

W. Richardson Dilworth

Dilworth speaks on Urban Crises

Anthony D. Paradise

"... Each city is a potential powder-keg. . . . "With this statement, former mayor of Philadelphia and current President of Philadelphia's School Board, Richardson Dilworth brought to light one of America's most pressing problems. On Tuesday evening in the chapel auditorium, Dilworth delivered a lecture explaining what he felt were some of the obstacles to peace in the urban areas of America.

Mr. Dilworth, in a forthright manner with no punches pulled to soften the effect, denounced the white establishment's concern for more benefits and consumer goods after W.W. II instead of placing emphasis on the plight of the urban areas and especially the plight of the people leaving in them whether they be white or non-white. ". . . We must" attempt to undo . . . the deep-seated hatreds caused by slavery . . . and . . .

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ART EXHIBIT IN LIBRARY GALLERY

by Brett Gamble

Professor Harry Koursaros has planted what will probably turn out to be a bomb in the Albright library. He has, with an exhibition of Albright's permanent collection of prints, turned that normally sterile haven of overhear, silence, and utter boredom into a riot of lively color and design.

There are two groups of prints displayed in this current show; the first donated by Mrs. Doris Channin Friedman, an Albright alumna and presently Director of Cultural Affairs for the city of New York. The prints in the Friedman group are all limited edition works by such luminaries of the Pop, Op, and Abstract Expressionist fields as Claes Oldenburg, George Segal, Helen Frankenthaler, Jim Pine, and Roy Lichtenstein. The other prints were, in a spasm of magnificent taste, purchased

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ALBRIGHT COLLEGE

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COUNCIL DISCUSSES MARTIN LUTHER KING SCHOLARSHIP DiVIRGILIO DEFENDS COMMITTEE'S NON-WHITE CLAUSE

Dr. Gino DiVirgilio, chairman of the Martin Luther King Scholarship Program, was invited to the Council to answer any questions anyone might have had concerning the Martin Luther King, Jr. scholarship program. John Morgan ('69), initiated the session by asking if the scholarship program was only for non-whites. Dr. DiVirgilio replied that it was.

Many council members then asked if this was not discrimination in itself, and it became evident that the "non-white" phrase was the biggest objection to the program.

"There's loads of money available for the white," replied DiVirgilio. "We're trying to give the non-white the same break as the white. . . . I would never use the word 'discrimination.' We're not trying to discriminate against the white."

Both DiVirgilio and other supporters of the program explained that the underprivileged non-white would not be eligible for most existing scholarships because he would not have the grades and the higher academic background necessary to pass the tests, while the poor whites do, to a much greater extent.

"The beautiful part of the program," said DiVirgilio, is the remedial aspect. If the student accepted needs tutoring to bring him up to par with the rest of the student body, money will be available to hire tutors.

The other major argument for the program besides that of the non-white's need, was that it would benefit the whole campus by providing exposure to a little known cultural background.

Many still remained unconvinced of the fairness of the program. Nelson Braslow ('71) said that he would use the term discriminatory to describe the program, but the fact remained that the program was designed to help alleviate a problem, and that the phrase "non-white" was a sure way of striking at that problem.

Mike Greer ('70) asked, "How can you try to build a fair establishment when there is no fair foundation?"

DiVirgilio explained that \$15,000 would be raised by the faculty administration, \$10,000 by contributions from students and parents, and \$25,000 raised by the Board of Trustees.

"We don't want to sell it to you. We don't want to shove it down your throat. If the dictates of your conscience won't allow you to participate, you will still have my respect in my classes. . . . I feel that this is something that has to come from inside a person. If they can not see the noble thought behind this, then I do not want to sledge-hammer them," concluded DiVirgilio concerning student contributions.

Bill Maslo ('69) said that he and others who objected to the non-white phrase did not want to be branded as "ignorant." "I think this is an issue on which reasonable men can differ."

Council voted 21 to 13 not to co-sponsor Ricardo del la Luz, a Mexican who spoke Thursday regarding student conditions in Mexico by presenting him with \$20. The other sponsors were the local



Student Council V.P. Herb Rogove sits with Dr. Gino DiVirgilio during S.C. meeting Tuesday.

Albright Photo: Diane Eichelman

Young Socialist Alliance and The Albrightian.

Plans for a clean-up program in Reading similar to the Orientation Program will not go into effect before Thanksgiving. Plans for the ice-skating rink on the tennis courts, however, are going ahead. The rink should be finished before Thanksgiving or shortly thereafter.

Mustokoff ('69) announced to Council Tuesday that two positions on the Traffic Court are open to freshmen and sophomores. All interested persons should write to S. C., Box 110. The traffic court handles student violations of Albright's

traffic laws.

The chairmanship of the Committee on Community Affairs is open to the whole campus. This committee is concerned with interaction between the college and the community in such activities as the Model Cities program. Interested persons should contact Mickey Mustokoff at Box 806.

The committee formed last week to look into the *in locus parentis* problem suggested a symposium for pro and con, positions and a 2 week suspension for drinking charges as opposed to a fine or a whole semester suspension.

WXAC faces loss of License

A proposal that would eliminate all educational radio stations from the FM band is currently being studied by the Federal Communications Commission (FCC), the licensing agency for the broadcast media. If passed, the ruling would force most college radio stations off the air.

The primary reason for this proposal, according to Edward Solow ('69), WXAC Station Manager, is the ever-increasing number of commercial stations seeking licenses from the FCC. At the present time, the lower portion of the FM band, specifically between 88.1 and 91.9, is occupied by educational stations. Commercial stations, which occupy the remainder of the band, are not allowed in this band range.

The proposal before the FCC would open the lower end of the band to commercial stations by not renewing licenses of stations already in existence, and by not issuing licenses to new educational stations. Since the vast majority of college radio stations are educational, non-profit stations, the effects of the proposal would be hardest felt by the colleges. If these stations would wish to continue to exist, they could switch to closed-circuit. However, this would require a vast ex-

penditure.

Charles Miller ('70), Chief Engineer at WXAC, explained that some of the cost of switching to closed-circuit FM could be defrayed by trading in the present equipment on the new apparatus. Miller also pointed out a possibility that could occur next August when the station's license comes up for renewal, even if the proposal is not passed by then. He said the license might not be renewed unless the power is increased from its present 10 watts to 250, or possibly 500, watts. This would also require a great deal of money to be spent.

The reasons given for the desirability of discontinuing the educational stations are three. First, the portion of the FM band above 91.9 is becoming crowded, and since commercial stations, by their very nature, are profit-making organizations, it would be advantageous for the FCC to allow more commercial stations to exist. Second, some educational stations interfere with other broadcasts in the same area. A case in point is in Philadelphia, where channel 214 interferes with the audio signal of channel 6 TV, which is sent out on an FM frequency. The third reason is the increase in use of FM stereo units in the home.

EDITORIALLY SPEAKING . . .

SUGGESTIONS TO IMPROVE OUR INTELLECTUAL ATMOSPHERE

In any educational institution, the academic atmosphere of that institution must be the primary concern of its inhabitants. To deny the concept of liberal thought and expression which are the formative elements of any university, is to deny the basic function of the institution, the broadening of the intellectual horizons and the expansion of emotional maturity. Dr. Robert E. McBride, Academic Dean, suggests in the Free Press article on pass-fail appearing in this issue of the paper, that "I believe in the system—or at least its necessity given our present condition. Such belief does not rest upon its infallibility or its perfected state. The distortions of mind and purpose which it creates on the intellectual scene and the maimed bodies it leaves on the academic plain are constant reminders of its demonic capacities and vengeful spirit".

The Albrightian shares a very real concern with other members of this college regarding the lack of a viable academic atmosphere which could contribute positively to the development of the Albright student. In order to effect an improved atmosphere, we believe it is necessary to reevaluate the academic framework upon which this institution derives its functional qualities.

Firstly, The Albrightian wishes to propose the introduction of seminar courses beginning in the sophomore year, to present the students with an opportunity to develop the facility of mind and to accrue the benefit of conflicting opinions which is uniquely associated with this aspect of the educational process. In addition, the introduction of student-run seminars to be offered on a credit basis should provide additional opportunity for intellectual development. Secondly, The Albrightian supports the experiment with pass-fail as presented in the position paper by Dr. McBride. It is recognized as well that pass-fail will enable students to open their minds to areas which are otherwise avoided for fear of failure. The other dynamic, one in which students with high grade-point averages avoid taking pass-fail through their own recognition that they will devote less effort to the course must also be reconciled. We believe that this problem derives out of the basic inadequacy of the present academic system at Albright, and its inability to effect intellectual concern. To aid in the amelioration of this deficiency, The Albrightian proposes that all required courses in the general studies area be offered only on a pass-fail basis, in the belief that such a program could lead to a more efficacious situation, in which interest in learning could take precedent over grades.

It is recognized that in a socialization process that demonstrates unusual rigidity such a proposal may fail to effect the desired results, leading instead to an intolerable weakening of the entire educational dynamic. But at the same time, the present system is also inadequate, and some effort for improvement must be implemented. Intellectual maturity is not a spontaneous reaction, for it clearly demands a willingness to experiment with new concepts.

Finally, it is also proposed that those general studies courses required of all individuals be split into two sections, one which is clearly intended to appeal to the student with minimal motivation, and another which is clearly designed to satisfy the needs of the more highly motivated student. In this manner, all students can make their own decision relative to the quality of the education which they desire, and to the quality of work which they are willing to perform.

Letters to the Editor

DELAYED REACTION

Dear Editor,

Last year around this time the people at Albright were struggling with their consciences. Tony Montiero, former Albright student, had been accused of participation in the assassination plot in Philadelphia. Someone had blamed the bitterness which cause Tony Montiero to be associated with the group on Albright. Immediately the black students at Albright were bombarded: "Are you happy?" "has anyone been treating you badly?" "You haven't experienced any overt acts of racism, have you?" And many of us took the load off your consciences by saying no, racism was not a problem. No, racism in November 1967, was not my biggest problem, because I was experiencing the problems that all freshman experience upon entering college. Homesickness, roommate problems, developing new and improved study habits, were the most important hurdles I had to conquer; so I told you no, I didn't find the "race problem" a problem for me and I couldn't by experience agree that Albright was Tony's reason for bitterness and hatred toward the white society.

Things have changed; I no longer feel this way; I'm a sophomore and I've cleared the homesick hurdle and I can answer your question again. This time

your consciences will suffer if your concern was really genuine. You see when I came here you were very nice, you smiled and spoke and after you found that I could tell and laugh at my ethnic jokes just like you could with yours we were generally at ease with each other. For many of you I was the first black person you had met and much to your surprise I wasn't like your stereotype Negro. So I became your token Negro, the one you could show off as "my best friend is a Negro."

But then there comes this year. All last year you were sympathetic, "I understand what your going through." Then there comes this year. The Martin Luther King Scholarship Foundation is started and you're approached for a donation. This is where I see you in the flesh. I myself have not asked you but my white friends have and they have been disillusioned. You say to them: "Why should I help niggers?", I pay for my education why can't they? They're so lazy, they expect me to pay for them and they do nothing for me." They'll lower the standards of the college."

These people who have approached you had faith in middle-class white America but you had already washed mine down the drain. You would not hurt me because I expected this from you. I don't trust you. I know that those who smile the biggest have their daggers ready at my back just in case I get too "uppity." But you have not only stabbed me you've wounded your own white constituents.

Then you expect me to say I find no racism at Albright. Well baby you are

RESULTS OF POLL: DEMONSTRATION WANTED

It seems manifestly appropriate to evaluate now the composite progress which Student Council has made in the drive for student autonomy.

In forming a judgment one can examine the separate accomplishments and sum them; in this regard one might enumerate: the cigarette machine in the sub, the availability of laundry service in the Field House, etc. In addition, one must also examine the manner in which Council has increased the power of the student body. In the judgment of The Albrightian Council has succeeded moderately in the attainment of reconciliatory objects, yet it has failed miserably in the attainment of a viable power foundation.

But Council is not fully to blame. With fortitude Council petitioned the Board of Trustees with an idealistic (to some, preposterous) request. The Board treated the matter in a conservative, sane fashion, and it postponed its final decision until it can receive either the recommendation or the disapproval of a recently-formed subcommittee. It is important to recognize that no student, no matter how competent, was invited to sit on this subcommittee. In view of the arrangements, it is probable that no decision will be reached concerning Council's proposal until next November.

Council has reacted to the Board's exclusiveness and procrastination with meager response. In light of Council's dilatoriness in subscribing to a forceful plan of action, The Albrightian assumed the responsibility of determining how the student body felt about continuing the drive for representation on the Board of Trustees. During the early part of this week, the paper conducted a poll, and at this time we are prepared to release the results.

By a vote of 190 in favor to 51 opposed, the section of the student body that voted registered a strong support of Council's proposal to seat four students on the Board of Trustees. The second question in the poll concerned the action which must now be taken since the original request was tabled by the Board. Listed below are the affirmative responses:

1/ peaceful demonstration	121
2/ violent action	48
3/ acceptance of the decision of the Board even though students were not consulted	38
4/ student accomodation (no action)	24

It is largely clear that the student body favors perpetuating its claim upon four seats; it is also evident that there is sufficient student support to guarantee the effectiveness of a peaceful demonstration.

When Council's President, Micky Mustokoff, was a candidate for his office, he based his campaign on an appeal to consensus. In his words, "If I am elected the theme of my administration will be student power through consensus." Mr. Mustokoff also declared, "I feel that a demonstration, as distinct from violence, has a definite place in the curriculum of the college."

In the judgment of The Albrightian, President Mustokoff has been presented with an opportunity to accede to consensus and to introduce demonstration as an effective tool on the Albright campus. Mr. Mustokoff has been presented with the student opinion that a demonstration is in order. But Mustokoff has more than the mere permission of the students—he has their mandate, he has their order to organize a peaceful demonstration to impress the Board of Trustees with the sincerity of their request and with the sternness of its voice.

The editors of The Albrightian encourage Student Council to act immediately and to acknowledge the expressed desire of its constituency by assembling a demonstration. It is no longer mere humor to talk of a demonstration; it is a necessity.

wrong, I have the potential now as well as some of my black constituents of becoming another Tony Montiero. I almost hate to see the change that's come over me these two years. I don't hate you, that's a waste of emotions; I'm not going to get upset over you, it's not worth it. You tell me it's not a white problem but baby, if your concern last year was genuine you have a problem that I can do nothing for.

Sincerely,
Gail E. Bell '71

"POWER OF DISSENT"

Dear Editor:

First, I will relate three seemingly isolated incidents.

1. The other day, I tried to dump my trash down the incinerator chute. The chute door, however, was fixed in such a way that it would not stay open, which caused me to spill papers and pizza crusts on the floor.

2. A friend and I were discussing the merits of a certain professor. The most complimentary we could think of to say was "He knows his stuff."

3. Last year a History 102 class managed to get through the Napoleonic Wars without mentioning Moscow.

The point of these three incidents is that I expected that door to be somehow illogically fixed to the inconvenience of all who used it; we didn't automatically expect all our professors to "know their stuff";

almost everybody expected to get through History without mentioning Moscow, London, France, or other places of equal consequence.

We at Albright actually expect to be treated like second-class people; we expect things to be arbitrarily designed to our disfavor; we expect a percentage of our professors to be able-brained and ignorant. Not only do we expect it, we accept it. We accept liver on Saturday and crystalline strawberries on Sunday; we accept a curfew system left over from P.S. 105.

What can we do so that we will be treated less arbitrarily? The only power we have is the power of dissent—to tell the administration exactly how we feel. Since it is obvious that the mass of students will remain content to sit back on their big fat 2.4 cumms and memorize for the next trivia test, somebody else will have to take the initiative. Some kind of elite will have to emerge (yes, Mrs. Dillingham, the five per cent) to complain for the masses.

And yet when somebody does take a stand and expresses the feelings of hundreds of students, he is dismissed as a radical and a troublemaker with such quips as, "If you can't think of anything constructive to say . . ." The power of dissent is the Albright student's greatest (i.e. only) weapon in the struggle with the Albright administration. Any student who questions the right of
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Albright's Experiment; Pass Fail

by Dr. Robert E. McBride,
Academic Dean

Someone has said that the grading system in America is a reflection of our free enterprise economy. The faculty represents management, the student represents labor and grades represent wages. In such a system it is the object of management to get a maximum expenditure of energy out of labor with a minimum output of wages, and it is the object of labor to get out of management a maximum expenditure of wages with a minimum output of energy. When things get too tough, there's a great deal of haggling that goes on and often the dean is called in to arbitrate.

When the student in this system has received his wages in the form of a passing grade, he uses it to purchase his green stamp in the form of a course credit and when he has accumulated the required number of these and his little book is full, he takes the book to the registrar and exchanges it for his diploma—all of which makes the registrar a kind of clerk in an academic redemption center.

Whether this analogy is an appropriate one or not, it does illustrate a basic weakness of the educational enterprise and illuminates a factor of profound unrest that surrounds the grading system in American education. Before we castigate it over-severely, however, it would be well to note why it has survived as long as it has and gives evidence of persistent longevity. The ideal of a free society which haunts the American dream presupposes the rule of competency, a meritocracy. The technocratic society demands an unending supply of recruits who can present their credentials to it, credentials which allow for easy but reliable evaluation. The grading system is the Grand Sorter, separating the sheep from the goats, the competent from the incompetent, the mediocre from the superior, the haves from the have-nots—or so it is held in such esteem. Within the system, each works out his own salvation, to the wailing and gnashing of many teeth. While it creates, it also destroys, and the sins of the forefathers are passed on to the fifth, or even the sixth generation.

Let me be accused of untoward cynicism, let me set the record straight; for academic deans, like the keepers of an oriental harem, must be beyond suspicion. I believe in the system—or at least its necessity given our present condition. Such belief does not rest upon its infallibility or its perfected state. The distortions of mind and purpose which it creates on the intellectual scene and the maimed bodies it leaves on the academic plain are constant reminders of its demonic capacities and vengeful spirit. I believe in it simply because it seems to be at this juncture of our history an indispensable adjunct of education in the mass society, and because it has produced results on the American scene. For better or for worse, it has contributed to the creation of an educational system in America which produces one half of all of the high school graduates in the world today and forty percent of its college graduates. It has survived, perhaps as a necessary evil, because it has proven more viable than its anemic alternatives, and survival is supposed to be the test of something.

I do not believe in pass-fail because I think it offers a complete substitute to the grading system. To the contrary, there are some evidences that pass-fail can create its own brand of evils. There is evidence to suggest that weaker or

lazier students may use this option to avoid work in difficult courses, and I doubt that Albright students in all cases are exceptions to this rule. One argument holds that good students will avoid this option because it would be foolish to accept a "p" in a course in which under normal circumstances they could obtain a "B" or better. I even heard one charge recently that pass-fail is a part of a Communist conspiracy in America, having as its goal the weakening of the entire educational system by allowing hippies, yuppies, and lazy students the fruits of the system without paying for it in the coinage of the realm. From such a perspective, pass-fail obviously becomes a kind of academic welfare system for the intellectually impoverished.

There are very good reasons however, why I believe that students should consider carefully before they decide to take any course upon pass-fail. There is strong evidence to suggest that graduate schools, and particularly medical schools, do not look kindly upon the receipt of pass-fail grades in courses that are deemed to be indispensable for graduate work. A simple "pass" may not provide adequate assurance to a graduate admissions officer or committee that wants both the assurance that a particular student has adequate knowledge of a particular course, or wants some basis of comparing that student with other applicants. One graduate admissions officer indicated that the fact that a student takes a course for pass-fail indicates that he or she believes it to be of secondary importance, and if that course is not so considered by the school, then some negative judgment must be passed upon such a decision in itself.

At the same time, a large number of graduate schools (medical schools included) have shifted over to pass-fail on a partial or complete basis. This is defended at the graduate level largely upon the basis that it is the awarding of the final degree that is significant, and not the grades. It is somewhat paradoxical

Sargent praises actors in Players' new production

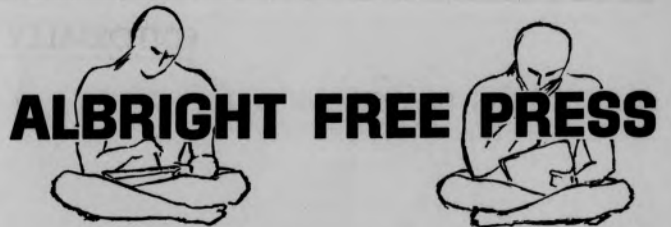
"The time has come to speak about love." So says the narrator in *The Ballad of the Sad Cafe*, Carson McCullers' novella adopted for the stage by Edward Albee. The leads in this Domino Players production are Vicki Maydosz ('71) as Miss Amelia Evans, John Huff ('72) as Marvin Macy, and Ted Cockley ('70) as Cousin Lymon.

Others in the class include Jeff A. Milner ('71) as Henry Macy, Reece Milner ('72) as Stumpy MacPhail, Linda Driesbach ('72) as Emma Hale, Charles Sites ('72) as a Rainey brother, and Carolyn Feesser ('72) as Mrs. Peterson.

Miss Amelia is a dominating, Junoesque woman now separated from Marvin Macy, her husband. She is a proprietor of a cafe. Marvin Macy is an ex-convict who both loves and hates Miss Amelia. Their marriage was never fully consummated.

Cousin Lymon is a hunchback dwarf. He moves in with his cousin, Miss Amelia, who loves him like a son. After he meets Marvin Macy, Cousin Lymon idealizes this man who has seen the world.

The play details the relationships of these three, commenting on love and the



that a number of graduate schools that have embraced the virtues of pass-fail for its own students have confessed to some ambivalence about students who present the same credentials to them for admission. By and large, however, graduate schools seem to coalesce around a position generally supportive of pass-fail grades when these are not taken in the courses which it specifically requires for admission or when they are not taken in sufficient numbers to becloud the judgments of competency they must make of an individual student. Temperance in the use of this option would seem to be the word.

In the final analysis, I do not believe in pass-fail as a cure-all for the ills of higher education. In a grade-oriented educational system, it will suffer from the surplusage of pressure which the struggle for rewarding marks exerts upon it. I do believe in the experiment which we have undertaken here to discover its relevance for Albright. Education is not a pure science, and its greatest advances are still made by the method of trial and

error. It is somewhat incongruous that we in education who have so extolled the virtues of scientific method and experimentation are so loathe to experiment in the realm of education itself. Any system which holds some promise of encouraging some higher level of intellectual motivation than the collection of academic brownie points ought to be tried. If it fails, we will be the wiser. Any system which encourages a student to broaden his intellectual horizons, to open his mind to areas of human knowledge and meaning which he has avoided for fear of failure, ought to be given its day in the sun. Any system which points a way, however untried, toward releasing excellence from the iron corset of quantitative or categorical evaluation alone, can't be all wrong. William James argued in his "The Will to Believe" that some genuine options such as those for success, marriage, or religion, are only realized when they issue from a faith to believe in their possibility. Perhaps some such options also exist in education and the pass-fail option may be one.



Domino Players Rehearse "The Ballad of the Sad Cafe"

way it affects both those who love and those who are loved. Rather than being a message play, it is a study of three fascinating, unusual people. It is "more a poem than a play", very "quietly powerful".

The setting is ambiguous, found somewhere in the swamplands of the Deep South.

It will be presented on the evening of Friday, December 6 and as a matinee the following afternoon, a part of the program for Activities Day. It runs for two hours with no intermission as Albee directed.

Mr. Edwin Sargent, the director, is "delighted with the caliber of the acting. John Huff as Marvin Macy is nothing short of terrific. Hilarious, moody, angry, he has his finger right on the character at all times. Vicki Maydosz is one of the most aware actresses I've ever directed. She has a sensitivity to, and understanding of, the character, which is remarkable. Ted Cockley very skillfully handles the rigorous demands of Cousin Lymon's character. All three work together as an ensemble with the goals of the play in mind rather than personal achievement."



Nicholas Kruschenick's **JAMES BOND MEETS PUSSY GALORE** is on exhibition in the library foyer.
Albright Photo: Henry Bush

OP ART . . .

(Continued from Page One)

by the college from London Grafica last spring.

As to the works displayed—it's one hell of a show. I kicked around the lobby for a few observations that might encourage a few people to stop by. One of the pieces that impressed me most was Nicholas Kruschenick's **James Bond Meets Pussy Galore**. It is a beautifully simple dynamic work of brilliant colors and phallic and vaginal symbols; all the action and tension of *Goldfinger* is condensed and framed in a space that might possibly hold four pages of Fleming's book. There is also a fantastic serigraph by George Siegal of a woman brushing her hair which captures perfectly, in superheated red and green, all the burning sensuality of its subject. In sharp contrast to the flashing dynamism of the aforementioned works is **Elephant**, by a German artist. This is a beautifully simple, clear piece of gentle, understated surrealism and its simplicity and purity make it one of the stars of the show. It seems wrong to, at this point, comment on Wesselman's **Radio**; in fact, it seems wrong to mention it at all. The kindest thing I can think of is, that in this intaglio, the artist must be kidding us all. Sorry, but I don't care

for the joke. But on to the absolute best part—Roy Liechtenstein's *Seascape*, Anuszkiewicz's *Chromatic Tensions*, and another Op piece in grey, black, and white are the three most thoroughly mind-sapping works in Op that anyone is ever likely to see. They are guaranteed to bend the optic nerve right around the ears to the East Side of New York and all the way back home again. Dig these and then see how you feel about writing that Poli. Sci. paper.

These prints are part of Albright's permanent collection, a collection which will hopefully, be enlarged constantly in the future with the same discerning taste with which it has been started. The prints are available for hanging around the campus by any organization with the place to hang them. They should contact Mr. Koursaros.

But, to return to the beginning in search of an ending, the show will probably bomb. It might be interesting to grab the library's precious turnstiles and set them up in the lobby where they won't disturb people and can count the number of students who give enough of a damn about something beyond next week's test to attend the show. Hopefully, the number will be greater than that which I think Albright's cultural level dictates.

ED MOYER HEADS S.C. "4" COMMITTEE

Student Council Committee on Student Participation on the Board of Trustees was formed November 5 under the direction of Ed Moyer ('69). The purpose of the committee is to lobby actively for the student position with the present subcommittee of the Board of Trustees dealing with the issue. The student committee hopes to effect a positive reaction of the Trustees by the next meeting in May.

The Student Committee is composed of four students: Ed Moyer, chairman; Bruce Seamen, Mark Creager, and John Wilson.

The Student Council Committee is now in the process of organizing a letter-writing campaign whereby the students of Albright can write to the individual members of the Trustee's Committee voicing their support of the resolution and ex-

plaining what they feel is the need for student participation.

However, before proceeding, the Student Committee will probably wait until the results of the Albrightian Referendum are in and analyzed. This referendum consisted of ballots placed in the mailboxes of each student requesting him or her to indicate their degree of support on the topic of student participation ranging from acceptance of defeat to violent counter demonstrations against the Board of Trustees.

The Student Committee will then study these and other reports mainly to see how far the Albright Student Body will go to achieve their desired ends for a favorable solution. They will then report to the Student Council who will in turn submit all the facts to the Committee formed by the Board of Trustees at their scheduled meeting.

Report from the Scandalous Club

by Dean Jay Heine

It is with the most sincere sympathy that we feel called upon to inform the Albright College student that the whole of his educational learning process is judged not by the inane tests given periodically throughout the semesters by our brow-beaten instructors, nor, for that matter, by the harsh, unfeeling report cards that are issued at the end of each term by our unrelenting administrative staff. No, these heartrending acts are merely primers for the greatest criterion of them all, the Graduate Record Examination. Albeit, an obstacle to the "good life" such as this has sent a great number of our fellow students to such drastic measures that there have been cases recorded where scholars have actually prayed, or, perhaps worse, have enlisted in the armed forces. Yet, mine is not to explicate, mine is but to aid the haggard student, already much too highly sensorized to be of any use to a graduate school. To this end, we have published what we have titled, **Dr. Pepper's Nifty 25c Manual: The Graduate Record Examination and Your Health**. With the approval of our staff, the following are excerpts taken from the work.

#1. Some tips to make studying for the Graduate Record Examination a more pleasurable experience.

- A. Buy one bottle of vodka.
- B. Purchase one quart of fresh frozen Florida orange juice.
- C. Mix the orange juice and the vodka in the ratio of 2:1 in a chilled glass.
- D. Relax in a well lighted room. Drink this mixture until you can no longer stand up.
- E. Invite a friend of the opposite sex to study with you.
- F. Turn off all the lights.
- G. Leave the studying for tomorrow morning.

#2. Some sample verbal aptitude questions which you may find helpful to you on the actual exam.

- A. Justice: Injustice as Exaggeration:
- 1) Julius Caesar and the Temptations.
 - 2) Chemical reactions.
 - 3) Ethics.
 - 4) Otiose.
 - 5) Conflict of interests.

Well, that was pretty easy, wasn't it? Now to a sample question that will really test your ability to analyze word relationships:

- B. Be : Been as Do :
- 1) Wordsworth and the Association.
 - 2) Rosebud.
 - 3) Hypochondria.
 - 4) Zest and the turned on generation.
 - 5) Humble.

#3. A sample reading passage and question to test your skill in following precisely a given trend of thought.

A. There was a fat cat. The fat cat ate rats, except when he was drunk, or a detective when he became a fact-finding fat cat who ate rats when he wasn't drunk or a detective. That is to say. But once, I should think it was no more than once, except at lunch, he met a high-flying blonde bat who sat not too far from him across the mat on which they ate. At which time, he became a fact-finding fat cat who ate rats, except when he was drunk or a detective, who was completely zapped by a blonde bat who sat across from him on the mat where they ate.

From your reading of the previous passage would you say that:

- 1) The thermo-nuclear exposition is a valid notion.
 - 2) Longfellow's criticism is transitory in nature.
 - 3) The medulla oblongata pulsates quicker than a humming-bird's wings.
 - 4) Transmutations are not scientific and serve no purpose in the laboratory.
 - 5) All of the above.
- #4. A sample mathematical aptitude question which you may find on the Graduate Record Examination.

A. If the circumference of a circle is decreased twice the radius of a depressed quadrilateral oval, the result will be:

- 1) Twice the actual answer
- 2) Three times the actual answer
- 3) The answer will not change.
- 4) The change will not answer.
- 5) All of the above except B if it is now raining.

#5. How to approach the Advanced Test in your chosen field of study.

- A. Walk to the test.
- B. Pick up the test in your right hand.
- C. Hold the test as if you were shaking a tennis racket.
- D. Smile.
- E. The tests are given six times a year. You can take them over.

#6. Sample questions from the Advanced Tests.

Literature:

A. According to the most recent interpretations of the Bible, who was "the great goat with the double entendre."

- 1) Job
- 2) Ruth.
- 3) Peter.
- 4) Job and Ruth.
- 5) Peter and Ruth.

History:

B. The author of *The Similitude of the Boxer Rebellion* has been harshly criticized by:

- 1) The staff of Columbia University.
- 2) Austin Wright.
- 3) Austin Wright University.
- 4) The present holder of the Austin Wright Fellowship at Columbia University.
- 5) The boxer.

#7. Some helpful reminders to keep in your head while you are taking the Graduate Record Examination.

- A. The Educational Testing Service is not God.
- B. Maybe you were not meant for Graduate School.
- C. Maybe you were not meant for college.
- D. The test cannot go on forever.
- E. If it does, there is a bathroom in the building where the tests are given.
- F. Albert Einstein never took the Graduate Record Examination and he was not a total failure. (However he did regret it.)
- G. Into each life a little rain must fall.

ALBRIGHTIAN INTERVIEW

Hamilton on Black Power

by Alan Soble and Ralph Horwitz

Dr. Charles Hamilton, noted Black political scientist, provided the editors of *The Albrightian* with a stimulating interview on Thursday, November 14. In the WXAC studios *The Albrightian* had the opportunity to discuss with Dr. Hamilton the contents of his book *Black Power* and several issues of local interest and national significance.

The interview commenced with a discussion concerning Dr. Hamilton's role in the Black movement. Essentially, suggested Hamilton, his role is one of an advisor to Black grassroots groups which express desire to enter electoral and pressure politics. Also, in making the lecture circuit, he also opens himself to Black groups on campus which request advice. When *The Albrightian* proposed that Hamilton's role was as philosopher, the doctor replied, "theorist." According to Hamilton, "philosopher is too presumptuous. If we were speaking privately and I knew you better and you knew me better, I would admit that I am attempting to be a philosopher. But I try to develop some theories of Black Power."

Concerning the nature of his philosophy toward the Black movement, *The Albrightian* inquired whether it was more pragmatic or idealistic. Dr. Hamilton responded that he believed it is possible to be both ideological and pragmatic.



"I have a certain conceptual foundation, but this clearly permits an ad hoc or pragmatic approach. For example, I believe that Black people should develop independent political organizations in some places, but in others, being pragmatic, I believe that they should work in one of the major political parties if it is not feasible to have their own."

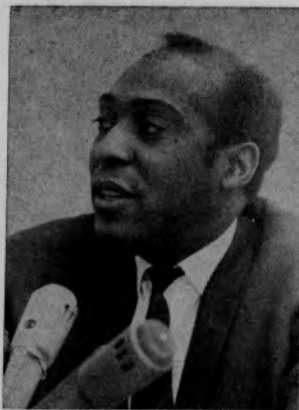
The *Albrightian* asked Dr. Hamilton at this point to name some locations where independent political organizations should be created for and by the Black people. Hamilton indicated the West and South sides of Chicago; in Lowndes County, Alabama; but he would advocate working within the party system in Gary, Indiana, and in a city like New York, and in Cleveland the Blacks should work with Carl Stokes, Mayor. "An example of a leader who exemplifies my position in practice," continued Hamilton, "is Julian Bond." As a state senator in Georgia, Julian Bond works within the Democratic party; yet he has certain long-time ideological goals which he sees can be served by his pragmatic approach thus far, according to Hamilton. "It would be dysfunctional at this time for Julian to form a third party." Hamilton did not see Senator Edward Brooke as being of any advantage to the Black movement. Dr. Hamilton proceeded to emphasize that most of this organizational work, especially regarding separate Black groups, is done on the local

level. "Those of us who think that electoral politics is still efficacious must, by definition, think locally." Hamilton is not concerned with forming a national third party (Black) because the expenditure of energy involved would not be fruitful.

The Albrightian at this time presented Dr. Hamilton with a quote from his book. In *Black Power* Hamilton suggests that the Black people should not form coalition groups with liberals and other reform groups. Yet, as Dr. Neil Reimer has noted, a strong coalition could be formed by uniting those who are "least free," that is, the Negro, the youth, and the poor. Hamilton proposed that a coalition was not feasible since the other two groups, the youth and the poor, are not at all organized. The students, said Hamilton, are a bad choice for a coalition because "soon they will be over thirty and gone." Hamilton indicated that the Negro cannot afford to ally with ephemeral groupings. "Two, the white poor aren't organized, and they don't see their interest as akin to ours." Only if the white student, upon becoming a professional, enters the white community and builds a radically oriented organization, will an effective coalition arise between the groups, according to Hamilton. Hamilton wants these young white radicals to build an organization which offers some muscle to the movement, not an organization which merely provides "letterheads," or leaders. Black people can't afford to be allied with the radicals who sit around in their own small groups and drink wine or smoke pot, said Hamilton. The Black people will be better off associating themselves with those white groups that already have "pockets of power" to offer.

Concerning the role of white students as demonstrators and as protestors, Hamilton said, "I don't think its anything at all to march on the street and get your head whipped by a bigoted white cop, I don't see anything great at all about marching on the Pentagon, I don't see anything at all in showing how many blows you can take on your head in Chicago in August. Black people have been doing that for centuries." Hamilton would suggest that these students would be more by entering the white community and trying to build "pockets of power," as the Negro is doing in his own community.

The *Albrightian* raised the issue of the emotionalism involved with the Black movement. The editors indicated that Father James Groppi, during his visit to the campus, displayed a conspicuous lack of knowledge of "theories." Their question concerned whether an organizer, like Groppi, had a responsibility to be able to express the philosophy of the movement lucidly. Hamilton, at first, expressed pleasure in that this important dichotomy was mentioned, that is, between the emotion approach and the intellectual approach. He made two points. First, he discussed the comparative efficiency of the two approaches. He believes that passion should be mixed with objectivity, but that the organizer should have a clear philosophical notion in his own mind as to where he is going, otherwise "he will just be ad hocing it from day to day." But most people, according to Hamilton, could not care about Aristotle or even James Madison, and they should be made aware of the rats which infest the slums ("there ain't nothing theoretical about that, baby"). Hamilton believes, nevertheless, that those who "style themselves spokesmen must



have a clear philosophical notion."

Second, the point was made by Hamilton that speakers "speak to their audiences." Each speaker, said Hamilton, has four or five speeches at his disposal; the one he chooses for any engagement depends upon his appraisal of the audience. The purpose of the speech is to both communicate and to proselytize. "I think it's a matter of style. Father Groppi decided that the best approach to a white middle-class audience was to 'tell it like it is.'" Hamilton continued by giving his impression of his own come-on. "I lay my Ph.D. and Law degree on them, and I come on real strong with intellectualisms." Hamilton thought that it was more important for the Black man to approach white audiences as intellectuals, because the white man has the impression that Blacks can be nothing but tap dancers and ball players. He also suggested that Groppi might have thought that it was time to hit the *Albrightian* student with some emotion.

The topic was introduced, at this point, of what kind of tactics were available to the Black people if their attempts to organize independent political organizations failed. Hamilton pointed to three possible routes. One, said Hamilton, we will witness more "expressive violence." By this term Hamilton meant the kind caused by frustration in the Black community, the riots which result from poor living and employment conditions. Second, we will witness more acts of "instrumental violence." Planned actions by guerilla groups will become more common. At this point Hamilton emphasized that this was not a threat but merely his opinions concerning what might happen. Hamilton expressed some fear that

Senior Seminar 68-
Search and Research

by Patty Parker

What's going on this year in the various senior seminars, courses which are required of a large percentage of the graduating class?

The senior seminar is, in some instances, a synthesis of all the other courses a person has pursued in the previous three years in his major field. In other cases, it affords the student an opportunity to participate in a research project dealing with an area of particular interest to him.

Since the structure of these seminars varies from subject to subject and even from professor to professor, a description of the different classes follows, in order that underclassmen may get ideas of what to anticipate in future years.

In the English Department, the thesis has been abolished and classroom discussions on the history of English literature have taken its place. The textbook, *A Literary History of England*, includes chapters on the development of literature in that country from Anglo-Saxon times to the present.

This format was instituted, in part, for the purpose of preparing students for the type of work which will be expected of them on the Graduate Record Examinations.

The Mathematics Department is using a book entitled *Game Theory*, which deals with a new concept in math. Each student in the class takes a chapter from the book and leads discussion on the material. Dr. Hilt, the department head, also takes class periods to acquaint the students with areas of math they have not been exposed to.

when this was printed in the paper that "a whole slew of simplisite America will say, 'see there, we knew.'" Third, the worst result according to Hamilton, would be the development of the "Johannesburg, South Africa syndrome," in which whole segments of the Black community "tune-out," don't vote or re-vote, and become vegetables. Hamilton would much rather see the Black community blow-up than become disconcerted; Hamilton doesn't advocate violence.

When questioned about the amount of progress that the Black community would make under Nixon, Hamilton responded "minimal."

Info.: LOVE-222. presented by Larry Magid

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AWS reviews women's Dormitory regulations

by Patty Parker

AWS, of which all women students are associate members, is designed to unite day and dormitory groups. Comprised of the daywomen's officers, the officers of each dormitory plus two representatives from each floor of the dormitories, AWS board is the organ through which the organization functions.

When AWS board was first conceived, its task was largely judiciary. At present the board members formulate and revise women's regulations, listen to questions concerning these regulations and act in a judiciary capacity when rule infractions arise.

According to Judy Duttinger, president of the board, a women's rules revision committee has been established this year in an effort to improve upon the effectiveness of the current system. One body of the committee is evaluating the system and will come forth with critical suggestions. The other segment of the committee has been formed for the purpose of comparing Albright's women's government with those of other schools. Letters have been sent out to all types of colleges and universities inquiring about their rules and hours for women students.

By second semester it is hoped the two arms of the committee will combine to investigate the philosophy of Albright's present system and try to better it with the use of the information gathered.

Bev Hawkins, vice president of the board and president of the Women's Dormitory Organization (WDO), points out that the extended hours and revision of the tagboard system instituted this year by AWS came about because women students made known their views to the board.

The board is in the process of drawing up a petition against the overcrowded conditions in the women's dormitories. It is also trying to acquire new televisions for Teel, Walton and East Halls and, in addition, is investigating the possibility of installing cable television in all women's residences.

AWS also sponsors events such as the ice cream social fashion show and the talk by Dr. Kleppinger held earlier this year. The next event, scheduled for Dec. 7, will be a beauty demonstration by a representative from a nationally recognized cosmetics concern.

Above all, AWS board should be considered the women's government organization, which can only perform if students voice their opinions to the group. All students, including men, are welcome to attend meetings, which take place the second and fourth Thursday of every month in the campus center.

"If you have suggestions don't just sit back, take them to your house president and we'll see what we can do about them," say Judy and Bev.



Richardson Dilworth speaks at Albright convocation on urban crisis.

Photo: Reading Times

DILWORTH ON URBAN CRISIS . . .

followed by contempt and neglect." Mr. Dilworth also spoke of how Philadelphia was once considered one of the model establishments in field of urban development in field of providing jobs etc. for poor non-whites. Within seconds, Mr. Dilworth shattered that false illusion by stating that it was nearly impossible for Negroes and Puerto Ricans to achieve a blue collar job, much less a white collar job, such as a doctor or lawyer. True, legislation has been passed from local city councils on up to Congress, yet . . . "legislation creates little change while whites remain adamant . . . in their stands on segregation, etc." Mr. Dilworth spoke on the biggest problem of communication by which we must let the non-whites of our society know that the door is really and truly open for them to come in and take their place in today's life and society.

Mr. Dilworth then spoke on some of the encouraging developments to take place in our urban civilization. He praised the Black Power movement, saying that it must be viewed, not as being destructive, but constructive in that it offers unity, confidence, power and pride to the black man of today. He also

spoke highly of today's youth movement, calling it the spiritual revolution of today's youth versus the materialistic ties that bind our present generation. He expressed hope that in the future generation, racial conflict and segregation will come to an end.

A two step, massive program was proposed by Mr. Dilworth whereby our urban areas of today can seek the help they so desperately need. Mr. Dilworth's plan proposed:

1. A massive Federal program be instituted in the field of urban housing to break up the present ghettos;
2. the institution of an improved public education system with both state and federal aid.

These two steps are essential to the big cities of today to revitalize them and move them from their stagnant place in today's society. Otherwise the very foundations of today's urban civilization is threatened. Mr. Dilworth estimated that \$15-20 billion dollars would be needed for these essential projects. He was quite somber when, at the end of his lecture, he stated that the next 10-20 years would be the most difficult and most challenging the American people will have known.

Commencement speaker—Of doubtful perspective

by Brett Gamble

The issue of student choice of Commencement speakers promises in this year of crises, to be a genuine non-hot and even non-heatable issue.

A pleasant half hour's conversation with President Arthur Schultz revealed that, while choosing speakers presented little difficulty, obtaining them does. "Everybody is after top national figures," said President Schultz. According to him, the college must also consider "the academic stature of the speaker, whether he has something to say to the graduating class, and whether he is someone whom the college can honor." President Schultz also suggested that the college pays only the travel and housing expenses and gives an honorarium described as "not exorbitant."

Many requested speakers are not on the lecture circuit or have set fees so high as to preclude their choice. President Schultz also said that suggestions for speakers were accepted from the students, faculty, and the board of trustees and repeatedly emphasized the fact that his office would remain open to any and all suggestions, even after the regular list compiled by Ed Damers, president of the class of '69, and Linda Carvell has been turned in.

Among the vast number of suggested speakers submitted to Linda Carvell were: Eugene McCarthy; Paul Goodman, sociologist and author of *Growing Up Absurd*; Norman Mailer, author of *Armies of the Night* (an account of last October's Pentagon protest); Dr. Timothy Leary; John Updike, author of *Couples* and *The Centaur*; Supreme Court Justice Abe Fortas; Ezra Pound; Robert Lowell; Lawrence Ferlingetti, last, and perhaps greatest, of the "beat" poets; and Allen Ginsberg, literary guru of the hip scene since the Fifties.

Living Theatre revives avant-garde medium

'Twas a cold and dreary day in Anno Domini 1964 when the Living Theatre had its unfortunate accident. At that time, it ran (head-on, mind you) into the Internal Revenue Service and other established vestiges of the national government over some \$30,000 in unpaid taxes. The theatre was forced to close, and the government tried so hard to collect what was owed, that the troupe was compelled to go into self-imposed exile. We can only be grateful that the government got its money; otherwise the nation might have collapsed into the heights of depression, and no one would have been able to witness any of the LT's new offerings—and that would have been a sorry state of affairs.

Five years in Europe stirring up more controversy than Danny the Red was been the new Living Theatre's greatest accomplishment. Through experimentation on the continent, the LT has become the most avant of the avant-garde. It has expanded its repertoire and brought new life to a theatre floundering in the wallows of lack-luster musicals and pseudo-dramas. In fact, the Living Theatre has brought new vitality and new blood to the stage that the off-off-Broadway world of Cafe LaMama has just cause to be envious.

Now that the Living Theatre has come back to the States (only for a visit, not to stay) four plays are being presented that have drawn out more superlatives from the critics than are usually bandied about in an entire season. Any one of the four plays would have been enough to bring over, but four—that is almost too much to hope for. "Frankenstein," "Paradise Now," "Antigone," and "Mysteries and Smaller peices" are all superb.

"Frankenstein" is a horror Mary Shelley could not have envisioned when she wrote the book that spanned more than a dozen triple-Z movies. It begins innocently enough when 16 actors sit on stage and attempt to make the girl sitting with them levitate via meditation. The attempt fails and the play becomes a fantastic mixture of frustrated energy as the actors torture each other. Now, enter the mad Doctor; he takes the heart of the dead and still unlevitated girl and attempts to fashion the Creature. Suc-

cess. The creature has a dream and the set becomes a prison which finally explodes in confusion. Three acts of horror.

And "Paradise Now?" What would you do if an actor approached you and said, "I am not allowed to take my clothes off."? But clothing does come off and for the next four hours "The Vision of the Magic Love Zap" is affected. Boredom and beauty to the nth degree.

Antigone. Give Creon a Texas accent, let him tell everyone "I have no respect for those who value human life more than their country," and then stand back and watch him squirm when he finds out what Antigone has done. Add a chorus for effect and a dash of Marat/Sade (and then some) and you have "the ultimate legal entertainment experience."

Some day when you have nothing to do, invite a few friends over and stand in front of them for fifteen minutes at attention, and see what happens. "Mysteries and Small Pieces." Break apart into precision, pounding military drill—you've got it.

Big deal, so what does all this prove? For one thing, it shows that creativity is still alive and well and touring the United States. It means that much is to be said for the Living Theatre and even more for its inventive leaders: Julian Beck and Judith Malinda. Theirs is a theatre of total involvement, total awareness, total total. It offers entertainment the likes of which you will probably never see again. A night when

(Continued on Page Seven)

The Albrightian

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Nauss: A Pro Prospect

by George Bernard

What's a big "country" boy from Georgia doing playing football for Albright College? Well for one, coach John Potsklan has never questioned it—he's just happy that Herb Nauss is around.

Actually Herb went to Central Dauphin East High School in Harrisburg, Pa. He then came to Albright, much to the dismay of other MAC football teams. He teams with senior Don Seibert at defensive safety and led the team to a 28-0 shutout of Upsala last Saturday and a 8-1 record overall. In the Upsala game he intercepted two key passes and batted down innumerable others. However, Herbie didn't have just one good game, for last year he was named the Eastern College Atlantic Conference (Division III) defensive back of the year and made the MAC Northern Division first team at defensive back—those honors should be repeated this year.

Herbie is a punishing tackler, and during the critical first minutes of a game he makes his presence well known. He is considered by many, most in a position to know, to be the best defensive player ever to perform at Albright. But Herbie has an offensive side too (sorry Herbie, no pun intended). He was a constant scoring threat when ever he got his hands on the ball, either on special kickoff or punt return teams or when he was sent in to run a couple of offensive plays just to make the other team sweat a little. Herbie is considered to have the best chance of any Albright player to make the ranks of professional football, and may even be selected in the common draft, hopefully not by the Eagles.

Himmelberger tops In pool touney

by Bill Baxter

The tension ran high Wednesday night in the poolroom of the Campus Center as the local hustlers competed in a single elimination tournament for the Albright pool championship. The game was straight pool to fifty points and sophomore Lynn Himmelberger emerged as the champion.

The participants, under the guidance of tournament director, Tom Garguilo, drew for first round opponents and the following pairings resulted: Lynn Himmelberger vs. George Pelka, Al Murray vs. Ed Troy, Bruce (B. F.) Pfeffer vs. Spark Purcell, Ted Linger vs. Frank Anthony, and Zeus Kraras vs. John Wilson. Himmelberger, Murray, Pfeffer, Linger, and Kraras survived the first round.

In the second round, Himmelberger edged Murray, 50-40, while Pfeffer downed Linger, 50-39, and Kraras drew a bye. With the tournament now getting down to the nitty-gritty, Pfeffer scored a come-from-behind, 50-35, victory over the Big Greek to advance to the finals against favored Lynn Himmelberger. Kraras and Al Murray vied for the third place trophy.

Kraras captured third place in a close, but laugh-filled, match with Murray. The

NEXT ISSUE

OF THE ALBRIGHTIAN:

DECEMBER 13



JOB -IN

If you'd rather join a job-in than pull a cop-out, there's a groovystate where the bag is work, and tuned in swingers turn out happenings.

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final score being 50-47. Meanwhile, in the championship match, Himmelberger, quietly and pensively, pocketed ball after ball, jumping out to an early lead. Then, as he had done earlier, Pfeffer made a strong comeback bid, but it was not enough as he fell short of victory by a 50-40 margin.

There will be an Open House in Smith and Crowell Halls on Saturday afternoon, November 23, from 1-4 P.M. Sponsored by the Men's Residence Council.

- Doors must be open.
- Guest book will be in each lounge
- Dormitory counselors and council representatives will be in charge.

Students are reminded of the Annual Y-SPONSORED CHRISTMAS PARTY and requested to bring REPAIRABLE (or new) toys back with them, when they return from Thanksgiving Vacation.

THEATRE . . .

(Continued from Page Six)

your eyes, ears, and brain seem to play tricks on each other; a night in which you will doubt your own existence.

Very little is yet to be said. The Living Theatre is one of the best things to happen to theatre since the introduction of alienation. Think theatre is with us; let us hope it will soon be here to stay. If you happen to be within a hundred miles of this company, you owe it to yourself to see the Living Theatre and live a little. And to coin a phrase that United Airlines might be interested in, "Take me along."

THE DRAIN:

An assemblage of students interested in music, lit, politics, and any other subject under the sun, are inviting other turned-on types to attend a planning meeting on Monday at 4:00 in the South Lounge of the C.C.

We are devoted to the expression of student compositions, student philosophy, and student performance in these fields. All who wish to express themselves openly are welcome.

FOOTBALL . . .

(Continued from Page Eight)

Fettis will assume a greater share of the fullback chores he split with Bowersox.

The offense will remain intact. Quarterback Jim Strohl completed 34 of 76 passes for 459 yards and two TDs. He had 7 throws intercepted, but should improve in all departments next season. Al Murray caught 22 aerials to lead the Lions in that category, and Zimmerman scored 66 points on eleven touchdowns to head the scoring list. But the big question will be if the defense can remain the same.

Letters . . .

(Continued from Page Two)

another student to use this weapon or criticizes him for doing so is suggesting that the student body turn into a formless blob to be walked upon by the Administration at will.

Russell Brooker



By Arnold Laikin—Sports Editor

It was a long bus ride. Five days in an old, yellow bus to be exact, but they made it. The bus, adorned with the words "Bieber Tours" rambled right up to the main gate of the Colosseum, that hallowed site of the Rose Bowl Football Game where Tom Harmon once played, where over 93,000 fans once watched a World Series game and where 100 hungry dogs rushed for Purina. The old yellow bus looked rather conspicuous sitting in the bright California sun among the numerous commercial helicopters.

I don't have to tell you what name the group of young men that stepped off that bus are known by. (On the other hand, I might have to tell Southern California—but who cares!) Well, if you are still not sure, it was the Albright College 1968 Championship Football Team.

The Albright entourage stepped off the bus and appeared just as calm as if they had just arrived in Doylestown, Pa. to play Delaware Valley College. The players emptied out first, followed by the coaches and then the manager who felt somewhat naked since he left the towels in Reading.

As the Lions roared into the stadium, graduating seniors Herb Naus, Tom Bowersox, Don Seibert and Wayne Rogers were whisked into a corner for a brief interview with an Albrightian reporter who just happened to be spending mid-winter vacation in Pasadena. These seniors, never suspecting that they would be together at the Rose Bowl, disclosed their joy as members of a championship club. Herb Naus seemed to speak for them all when he summed up Albright's championship drive by saying "everything just fit in perfectly."

Meanwhile, the entire squad looked over the playing field. They prepared themselves for the game—but not in the usual manner. This time they relaxed and sat back in the stands to watch a pretty good football game.

Their football wars were over for the year with Albright holding a share of the Middle Atlantic Conference Championship. For Naus, Seibert, Bowersox and Rogers 1968 was THE year—and for them the big wins over Juniata 14-7, Gettysburg 21-20, Drexel (Homecoming) 28-0, Moravian 12-9, and Upsala 28-0 will linger for quite a while before fading away.

Lions nab MAC Championship Post best record since '64

by Ronnie Rasansky

Sparked by a defense that forced three fumbles and had five interceptions, the Albright College football team rolled over Upsala, 28-0. By winning, the Lions finished 8-1, their best season since 1964, and were 7-0 in the MAC Northern Division. This enabled them to share the league championship with Wilkes, which posted a 6-0 league log. This was the best Lion year since 1960 when they finished 9-0 and tied Wagner for the conference title. Coach John Patskian's overall record now stands at 65 wins, 66 defeats and three ties in his 14 year tenure as head coach.

Defense Excels

This was the year of the defense. The Lion's headhunters allowed just one touchdown and two field goals in league play. The rest of the opponents 28 markers came as a result of offensive mistakes. Overall Albright scored 136 points and allowed 78. The play of the secondary was exceptional all season, and the Lions never yielded a touchdown pass.

Again, Saturday, the defense proved the

difference. After Denny Zimmerman plowed 80 yards off left tackle in the first quarter, the Lions didn't tally until the final period. Mike Grant took some of the pressure off by tackling Viking quarterback John Boatti in the end zone for a safety, and the rout was on. Zimmerman went through the left side for a 17 yard score, Jim Strohl tallied on a two yard run and Tom Bowersox blasted 7 yards for the Lion's final marker.

Zimmerman Sparkles

Junior tailback Zimmerman finished the afternoon with a sparkling 168 yards on 28 carries. His 1161 yards on 336 carries for a 3.45 yards average rush, eclipsed all Albright running records. This was accomplished against teams that keyed their defenses on the All-league back with six and even nine man lines. Denny's career mark stands at 2,559 yards gained in 714 attempts for a 3.6 average.

Pass interceptions by Bill Cooper, Wayne Rogers, Terry Rhodes, and two by Captain Herb Naus stopped every serious Upsala threat except one. That one was ended when Tom Gargiulo and Grant smothered Boatti as he attempted to pass from a fake field goal try. Pat

Backcourt Berths still open As Cagers launch new season

by Larry Gever and Rich Golding

This year's Albright College Varsity basketball team has high hopes for a successful season. The Cagers are working hard in order to move up in the M. A. C. Northern Division standings and a possible championship bid. Albright hopes to improve its 8-8 won-lost record last year in the conference. The Lions have a tough schedule with many early season league games away against strong opponents.

Coach Wilbur Renken made mention of the fact that spirited freshman will play an important role in the team's performance throughout the season. Freshman guards Ira Goodelman and Wayne Clark are fighting it out for a starting position in the backcourt. Competition for the other backcourt spot is between veterans John Zarubnick and Mickey Holland. Other standout players who will be instrumental to the team are seniors Ron Lloyd, 6'5" center, forwards Jim Stocker, 6'7", and last year's high scorer, leaper John Scholl. Bob Comerford, 6'4" freshman is also vying for a valuable spot on the team. For the first game four veterans are expected to start.

Coach Renken stated that the Lions will not be excessively hurt through the loss of graduating seniors. In regard to the loss through graduation of Mike Eck-enroth and Andy Mytinger, Renken said that because of injuries to these players last year, their true capabilities were not recognized in many games and that their loss will not be felt as hard.

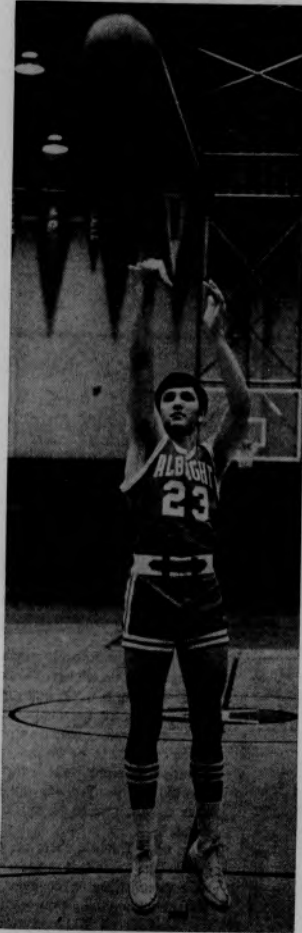
According to Dr. Renken, veteran forward Jim Stocker, who never played high school basketball, has developed his ability and confidence to a point where he has come into his own as a necessary cog on the team. Renken continued to say that he is proud of the veteran players for their attitude towards helping the younger freshman players. He described this "buddy system" as being a main reason for intra-team harmony and the instilled spirit among the players.

Renken mentioned that overall team performance could rest on the ability of the players to solidify into an aggressive playing unit. From all indications, the Lions have shown in fall practice that they can succeed in this endeavor. Physically, the team is stronger than last year's, except for the injured Jim (Spider) Kelley who will undergo a knee operation during the season.

The M.A.C. Northern Division is composed of numerous strong contenders. Teams to watch, according to Coach Renken, are Delaware Valley, Wilkes, and the consistently powerful Wagner College. Elizabethtown and Scranton also warrant attention as possible teams to watch in the conference.

Albright will begin its season away on November 30, at the University of Pennsylvania's Palestra (in Philadelphia) against the Hawks of St. Joseph's College, a perennial Eastern college power. Coach Renken looks forward to playing these University Division teams such as St. Joseph's and LaSalle for a two-fold purpose. Firstly, for the challenge and playing experience it gives the team and, secondly, to attract future freshman players who savor the opportunity to play for a small college that competes with strong opponents. This year's basketball season is expected to go down to the wire for the top four teams that will enter the M.A.C. playoffs.

Coach Renken is confident that the Albright Lions will contribute 100% effort during each game. He is hopeful that this year's team will fulfill its potential as a contender and gain a successful winning season.



Basketball Captain John Scholl sharpens his shooting eye as the Lions prepare for St. Joes on November 30.

Photo: Reading Times

Holderbaum's block of a Viking punt set up the last Albright touchdown.

Senior Leaves

Looking ahead to next season briefly, the Lions lose the services of four seniors. Rusties Don Seibert and Naus will be sorely missed from a secondary that picked off 19 enemy signals. Ted Agurkis and Tom Stacey will move into Roger's defensive tackle position, and Rick

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Mike Blatt leads other Lion Harriers in first lap against PMC. Lions lost to finish 5-10 season.

Alb. Photo: Claude Deegan