a trash collector to help with this environment bit. And you know, that guy teaching that course doesn't know a thing about trash."

Seaman: (obviously appalled at this blasphemy against the academic community), "Well, after all, you don't have to know about individual pieces of trash to know that real political action is needed to stem the tide of decay."

Eelman: "And besides, details about trash are exogenous vari-

ables in this relationship—like technology is just method after we've isolated the problem."

Trash Man: "Bullshit, you quasi irrelevant intellectual dogmatist."

Seaman: (turning to Eelman for Thesaurus) "What's the idea of this nut telling us where our heads are at—has he had 'Development of Social Theory', Sociology 411?"

Eelman: "I don't know, maybe he's read Eric Hoffer."

Trashman: "Hey Dave, give me a Reuben Sandwich, heavy on the kraut. I don't want to read the Naked Ape, seeing how man and the apes are pretty close. I wanna figure out how to dispose of trash, and maybe keep people from throwing away all this junk."

Seaman: "Why don't you join the movement to change the institutional structure of the economy, thus destroying oligopoly power to exploit people?"

Trashman: "But industry is only part of the problem. Look, I get 5,000 pounds of unwanted pills a year, plus no return bottles, disposable toothbrushes, and excess and outdated green stamps. It's like I told this professor—'Look, I'm not here for a grade; you got nothing over me, cause you're getting paid to teach, and all I want is a little more knowledge about garbage; you can't silence me through blackmail.'"

Seaman and Eelman simultaneously and with much glee: "Right On Brother."

Trashman: "I'm not your brother, and I'm left handed, but I think what we need is to make it so damned difficult for people to dispose of trash that they will think twice before buying all this throwaway stuff—raise the price of trash collecting."

Seaman (pondering the economic rationale): "But that just leaves you with a tremendous windfall in excess profits—you gain disproportionately from increasing social welfare. The government should tax your excess profits beyond a certain point and use them to redistribute income. Then, people find it more difficult to afford to litter, and the government gets more revenue for social programs."

Eelman: "But the theological implications of..."

Seaman: "Oh shut up and go convert Ken Parola."

Trashman: "Maybe you're right. But that guy really didn't know anything about trash."



Bergman's Touchy Situation

Tony Lucia

When I discovered that Elliot Gould was to star (or act) in Ingmar Bergman's new film, I wondered who would win. Would people see and remember it as Elliott's new film, a little better than his last few, or as a good Bergman film? Certainly it would be at least a good Gould film: Bergman could surpass the likes of *I Love My Wife* or *Getting Straight* without trying: which seems to be exactly the case in *The Touch*.

The setting, the title 'a film by Ingmar Bergman' brings with it guarantees of a certain level of accomplishment, at least in a technical sense, which very few filmmakers can hope to achieve. Sven Nykvists cinematography, for example, is never wrong. But

The Touch seems to be a quick one. It seems, at times, to be a crash introduction to basic Bergman. Most of the effects are familiar. Perhaps it is that Bergman believes he can only reach the English language audience *Via Love Story*-imitative advertising and the last twinkle of the Hollywood star system, but are is never a matter of mathematics.

Actually, Bergman's Attitude is unaware. He handles the cliché of the film's situation very surely, inventively at times, always the craftsman; yet the film never gets off its back, just stays in that position while he fucks with it. It is self-indulgence, perhaps the greatest flaw of much film art today. Whereas for example Antonioni's *Blow-Up* is like this, like later Fellini, in every way (dope, sex, religion, TV, but supply your own meaning), *The Touch* is merely baroque in motivation. Whereas Bergman traditionally concerns himself with the reasons for, as well as the outcome of human

love relationships, here the only real concern is pathos, of which the degeneration to bathos is stopped by the beautiful performances by Bibi Andersson and Max von Sydow, and the usual sober, participant intelligence of the crew.

Elliot Gould just seems wrong in this picture, though he is right for the part. His presence is ultimately disquieting in the love scenes (that is, the greater part of the film). More imaginative or fun-minded members of the audience will have no trouble picturing Gould as a cartoon character, absurdly and lavishly coupling with Miss Andersson like a jock-in-the-box, switching meaningful expressions onto his blank face like a hairy TV set. Incidentally Gould should look into the made-for-TV movie business—it's definitely his medium.

The triumph of the movie is Bibi Andersson's Kharim. She is splendid, without being bothered by the least by Gould's mannerisms. She transforms the material. And it is a moot point whether Bergman or Andersson created the character of Karim. In a film by Bergman I suppose he must receive the credit. Miss Andersson, however, is at least a very fine painter. Karim is like a modern female Werther, and we see her in the same removed, yet personal way as we see Werther through his letters. Indeed, we see her from two points of view: Bergman's clinical observance is contrasted with Miss Andersson's personal, painful development of the patient, without local anaesthetic.

Please bear in mind that I argue that the position Bergman's films occupy precludes any lack of value. One can learn from the mistakes of a master. *The Touch* should not alter anyone's respect for Bergman; by most anyone else, this film would be touchingly honest and proof of mastery of the medium. It is not unlike one of Eric Rohmer's tales, only amoral (in Rohmer's

STEPHEN STILL II

by RICHARD JON LEVY

Even a long time follower of Steve Stills can tend to confuse his style with all of his famous group works where he often stood out, but right along side other fine talent. Such a group was "Buffalo Springfield" as now is "CSN&Y". Here, in his second solo effort he brings to surface all those pleasant notions of his separate virtuosity in a well put together album of old and new styles. He has fine back-up musicianship like Eric Clapton, Nils Lofgren and David Crosby, besides himself overlaid a thousand times. Upon first listens his horn songs stand out because they're a new area that he's into, but his other recognizable standard numbers are in there a lot also. His lyrics are quite good and thoughtful as usual. The mixing and engineering and his recording quality is very good.

The first cut "Change Partners" is a waltzy minuet type song with a country flavor, steel guitar and all. It has an interesting reminiscence to it about royal balls and such in both the lyrics and music. The song was popular on top 40 stations over this past summer. The next track "Nothing To Do But Today" is a heavy-Eric Clapton-rock-blues song about the glories of being a musician:

"I am not so easy to deceive,
I'm a blues man, I know when to leave..."

"Fishes and Scorpions" is an eerily beautiful song with fantastic guitar lines in, no telling by who almost. Its strangeness is complemented by its weird astrology lyric theme. Next is a song Stills wrote to Rita Coolidge entitled "Sugar Babe". This is a well instrumented basic rock number with great lyrics.

continued on page eight

Strength/Weakness cormor, where strength is restraint). And it is not a retrogression from the frontiers explored in *The Passions of Anna, Shame, Persona*, in which people try to see each other and themselves without looking away.

The peculiar satisfaction one derives from seeing this movie, is, I suppose founded on the care Bergman gives his characters. His involvement with them is so intense that he can't see how unlikely they are. This is, of course, a mistake on his part—an artist must be aware—but there is still a great deal of value in what happens to them. Though at times they just act like people in the movies, they are real people. Their dignity, or human repose is unwavering, and therein lies the value. Bergman is no optimist, but neither is he the opposite, and the survival of his characters in their world of pure emotion, idealized as that may be, speaks for itself.

WALLS

by ROBIN BAEN

To those students who saw the Domino Player's production of "Walls" Saturday afternoon, I pose the question, "What happened?"

Granted, it was good. The feelings and emotions of the players were well demonstrated. The frustration of the wall was successfully portrayed. "But," I ask, "Why did they cut it short?"

What happened to last year's cocktail party? I remember that as being one of the more outstanding scenes. What happened to the dinner scene and the wall game? What happened to the climactic ending?

Last year's production I remember as being longer and better as was this year's production during orientation. Somehow, I walked out of the theater Saturday feeling very disappointed.

Return To India January 1972

After a very successful Interim in India last year, all plans have been made for another seminar there in January 1972. Students from Kansas, Texas, Florida and Nebraska have already registered and will be joining Albright students for this one month study of Indian tradition, contemporary thought and social problems.

Beginning at J.F.K. airport on January 2nd, the group will travel by air to Aurangabad, Cochin, Madras, Hyderabad, Calcutta, Agra, Banares and Delhi to gain a first hand experience of India's great cultural wealth and her potential for dealing with large contemporary social problems.

The cost—covering all travel, hotels, meals and educational field trips from New York back to New York is \$840. All interested students should see Mr. Marlow before October 15.

The cost of the India Interim program has dropped from \$925.00 to \$840.00 due to reduced air fare all over the world. Any student who is interested and hasn't already signed up, should contact Bill Marlow right away. The program this year is intercollegiate, so if any student is interested (including freshmen) they should let him know as soon as possible. Preparations for passports, visas, shots, etc. should be begun early because they all require time.

"OPEN BIG"

by JAN WITKIN

For those students who plan to dedicate their lives to probing the mouths of man, an excellent opportunity to gather information was available. Thursday, September 30th, the Skull and Bones Club sponsored two guest speakers from Temple University School of Dentistry—Mr. Sullivan, Assistant to the Dean, and Dr. Miller of the Department of Pathology.

On a national scale, ten to eleven thousand students apply for dental schools; only five thousand will be offered a place in the classrooms. The acceptance is dependant upon several factors: the individual's state of residency, his grade point average, and the degree he earned. At Temple, Pennsylvania residents take priority over out-of-staters. As far as cumulative average is concerned, the margin of safety rests at 2.5. To be reasonably safe, Mr. Sullivan suggests a 3.0 average would be more reassuring. There is less emphasis placed on the degree to be obtained, provided the necessary courses

were included in the student's college curriculum.

If a student has the capabilities, the next obstacle to be encountered is the cost. If one decides to attend an out-of-state school, the price tags are shocking: approximately \$970 for tuition, \$2,500 for the instrument cabinet, and \$500 for books, with the grand total passing the \$3,000 mark.

Once a student is accepted to dental school, the future comes into focus. At Temple, the first two years deal with studying the basic sciences. The students work with models and manequins, and take impressions of each other's teeth. Very little clinical work is done during freshmen year.

A great deal of clinical time is expended during the senior year. Elective courses are available to increase the learning experience.

Another new innovation has emerged, certain students may complete the program and graduate after a 3½-year period.

The next time your drill-clad dentist beckons you with "Now open big," do it with respect—he's traveled a long road.

SERIES NUMBER 2

Anyone interested in what's happening in films, and a lot of students seem to be these days, will want to see THE KINETIC ART SERIES NUMBER 2 films; the first program of the series will be shown in the Campus Center Theater on Friday night, October 8th. Admission will be fifty cents for Albright students.

THE KINETIC ART SERIES films represent the newest and best work on 18 international filmmakers. The Universal KINETIC Division of Universal City Studios has exclusive rights to these films for showings only at colleges, universities, museums and art centers. None of the films is available for regular theatrical release.

Because of the critical and audience response accorded to THE KINETIC ART SERIES NUMBER-1, producer Brant Sloan spent two years travelling around the world looking at films in order to come up with another film program as good. The New York critics and audience reaction at the world premiere of SERIES NUMBER 2 indicated that he has. The films represent an outstanding international sampling of film-making.

The Campus Center Board is presenting this program as a part of its special movie series. Also included in the series is "The Chicago Conspiracy Trial," which is tentatively scheduled for March.



Fall Round-up
photo by John Bacot

Test Dates for National Teacher Examination Announce

PRINCETON, N.J. College seniors preparing to teach school may take the National Teacher Examinations on any of the four different test dates announced today by Educational Testing Service, a nonprofit, educational organization which prepares and administers this testing program.

New dates for the testing of prospective teachers are: November 13, 1971, and January 29, April 8, and July 15, 1972. The tests will be given at nearly 500 locations throughout the United States, ETS said.

Results of the National Teacher Examinations are used by many large school districts as one of the several factors in the selection of new teachers and by several states for certification and licensing of teachers. Some Colleges also require all seniors preparing to teach to take the examinations. The school systems and state departments of education which use the examination results are listed in an NTE leaflet entitled Score Users which

may be obtained by writing to ETS.

On each full day of testing, prospective teachers may take the Common Examinations which measure their professional preparation and general educational background and a Teaching Area Examination which measures their mastery of the subject they expect to teach.

Prospective teachers should contact the school systems in which they seek employment, or their colleges, for specific advice on which examinations to take and on which dates they should be taken.

The *Bulletin of Information for Candidates* contains a list of test centers, and information about the examinations, as well as a Registration Form. Copies may be obtained from college placement officers, school personnel departments, or directly from National Teacher Examinations, box 911, Educational Testing Service, Princeton, New Jersey 08540.

NATURAL SCIENCE COURSE

by SANDRA STUMPF

This year a new course, Science in the Modern World, has been added to the curriculum. Taught by Dr. William J. Birdsall, the course is designed primarily to help students with a liberal arts background fulfill the graduation requirement of two semesters of a laboratory science. During the first semester students will study those aspects of science that apply to man such as matter, life, and the mind; the second semester will deal with the results of science including the controversial topic of pollution. The laboratory experiments are not the traditional "cookbook" experiments performed in high school, but they are designed to illustrate the problems encountered by scientists

By watching this course Dr. Birdsall hopes to eliminate the antag-

onism some people display toward science and remove the stereotype of the scientist. He wants people to think of science as a "human undertaking" and feels they should become aware of the impact science has on their lives. Hopefully, this awareness will lead people to take an active part in determining the scientific policies of this country.

Although Dr. Birdsall feels a course of this type would prove valuable for everyone, he does not feel this particular course would be challenging for a student with a strong science background and a knowledge of scientific concepts. Dr. Birdsall has stated that the course may change as the needs of the students change, and most non-science majors should find the course both interesting and valuable.

SCANDANAVIAN SEMINAR

Scandinavian Seminar is now accepting applications for its study abroad program in Denmark, Finland, Norway, or Sweden for the academic year 1972-73. This living-and-learning experience is designed for college students, graduates and other adults who want to become part of another culture while acquiring a second language.

An initial 3 weeks language course, followed by a family stay, will give the student opportunity to practice the language on a daily basis and to share in the life of the community. For the major part of the year he is separated from his fellow American students, living and studying among Scandinavians at a "People's College" (residential school for continuing adult education) or some more specialized institution.

All Seminar participants meet at the Introductory, Midyear and Final Sessions, during which the American and Scandinavian Program Directors work closely with each student on matters related to his studies, experiences and progress. The focus of the Seminar program is the student's Independent Study Project in his special field of interest. More and more American colleges and universities are giving full or partial credit for the Seminar year.

The fee, covering tuition, room, board, one-way transportation and all course-connected travels is \$2,500. A limited number of scholarship loans are available. For further information write to SCANDANAVIAN SEMINAR, 140 West 57th Street, New York, N.Y. 10019.

Roommate Needed
Private Room, kit, L.R., study, \$80/month
26th & Perkiomen
male or female
Please contact Jay/Box 123

The most Meaningful Semester you'll ever spend... could be the one on World Campus Afloat

Sailing Feb. 1972 to Africa and the Orient

Through a transfer format, more than 5,000 students from 450 campuses have participated for a semester in this unique program in international education.

WCA will broaden your horizons, literally and figuratively... and give you a better chance to make it—meaningfully—in this changing world. You'll study at sea with an experienced cosmopolitan faculty, and then during port stops you'll study the world itself. You'll discover that no matter how foreign and far away, you have a lot in common with people of other lands.

WCA isn't as expensive as you might think, we've done our best to bring it within reach of most college students. Write today for free details.

TEACHERS: Summer travel with credit for teachers and administrators.



Write Today to:
Chapman College,
Box CC26, Orange, California 92666

National Student Groups Charge Cost of Living Council With Discrimination Against Students in Allowing School Charges to Increase

by CARL NELSON

WASHINGTON, D.C., (CPS)—Three national student groups charged the Cost of Living Council with "incredible" discrimination against working students in the administration of the Wage-Price Freeze.

A spokesman for the Council replied that the "unique relationship between students and schools" allowed universities to raise tuition, room and board rates. He said because university facilities are available to students on a year round basis, that the announcement date of university expenses determined their eligibility to increase rates.

Students across the country meanwhile are experiencing ever greater difficulty gaining the necessary funds for schooling because federal grants-in-aid and National Defense loans have been slashed.

The three groups—the Student National Education Association (SNEA), the National Student Association (NSA), and the Association of Student Governments (ASG)—made the charges in a Capitol Hill press conference. They demanded that the Cost of Living Council: "1) Exempt all work-study wage increases from the freeze, 2) Set and broadly publicize guidelines for wage exemptions in student hardship cases, and 3) Instruct Office of Emergency Preparedness offices to expedite speedy decisions in those hardship cases."

"Working students who were scheduled for pay raises need to know immediately if they will receive the necessary funds to stay in school," said Frank Bures, president of the 85,000 member SNEA. "And yet the Cost of Living Council has failed to spell out procedures and guidelines that could ensure speedy decisions for these student hardship cases."

"Students," he continued, "are among the last to be considered when actions are taken that touch their lives. We interpret the Council telling us: 'You must pay more money to go to school, but you will not be able to earn or borrow enough money to pay for school.'"

The three student organizations have joined the newly formed National Student Lobby in opposition to allowing college costs to rise. The lobby is working in California to get California boards of trustees to defer increased fees, and in Washington to allow the increased fees to qualify as an income tax credit.

The crucial ruling that allows colleges and universities to increase fees comes from the Council's interpretation of when the business transaction between student and school took place. The Council feels that since school facilities, such as libraries, are available for student use year round—that the student is, in effect, in school year round—the school can raise its fees if more than 10% of "the actual transactions (which) were made during the base period of thirty days ending August 14, 1971," were made at the increased rate.

For example, approximately 7,000 students at the University of Texas live on campus. Only 65—or less than 1% of these individuals—had paid for their room and board by the time President Nixon announced the freeze. But because the Council's interpretation carefully refers to "actual transactions" rather than "total enrollment," and because at least 65 students had pre-registered at rates between five and twenty per cent more than last year, everyone is forced to pay

the higher fee.

Bob Binder, student body president at the University of Texas at Austin, who also was present at the press conference, quoted a Council staff member's explanation: "If just one student had paid his dormitory fees (or tuition or board) before our deadline, then it would only be necessary for one-tenth of a student to have paid the higher rate for all to become exempt from the wage-price freeze."

However, less than two weeks ago CLC Executive Director Arnold Wever reversed a regional office's ruling which would have permitted all public school teachers in Cambridge, Maryland, to receive scheduled raises if merely one had begun working at that rate before August 15th. Wever stated it was "mischievous" and "not consistent with the purpose of the wage-price freeze" adding he was certain that teachers would not want "special treatment" during the freeze period.

As far as can be determined, most schools are collecting fee increases, if they were announced during the Spring semester. Many schools justified rate increases on the grounds that the revenues were needed to pay for higher faculty salaries. School salaries, however, were frozen by the wage freeze.



Parents' Day

photo by Joe Anile

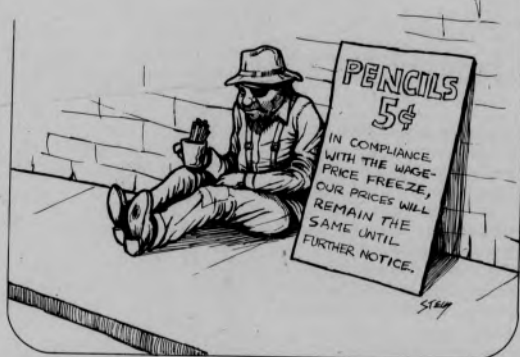
PLACEMENT OF SCULPTURE

by SANDY STUMP

On Wednesday, September 29, a committee to determine the site for Albright's newest artistic acquisition, a sculpture by Eduardo Ramirez entitled "Tribute to the Astronauts". The Campus Center was chosen to house the sculpture which will be placed in the lounge for the first two or three months; later a permanent place in the Campus Center will be chosen. A small ceremony will be held in the evening on October 6 to officially present the sculpture.

Different sites for the sculpture, including the theater lobby,

were suggested before the final decision was made. Various factors were considered before choosing the Campus Center as the resting place for the sculpture. Firstly, the sculpture is not large enough to be displayed outside. Secondly, because the purchase of the sculpture was partially financed by the students, the committee decided it should be located where the greatest number of students can see it. Thirdly, at the present time the Campus Center does not contain many works of art. It is hoped that this initial purchase will lead to future acquisitions of art work for the campus.



A NIGHT ON NIXONOMICS

by Ed Harkness

'Whats Happened?' and 'What's next?' were the two central questions asked at the Economics Forum on the evening of September 22nd hosted by the Albright College chapter of Omicron Delta Epsilon—the national honorary economics society—at the home of its sponsor, Dr. P.A. Ballesteros. The discussion, ably led by chapter president Bruce Seaman, lasted for almost three hours, something of a record for our normally dead campus of students. About twenty students and two faculty members—Dr. Ballesteros and Ass't Professor Schwartz—both of the economics department sparred back and forth examining and challenging the Nixon plan in and out.

Many doubted that the wage-price freeze would be really effective. Mr. Schwartz saw the whole thing as a sop to the business community whom he blames in the first place for causing our economic problems by their great oligopolistic power. He feared a great wave of inflation.

Letters to the Editor
continued

explain what is wanted? We have inquired of other librarians and they stated that they had not heard of "loops" as part of library equipment.

At present the library has 129,000 books and adds many additional books daily. Among the audio-visual aids the library has: Slides 1,039; Microfilms 3,581; Postcards 1,767; Microcards 328; Pictures 3,925; Cassettes 8; Microfiche 438; Tapes 32; and Films 22.

There are 17,000 pamphlets and clippings in the pamphlet drawers. Many additional microfilms and microfiche (note spelling, please) are on order.

Before screaming about our lack of library holdings it might be well to check with the library personnel.

Finally, please hurry and let us know what you mean by "loops" so that we can get a decent night's sleep and don't have to continue worrying about it.

Dr. Josephine E. Raepfel, Librarian

if and when the freeze is lifted. Others had a little optimism that the whole thing might somehow work out and the little man, you and me, would end up all right in the end. Professor Ballesteros saw the Nixonomics as entangling the government in a brier patch of goo from which extraction might prove very difficult.

They the President did what he did at this time was a hot question. Some saw the international problems of the dollar as forcing the President's hand, while others saw the moves as almost completely political in nature. Debate raged back and forth.

While billed as an event by the Economics Department, the discussion attracted a few from other fields, such as Political Science.

The next discussion is set for Oct. 7, at 8 in the Campus Center; the topic is the Soviet economy. A professor from Temple, an expert in the field, will try to enlighten us on this subject of our biggest rival.



"HEAVY TRIP"

photo by Jerry Nevins

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

THEY VOTED-THEN RAN FOR THEIR LIVES

This is the first in a series of articles done by Reverend Marlowe concerning the Pakistani refugees.

—Editors Note

by BILL MARLOW

A refugee camp is beautiful people dehumanized in a hell on earth. They stand for hours for one day's ration at a time. The more fortunate live in huts, tents and sewer pipes. The others huddle under trees, or lie exposed in open fields.

Sanitation facilities are open trenches or an open field. The earlier cholera epidemic is yielding to pneumonia and dysentery as the chief cause of camp death. Since early July these ill-housed and dispossessed families have been deluged by torrential monsoon rains. If lives are the price that a people must pay for the right to be free of oppression, the Bengalis have overpaid.

MILITARY CONTROL

The path to the ugly camp began at a voting booth. After a quarter century of military dictatorship the 125 million people of Pakistan went to the polls on December 7, 1970. Up 'til that date the western half of divided Pakistan had completely dominated the east. None of the western leaders knew how deep was the hatred of East toward West or how well the political ground had been fertilized in the decades when 55 million West Pakistanis had consistently used their control of the Army to dominate the 75 million Bengalis of East Pakistan. Most of the taxes, most of the foreign exchange earnings, and most of the foreign aid went into West Pakistan.

Less than 10 percent of the soldiers in the Pakistani Army—and even fewer officers—were recruited from among the Ben-



THE VICTIMS: In the past three months, some 6 million Bengali refugees have swarmed into India, the signs of despair and deprivation etched on their faces. Their new home offers little escape from suffering. On the outskirts of Calcutta, thousands of refugees seek shelter in sewer pipes (above). And in refugee camps hastily set up by the Indian Government, the Bengalis wait hours for their meager rations of food.

WCC photos of East Pakistan refugees by Margaret Murray

galis. This same Army that now fights to control East Bengal has over the years consumed more than 60 percent of a national budget that is supported mainly with Bengali tax money.

IN THE NAME OF ALLAH

Other differences have sharply divided the two wings of Pakistan since its formation in 1947. The East, separated by 1000 miles from the West, is almost entirely Bengali in both language and culture. The West is dominated by tall Punjabis but other language and racial groups also share that area.

The entire nation was founded as an Islamic state, but the practices of the followers of Mohammed in the West have been strikingly different from the religious practices of Mohammed's followers in the East. So much so,

in fact, that when the West Pakistani troops began the slaughter of East Pakistanis in March, they killed "in the name of Allah and a united Pakistan."

RIDING A CYCLONE

No one had planned for the free elections to lead to slaughter. During the campaign, the military rulers were convinced that the electorate in the West would stick together and easily win over a divided East. These Generals had no idea of the strength of one man, Sheikh Mujibur Rahman. Nor did they calculate the power of a cyclone and tidal wave on which Sheikh Mujib rode for a complete sweep in the East.

The Sheikh headed a party called the Awami League. They had one aim: a constitution giving East Pakistan control over its

own foreign aid, foreign trade and taxes. That aim and the exciting tales of Sheikh Mujib's six imprisonments for his resistance to the country's succession of military dictatorships, gave him and the Awami League great popularity throughout the East.

THE TIDE OF DISASTER

Then came last fall's cyclone. Not one major figure from the government in West Pakistan showed serious concern for the survivors of the great tidal wave that killed hundreds of thousands of Bengalis just before the election.

Millions were ravaged by that cyclone. The Punjabi Generals kept government helicopters in the West—in case of war with India, they said—and a major political turning point grew out of what might have been just another great disaster in an area where disasters come all too quickly.

Sheikh Mujib's followers won 167 out of a possible 169 seats in the East and were guaranteed of an absolute majority in the entire National Assembly. The military leaders in the West were left with an impossible predicament. The West Pakistan economy was based largely on its ability to drain profits from the East by various means, and the Awami League program would have stopped that.

Faced with a sure fiasco, the military leader, General Yahya Khan, revoked the date for the Assembly's opening. Each side blamed the other for breaking faith and each day saw demonstrations increase and hatreds explode. Negotiations of all types broke down and only the appeals by Sheikh Mujib for non-violence looked hopeful.

THE BUTCHER

Whether the sheikh could have found a settlement became an academic question when the Army, under General Tikka Khan, "the butcher of Baluchistan," stormed into the cities of East Pakistan on March 25. Their special target was the East Pakistan professional class and the students. On the premise that said "destroy the professionals and the intellectuals and you destroy all claims for political autonomy," they wasted no time. Doctors, teachers, writers, scientists and artists by the thousands were immediately executed.

The carnage began on March 25. It hasn't ended yet. Today, it's estimated that over 200,000 men, women and children have been killed. Over 8,000,000 frightened people—3,000,000 of them children—became refugees—beautiful people dehumanized in a hell on earth.

HELL FOR ONE SIDE ONLY

The situation, incomprehensibly bad as it is, will probably get worse. More refugees come every day. The fear in East Pakistan continues unabated. All hope for political stability has vanished. In this case "War is Hell" but for one side only. The Bengalis fight with sticks, outmoded guns and hand-made bombs. The West Pakistan troops use tanks, jet fighter-bombers, heavy artillery and gun-boats, almost all of which are supplied by the United States, the Soviet Union and Communist China.

The anger and the anguish increases because there is no indication that the U.S. Government feels the slightest responsibility for how U.S. weapons are being used. Maybe that's the most tragic reason why standing even for a short time with these refugees was such a sickening thing. Contributions are urgently needed for the relief of unbearable living conditions among the refugees driven out of East Pakistan by the army there. Please give donations to:
Karla Jones
Bev McGuire, Box 857
Roby Anderson, Box 84
Ken Reichman
Bill Marlow.
Make checks payable to "CROP"

ities, could be explained in terms of the rapid increase of acceptance of the fundamental precepts of the women's liberation movements on this campus. On the other hand, the class of 1975 is no doubt more mature, as a whole, than any previous freshmen class (as, indeed, the class of 1976 will probably be similarly more advanced), and this no doubt has some impact on the acceptance of formalized social life. The ISC, to its credit, is attempting to give interested women answers to any questions about membership before they decide to pledge.

Intellectual Gamemanship

continued from page three

these ideas seemed to get lost in an unconscious apprehension not to offend. The rhetoric was getting overworked as words rose to the ceiling.

It was at a most appropriate time that Dr. Reppert took his turn. He wanted to know why he had to be conscious about the number of bluebooks he bought (they cost \$.015 a piece) and the money allocated to the Athletic Department seemed not to be included in money available for other academic endeavors. Since the question of economics determines what departments stay on the academic roster and which ones are terminated, this comment seemed most relevant.

It is in Dr. Reppert's statement which I find the root of Albright's educational dilemma. Although it is dangerous if not just plain impossible to simply solve such a problem, an attempt is in order. The root of this problem as I see it is in Albright's priorities. The Athletic depart-

ment has four or five fields on which to engage in athletic combat and enough lockers to imprison at least half the freshman class. If one needs a better perspective of this problem turn to page —2— of the sheets entitled LONG RANGE AND SELF-STUDY PROGRAM (available at campus center desk) and look at point —3—. Point —3— describes how the Athletic department was asked to begin a serious analysis of its needs. There is no mention of the English department (or any other department for that matter) being asked the same question. However, the grossest injustice being conducted on the Albright campus is aimed at the library. A college library is the cornerstone of any educational institution, and at Albright it is all but forgotten. Hopefully the various influential men attending the meeting Thursday have been made more aware of the problem and change is forthcoming. But come to think of it, they are still waiting for Godot, aren't they?

Sororities In Transition

by HELEN ROST

According to the posters and announcements spread throughout the campus, the Intersorority Council discussion of Monday night, September 20, was supposed to be a chance for "all women invited" to learn a little about sororities from Intersorority Council (ISC) and an opportunity to learn about the individual sororities from the sisters of the three social sororities. Approximately twenty women attended the "discussion" last Monday night, but no more than eight of the girls were non-members of a sorority.

No formal discussion of sororities was held. Instead, the sisters mingled and talked with those present. A marked attempt was made to dispel the various rumors circulating around campus concerning sororities and their pledge programs. It was stated that pledging is still undergoing modification to meet with the changing desires, needs, and at-

titudes of women students.

The freshmen women again seemed uninterested in sororities (remember the number of pledges last spring?). One of the sisters present thought the cause of this lack of interest to be an attitude among freshmen women of: "I can live my life, be myself, and make it on my own. . . I don't need an institutionalized social organization."

The small attendance was probably not the result of too little publicity. That there is not much interest in "The Sorority" is true enough. Part of the lack of interest is better attributable, however, to rumors which are traceable to those women who have a definite dislike for sororities and their members. However, much of the uninterest is probably because of an appreciable "change of attitude" among Albright women over the past two years. This change, which has engendered a drastic decrease of enthusiasm for soror-

LEARNING STYLES FOR THE SEVENTIES

Approximately twenty students, faculty, and administrators met last Tuesday morning to discuss the formation and operation of a study group on learning styles.

At the suggestion of Mr. Philip Eyrich and Chaplain Charles Yrigoyen, it was decided that the study group should consist of any and all students, faculty, and administrators who are interested in gaining a meaningful educational experience through the study of various learning styles. While the main function of the study group will be to facilitate such an experience, a report on the findings of the group is planned. This report may include both general conclusions about the objectives which higher education should pursue and specific recommendations for the pursuit of these objectives by Albright College.

The study group will be working closely with the Convocation Committee; indeed, many members of the study group are also members of this committee. "Learning Styles for the 1970's" is the theme of Albright's convocation program for the 1971-1972 academic year. Kicking off this program will be Dr.

Clark Kerr, former Chancellor of the University of California at Berkeley and, more recently, the Chairman of the Carnegie Commission on Higher Education. Dr. Kerr will be here on Monday, October 4. He will speak specifically about the work of the Carnegie Commission at a workshop composed of the members of the study group.

At least two major events, one during the Interim and another during the Spring Semester, will be included in the Convocation Committee's program. As the substance of the event for the Spring Semester has not yet been determined, the committee is still anxious to receive suggestions. Those with suggestions are asked to submit them to Chaplain Charles Yrigoyen.

Anyone interested in becoming a member of the study group should be prepared to assume the responsibilities of membership throughout this academic year. These responsibilities include attendance at all meetings, adequate preparation for and spirited participation in the meetings and other experiences (readings, discussions, workshops) of the group. Interested parties should contact the Chaplain's office.



THE LIGHT COMPANY

Convocations

continued from page one

The Light Company, a contemporary three-man musical group, will perform on Nov. 17 and 18 in the Chapel Auditorium. What makes this group unique is the fact that the members of The Light Company are ordained United Methodist ministers.

These series of convocations are selected by a committee of students, faculty and administrative staff. By attending some of them you might gain something and have a good time that's up to you. But it's events such as these which make Albright College more than just a sophisticated high school. Take advantage of it.



THE WAVERLY CONSORT

Student Council

continued from page one

This year's Cue (yearbook) editor Rick Stanley was granted \$7400 for that publication (last year's Cue cost \$8100). Council had set aside \$6500 for the Cue in its budget last spring. Treasurer Craig Sansonetti assured the members of Council that the extra \$900 could be absorbed by Council's general fund. (motion by Dennis Newburne).

Although Council's exact financial situation was reported as indeterminate, the general financial picture seemed favorable. The YM-YWCA finished last semester with a surplus of \$200; this was automatically remitted to Council's general fund. Also, Treasurer Sansonetti reported that more students had enrolled for the Fall Semester than had been anticipated. The coffers of Council should be commensurately increased over the estimates of last spring by their activities fees (\$34.50 per student).

Carla Jones explained that a fund-raising event for Pakistani refugees consisting of a ten-mile walk from Boscov's West to the Albright Chapel would be held on Sunday, October 3. Council agreed to donate \$100 to sponsor a walker (motion by Chris Coombe).

Mr. Sansonetti motioned that a member be appointed to help Mr. Carlton Dodge (Director of Alumni Relations) in the preparations for Homecoming. The motion carried. Sam Mamet volunteered.

Reese Milner moved that several members be appointed to develop a workable system for a Student Security Force. Council had set aside \$900 in this year's budget for the creation of such a force to keep college facilities open after regular hours. Members of the force would receive remuneration for their services from the administration and Council. Upon passage of the motion, Sharon Hall, Bruce Feldman, and Dennis Newburne volunteered for the project. Albrightian editor Ken Kola asked Council to allocate \$100

to Ann Tomkins. The money will be used to bring Ann, an avowed Maoist who lived in Communist China for five years, to Albright for Colloquy. The request was granted.

Craig Sansonetti moved that a member be appointed to publicize information concerning new course proposals. Each semester there are two course slots open in the curriculum for student-suggested courses. Suggestions for courses to fill these slots in the Spring Semester (1972) must be submitted to the faculty before October 15. Suggestions must be accompanied by ten students interested in taking the course and a faculty member to teach it. All suggestions are subject to approval by the faculty.

At this point the meeting adjourned, Council having proven that it can spend the students' money (\$7600). It has yet to prove that it can hold the requisite number of elections, and that it is representative of the student body.

It was suggested that Council adjourn and not meet again until elections had been held in all constituencies of the student body. Council President Mark Shaw countered the suggestion by saying that urgent business lay before the Council and that a quorum was present. Alas, the show did go on!

Council's arrogance in continuing the meeting was tempored somewhat in that a motion by Jerry Tartaglia to establish a committee to investigate the irregularities in this year's elections was passed. Jerry, Dennis Newburne, and Pam Gow volunteered to conduct the investigation.

Jay Adler moved that a committee be formed to investigate actions which may be taken to lower the prices charged by the bookstore and the prices of alternative suppliers of bookstore services. The motion passed easily.

Each of these two committees was instructed to report to Council in two weeks (motion by Peter Mavrides).

STILL II

continued from page four

Side two opens with a heavy rock song "Relaxing Town" which contains belted out lyrics by Stills about crazy hippie problems:

"Everybody wants to know do I remember what I think about revolution mind pollution

the kind of books I drink... " with a relaxing town to hide away in, "Singin' Call" is another beautiful Steve Stills acoustic guitar song with a little jazz and very nice vocal back-ups. The big horn-filled message song comes in "Ecology Song", replete with pro-Ecology lyrics. One of the lines goes:

"It's disgustingggg... " and those words have never come across on record so nicely before. "Word Game" is next

and this is a fine Steve Stills (4+20) acoustic guitar song. Its lyrics are a word filled spew of Stills' bothered conscience and if you can get into the words they are a bit thoughtful. A good old rocker "Marianne" is next. It goes back in record history both musically and lyrically. This was another top 40 song for a while. The album comes to a close with a combination of an old Buffalo Springfield song and a previously heard live only Stills song which he did with CSN&Y. It's called "Bluebird Revisited" and the two songs get a whole new treatment with Stills' new horny jazz ideas. It's a good close to a good album, which does indeed show Steve Stills' separate talents away from his associations.

"Know You Got To Run" is an amazing just Steve Stills type song with guitars and banjos all over the place and with fine lyrics probably written by John Hopkins who has an author credit on the song. All of the other tracks were written entirely by Stills alone. Side one ends with the first horns number, "Open Secret". It has well done "Memphis Horns" work throughout and a 1940's type flavor to it. The cut ends with a jazzy bongo riff with music trailing off around it.

After College?

continued from page two

visit the Placement Alcove just inside the library entrance. The Annual is divided into 3 sections for your reference: Alphabetical, a listing of primary employers; Occupational; and Geographical. The Alcove, likewise is categorized, with something such as Banking, Business, Chemistry, Government, Sales, and Social Development.

In closing my interview with Dean Tilden, he stressed one thing, "... when entering a job, don't think of it as a vocational choice but as vocational development. There is no need to rush into this, think of what your needs are as an individual; do you need people, or things, money, or a sense of helping your neighbor." As the placement counselor, Dean Tilden is there to help you realize what your needs are. Let this service help you.

WOLFGANG'S MISUNDERSTANDING

The following is an approximation of a true story. The names have not been changed because protection of the innocent is not necessary. Guilt is determinable only by the individual reader.

Most male visitors to the United States have two immediate questions—Is American society as fragmented as the foreign press indicates, and how are the American girls? Keeping this in mind it was no surprise when Wolfgang talked me into going with him to seek a date in Winston-Salem, North Carolina. Wolfgang, although having suffered through cultural shocks earlier in his stateside visit, wasn't quite prepared for what was to happen.

Wolfgang: "Hey, there's a real nice looking girl—what should I do?"

Me: "Go over there, and start talking to her. Then suavely ask her to go out with you—she'll probably be really impressed that you're a European."

Wolfgang: ambled over to girl: "Hi, my name's Wolfgang and I'd surely like to go with you to a film or something."

Girl: Well, my name is Carol. But, of course you must realize I can't possibly go with you anywhere.

Wolfgang—feeling stupid but not knowing why—"Why not?"

Carol: Didn't you see my left breast?"

Wolfgang: "Well, sure. Why do you think I came over here to talk to you?"

Carol: "You must be kidding. Here look at the tip."

Wolfgang: "Gall blymy, we'd better get a doctor; somebody tried to stab you."

Carol—turning to me and paraphrasing Butch Cassidy—"Who is this guy?"

Carol to Wolfgang: "No silly, that is a fraternity pin. In essence, I am pinned."

Wolfgang: "Oh, congratulations, but there is a real good film downtown."

Carol: "You don't seem to understand. When you're pinned you're not allowed to go out with anybody else, no matter what; and that's why I wear this pin on my nipple—so everyone knows that."

Wolfgang: "Well thanks carol. Now I'll know to always look at a girl's chest before asking for a date or anything. Servus mein friend."

Me: "Hey Gang, over there's a girl, and I think she's safe."

Wolfgang—repeating various irrelevant opening lines, and then asking the girl to go for a walk with him.

Girl: "Oh, it's a lovely day for a walk, but I'm afraid my friends might see me and start gossiping."

Wolfgang: "Why, are you supposed to be washing the dishes or something?"

Sue: "No, but I have Bob's class ring."

Wolfgang: "Well, we can walk past his house and you can drop it off—he might need it."

Sue: "Oh, I couldn't do that. He gave it to me as a symbol of his love. All my girlfriends gave class rings from their boyfriends."

Wolfgang: "Well, where is he now?"

Sue: "He was drafted, and is now stationed in Texas."

Wolfgang: "Well, he's probably seeing other girls occasionally—He's lonely there I'd bet."

Sue: "Oh, I doubt it. I gave him my Student Council Service pin, and thus he can't go out either."

Wolfgang: "Wow, why do you want to get married so young?"

Sue: "We're not getting married, I mean we're not engaged or anything."

Wolfgang: "Oh forget it, I'll walk by myself."

Gang, turning to me: "How come none of these girls like being single, when they're not married?"

Me: "I really don't know. It's always seemed to be this way. Some say it's security, some say it's a capitalist conspiracy created by the jewelry industry."

Wolfgang: "It wasn't in my 'Guide to Travel in the United States'."

Me: "Look, try again."

Wolfgang: "Oh miss, miss, how about going to my room to listen to records?"

Girl: "Impossible—you see I'm going steady."

Wolfgang: "What a relief. I've known some girls who've had real problems with irregularity . . . and with doctor fees so high and everything."

Girl: "No you idiot—Steady means never having to say yes to a stranger."

Wolfgang: "Even if the stranger is a stranger for only a few minutes—I mean, we could really be friends."

Girl: "Well, I'll go to listen to records. But I can't get involved in any kind of a romance with you. Remember, I have a steady boyfriend."

Wolfgang: "Oh forget it, I'd hate to feel restricted by a fear of breaking up a beautiful relationship."

Me: "Look, Wolfgang, we can go to the football game and you can look at the cheerleaders."

Wolfgang—muttering some germanic obscenity: "What was the name of that book *All You Always Wanted to Know About Sex, But Had to Be Able to Afford Jewelry to Find Out*. But, really, all I wanted to do was go see a film, or go for a walk."

A professional ABORTION that is safe, legal & inexpensive
can be set up on an outpatient basis by calling
The Problem Pregnancy Educational Service, Inc.
215-722-5360
24 hours—7 days
for professional, confidential and caring help.



Recapturing thoughts of Karnak The Great
by J. Bacot

BIOLOGICAL RESEARCH FORUM

by JANET SCHWARZMAN

On Monday night, September 27, the Biological Research Forum held its second meeting. With two films, entitled, "The River Must Live" and "Wealth of the Wasteland," the forum illustrated the need for pollution controls.

The first film, "The River Must Live" delineated the conditions prevalent in many rivers, lakes and other water bodies today—which are becoming literally, "open sewers." In an elementary fashion, Shell, the sponsors of the movie, explained that bacteria feed on the deposited waste, and also consume the oxygen in the water. The balance of life is upset by waste—as the bacteria multiply quickly, the oxygen is exhausted, the poisonous waste permeate the waters.

From the sea, through, the water returns to land renewed, as fresh as ever. This is the chance that occurs to use it more wisely.

Primarily the cost must be faced. It is possible for industries to reduce the load of the river. Some means suggested by the film were, to skim the slush, to add chemicals, to use the sludge method or to filter the water.

When the waste is broken down, the bacteria can be killed, and the natural course of nature will take over.

The main objective is to have water that is fit for everyone to use. Water is taken from reservoirs, underground supplies, lakes and rivers. This water must be recycled to maximize its use and to insure that there will be enough.

The second film, "Wealth of the Wasteland" was not clearly understood because of a faulty projector. Principally, this film stressed the need for recycling all of the waste. A large part of what is considered useless material can become an economic value.

A representative of the Environmental Information Center elaborated on Reading's position on

pollution. Believe it or not, Reading has the first and only sewage plant along the Schuylkill River. Since the permit system for pollution control became effective in 1970, many plants along the river have installed sewage treatment plants.

VACATION GAPS

by RICK MITZ

We hear much discussion about how it is everything from drugs, the Revolution, the Movement to rotten dorm food that binds students together.

Not true. There is one thing that binds all students all over the country—all over the world—together.

Their parents.

There usually are two of them per student. Some students have more, or less; but usually each student is blessed with two. And it's not easy for us to forget them.

They help us select a college.

"I don't see it, Al," your mother says to your father.

"Don't like what, Esther?"

"This college—this Harvard place. What kind of school is that for a nice boy like Our Marvin—so far away from home?"

They even give us the application fee money. They give us money to go away to school with. They pack our clothes carefully, underwear and socks on the bottom, shirts and suits in the middle, and a gas mask on the top (I mean, they read Newsweek, they know), your mother muttering God forbid as she closes the mammoth trunk shut.

And finally we're gone—supposedly basking in educational bliss, miles away from home. Yew. We're gone. But they're still there.

The first letter comes a day after you've arrived, taped to the outside of a large package.

"Dear Son, Enclosed with this letter is a year's supply of vitamins so that you shouldn't get a deficiency." And the letters are always signed Your Mother so you shouldn't think it's someone

else's mother who's sending you vitamins.

For the first few weeks of college, the letters arrive daily at the dorm. Then the phone calls start coming.

"Hello, Marvin? This is your mother."

"Oh, hi, Ma."

"Don't 'Hi, Ma' me. Marvin, do you know how much this phone call is costing me?"

"Ma, you didn't have to—"

"Marvin, I know what's going on. I know. I saw the 6 o'clock news tonight. I saw you sitting in the president's office with that bunch of roughnecks. I saw you smoking his cigarettes and drinking his sherry."

"Ma—"

"Marvin, I saw. I saw it all."

"But, Ma—"

"Marvin, I want you to know—and I don't want you to feel the least bit guilty—but you've let your father and I down terribly—"

"Ma!"

"I didn't know. I didn't know. This is why we sent you away to that fancy-shmancy \$4,000 a year college? We never thought you'd be up to anything like this."

"Ma, I—"

"Marvin. You promised. And you've let us down. Your father and I are very disappointed that you're, that you're—"

"That I'm what, Ma?"

"That you're smoking cigarettes and drinking sherry. You promised you wouldn't, Marvin."

"But, Ma, I—"

"So listen, Star. You looked very nice on the TV. Maybe you should go into the television field . . ."

"Ma."

"So who was that girl you were with? You never told your mother about her . . ."

And on and on it goes, your Mother, having only your best interests at heart. Of course.

Student protests really have nothing to do with the college campus. Student protests are what take place when college students come home for vacation.

Mothers and daughters often have a hard time during that first college vacation home. Thanksgiving. With the mother giving thanks that her daughter isn't pregnant; the daughter giving thanks that she can go back to school in two days.

But suspicions arise. As the daughter unpacks, her mother

continued on page ten

Vacation Gaps

continued from page nine

looks carefully over her shoulder.

After a few hours home, the mother beckons her daughter into her bedroom, where she is laid out, suffering, on her carefully-made bed.

"Marjorie?"

"Yew, Mom?"

"I'd like to talk to you. I think your father and I have been very receptive to your desires. We've given in to your whole etymology schtick—"

"Ecology, Mom."

"Yes. Well, we've been very nice. We've stopped using colored toilet paper while you've been home—and, God Knows, it's ruining my whole color scheme in the bathroom. But that's okay. If that's what makes you happy. And Dad's been saving his shirt cardboards and this morning I used them to drain the bacon. We don't usually eat bacon, but you said it was for astrology—"

"Yes. So we did it for you. But there's something I want to know, Marjorie. I saw a copy of your campus newspaper in your room, and I couldn't help picking it up and reading it—God Knows you never tell us what's going on at that school we're paying a fortune to—"

"Mom, I've told you not to go through my room."

"Well, what I want to know is this: who is this roughneck student boy president on the front page shouting about tearing down the walls and revolution? Tell me, what kind of boy is this president of your student body?"

"Beats me, Mom. I don't know him."

"What? So why don't you know the president of your own student body? It would hurt? How do you expect to get anywhere?"

And a few hours later . . .

"Marjorie, I wish to talk with you about the problems of pregnancy in today's collegiate society."

"Oh, Mom."

"Listen, Marjorie. Your father and I have your best interests at heart. You've been in college exactly 68 days now and I just want to warn you—to tell you—how much it would disgrace your father and I if you were to become pregnant out of wedlock. Now I don't want you to feel bad, but it would give your father a heart attack."

"Oh, you don't have to worry, Mom. I'm being careful."

"Careful!!! Marjorie—your father will have a heart attack

And then there's that evening you call home "just to talk" and your mother's out and you attempt to talk to your father and mention that you're changing your major.

"Dad?"

"Yes, Son." (He calls you Son so that you shouldn't forget.)

"I'm changing my major from Pre-Med to Humanities."

"To Humanities?"

"Yeah."

"What are you going to do—open up a Humanities store?"

But worse than the letters, worse than the phone calls, are the Vacations. There usually are three or four a year. You come back home exhausted from cramming hard after week-long exams, tired from having led such a staunch, clean-cut, moral college life, wiped out from those post-finals parties. You return home looking tired and worn out, ready to go back to your old room and faint.

As you walk in the door, your mother pulls out an old copy of the National Observer.

"See, Al," she says to your father. "I was right."

"What's all this about?" you ask weakly.

"Marvin, your eyes are blood-shot," your mother says.

"I haven't slept much—exams."

"And I detect a drastic change in your personality."

"Mom—I'm exhausted."

"And you've lost weight," she says, reading from the paper as she nods and sighs. "And you're wearing a long-sleeved shirt. I-knew-it."

"Mom, it's ten below out."

"I knew it. Al, I knew it. I was right all along. The boy," she says, ignoring you, turning to your father, "is On Drugs. Any minute, the narcotics men will be here to take you away, to ruin all the pleasure of our vacation with you . . ."

when he hears this. How could you disgrace us . . . ?"

But parents try. As Marvin is about to leave his home and return to college, lugging his water pipe, wearing a sweatshirt with a clenched fist printed on it, his mother is still wondering about those long-sleeved shirts.

And, as Marvin walks out of the house, his parents call after him.

"Um, Right On, Marvin, and we'll write back," his mother cries.

"Get those grades Up Against The Wall, Son."

"Have a Groovy semester, Sweetie."

"Don't get, ah, Freaked In by al!

the hard work."

"And, Marvin," his mother shrieks. Marvin stops in his tracks.

"Marvin, don't forget . . ."

Marvin smiles, clutches his umbilical cord, and mutters something to himself about The Cat's Meow. And then he goes off to college.

Recycling Students

by RICK MITZ

The list of Relevant Issues, as they are called, seems overwhelming: prison reform, women's liberation, crime, drugs, nuclear weapons, pollution, the Vietnam War, feeding the poor, the population bomb, the job market, 1972 elections, minority rights, the student vote, educational reform, consumer information, the legal system, voter registration, foreign relations. . . .

That's a lot of problems for only 8.4 million U.S. college students to solve. And since education almost always has meant fighting for causes as well as—or instead of—grades, it's no wonder that indepth disillusionment has draped itself over unsuspecting college students.

The above problems all are maladies that students themselves didn't create. The philosophy in recent years has been that the world has been bent, folded, mutilated. And stapled. For about the last ten years, students thought it was their responsibility to un-fold, un-mutilate, and re-staple the parts back together again.

Do-it-yourself attitudes accompany the do-your-own-thing philosophy. We grow our own organic food, make our own clothes, build our own furniture, plan our own curricula., ride our own bikes instead of driving a car. . . and the list is as long as the list of problems.

But our newly-discovered Student Age of Individualism isn't beneficial if it isn't channeled in positive directions. Hopefully, it isn't self-indulgent, isolated individualism. Hopefully, in developing ourselves as individuals, we'll create the impetus to get back together and then get it all together.

There seems to be a change of consciousness, but, hopefully, not a lack of it. Students are looking for new kinds of solutions. Hopefully, they are no less concerned about the problems.

But if—through the vote and working within the system rather than without it—students can't be effective in changing our environment, another stage of disillusionment—one punctuated with apathy, discouragement and 1950's nostalgia—may set in.

The list of Relevant Issues is growing longer and longer.

Last academic year was a prophetic indication of this: campuses were calmer. An occasional rally. An occasional march. But quieter.

Why the change?

The problems still are there, but our tactics have changed, if not vanished, according to Drew Olim, a National Student Association senior staff member. Olim said he sees definite symptoms of "withdrawal, defeatism, lack of direction and dropping out." He said he sees two possible reasons for all this.

"Money is getting tighter. Prices are going up and parents are complaining. Students now are understanding the plight of the working-class man, and so they are dropping out and trying to find jobs," he said.

The Attica incident, and the continuing War are a few of the on-going frustrations that, Olim said, "have produced feelings of major disillusionment among students." Olim said he sees these as feelings brought on by a national student feeling of ineffectuality.

Students have retreated within themselves in a quiet-dissent, self-exploratory way. And the result is a new individuality, a new problem-orientation that might yet solve the problems that violent protest couldn't.

Individualism skips rampant through the student life style. Give Peace A Chance chants have evolved into a new soft music, a new gentle sound of manifesting itself in quiet love stories in song. Small shops and co-ops have opened, selling hand-made, back-to-earth clothing and organic goods, a reaction against depersonalized mass-produced culture.

Now it's the dawning of a new era. Evolution of revolution. Sit-ins, teach-ins, riots, confrontations, bombings, moratoriums, rallies and strikes now are mere memories of the Sixties.

After seven years of disoriented student disruptions, the Seventies breezed in. And with them, the War continued and we demonstrated.

. . . and we continued to demonstrate vehemently for and against what we did and didn't believe in. And the nation listened. Not to the message of the student protests, but only to the message of the medium—the screaming headline, the loud newscast, the acrimonious editorial about the student protests.

And then along came Now. A feeling of futility has set in, bred out of frustration and confusion.



When you know it's for keeps

Happily, all your special moments together will be symbolized forever by your engagement and wedding rings. If the name, Keepsake, is in the ring and on the tag, you are assured of fine quality and lasting satisfaction. The engagement diamond is perfect, of superb color, and precise cut. Your Keepsake Jeweler has a selection of many lovely styles. He's in the yellow pages under "Jewelers."

Keepsake®
REGISTERED DIAMOND RINGS



Rings from \$100 to \$10,000. Trade Mark Reg. U. S. Patent Co.

HOW TO PLAN YOUR ENGAGEMENT AND WEDDING
Send new 20 pg. booklet, "Planning Your Engagement and Wedding" plus full color folder and 44 pg. Bride's Book gift offer all for only 25¢. E-71

Name _____
Address _____
City _____ Co. _____
State _____ Zip _____
KEEPSAKE DIAMOND RINGS, BOX 10, SYRACUSE, N.Y. 13201

BULLETS TO BOUNCE THIS SATURDAY

The Albright Lions coming off a shell shocking loss last week against the Del Val Aggies, travel to Musselman Stadium this weekend in battle against the Gettysburg Bullets.

If the Lions are down how do you think the Bullets of G-Burg feel? Rich Farbstein, a running back junior Bison from suburban Philly, scored not one but two second period touchdowns for the Bucknell Bisons giving them a 14-13 win over host Gettysburg. Junior Tom Sheets, who the Lions will have their hands filled with on Saturday, came off the bench in the third quarter to start G-Burg rolling toward its first score of the tilt. He fired a 33 yard paydirt pass to soph split end Tom Groves. Joe Pinkos' PAT was good.

The Bullets rallied to score again in the last quarter when senior Bob Eisenman tumbled in the endzone from one yard out. Eisenman's conversion to Bullets' fullback Larry Masi was destroyed.

The Bullets are going to enter this week's tilt 0-2-1 on the year. You can be sure head Bullets' coach, Howie Shoemaker and his club will be looking for blood. He's got a tough offensive line and his defensive backs are big and brutal.

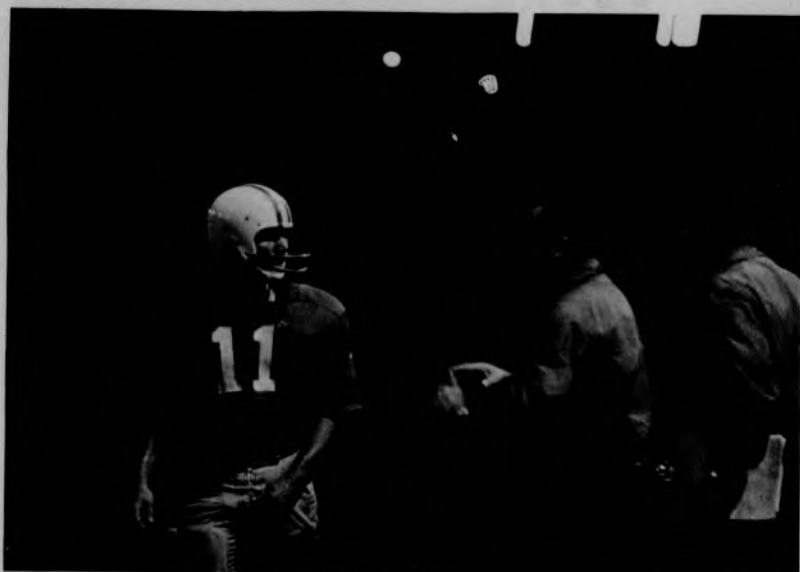
Watch the Bullets to shoot out of a Pro-formation offense with

plenty of running to support the air attack, which should provide much action.

The Lions may miss the services of Denny Iezzi, who pinched a nerve in his neck. Bob McMillan did a fine job last week, but he is not up to full par either. Remember, Mac has a bad shoulder. Dan Herbert, the veteran right guard, is also hurt. He may not start this Saturday and freshman John Juliano may get the nod. Freshman tackles Bill Brown, Barry Shellenhammer, and Howie Crow should see a lot more action this weekend. Shellenhammer, the highly touted Central Dauphin grad who proved to be the toughest freshman the Lions brought into the pack during pre-season practice, just has not been getting the proper exposure he deserves. Hopefully, on Saturday he'll make a few heads lift up.

Last Saturday night Don McNeal was extremely impressive to many 'Bright observers. The defensive back from Brookhaven, Pa. should produce another fine showing this weekend.

The Lions are at an extreme psychological disadvantage because of the loss experienced last week. If the Lions can conjur up the kind of football played in the second half of that Del Val tilt—Well, the Bullets may just get shot back at.



(Photo by J. Bacot)

This Saturday the 'Bright Cardinal and White will have their hands full with G-Burg. The chief of the 'Bright pack will be Roy Curnow, who'll call the shots at the Q.B. position. The question is will he be able to handle the tough and rough G-Burg defenders. Gridiron griller John Potsklan and Bill Popp, assistant coach are hoping for the best.

MAC This Week:

NORTH

Del Val at Wilkes
Georgetown at Juniata
Western Maryland at Lycoming
Moravian at Wagner
Randolph-Macon at Susquehanna
Upsala at PMC

SOUTH

F&M at Swarthmore
Dickinson at Haverford
King's Point at Drexel
Ursinus at John Hopkins
Muhlenburg at Leb Val

MAC Last Week:

Bucknell 14-Gettysburg 13
F&M 24-John Hopkins 0
Dickinson 17-Swarthmore 7
Lafayette 21-Drexel 13
Muhlenburg 28-Haverford 0
Upsala 29-Wagner 14
Juniata 10-Susquehanna 10
Leb Val 21-Ursinus 12
Wilkes 21-Moravian 2
Westminster 18-Lycoming 0

Five Team Race

by GARY MELLON

The 1971 touch football intramural schedule opened two weeks ago with a 10 team league.

The first weeks' action was highlighted by the Zetas clipping the Pi Taus, 13-9. The Zetas were led by the all-around play of quarterback Ray Ricketts. Ricketts ran and passed for both scores while the Pi Tau's scoring came on a T.D. pass from Tom Druckenmiller to Dale Farence and a safety by Frank Heins.

In other action during the first week, the Tekes romped over the Independent A 29-2, the Old Dorm rolled over the Phi Sigs 25-0, and the Frosh and Albright Court teams played to a 6-6 tie.

This past week's action found no major upsets as the favored teams won in convincing fashion. The Pi Taus rebounded from their tough opening loss to the Zetas by beating the Independent A 20-8, and the Phi Sigs 16-6, although it was a costly week as they lost their q.b. Tom Druckenmiller for the season with knee surgery. The Independent B team opened their schedule in a convincing manner by mutilating the Independent C team, 42-0, and then breezing to a 33-0 victory over the Frosh team. The Independent B team is led by quarterback Don Rider, halfback Paul Metz, and Wayman Clark.

sy wins and the Independent A team notched their first win of the campaign by defeating the Albright Court team, 13-7.

At this point in the season, it looks like a five team race between the Pi Taus, Zetas, Independent B, Old Dorm, and the Tekes. Looking ahead to next week's schedule, the big game of the week that could eventually produce the winner of the league is between the Tekes and Independent B. I'm picking the Independent B team to defeat the Tekes in a closely contested game.



LAST WEEK WE HAD TO DISAPPOINT THIS NICE YOUNG WATER MONSTER. WE HAD NO JEANS TO FIT HIM. BUT WE'VE GOT JEANS (AND SHIRTS, AND COATS, AND SWEATERS...) THAT WILL FIT YOU. CLOTHES FOR EVERYONE AT ABOUT HALF THE PRICE YOU'D EXPECT.

ARKAY MFG. OUTLET STORES - 630 McKNIGHT ST. + 8th & SPRING STS., RDG.

Harriers Defeated In Tri-Meet

by SCOTT HARP

The Albright College cross country team ran its second meet in the 1971 schedule in a tri-meet against a very strong Temple team and Gettysburg on Saturday at Belmont Plateau in Philadelphia. The Lions lost to Temple 50-15, and dropped a close contest to Gettysburg 37-20. Jim Blankenhorn gave an outstanding performance by finishing fifteenth overall with an outstanding time of 31:00 minutes. Blankenhorn finished third against Gettysburg. Wayne Sierer, John Heilenman, Jim Ogan, Steve Hoffman, and Bill Hornberger all ran well for the Lions. The teams ran on a very muddy course at Belmont Plateau which hindered the times of many harriers.

Belmont Plateau was the site of a spectacular track meet between Penn State and Villanova immediately prior to the Lions' match. Penn State defeated the defending NCAA champion Villanova team in a most exciting meet in which Marty Liquori finished third. This is a very ex-cruciating course of over five miles which is used for many NCAA championship university and college meets.

The Lions go against Bucknell and Elizabethtown at Elizabethtown on Monday October 4. In showing rapid improvement, our Lions should fare extremely well.

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

The Tekes, Zetas, and Old Dorm all remained undefeated with ea-

GUERS GUZZLES ALBRIGHT IN NIGHT TILT

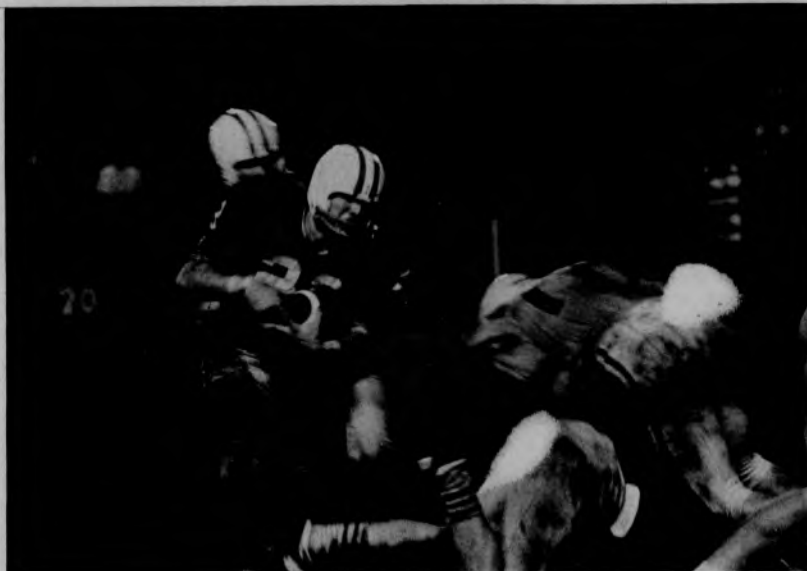
by SAM MAMET

What can you say about that? That, was an unbelievable 69 yard touchdown run by Aggies' skatback from Pottsville, Pa., senior Danny Guers. Guers broke several tackles in the last 12 seconds of the night 'Bright Parents Day tilt to upend the victory starved Albright Cardinal and White machine, 20-15.

The nip and tuck battle had one of the most unforgettable finishes viewed by many Albright gridiron fans in quite some time. The score was Albright 15 and Del Val 13 with 12 seconds left. Everybody was heading for the aisles. The press box exit was beginning to fill up with hungry reporters looking for quotes. Then the unwritable, the unimaginable happened! Aggie Q.B. Big Jim Foote shot a 69 yard paydirt pass to the flanker Guers. The Lions had a prevent defense on the Aggie offense. That meant you had five halfbacks play tight man to man and two deep safeties routing the field. How the rest happened no one was able to explain. The only thing that the Aggies knew was the win and the only thing the Lions were aware of was the loss—A BIG LOSS!

"This is the first time in my life... What a finish...," related an excited Aggies' head football coach, Bill Craver. "Give the kid credit. He called the play. Guers told me he could beat his man on a slant... I told Foote to go ahead and try it... What a play..."

On the other side of the lockers,



(Photo by J. Bacot)

Bob McMillan churns on the speed against a few Aggie brutes. That's number 77, Al Lehman left linebacker for Del Val waiting for the head dive into McMillan.

Lions' gridiron griller, John Pottsklan was gloomy. "In the first half we were never in any position to do anything... They are big and strong physically... But that last play... Never lost a ballgame like this..."

The Aggies, from down Doylestown, Pa. way, opened the scoring in the first quarter on a five yard run by halfback Richie Glenn. The drive took 9 plays following an Albright fumble the 'Bright 40. Pete Bracchi PAT was good; giving the Aggies

a 7-0 lead at the half. Other than that you could not say much more about that half. It was horrendous from the fans' view.

But, the 'Bright shot back in the second half taking advantage of four fumble recoveries and two pass interceptions. Wernersville's Jim Kuhn bulled his way for 13 yards and a T.D. He also brought two Aggie hangers-on with him. A razzle-dazzle two point conversion found a Roy Curnow pass hit split-end Rich Orwig giving the 'Bright an 8-7 lead.

Midway through the fourth quarter, safety Ed McCloskey got his second interception of the eve at the 'Bright 26. A key block by Carl Fischl, a soph from Nazereth, Pa., sprang McCloskey, the super all MACer, down the lines for 50 yards. A personal foul on the play gave the Lions ownership at the 11. Moments later Bob McMillan, the graceful Lions' rusher, bopped into paydirt from his 3 yard line. Mac also popped the extra point giving the Lions a 15-7 lead with 8:27 remaining in

the tilt.

Aggies' Bill Craver made a smart offensive change by switching quarterbacks and replacing Jim Foote with the soph Borden-town, Jerseyite, Key Foster. Del Val took the kickoff and thanks to Foster drove 57 yards in 5 plays with Glenn going over from the one. The Del Val Aggies fooled no one when they attempted a crucial two point conversion. This should have turned out to be the key play of the tussle. Foster elected to bound into paydirt himself and almost made it. But, the 6-1, 185 pounder just did not have enough beef to break three tackles slapped on by the Lions' left tackle Big Bill Morrison, the 'Bright's middle linebacker Mike Daugherty, and the tough left linebacker Carl Fischl. All three players turned in fine performances last week; however, that should have been the finest. It wasn't!

The Lions were unable to sustain a drive on the kickoff. Ed McCloskey, who averaged 38.4 in the punt department, booted one to the two yard line. 54 seconds were left to tick away. Key Foster pushed one to the Aggie tight end Rich Koenig. They climbed out of their hole and got to the 31.

The next play... Well we won't mention THAT one!!!!

Reserved seat tickets for the Gettysburg football game—October 9—are on sale in the Athletic Office until noon—Friday, October 8. The price to students and faculty—\$2.00 each.



(Photo by J. Bacot)

"You take him on one side and I'll take him on the other..." seems to be the discussion going on between defensive end Aggie Don Capone and tough tackle Larry Eisenhart. In the squeeze is soph 'Brightman Kenny Strome.

'Bright Women Wallop Wilkes Women

by ANN BATLAS

The Albright Lionesses whipped the Wilkes Women Colonels last Tuesday afternoon in the first stick match of the field hockey season for the Cardinal and White women.

Left inner, soph Diane Wells scored the first goal of the game late in the first half. Left Winger, Carol Kauser scored the second goal after a corner shot had been taken in the second half. These

The junior varsity played the next tilt with only 15 minute halves because of the lateness of the eve.

In the first half sophomore right inner, Linda Schwarz scored the only goal of the battle. Thus, this gave the 'Bright women a perfect day at Kelchner field.

Mrs. Ramsey is the coach of the squad and Janet McIlvaine and Carol Rothenmel serve as the co-captains.

goals would never have been made without the great passing of the defense. The final markup of that battle was 2-0, favor the 'Bright.

ABORTION ? QUESTIONS ?

For Information and Referral Assistance Call

ABORTION INFORMATION CENTER, INC.

(201) 868-3745
868-3746

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



Statistics
by DDN RIDER

	Del Val	Alb.
First Downs	13	11
Rushing yardage	148	142
Passing yard.	196	12
Total yard.	344	154
Passes	16-34	4-12
Intercepted passes	0	2
Punts	7-43.7	11-38.4
Fumbles lost	4	3
Yards penalized	37	25