

INTERIM COMMENTS ON INTERIM

The Adolf Hitler Period

By James M. Weis

The Interim Semester program has had various degrees of success and failure. Many students have found the Interim to be a relaxing vacation, while others have found the Interim to be even more demanding than the normal semester classes. Most of the professors have found they must work many more hours for their Interim courses, primarily because their subject material is slightly out of their fields. Consequently, what has turned into a relaxed attitude for the students has become a difficult period for the professors.

My course dealt with the Adolf

Hitler period, or from the time of Otto von Bismark to the beginning of a divided Germany. Due to my grading system and the lack of concrete discussion in my course (simply because the students do not have a sufficient background in the period), it is difficult to evaluate the success of my course. I would only hope my course would give my students an enlightenment of the period concerned, and then give them the incentive to ask others, particularly the Germans themselves, their opinions and impressions of this time in history and how it relates to the modern world.

Only from what I have heard from the students, the inter-

discipline idea has not been too effective. Many advisors feel, that a student must take a course only in their field. The student was not allowed, or strongly persuaded, not to take a course in an unrelated field. This defeats the purpose of an Interim Semester.

Afro American Literature

By Worthington-Smith

It is believed that the Interim course in Afro-American literature has been a successful one inasmuch as the students enrolled are aware of great themes recurring in Afro-American literary expression. Above all, the student is now aware that Afro-American literary artists write in

the tradition of the humanities and that their vehicles of expression are similar to that of other writers in the American literary tradition. Herein lie the objectives and the accomplishments in the course.

If there is to be an innovation in the Afro-American literature course, it would be to develop a series of lectures relative to the matic material, genre, and stylistics. A reading list would be prepared for each lecture. The fallacy in this approach lies in the fact that the student may not feel compelled to read the works to be covered in the lecture. He would risk getting enough information from each lecture to receive a passing grade in the course. Too, if the student refused to do the assigned read-

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Who's Who in Who's Who

Twenty Albright College seniors last month were named to appear in the 1969-70 edition of Who's Who Among Students in American Universities and Colleges, a publication listing campus leaders from more than 1,000 of the nation's educational institutions.

Selection for inclusion in the directory, published annually since 1934, is based on academic standing, leadership, and service to the community. Each student is recommended for the honor by a campus committee of students and faculty, according to Dr. Robert E. McBride, academic dean. An alphabetical arrangement of the twenty selected students follows, accompanied by a partial list of the more recent activities of each.

David R. Bomberger, 107 Charlotte Ave., West Lawn, is business manager of "The Albrightian," President of the Kappa Upsilon Phi social fraternity, and a member of the student council.

Barbara J. Bricker, daughter of Mr. & Mrs. Robert E. Bricker, Dogwood Lane, Gwynedd Valley, is majoring in Home Economics. Barbara is a member of the Campus Center Board, Varsity Hockey team, Jr. Class Vice President, and she is 2nd Vice President of the Women's Athletic Association Board. She was the 1968 Homecoming Queen.

Theodore L. Cockley, son of Mrs. Marian S. Cockley, 305 E. Marble St., Mechanicsburg, is majoring in history. Active in the Domino Players, Cockley recently directed the student drama group in "Stop the World, I want To Get Off". Also, he is a member of "The Albrightian" and WXAC staffs.

William B. Cooper, son of Mrs. Kay Cooper, 21 Neptune Lane, Levittown, is majoring in English. Bill is a member of YM-YWCA Cabinet, and varsity football. He is editor of the CUE, Yearbook, and a dormitory counselor.

Mark A. Creager, son of Mr. & Mrs. Nathaniel Creager, 829 Larkspur Street, Philadelphia, is majoring in pre-med. Mark is a member of WXAC, and is active on the special events committee of the Campus Center Board. Mark has also spent a great deal of time in Student Council, is very active in the Alpha Phi Omega service fraternity, and a member of the Student-faculty Trustee Committee.

Katherine L. Ellenberger, daughter of Mr. & Mrs. Edgar M. Ellenberger, 129 Algonquin Street, Johnstown, is majoring in Home Economics. Kathy is a member of the Chapel Choir HEO (Home Economics Organization), Gamma Sigma Sigma the national service sorority.

Ray D. Fauth, son of Mr. & Mrs. Fauth, is a member of the student council.

ALBRIGHT COLLEGE

The Albrightian

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CHICAGO IS COMING!

Where is pop music going? People want to know... as if it were a turbulent stream capable of moving in only one direction at a time. In fact, pop music is like the ocean, into which many rivers run, while the ocean itself has a hundred currents, flowing and crashing a hundred ways.

Somewhere in the midst of this is a seven-piece band on Columbia Records, named for the band's hometown, CHICAGO. Like the currents of the sea, CHICAGO is making its presence felt... as something was felt in the wakes of Elvis, Ray Charles, The Beatles, The Byrds, Dylan, Jimi Hendrix, a few others. Even before the group's first album... CHICAGO TRANSIT AUTHORITY... was released, people were saying Chicago was astonishing.

Like pop music, and the ocean, Chicago is a turbulent blend, incorporating jazz, blues, rock, symphonics and perhaps half a dozen other labels. Chicago has no one "bag"; to push this band into any one cubbyhole would be to deprive the members of the uniqueness that is theirs. There is a musical statement made, and that is all there is.

The statement is that of seven artists who work together in what their record producer, James William Guercio, calls "a creative community." They maintain that in order to progress musically, there must be regular development individually as well as members of a unit.

They adhere to a strict rehearsal schedule. They hold writing seminars for themselves. They gather often for discussions relating to performance and material, and talk about achievement and goal as it relates to musical accomplishment.



The Chicago Transit Authority to be at Albright College February 28, 1970. Tickets available at Campus Center Desk.

They also gather within a social framework. The members of CHICAGO have been together for years and so it is a family as well as a workforce that has been welded here.

As Chicago's music is a blend, so is the "creative community." There is genuine excitement in Chicago... an excitement that comes from the music that was developed in the city where Chicago developed... in Chicago... where they were called The Big Thing.

They came to Los Angeles at the bidding of an old school chum, Jim Guercio... a man who had gone to music class with some of them at DePaul University, who

had been in one of Dick Clark's road tour bands with some of them, who after he had been one of the early Mothers of Invention and a hit songwriter for Chad & Jeremy and a Top 10 record producer for The Buckinghams, now wanted them in his "creative community."

Guercio moved them into small frame homes near the Hollywood Freeway and told them not to worry about food or rent or anything else: just do the music.

Occasionally they put their instruments into battered leatherette cases and worked in public... at a birthday party for the local "underground" newspaper

and then at The Whisky A-Go-Go on the slow nights (Monday, Tuesday). Sometimes they'd go back to the first place they played when they came to California... a college beer bar called, in its peculiar Disneyesque fashion, Itchey Foot Mose.

Robert Gold wrote about them in the Los Angeles Free Press, saying they were "the most inventive, hardest blowing jazz-rock orchestra I have ever heard."

...they are excellent musicians in every way; their concept of musical form is extensive, typified by their three movement Concerto for

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EDITORIALLY SPEAKING....

MARIJUANA
VERDICT

(Reader's Digest News Release)

Marijuana may not be a one-way ticket to hell as some opponents claim, but it's no entree to psychedelic paradise either.

Long-range studies now going on may tell us some day just how marijuana really affects the body and mind. Until then, three top medical authorities on drugs have summarized their views, which can be found in an article in the January Reader's Digest.

The three doctors — Dana L. Farnsworth of Harvard, Anthony F. Philip of Columbia and famed chest surgeon Alton Ochsner of New Orleans — agree that while the dangers may be somewhat overstated, there are risks in smoking marijuana and it is a rare "pot-head" who can escape without harm.

Moreover Dr. Ochsner, who was one of the first doctors to note the correlation between cigarette smoking and lung cancer, raises the possibility of similar risks among marijuana smokers. He sees disturbing parallels between today's marijuana craze and the cigarette promotions a few decades ago.

"At present, no one knows whether smoking pot can cause cancer," he says. "What is certain is that the burning of many types of leaves produces carcinogens. Marijuana simply has not been in common use in the United States long enough to produce the deaths from which statistics are calculated."

Dr. Farnsworth, who serves as chairman of the American Medical Association's Council on Mental Health, distinguishes between "casual" pot smokers — those who try it out of curiosity and who constitute more than half of all users — and "problem" smokers who are preoccupied with the drug to the point of dependency.

Casual smokers may not suffer any real harm, he says. But many others do suffer interference with work and studies, disorientation, confusion or depression. Ironically, those most vulnerable to such reactions are people with unstable personalities or emotional difficulties — who are most likely to try the drug in the first place!

And what of the rewards? Disappointing at best, says Dr. Farnsworth. There is no present evidence that, except for a few isolated individuals, pot-smoking can increase self-realization or creativity. On the contrary, he says, "With pot, everything draws to a halt."

One other danger noted by Dr. Farnsworth is the risk that marijuana can lead to stronger drugs. While not necessarily so, it has happened.

Dr. Philip, who heads the Columbia College Counseling Service, also distinguishes "recreational" pot smokers from those who are deeply involved. The latter, he says, "typically have an intolerable, chronic, low-grade depression and a resentful feeling that somehow they have been cheated by life." Their

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Editor's Note:

As evidenced by rising tuition and board fees, Albright's financial situation has fallen on somewhat shaky grounds. THE ALBRIGHTIAN makes no effort to berate the financial directors of this institution, for the causes of Albright's financial difficulties are too complex to be entirely comprehensible. However, THE ALBRIGHTIAN would like to do all that it can to help matters.

THE ALBRIGHTIAN has succeeded in turning its own potential \$3000 deficit into a small surplus. In the next few issues THE ALBRIGHTIAN would like to respectfully offer the administration a few constructive suggestions.

As THE ALBRIGHTIAN has in mind only the welfare of the college and it is hoped that the administration takes cognizant of our suggestions, realizing that they are made in the spirit of respect and admiration.

FINANCIAL
STRUGGLES

Forsighted colleges which have passed a centennial have become quite heavily endowed. For an ancient institution, Albright's financial status could almost be termed precarious. This can only be attributed to shortsighted planning and inappropriate priorities.

There are three courses of action open to a college wishing to build a substantial endowment and a significant reputation: 1) Wealthy alumni could will large sums to Albright. 2) Albright could build up a powerful athletic machine 3) Albright could expand its limited research facilities and encourage research in the fields of pure and applied science.

As the first event is rare, and success in athletics is not imminent, the logical step would be to proceed with the third alternative, that is, turn research into a lucrative enterprise.

Santiago Ramon y Cajal, the father of neurology and a Nobel Prize recipient (1925), has appropriately stated, "It is the uninitiated young who come without a scientific reputation but with unlimited energy and imagination who will make significant scientific contribution to mankind."

Albright at present has a fine, although limited, program for student research. In the sciences, as well as other areas an almost one to one student - professor relationship exists. It is often the student's first real taste of his chosen profession and gives him confidence in, or equally as important, new doubts as to his choice of professions. Students, when properly guided through frequent consultations with Albright's competent faculty, seem to experience an emotional and intellectual maturation. They become a working part of Albright as an academic community.

The product of the students' research benefits that community as well. It not only elevates the level of intellectual intercourse therein, but also enhances its prestige.

Last year in competition with such high powered schools as Villanova, Drexel and Penn, Albright's Alan Oyler's scientific paper received first prize in the intercollegiate competition. This May, Eric Slosberg is to present before The Pan American Cancer Cytology Conference, a paper giving provocative evidence that mental diseases such as schizophrenia might be a syndrome manifestation of toxemia due to a virus. Alan Adelman has discovered a new organo-sulphur compound this Interim.

Arnie Freedman, a prospective dentist, is already investigating the role of Treponema microdentium in the oral cavity. Ed Adickes and Eileen Althouse are investigating the Rocky Mountain Spotted Fever virus with the objective of developing a technique for quick diagnosis, presently unavailable.

Dennis Zaslow demonstrated irrevocably that the generation of the central nervous systems can be accomplished through auto immune mechanisms, which might be instrumental in understanding the pathogenesis of multiple sclerosis and allied diseases.

The forthcoming publication of an atlas, the first of its kind, demonstrating an Evaluative Life Cycle of the

Continued on Page Three

CHICAGO IS COMING!

Chicago is coming to Reading on February 28, thanks to the Campus Center Board who have been busy publicizing this event during Interim. The event is a concert, a rare but welcomed event to Albright, and the group is the Chicago Transit Authority, also known as Chicago or C.T.A. One of the hottest groups to hit the Progressive Rock scene, C.T.A. has produced one double-album with another one due to break out before our concert. Their brass arrangements (trumpet, sax and trombone) are heavy and meaty, while their rhythm section is complemented by the amazing lead guitarist, Terry Cath.

THE ALBRIGHTIAN urges the students of Albright to buy their tickets early, for this concert is certain to be a near sell-out. Most of the choice seats will be gone the first day of sales (Feb. 2), when tickets will be sold from 9 A.M. to 9 P.M. at the Campus Center Desk. This day has been set aside for Brooklyn Bridge ticket stub holders only (there is no limit to the number of C.T.A. tickets one can buy with one Brooklyn Bridge stub). The public ticket sales for the C.T.A. concert will open on February 3 to those who missed the Brooklyn Bridge.

THE ALBRIGHTIAN supports the ticket priority arrangement offered by the Campus Center Board. This policy encourages students to support more concerts and simultaneously boosts ticket sales. We recommend that the Campus Center Board continue this policy on select concerts next year or with a more expanded system.

Vending Machines Needed

THE ALBRIGHTIAN has recently received complaints pertaining to the inadequacy of the vending machines in the dormitory lounges. They are often empty and lack sufficient variety.

Suggestions have been voiced by students which call for the addition of coffee machines as well as machines vending cold sandwiches. As the machines would provide additional revenue to the dormitory councils for the betterment of the dormitories, as well as a needed service to the students, THE ALBRIGHTIAN would strongly support any such additions.

Did You Vote?

Several students were elected to vacated Student Council position, on Monday, January 19. Nelson Braslow, running unopposed for President, won with 223 votes cast. Jean Billingsley, with 157 votes (65%), will succeed Paulette Toth as Student's Recording Secretary. Jean's lone opponent, Cindy Leonard, lost with a total of 84 votes.

It is interesting to note that a resounding 20.3% of the student body bothered to vote for a new Recording Secretary. Even less voted for a new President! — a mere 18.7%!

In recognition of their temporary services, the Albrightian salutes Todd Richards (Acting President) and Laura Hembree (Acting Recording Secretary for their efforts and time donated prior to the elections.



"We were hypnotized slaves of a man who called himself both President and God!"

FINANCIAL STRUGGLES

Continued from Page Two

human syphilitic pathogen, by Dr. Di Virgilio, Eric Slosberg, John Leffler and Stephen Serhin may lead to in vitro cultivation of the micro-organism with a resultant reliable and readily available blood test and the long awaited vaccine for syphilis, yaws, pinta, and bejel. These authors as well as Ralph Hurowitz, Ed Solo and Ronald Schwartz (all now Albright graduates) have investigated possibilities of viral fingerprinting which if brought to fruition will catapult the field of virology beyond even the dreams of Virchow. On this matter, publication is forthcoming next month in a British Journal.

In addition, a dozen Albright students have co-authored scientific papers with Albright faculty in competent world wide professional journals.

These incidents as well as many others have already echoed the name Albright on four continents. When properly related at recruiting sessions they attract better students to the college. In addition, the acquisition of research grants from industry and government is greatly facilitated.

As funds are frequently needed for advanced equipment necessary to high level, meaningful research, such aid should be speedily forthcoming from the college. In fact, the college should include in its annual budget ample monies for research. If better facilities were available more students could profit from the benefits of research work as well as the college.

During the present money squeeze educational grants from the government are more readily available than research monies. These, however, may be applied to teaching research. Educational research programs in various parts of the United States, aided by funds from The National Science Foundation, The National Institutes of Health, The National Heart Institute, The Ford Foundation, and various other governmental and industrial agencies, sport courses for high school students, college students, teachers and professors. Funds available for some programs (Hahnemann's in Philadelphia, for instance) ranged as high as six figures. Such programs if conducted during the summer months might bear the cost of maintaining the institution through that idle period.

Once the college further establishes its reputation in research, the research can then begin to offer tremendous monetary returns. For example, on all governmental grants the college is entitled to an additional 35% for its overhead expenditures. In addition the college could conceivably retain a large percentage on all marketable products developed at the college. This in itself could bring in huge sums of money.

The masters program being contemplated in chemistry, under the able, foresighted Dr. Leininger, if extended to other sciences such as biology, psychology, and physics could bring additional financial remunerations. In addition to enhancing the institution's reputation, graduate students (on self help jobs) could supervise laboratories, correct tests and papers, and do tedious library research, thus freeing valuable professors' time for classroom and research activities.

The Reading community is extremely active in research. Carpenter Steel and Western Electric as well as others are world leaders in their fields as a direct result of far ranging research endeavors. As this town's principle institution of higher learning, it is time for Albright to take its rightful place at the head of the academic community.

As the result of this cursory study THE ALBRIGHTIAN has presented here only a few of the advantages a vigorous program of research offers a small college. THE ALBRIGHTIAN is certain that numerous other avenues are open which will make research profitable to the students, the faculty, and the institution.

THE ALBRIGHTIAN urges the administration to re-examine its listing of academic priorities. While excellence in teaching must be one of its primary goals, this college will not achieve reknown and financial independence without an energetic program of research. A more liberal policy towards research, oriented towards the future, is vigorously endorsed and strongly indicated.



THE POOR WHITE

OVERWEIGHT? TRY OUR NEW MIRACLE DIET

This Low Calorie Diet (you are guaranteed to lose weight!) is brought to you as a public service of the Albrightian. It is especially presented with the serious female dieter in mind, and all others who are perpetually and forever experiencing the deep personal crisis of "overweight".

Applicable also to those people not satisfied with the dining hall's past menus, you may find these suggestions generally more attractive.

MONDAY:

Breakfast: weak tea
Lunch: 1 bouillon cube in 1/4 cup of diluted water.
Dinner: 1 pigeon thigh, 3 oz. prune juice (gargle only)

TUESDAY:

Breakfast: scraped crumbs from burned toast.
Lunch: 1 doughnut hole (with-out sugar), 1 glass of dehydrated water.
Dinner: 2 grains of corn meal (broiled).

WEDNESDAY:

Breakfast: Boiled out stains of tablecloth.
Lunch: 1/2 doz. poppy seeds.
Dinner: Bees knees and mosquitos knuckles sauteed in vinegar.

THURSDAY:

Breakfast: Shredded eggshell skins.
Lunch: 1 belly button from a naval orange.
Dinner: 3 eyes from Irish potato (diced).

FRIDAY:

Breakfast: 2 lobster antennae
Lunch: 1 guppy fin.
Dinner: Fillet of soft shell crab claw.

SATURDAY:

Breakfast: 4 chopped banana seeds
Lunch: Broiled butterfly liver

Dinner: Jelly fish vertebrae la bookbinder.

SUNDAY:

Breakfast: Pickled hummingbird tongue
Lunch: Prime ribs of tadpole
Dinner: Tossed paprika and (1) clover leaf salad.

Note: All meals to be eaten under Microscope to avoid extra portions.

THERE WILL BE NO CLOSING OF THE DORMITORIES THIS WEEKEND—JAN. 10—FEB. 1. STUDENTS WILL BE ALLOWED TO REMAIN IN THE DORMITORIES. SECOND SEMESTER STUDENTS MAY RETURN ANYTIME DURING THE WEEKEND.

WALT A. HORN
ASST. DEAN OF MEN

Education Grants

HARRISBURG, Dec. 9—The House Education Committee has approved a bill that would appropriate \$3 million for the use in the higher education of the disadvantaged, it was announced today by Chairman James J. A. Gallagher.

The bill, sponsored by the House Majority Leader, Rep. K. Leroy Irvis, Gallagher and seven other Democrats, including Reps. Sarah A. Anderson and Earl Vann, was extensively amended in committee. The measure grew out of a promise to disadvantaged students made by Irvis earlier this year.

"Because of their home environment and lack of early education advantages, there are large numbers of students who have the potential for success in college and for future leadership of this nation who are unable to pursue higher education," Irvis said. "In order that they reach their full educational potential, it is necessary to provide different programs and methods.

"Under the bill we will create a College Opportunity Grant Program to provide financial aid to disadvantaged students who are not able to avail themselves of the regular scholarship program offered by the State Higher Education Assistance Agency because they are unable to meet the conventional requirements."

The program will be administered by the PHEAA, which will provide rules and regulations for the program. Under the bill, beneficiaries will have to be citizens of the United States, a resident of Pennsylvania for at least a year, a disadvantaged student under criteria to be established by the PHEAA, in need of aid, accepted for admission by an institution of higher learning, and a good character.

Each disadvantaged student awarded a grant would receive a maximum of \$1,200 for an academic year. The college that he attends would also receive a maximum of \$1,200.

"We felt it was necessary to give the institution of higher learning a grant because of the expense of developing a special curriculum," Gallagher said.

The awards could be renewable for four additional years.

Gallagher pointed out that this program would be in addition to the state's regular \$54 million scholarship program.

THE ALBRIGHTIAN

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Telephone: 374-2226 Ext. 218

Have We Lost Control of Our Cities?

The Sixteenth Annual Community Convocation will be held Saturday, February 21, at 6:30 p.m. in the Campus Center Dining Hall. This year's guest speaker will be Dr. Harlan Hatcher. Dr. Hatcher is one of the top educators of our time and a renowned authority on urban problems. His topic: "Have We Lost Control of Our Cities?"

Dr. Hatcher has been studying first hand the cities in the heartland of our country, centering on the Great Lakes Megalopolis (Milwaukee to Chicago, across Michigan to Detroit, on to Toledo, Cleveland and Pittsburgh). This study concerns itself with such problems as transportation, pollution, urban sprawl and land use, the decaying cities and concepts of a better and happier environment for the city dwellers of the future.

Presently a member of the Board of Trustees of the Institute for Defense Analyses, Dr. Hatcher is past-President of the University of Michigan (1951-1967) at Ann Arbor. He is former Vice President and Dean of the College of Arts and Sciences of Ohio State University, from which institution he holds a Doctor of Philosophy degree as well as a Master of Arts degree. Dr. Hatcher is also past-President of the Association of American Universities, and has headed a Ford Foundation-sponsored mission to both South America and the Soviet Union for the purposes of studying higher education.

Dinner tickets will be sent upon receipt of payment through Tuesday, February 10. The cost is \$6.00 a person. For further information check at the Campus Center desk or call the College Relations Office at 374-2226.

LITERATURE

Continued from Page One

ing, he would become a passive learner, and the instructor would become an entertainer. It is believed that a lecture system could be used effectively by taking a problem-solving approach in the course. Following each lecture, the student would examine works of literature related to the ideas in the lecture not discussed in the lecture.

It is believed that the student appreciates the Interim idea inasmuch as he is studying in depth one subject which enables him to explore at ease. The fallacy in the Interim idea is that some students do not wish to be so limited; therefore, a state of ennui sets in because a sense of repetition sets in after a week of studying one subject. To relieve this state of ennui, an interdisciplinary approach to a subject may be an answer. An Afro-American literature course may be dubbed in with a sociology course or with a history course.

It is believed that the greatest obstacle to the Interim idea is the idea of the awarding of a grade. Semester-hour credit should be given. It is believed that a certificate of attendance would satisfy the giving of semester-hour credit.



Dr. Hatcher discusses the cities at the community convocation.

PERSON, PERSONAL, PERSONALITY

On Wednesday, January 14, Dr. W. Gordon Ross was on campus for the interim semester convocation. His speech, "Person, Personal, Personality," was presented at 1:30 p.m. in the chapel auditorium. A panel discussion with Dr. Ellery B. Haskell, Albright professor of philosophy, followed at 3:00 p.m. in the South Lounge on the philosophy and theology of man as part of the non-departmental interim (SEX) course, "Psycho-Biological Foundations of Human Reproduction."

A noted Minister, scholar, theologian and philosopher, Dr. Ross graduated from Drury College (Springfield, Mo.). He did graduate work at Union Theological Seminary and received his Ph.D. from Columbia University.

Dr. Ross is presently professor emeritus at Berea (Ky.) College where he was Wm. J. Hutchins Professor of Philosophy and Religion, and department chairman for many years. Dr. Ross is also the author of a book on worth and potential of the person entitled, *Companion of Eternity*.

Families In Crisis

By Mildred A. Iacone

I feel the interim idea has been well received by students. As one said, "It is such a relief to lean back and enjoy it without worrying about ten other things."

"Families In Crisis" seems to have met with a measure of success. Apparently, students enjoyed the very informal atmosphere and the fact that I merely coordinated the course. It was actually "taught" by people from the community, professional and non-professional, who deal with families and their problems on a daily basis.

Liking and enjoying a program can be influential in several ways. Students tell me that the very realistic and practical approach of this course helped to crystallize ideas, has answered questions for them, and has given them insights into the diversity and complexity of human problems. If this much

has been accomplished, I feel it will be a stimulus to the academic atmosphere.

The attitude toward Interim in general seems to be favorable, as expressed by students with whom I have been in contact. Some have said though that they have too much free time.

I loved my association with an interdisciplinary group of students. Our subject matter was quite broad and general and was greatly enhanced through discussion by students from different academic backgrounds.

"Families In Crisis" was an attempt to present overviews of some critical issues and their effects on total family life. This was accomplished by panels of speakers who were involved directly with these issues. Lively pro and con discussions on various facets of family problems were precipitated.

Concepts of Man Focus of Albright Lectures

READING, PA., Jan 20 - Indian and Islamic concepts of man will be discussed in a series of classroom and public lectures to be held at Albright College Thursday and Friday, Jan. 22 and 23, as a part of an inter-disciplinary course entitled "Concepts of Man: East and West", Dr. Ellery B. Haskell, professor and chairman of philosophy at Albright, has announced.

Addressing the interim semester course will be Dr. P. T. Raju, a native of India and professor of philosophy and Indian studies at The College of Wooster, Ohio and Dr. Isma'il Ragi alFaruqi, a native Palestinian, who is professor of Islamics and director of graduate studies in the department of religion at Temple University, Philadelphia.

Dr. Raju will lecture Dr. Haskell's class Thursday at 10 a.m. in the Chapel and, later that same day, will be resource leader for an informal discussion for Albright students and faculty in the faculty lounge at 3 p.m. A public lecture-discussion is planned in the Campus Center south lounge that evening, beginning at 8 p.m.

Dr. alFaruqi will join Dr. Raju Friday for a second classroom discussion at 10 a.m. in the Chapel, and both men will participate in an open dialogue on the "concept of man" at 2 p.m. in the south lounge.

Dr. Raju holds the Ph.D. from Calcutta University. The former general president of the 1960 Indian Philosophical Congress and president of one plenary session of the XIII International Congress of Philosophy in Mexico City in 1963, he was awarded in 1958 the Order of Merit by the President of India for con-

tributions to philosophy and East-West understanding.

Visiting professor at the University of Southern California, University of Mainz, Germany, and the University of California at Berkeley, among others, Dr. Raju has lectured extensively in named extension lectures at leading universities in the East, Europe, and the United States.

A member of professional societies and associations of international stature, Dr. Raju has authored more than 200 articles and papers in his field. Among his more recent translations and books are *The Problem of the Self*, with A. Castell, and *The Great Asian Religions: An Anthology*, with alFaruqi, Wing-Tsit Chan, and Joseph M. Kitagawa.

Dr. alFaruqi received his formal education at the University of Beirut, and Indiana and Harvard Universities. He studied Islam at alAzhar University in Cairo and, as a Rockefeller and Harvard Universities. He studied Islam at alAzhar University in Cairo and, as a Rockefeller where he began his teaching career.

A former member of the staff of the Central Institute of Islamic Research in Karachi, Dr. alFaruqi has been visiting lecturer and professor at numerous universities in India and the United States, including Alexandria University and the Divinity School of the University of Chicago. He was a member of the faculty at Syracuse University prior to his Temple University appointment.

Author of various papers and articles in theological and philosophical journals, he has published several translations and books, the latest of which is *Contemporary Sects in Judaism*.

"Psyco Sexual" Relations; A Girl's Point of View

By Coleen Smith

volving the reproductive organs.

The basic biology is just the beginning. Human sexuality has been studied from the standpoint of psychology, law, and religion. Representatives from the three major faiths were present one day to dialogue with students on moral issues. In an area where college students, especially the girls, have adopted their own standards of new morality, there had to be a clash of ideas; and there was. But it was not so much a sacred-secular clash as a generation clash. The ideas expressed by the clergy were felt by many students to be dependably uniform and conservative.

Perhaps the most popular presentations among the girls were those of Dr. Loughhead. He touched upon many subjects of interest. Prenatal care, contraception, abortion, and the birth process were of particular importance to the many girls in the class who will be starting

One of the hottest courses on campus this interim is the "Psycho-Biological Aspects of Human Reproduction", commonly called "Sex". It is an interdepartmental study involving Dr. Angus Ronaldson in the field of Home Economics and Dr. Gino DiVirgilio in the field of Biology. The course, however, may prove to be a misnomer as it deals more with general human sexuality than with reproduction alone.

Perhaps because of the misleading title or the genuinely frank approach to the subject, the course has been a surprise to many girls who began it with pre-formed ideas of what it would be like. Dr. DiVirgilio has been lecturing twice a week on the biology of the two sexes. While this may be a review for some students, it is a necessary part of understanding the opposite sex, be he friend, relative, or spouse. These presentations have been supplemented by an explanation of some more common medical complications in-

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Students study personality at Lewisburg Penitentiary.

German 3

By Luther Brossman

The Interim Course in German I-II has attempted to cover, in the manner of a survey, the past 200 years of German History, Politics, Philosophy, Scientific Advance and Culture (Literature, Graphic Arts, Music, Architecture) in 36 hours of class instruction and much outside reading. The instruction and class discussion have been carried on completely in the German language. Instruction and class discussion were supplemented by some 400 documentary slides (color) with appropriate tape recordings.

Judging by the quality of the students' daily preparation, class attendance, class discussions and performance in 4 single-hour written German tests, I would conclude that the interest of the students in German History and Culture has been greatly aroused and that their ability to handle rather difficult German texts independently (a concomitant but

"Psyco Sexual" Relations

Continued from Page Four

families themselves within the next half decade. Dr. Loughhead was frank, informative yet non-judgmental in his attitudes towards abortion, contraception, and unwanted pregnancies and had a rich background of clinical experience to add depth of meaning to his presentations which is impossible in a classroom experience.

The product of this course for many girls has not been so much the mass of information presented as the thought processes this information has set in motion. It has made many of us aware that the decision on a method of contraception is not an easy one. We have thought together and privately about abortion and premarital sex; and we have asked the advice of experts and adults realizing at the same time that they haven't all the right answers. As one girl said "I didn't know my opinion could count so much," and it is this absorbing thinking, and responding to matters in the area of human sexuality that is the important outcome of the course for many students of both sexes. Sexuality is a part of every personality and this course has given frank opportunities to learn about ourselves.

highly indispensable skill) has greatly increased. I really believe they have enjoyed doing the work expected of them. It must be noted however that only a select group of 6 students capable of doing German on the 300-level were enrolled in the course.

I feel that this course, which can best be given under the conditions possible in an interim month (deep concentration upon a single field of study, frequent and rapidly successive class hours, etc.) has been of great value to prospective teachers of German and History, and also to students contemplating graduate study in Germanic Language and Literature.

On the other hand (considering the offerings of the German Department as a whole), when one considers the amount of "un-learning" which can occur in a drill subject such as a foreign language on the elementary or intermediate level from December 15 to February 1, I am not so firmly convinced that the learning which is made possible through an intensive interim course in an entirely different field really compensates for the interruption in the steady stream of learning and drill which can take place in the consecutive 2-semester academic calendar. Even on the higher level of foreign language teaching my personal preference remains the lengthened 2-semester calendar of past years with a somewhat relaxed "depressurized" rate of learning progress—I feel that I was able to teach the material of my advanced German literature courses more effectively (at least 15% more material) and to discuss the individual works to a greater depth.

Modern Personality

By Bill Marlow

The Interim Program in Modern Personality Theory and Theology has had several overlapping objectives:

- (1) to study what modern psychology is saying about man (personality development, cause of disorders, etc.) and compare that to the Judeo-Christian understanding of man.
- (2) to interact with psychia-

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Computer Programming Ideal

By Russell A. Hinnershitz

The Interim idea should be effective with a course such as programming, because it requires a great deal of time and study. It can best be taught when classes are close together and a computer is available for student experimentation.

The attitude of the student is not really that different than any other time. However, most students taking the course were probably curious to discover what the computer could do for them. Programming a computer is a difficult task and often takes

a certain kind of person to do it. When we mix people from too many disciplines, the outcome or accomplishments may be very hard to discern. My course, Programming 301, has people from many disciplines which means an entirely different approach than normal.

The objectives of the course are: (1) Teach students the language Fortran IV, (2) Bring them to a level of competency so that they can make use of the computer in their major area, (3) Through their own use learn to operate the key punch and sorter.

Concepts of Man - East and West - Interdisciplinary Interim Program

By Ellery B. Haskell

It was part of the original hope for the Interim program that it would redeem some of the brokenness of the college calendar and the lockstep of the curriculum. Some of the sameness and the pressure of mechanics, examinations, and grades would be transcended. As far as I can tell some of these objectives were attained by some faculty and students in off-campus and on-campus programs. The threats to success came from the possibility of abuse of freedom and the anxiety to prevent abuse by new rigidities in a brief period. This last effort came near to pushing some phases of the interim program into a hectic winter replica of summer school.

From the perspective of the work in which I participated and could observe, the over-all effect of the interim program was refreshingly different. Some students and faculty could either goof off or overwork, but the majority seemed to use the freedom and the opportunities wisely.

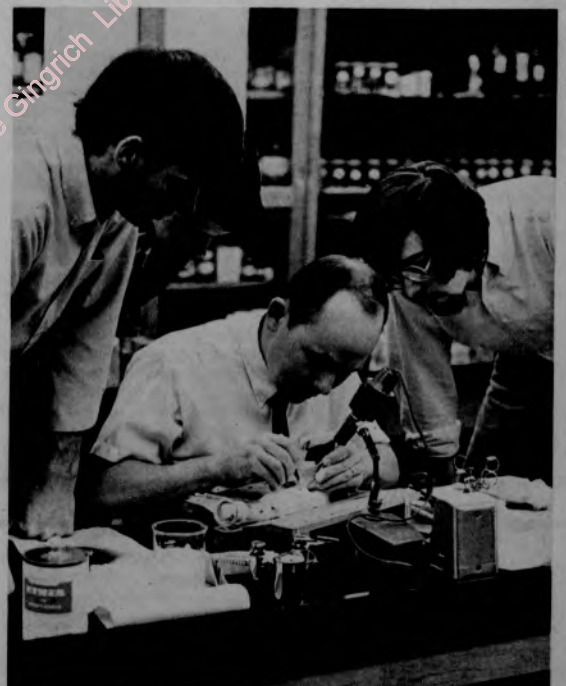
Concepts of Man: East and West made some use of off-campus resource leaders and cooperated to some extent with other programs, especially I-II, Psycho-Biological Foundations of Human Reproduction led by Drs. DiVirgilio, Ronaldson, and Loughhead, and I-II, Christian View of Race led by Chaplain Yrigoyen. Among the books used in the work were: THE CONCEPT OF MAN, A study in comparative philosophy, written and edited by Dr. P. T. Raju, recognized by two former presidents of the American Philosophical Association, E. A. Burtt, and F.S.C. Northrop, as the outstanding Indian scholar in the United States, and THE GREAT ASIAN RELIGIONS, co-authored by Dr. Raju again and Dr. I. R. al Faruqi, Wing-tsit Chan, and Joseph M. Kitagawa. Dr. Raju was on the Albright campus to participate in five different sessions and Dr. al Faruqi to participate in two. Dr. Raju was present at Dr. al Faruqi's morning lecture and assisted in answering questions,

but a very fruitful and memorable event was an afternoon session in which the two men fielded questions from the students and faculty and discussed various aspects of man. A very worthwhile session for a few students and faculty was a Friday luncheon in which the two scholars shared frankly and enthusiastically their various views on man. Dr. al Faruqi explained the Islamic concept of man, and Dr. Raju the Hindu-Buddhist view. All these discussions were recorded on tape and will be available for future student-faculty-administration use. The program of the Concepts of Man interim project involved over half of 35 students being freshmen, the rest being ten sophomores and the balance seniors and juniors. The group met twice a week in two hour sessions and twice a week in small groups for an evening

session at the home of Dr. Haskell. Informal sessions of an intensive discussion type are planned for a day and a half in Sherman Cottage. Students have made written reports and comments from time to time as well as oral and will make a final written exposition and critical-constructive statement on views of man.

It is a program worth repeating and endeavoring to improve. Students and faculty enjoyed the change of pace and the variety of methods as well as the concentration on one area.

(One suggestion might be to improve the campus communication system during the interim period so that students, faculty, and administration would know well ahead of time what programs and visiting scholars are available.)



Dr. Daniels explains technique to Garth Shelhamer, Dave Texter, and Dave McCarthy.



Garth Shelhamer poses with a friend.

Modern Personality

Continued from Page Five

- trists, therapists, psychologists, and professional counselors to learn their pre-suppositions and working-theories about persons
- (3) to spend time at several places where in-depth counseling takes place (Lewisburg Fed. Penitentiary, Chit Chat Farm, Wernersville State Hospital, etc.)
 - (4) to make each participant more aware of his strengths and potential through class interaction and through a time of sensitivity training under skilled leadership.

It has been difficult to absorb all of the experiences at the rate which they've occurred and equally difficult to keep the different objectives balanced. I believe that a more accurate understanding of this course's value will be possible after the intensely demanding month is completed.

The academic atmosphere seems to be "turned on" for some students and "turned off" for others. This varies with the particular program that the student is in. Some whom I've talked to had the highest praise for their interim program and others were bored.

I could not have asked for better

attitudes or greater cooperation than has been shown by the students in the program that I'm involved in. In fact, one of the biggest advantages of the Interim idea has been our ability to learn from each other in a context that isn't possible during the regular semesters.

My personal feeling is that the Interim idea is very sound, should be maintained, and has already been an exciting success. The course with which I've been associated has been the most serious and productive educational event that I've experienced as a teacher.

"The course was based upon a peer community, wherein there is no defined teacher-student relationship. The group, as a whole, set up its own structure with each member being free to teach as well as to be taught. The standard academics of tests, papers and assigned readings were replaced by a lengthy bibliography which served as an open guide for the student to use as he, himself saw fit. The bibliography was complemented with numerous encounters of self and other selves. Each and every idea was expressed in an atmosphere of mutual respect, trust, love, and understanding."

Albright Students Earn Keep At Kibbutz In Galilee

Albright students are attending:

I'm enclosing a Xerox of our Kibbutzim trip to Israel.

We are to be in Kibbutz Neot Mordechai in northern Galilee. We will be working there, earning our keep. Much of the rest of our 29 days will be spent traveling and in seminars at Hebrew University. The following

Bob Campis
Marleen Clauser
Marjorie Gilman
Stephanie Lovinger
Gail Decker
Janice Garstka
Manetta Galusha

The following off-campus
Continued on Page 9

ROADTRIPPER TELLS WHERE TO (NOT HOW TO)

Written primarily for single college men who sometimes travel for dates to campuses that may be unfamiliar to them, **THE ROADTRIPPER** is a 192-page paperback guide to 59 eastern women's colleges from Maine to Virginia. The book contains information about restaurants, entertainment and accommodations, and gives the curfews, dormitory telephone numbers and visiting hours for each college. It also describes from the young male viewpoint the types of girls to be found at each of the 59 schools and relates the quality of campus life.

THE ROADTRIPPER, The Arcana Guide to Eastern Women's Colleges, was published recently

by a group of Williams College students incorporated under the name Arcana (the feminine form of the Latin adjective for "secret") in conjunction with Youth Market Instrumentation of Boston.

The Arcanites—Tom Crowley, Jules Vinnedge, Eric Kelly, Scott MacArthur and Halley Moriyama—organized the research methods, hired a staff of student researchers and writers, found a publisher and organized the student marketing set-up. They designed their own promotional scheme as well, which includes **ROADTRIPPER** posters and buttons.

Every aspect of the project involved difficulties, especially for

four young men enrolled in school and active in college life. Finding a suitable publisher was especially taxing, because most established firms were unwilling to go out on a limb for a student venture. Youth Market Instrumentation saw the potential value of the Williams students' project and was willing to join Arcana in the risk. Much of the enjoyment for the Arcanites came from the entrepreneurial challenge of pulling off the project.

THE ROADTRIPPER sells for \$2. at campus and nearby bookstores and newsstands or may be ordered from Arcana, P.O. Box 411, Williamstown, Massachusetts 01267.

WASHINGTON SEMINAR



Washington Seminar Students have their picture taken with Congressman Yatron.

By Dr. Charles A. Raith,

The Albright College Washington Seminar has been a qualified success, but I would prefer to withhold judgment on the success of the total interim experiment. The idea was to facilitate new course content through an easier, more flexible course format. Most of the faculty who encouraged this approach felt that the confines of course structures (that is, established rigid meeting times as well as assignments, readings, etc., literally the "set piece") tended to restrict both students and faculty to this limited mechanism for exploration of topics. By introducing more flexible course procedures, by eliminating other course pressures, by allowing concentration on only one topic through a more free-flowing class schedule, and by encouraging a more intimate student-faculty relationship, we, of the faculty, expected innovation and experimentation to break down the barriers presented in the existing system. In these terms, our Washington seminar has been a success. The students have had a new look at the legislative

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ALBRIGHT RECEIVES INVITATION TO G.E. COLLEGE BOWL PROGRAM

On January 15, 1970 Dean Weislogel received confirmation of an invitation to Albright College to participate in the G. E. College Bowl program of June 7, 1970. The College Bowl appears on the NBC Television Network on Sundays from 6:30-7:00 P.M.

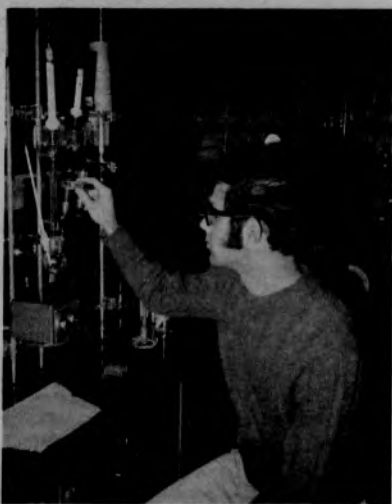
The College Bowl is an inter-collegiate game based on quick recall of fact. Each college presents a team of four. They are asked questions drawn from such fields as American and European History; American, English and European Literature; Philosophy; Science; Music and Art; Languages. The questions have point ratings and the team with the greater number of points is the winner.

The winning team continues to play a maximum of five games. The last game of this season is

on June 14 and if Albright is the winner of that game, it will start the Fall Season. The winning team receives \$1,500 and the runner-up \$500. . . plus a matching grant from Seventeen Magazine. The students who appear and the coach receive a gift from General Electric.

The program originates "live" from an NBC Studio in New York. The four team members and the coach travel to New York at the show's expense. They are asked to work on Sunday only. Theater tickets of their choice are available for Saturday night.

Interested students may contact Dean Weislogel's office for more information. Selection of the team of four as well as two alternates will be conducted in the spring semester.



Alan Adelman discovered a new organosulphur compound during his interim research.

WASHINGTON SEMINAR

Continued from Page Six

process; we have had some extremely interesting experiences together in the Washington environment, and met the people and examined the ideas that make our nation's capital such an intriguing and exciting place.

Since our group has been off-campus for the entire interim period, I would prefer to wait until a later date before assessing its contribution to the academic atmosphere.

Most of the students in the Washington Seminar (which includes students from Huntington, Birmingham-Southern, Rider, and Mills Colleges as well as our own Albright group) seem to be enjoying and benefiting greatly from this experience.

Our course has not involved the use of the interdisciplinary approach.

It is the prime purpose of this course to bring together two remarkably significant and perhaps somewhat diverse ingredients of American society - the college student, and his operational legislative system in Washington, D.C.

In order to accomplish this understanding a particular perspective has been followed. This perspective can best be expressed as a post-industrial age outlook. In other words, the legislative sub-system of the government has been viewed from the viewpoint explained by Edgar Litt in his, *The New Politics of American Policy*. "Currently," he says, "The American polity - the total political organization - is well beyond the liberal hour during which the federal government served as the focal point for social welfare claims by articular and organically distinct interest groups. It is increasingly clear that the American Polity is the touchstone not only for the initiation of major social policies, but for the fruition of those public values to be allocated authoritatively by government. Beyond the "night-watchman" state that balances private forces, beyond the welfare service state that responds more or less to demands for better health, wages, and economic markets, lies the concept of politics as the search for the

articulation and development of basic human needs. The task of the American Polity in a nation at the height of its power and international commitments is the development of policies and institutions that expand the life chances of individuals, the self-respect of marginal social groups, and the cultural quality of the urban habitat in which most men and women will be born, live, and die."

Seminar Objectives: The Governmental Seminar attempted to expose the student to the legislative procedures and techniques through the analytical reference point of the complicating value claimants. By placing the student in the arena, equipped with a well-annotated score card, the following course objectives have been pursued.

- (1) Maximum use of the Government Workshop: Unlike other laboratory models the legislative experience is not a controlled experience. The student, while witnessing the conflicting actors may miss the entire meaning of the play. In order to minimize this possibility, a short introductory briefing session was conducted prior to the actual Washington, D.C. experience.
- (2) Maximum Student Initiative and Involvement: Most of the impact of this type of program can only result from a student motivation to thrust himself into the Washington, D.C. legislative environment in order to accomplish his own goals. To this end a minimum amount of supervision of activities was undertaken.
- (3) Application of the Workshop Experience: It was expected that maximum use of the Washington Workshop coupled with the student involvement would produce a theoretical model of the relationship between the machinery of the Congress in action and the value articulation of the American Public. Students were expected to create this model and to explain it in a research project on this topic to be submitted before the end of the semester.

Who's Who in Who's Who

Continued from Page Three

David S. Fauth, 521 S. Pine St. Red Lion is majoring in Religion. Roy is a member of the Albright College Band, Chap Choir, Alpha Phi Omega, and also Vice-President of Kappa Tau Chi, the honorary pre-theological organization.

Brenda A. Garabed, daughter of Mr. & Mrs. Jacob Garabed, 414 East Valley View Street, Hackensack, is majoring in Psychology. Brenda is a member of Urban Study Seminal, Psychology Club, serving as cultural chairman of the Campus Center Board, and is currently secretary of Teel Hall, chairman of the WDO (Women's Dorm Organization), and is a member of the YM-YWCA Cabinet.

Cathy A. Gaul, daughter of Mr. & Mrs. Wilbert R. Gaul, 630 E. Walnut Street, Kutztown, Pa., is majoring in Home Economics. Kathy has served as a member of the Student Council, HEO, the Women's Athletic Association, played on the Varsity Hockey team and has been active in Intramural Sports. Also, she was a member of the 1969 Homecoming Queen's court.

Sandra L. Klein, daughter of Mr. & Mrs. Edward J. Klein, 778 Baeder Road, Jenkintown, Pa. is majoring in English. Sandra has served on the Student Council, the Cultural Committee of the Campus Center, Dormitory Council and was vice president of the Associated Women Students.

Cynthia G. Knisley, daughter of Mr. & Mrs. Bruce F. Knisley, 3102 Eastern Blvd., York, Pa., is majoring in German. Cindy is a member of Delta Phi Alpha, (National honorary German fraternity), Concert Choir, German Club, YM-YWCA Cabinet and Student Council.

Phyllis A. Leber, daughter of Mr. & Mrs. Edward C. Leber, 721 Hampton Street, Scranton, Pa., is majoring in International Affairs. Phyllis is a member of Delta Phi Alpha, the Outing Club, and has served as a student counselor. She has also served on the cultural committee of the Campus Center Board and was awarded, in her sophomore year, the Glenn K. Morris Memorial Award for outstanding achievement in pure mathematics.

Jane E. McCallion, daughter of Mrs. Ruth J. McCallion, Colonial Park, Doylestown, Pa., is majoring in Psychology. Jane is a member of Phi Beta Mu sorority, Pi Delta Epsilon (Journalism Fraternity) and has served on the YM-YWCA Cabinet, Student Council, convocation committee and was News Editor of the Albrightian.

Linda D. McCormick, daughter of Mr. & Mrs. Charles A. Herman, 738 North Front Street, Milton, Pa., is majoring in English Education. Linda is a member of Gamma Sigma Sigma and the CUE, Yearbook staff. She is also on the Varsity Hockey team.

Eilene J. Miller, 765 Carolina Ave., Riverview Park, an officer of the Phi Beta Mu sorority and the Psychology club.

Mary A. Moyer, daughter of Mr. & Mrs. George W. Moyer, 608 Franklin Street, Shoemakers-

ville, Pa., is majoring in Mathematics. Mary is a member of Gamma Sigma Sigma (National Service Sorority), served on the YM-YWCA Cabinet, has been named to the Dean's list and has been active as a cheerleader for the past four year. Miss Moyer is a student assistant in the Computer Center.

April L. Richards, (Mrs. Stephen L.), 500 Madison Ave., Hyde Crest, is active as an officer of the Spanish Club and a member of the College Choir.

Bruce E. G. Smith, son of Mrs. Brill B. Smith, 49 Cobblestone Drive, Paoli, Pa., is majoring in English. While at Albright, Bruce has been elected class president of the Junior and Sophomore classes and presently is serving as president of his Senior Class and the Campus Center Board. Also, he is vice-president of Kappa Upsilon Phi Fraternity and has served as social chairman of the campus center board, floor proctor, chairman of the urban study seminar YMCA and president of the Christian Science Organization.

Paulette Toth, daughter of Mr. & Mrs. Paul Toth, 30 Cliff Road,

Levittown, Pa., is majoring in English. Paulette is a member of the Pi Alpha Tau sorority, was active in Student Council of which she was the recording secretary, was co-chairman of "Residence in Learning" Week and was awarded the Frederick Vastine Prize in Religion for achieving academic excellence in one or more of the biblical courses offered by the department of religion.

Charles Dennis Zimmerman, son of Mr. & Mrs. Charles R. Zimmerman, 134 W. Fulton St., Ephrata, Pa., is majoring in accounting. Co-Captain of the Varsity Football team this year, he was the recipient of many individual honors in the Middle Atlantic Conference and Eastern Collegiate Athletic Conference and was named to the Associated Press All-Star First Team among Pennsylvania Colleges and Universities.

(Note: As of this writing, the Albright library does not subscribe to the *Who's Who Among Students in American Universities and Colleges* periodical. That may change now.)

CHICAGO IS COMING !

Continued from Page One

Band, in which the instrument solo and play off against each other. The singing is sometimes sweet, but best when it is demonic. The guitarist plays vigorous patches and the drummer turns the tempo over and over. The ensemble ~~has~~ playing is phenomenal: creative, rhythmic, colorful, bold, robust.

He also compared them to jazz orchestra leader Gerald Wilson and to an older composer-musician named Bach.

Then Chicago began playing the larger ballrooms. . . the Shrine in Los Angeles, the Fillmore West in San Francisco, and when the first album was being recorded in New York, the Fillmore East there.

There is no one star in this band; all are equally good, and the problem that corrodes slow or fast so many groups. . . ego. . . does not exist. If one man is sick, the others will not go on. If the band should fold, all have decided there is no other band to follow it. The band is tight; everything fits.

There is a lot of talk about bands "getting it together," meaning all the parts have been polished and fitted one inside the other to create a sort of musical togetherness. Chicago has gotten it together, with more energy and efficiency than the city of the same name ever will. (Apologies to Mayor Daley, Hugh Hefner and about 3.5 million other residents.)

The inhabitants of the "creative

community":

DAN SERAPHINE (drums) studied percussion at DePaul University, then with Chuck Flores, ex-member of Maynard Ferguson and Woody Herman bands. Has been playing for 11 years.

ROBERT LAMM (organ/electric piano/vocals) studied piano and composition at Roosevelt University, is one of the prolific writers in the band, has been playing 8 years.

TERRY KATH (guitar/vocals) has also been playing 8 years, and, although has had no formal training, is one of the prolific writers in Chicago.

WALT PERRY (woodwinds) earned a degree from DePaul in orchestral clarinet, studied with woodwind players in the Chicago Symphony, has been playing 14 years.

LEE LOUGHNANE (trumpet/flugel horn) studied at DePaul two years, then at the Chicago Conservatory College for two years, played in several local Chicago rock groups and big bands.

PETE CETERA (bass/vocals) began playing accordion at 12, worked with several local groups, the last for six years with his city's top rock group.

JIM PANKOW (trombone) studied at DePaul and Quincy College, played with the Bobby Christian and Ted Weems orchestras, Bill Russo's Chicago Jazz Ensemble and his own jazz quintet, does much of Chicago's composition and brass arrangements.

AFRICAN STUDIES STUDENTS ACTIVE IN AT CORNELL COLLEGE GOVERNMENT

Ithaca, N.Y. - (I.P.) Reprinted in this issue are excerpts from James Turner's report to President Dale R. Corson of Cornell University on the goals of the University's Africana Studies and Research Center. Turner is associate professor of Afro-American studies and director of the Center.

The Africana Studies and Research Center approaches the controversial and highly significant issue of Black Studies in America with five basic assumptions. They affect the character of all that we do and all that we plan to do in the area of Black Studies. These are the assumptions:

1. That Black Studies is a field still being born. This is not to deny the existence of significant, and often unappreciated, work related to Black Studies that has already been done, but it does deny the fact that there is any clear understanding of the specific ways in which a profound mining of the Black experience challenges and transforms the basic educational structures of the nation.

2. That the establishing and the defining of the field of Black Studies stands logically as a task and a challenge for Black people in America and elsewhere. Others may be called upon for assistance, but the initiative must be ours.

3. That the Center and its counterparts on other campuses are in an excellent position to play a central role in defining the field and creating some of the models so urgently required. In this task, of course, we must find ways of combining the thought and activities of those Black persons throughout the nation who are working at the Black Studies task, often in scattered and isolated situations.

4. That a unified, rather than a conventionally understood academic-discipline-bound, approach to the creation of Black Studies is not only desirable, but absolutely necessary. Indeed, this unified approach is central to the demands of most thoughtful Black student and faculty groups across the country.

5. That a serious building of this field is the task of years, and not a make-shift program for a few persons to do in several weeks or months.

Basic Program Elements:....Already it has become apparent to us that several elements must be a part of any creative, well-structured approach to Black Studies. We have understandably sought to include them in our own planning. Among these elements are the following:

1. Serious research in many areas of historical and contemporary Black existence that have been either ignored, or only superficially explored (e.g., Social Structure in the Black Community, Comparative Black Urban Development in the New World, Comparative Slavery).

2. The encouragement of those creative artists who are searching for the meaning of a Black aesthetic, who are now trying to define and build the basic ground out of which Black creativity may flow in the arts. Encounter among these artists,

on the one hand, and scholars, activists, and students, on the other hand, must be constant in both formal and informal settings.

3. Continuous research on those contemporary political, economic, and social policies that now shape the life of the Black community in America and that determine its future.

4. Constant experimentation with the meaning of Black Studies for the surrounding Black community, and openness to the possible input from that community into the development of Black Studies. The two-sidedness of the experience is essential and must be encouraged.

5. The development of new materials for and new approaches to the teaching of the Black experience, which must grow out of laboratory situations at every grade level.

6. The training of a constantly expanded cadre of persons deeply immersed in the materials, methods, and spirit of Black Studies, who can help supply the tremendous demands for personnel in a variety of formal and informal teaching environments. The development of new materials, methods, and curriculum for the teaching of Black children.

7. The creation of consortium models which made possible the constant interaction of Black students and faculty on northern and southern campuses around certain selected foci of Black Studies. This must be expanded to the encouragement and development of contacts among Black students, scholars, political leaders, and artists from various parts of the world.

It is clear that Black Studies cannot really be developed unless we understand more fully both the unique and common elements of our experiences in the Black diaspora.

8. The gathering and consolidation of those library and archival resources which will facilitate the development of Black Studies as it proceeds towards definition.

9. The establishment of good contacts with publishing enterprises, which will not only make available the results of the experimentation and study of the Center, but which will also encourage that increasing number of authors and researchers who wish to present their work from the heart of a Black matrix.

10. The gathering, cataloging, and critical analysis of those Black Studies programs and personnel already developed across the nation, so that we may begin with a fuller sense of direction, possibilities, and problems. This

Washington, D.C.-(I.P.)-Students across the country are now official participants in the government of many colleges and universities.

Says Millersville State College in Pennsylvania, a quiet college which educates many of its 4,500 students for the teaching profession: "For the first time in the history of the college, students are allowed to sit in on meetings of the Faculty Senate and a certain number of students have been elected as official Senate Advisers."

Two state colleges and universities in Kentucky have already selected voting student representatives for their Board of Trustees and other public institutions in the state will also do so, following the requirements of a recent state law.

Students from Southern Connecticut State College, with representatives from three other State Colleges, have formed an Advisory Council to the Board of Trustees of State Colleges which meet with the Board at least once a month and whenever necessary.

Students will be present at meetings of the Board of Trustees of the University of Toledo, but may not vote. At Indiana State University, the student government president and vice president and the editor of the student newspaper now attend Board of Trustees meetings.

The College of the Virgin Islands has set up a special Conference Group to give advice and counsel to the Board of Trustees. Four

students will be elected annually to this group, serving with faculty and staff to advise the Board. Students at the college are voting members of the Administrative Council and almost all standing committees.

At Towson State College in Maryland, the president and vice president of the student body are voting members of the College Senate. Valdosta State College in Georgia has admitted students to membership on the Academic Council. And Humboldt State College in California, where students sit on most major faculty committees, is giving students voting representation on all major administrative bodies, including the President's Council, the faculty Academic Senate and the College Foundation.

Including students in policy-making extends to academic, curriculum and other matters as well.

Two students now serve on the Admissions Policy Committee of Georgia's Columbus College. At the University of South Alabama, where a student advisory

committee has been meeting for sometime with the dean of the College of Arts and Sciences, undergraduate and graduate students will begin to serve on committees, advising the dean of the College of Education on teacher education.

The State University College at New Paltz, New York, will begin student evaluation of classroom teaching which will be considered, along with faculty commit-

tee evaluation, in decisions on faculty retention. At Geneseo, another SUNY college, students have a voice — in some academic areas — in hiring faculty and in curriculum matters.

Still other techniques are underway to maintain open channels of communication as a means of averting student unrest, according to this survey conducted by the American Association of State Colleges and Universities.

Each of the 20 California State Colleges has been authorized to appoint an ombudsman, in an experiment designed to give students an effective, personal means of voicing their problems.

Resident Halls Fail to Provide Adequate Privacy

New Brunswick, N.J.-(I.P.)-After a year of study, the members of the Commission on Douglass as a Residence College have released its findings. "An argument used against the resident college," the study found, "is that it imposes too many rules of its own making and does not allow for the privacy individuals seek."

The Commission's members believed Douglass needed a philosophy to provide "guideposts" for making policy changes. It finds "...rules often facilitate adjustment to college life, and... any student who prefers a maximum of privacy and freedom can retain a great portion."

Although the individual longs for freedom, some structure, as well as increased responsibility, is desirable, the Commission reports. It therefore supports the present Judicial Board and Government Association.

The conclusion drawn is "whereas greater freedom in deciding one's destiny must be allowed in the social and interpersonal area than in the classroom situation, the entire college community has responsibility for the general welfare of the student."

The unique situation of the residence college and the liberal arts education with their importance to the development of the individual are emphasized in the report. The needs of each individual versus the collective needs of the group are studied.

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process began with a summer-long seminar in June, 1969, and will continue with monthly seminars of Black Studies directors and several larger working conferences at least through the summer of 1971....

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SENSITIVITY TRAINING

Santa Clara, Calif. (I.P.)—Sensitivity training as an aid or detriment to the individual, his education and occupational environment was evaluated recently by speakers on the University of Santa Clara campus.

The conference, "Encounter Groups: Hope or Hell," was sponsored by the Center for the Study of Contemporary Values under the direction of Dr. Stuart McLean, assistant professor of theology at Santa Clara.

Conference keynote speaker, Dr. William Schutz of the Esalen Institute in Big Sur, defined sensitivity training as a "tool in a social revolution of openness and honesty. The result will be a new way of relating to self and others."

He traced the patterns of repressive behavior inculcated in the individual during childhood and the methods the encounter group employs to counteract this conditioning. In enumerating the guidelines used in the sensitivity "session" he said, "participants are to be open, honest, talk about the now and express when possible physically what could have been expressed verbally."

Chairman of the Santa Clara Psychology department, Dr. Roland Lowe, responded to Schutz with the deficiencies inherent in the encounter group method. He questioned the qualifications of group facilitators and asked for evidence "to prove that sensitivity training does what it claims."

He also challenged the value of total honesty in relation to the importance of an individual's privacy and added "coping with aloneness is a valuable part of maturation."

The New Left's position on sensitivity training was cited by former S.D.S. member, Mr. David Ransom, editor of the under-

ground Mid-Peninsula Observer. The encounter's exclusive concern with individual problems in lieu of a confrontation with political issues was described by Ransom as the Left's basic objection to sensitivity sessions.

He found them a middle class phenomenon and the openness policy described as fallacy-ridden "Equals can be honest — unequals cannot." He stated the obligation of society to support the development of the individual "which it does not do" and called it "a cruel hoax to say we can change social institutions."

Dr. Schutz refuted the futility of revising social institutions and cited the encounter as a means of effecting change. He considers sensitivity training instrumental in clarifying the individual's image of his political self. "It avoids the projection of personal problems on the political level and action for the sake of enhancing a liberal image," Schutz said.

The chairman of the Advisory Committee on Guides for Moral Instruction in California schools, Dr. Edwin Klotz, labeled sensitivity training "old-fashioned nihilism, a breakdown in the individual's value system" and antithetical to individualism in its creation of dependency on a group. "It is a source of rebellion destined to be controlled by the community."

Fr. Joseph Powers, professor of theology at the Graduate Theological Union in Berkeley, offered the following theological-ethical evaluation of sensitivity training: Religious and encounter purposes basically compatible.

Both seek "to find freedom within a group and accept feelings as an assistance in making free decisions." At present, "We still don't know the people we're educating and what we're educating them for."

MARI- JUANA VERDICT...

Continued from Page Two

motivation for using drugs is not to gain pleasure, but merely to avoid pain.

Dr. Philip believes that family conflict plays a large role in launching youngsters on the drug path. "I haven't seen any kids getting into drugs who have not had family problems," he says.

It all adds up to a case against marijuana, although many doctors agree that present legal penalties for use of the drug are far too harsh. To such opponents of stiff punishment, a social approach seems to make more sense than a legal one.

Dr. Farnsworth puts it this way: The way to solve the drug problem is "by helping the young improve their relations with their parents and with society."

He might have added, "and vice-versa."

INDIAN STUDIES

Dr. P. T. Raju, Professor of Philosophy and Indian Studies at the College of Wooster (Ohio), was on the Albright campus last Thursday and Friday, January 22 and 23, as a guest lecturer for Professor of Philosophy Ellery Haskell's "Concept of Man" interim course. On Thursday, Dr. Raju spoke on the "Concept of Man and Indian Thought." On Friday, he and a colleague, Isma'il Raji al Faruqi, debated on the "Indian and Islamic Concept of Man."

Dr. Raju's education and academic distinction is outstanding. He received his B.A. from Allahabad University and his M.A. and Ph.D. from Calcutta University. He is the recipient of several national awards, including the Order of Merit, "Padma Bhushan" (Jewel of the Lotus) by the President of India (1958) for his contributions to Philosophy and East-West understanding.

Dr. Raju has also edited, authored, or co-authored fourteen books, one of which is

entitled The Concept of Man: A Study in Comparative Philosophy, the book being used by Professor Haskell for his course. Dr. Raju is presently working on four other books.

Renaissance Theories

By Barbara M. Dahy

Since the Interim was designed as an experimental semester, I decided to conduct my course, Renaissance Theories of State, as a seminar. Each student dealt with an individual topic which would characterize 15th & 16th century political thought and action (Petrovich, Colet, Erasmus, More, Savanarola, Pius II, Machiavelli, Henry VIII, Elizabeth I, Charles V, Luther, Calvin, rise of English Parliament, the role of the citizen). The many readings were directed in such a way that the students involved were successfully handling books which would be included on a graduate level Renaissance reading list. The topics were designed so that there would be frequent cross-reference, cross-discussion and, at times, crossfire (which makes for a healthy seminar). Yours truly was generally in the middle of the latter.

The students seemed to take their topics quite seriously and indicated that they actually enjoyed doing their own research. I believe that the whole experiment was worthwhile, and, and, if at some future time, I hear of an otherwise pleasant coffee hour ending in a brawl because my students were engaging in a lively debate concerning Renaissance Theories of State, I'll be more than certain of the seminar's success.

As for the success of other courses I would certainly feel unqualified to discuss them since I would have to fall back on second-hand evidence.



Rich Bentham examines rat from after an adrenalectomy had been performed for his Interim course in Experimental Endocrinology.

Students In Galilee...

Continued from Page Six

students are joining us for this interim program:

Katy van Gelder, Florida Presbyterian College

Patricia Totten, Florida Presbyterian College

Wm. Krupicka, Manchester College

Mrs. Patricia Keene, Social Studies Teacher, Penn Manor H.S., Millersville, Pa.

We depart on Jan. at 6 P.M. by El-Al airlines. Nonstop to Tel Aviv. From there directly to Kibbutz.

We return on 29 Jan. at 2:40 P.M. at Kennedy.

Sincerely,
David Voight

PROGRAMME OF THE ALBRIGHT COLLEGE GROUP IN ISRAEL - JANUARY 1970

Thursday, January 1st - Arrival at Lod Airport. Transfer to Kibbutz Neot Mordechai. Evening - lecture by Mrs. Leah Shamgar on Kibbutz Life.

Friday, January 2nd to Sunday, January 18th - Work and stay at Kibbutz

Monday, January 19th - 9 A.M. - Depart Kibbutz Neot Mordechai, Safed, Hula Valley, Nature Reserve, Tel Hai, Dan, Banias, Ramat HaGolan, Kiryat Shmonai. Overnight - Ayeleth Hashachar Guesthouse.

Tuesday, January 20th - 8 A.M. - Ayeleth Hashachar, Tabgha, Capernaum, Tiberias Jezreel Valley, Nazareth. Overnight - Haifa - Hotel Zion.

Wednesday, January 21st - 8 A.M. - Haifa - sightseeing, Acco, Ein Hod, Caesarea, Nathanya, Tel Aviv (including night visit to Jaffa). Overnight - Tel Aviv-Hotel Shalom.

Thursday, January 22nd - 6 A.M. - Tel Aviv - Beersheba, Arad, Masada, Beersheba, Lachish Development Centre, Ashkelon. Overnight - Ashkelon Dagon Hotel.

Friday, January 23rd - 8 A.M. -

Ashkelon - Ashdod, Weizmann Institute, Rehovoth, Jerusalem 2 P.M. - Arrive Jerusalem. 4 P.M. - Religious tour, participate at services in Synagogues and the Wailing Wall. Overnight - Jerusalem Tiram Batsheva.

Saturday, January 24th - 9 - 11 A.M. - Lecture: By Dr. Emmanuel Neumann.

11-13.30 - Walking tour of Old Jerusalem (Mosque of Omar, Via Dolorosa, Church of the Holy Sepulchre.)

13.30 - Lunch in the Old City. 14.30 - Old City tour continued. 17.00 - Afternoon tea at private home. Evening - Free

Sunday, January 25th - 9-11 A.M. - Introductory talk and tour of the Hebrew University.

11-13 A.M. - Lecture on "The Kibbutz Movement and its contribution to Israeli Society" by Dr. Henry Nir. 13.00 - Lunch at Hotel

14.30 - Visit Bethlehem and surroundings. Evening free

Monday, January 26th - 9-11 A.M. - Lecture on "Systems and Ideology of Equality and Good distribution in the Kibbutz" by Mrs. Leah Shamgar. 11-13 A.M. - Lecture on "Education and Recreation in the Kibbutz" by Mrs. Hava (Eva) Ratzon.

13 - Lunch - hotel. 14.00 - Visit Yad Vashem, Herzl Museum, Mount Herzl, and surroundings, visit Replica of Jerusalem in the Second Temple Period. Return to hotel. Evening free.

Tuesday, January 27th - 9-11 A.M. - "Trends in Sociology as practised in Israel" by Mrs. Lydia Aranne. 11-4 P.M. - Visit Jericho, Dead Sea, Qumran Caves etc. Late afternoon - Visit the Shrine of the Book (Dead Sea Scrolls at Israel Museum) Evening Free.

Wednesday, January 28th - 9-11 A.M. - Lecture on "A rational on present day Foreign Policy" by Dr. Shlomo Avineri.

11-13 - Visit to the Knesset, Hadassah Hospital, (Chagall Windows) Lunch at Hadassah. Afternoon - Free for shopping etc.

Thursday, January 29th - Transfer to Lod Airport - departure from Israel.

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SPORT'S EDITOR'S COLUMN

Sing That Anthem

By Rich Golding

As one rustles through the archives of the *Albrightian* sports page, he finds an old tradition consisting of a column devoted to the verbiage of the sports editor. Being a man of sound mind and writing hand, able to sprout verbiage readily (a characteristic which makes a sports editor similar to a Vice-President of the U.S.) and being a true conformist at heart, I am not one to end a tradition as deeply rooted as a blade of grass (unsmoked).

The characteristics of the sports editor are many and varied. There are no prerequisites. My experience in the area of sporting news is overwhelming: member of the *Albrightian* sports staff for two years and Public Address Announcer for Albright basketball games during my Freshman year. You oldtimers must remember the young man who announced the National Anthem twice during a basketball doubleheader at the Fieldhouse during the M.A.C. Northern Division semifinals, only to later realize that the National Anthem was only sung once in one evening.

Putting all kidding aside for a moment, I think it is important for a sports editor, or any editor for that matter to have a keen interest in anything that he is writing about. This is probably the only prerequisite which is important for an individual who represents a newspaper. If a sports team is not doing well at Albright, it is only fair for the students to have insight into why the team is not performing as it should. Criticism, if it is warranted, will not be held back from print. Reporting the news truthfully should be the main objective of all sports editors and writers, but evaluation and personal insight into the why's and how's of sports events can arouse the interest and participation of the whole student body. There is no doubt that student support at Albright home games, no matter what sport considered, is not as high as it could be. The students must be led to understand why Albright won or lost a basketball game. Without the "personal touch" in a news article, the reader might as well just pick up a paper full of box scores and read a lot of statistical mumbo-jumbo. The "personal touch", I think, can get a student body aroused and willing to witness sporting events. Student support is an immeasurable attribute to the success of a team and without it, failure is forthcoming. The old adage that "A picture is worth a thousand words", is never too trite when referring to watching a sports contest. The news writer may analyze and describe a game, but the spectator always has the upper hand over the reader.

I think it is important for the *Albrightian* sports page to be concerned with sports news all over the country, not just within the confines of the Albright campus. Although the *Albrightian* is the college paper representing Albright, its readers should not be inhibited by the boundaries of the campus. If a major event in sports has taken place or will be taking place in the world, its scope should include the Albright newspaper.

Well, my first column as sports editor is nearly completed. I hope it was not as hard for you to read as it was for me to write. It is only fair for those who may not agree with my views that I close with a phrase commonly heard on WFIL-TV, Channel 6 editorials: "Responsible comment is invited."

P.S. I was intending to have a "Name the Sports Editor Column" contest, but I didn't have any extra round-trip tickets to Europe, automobiles, or bedroom sets to give as prizes.



Demonstrations given by Albright cheerleaders during high school cheering conference.

Despite Efforts Of Doctor Seahawks Wound Lions

The Albright Lion's record fell to 3-1 Saturday night, Jan. 17, as they journeyed up to Wagner and lost a hard fought battle to the Seahawks 84-79. Despite a brilliant performance by Sophomore Paul Docktor, the Lions fell victim to Wagner's full court

press, and lost the ball many times trying to break it. When they could break it they were usually able to find Docktor open for easy layups and short jumpers, but this was not enough to offset the fine game turned in by all-league guard Ray Hodge and center Gene

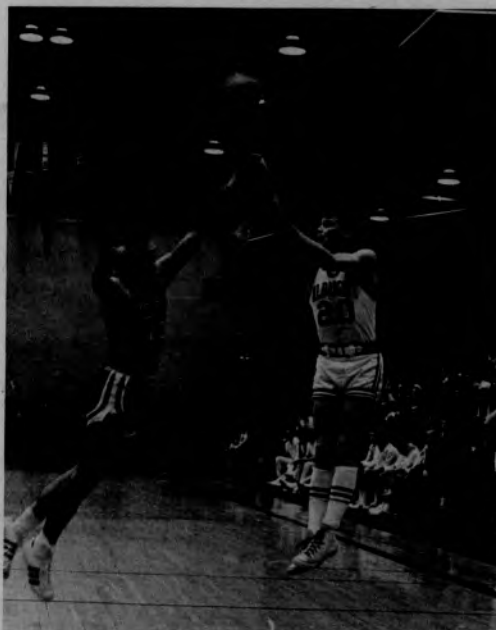
Guerriero. Hodge always seemed to be at the right spot at the right time, while Guerriero killed the Lions under the boards and close in on offense.

Albright bolted to a 7-0 lead in the first three minutes as Wagner appeared slow and disorganized. After finally getting on the board, the Lions continued to outplay them, built the lead to 15-5 after 6 minutes, and seemed ready to blow the Seahawks right off the court. Wagner then went into the press, and within 4 minutes had taken the lead on a Hodge jump shot. The Lions inserted Docktor to stop the momentum, but Wagner held on to a slim lead and went off the court at halftime leading 46-43.

Shortly into the second half the Lions ran off 6 straight points to grab a 49-48 lead, but the Hawks came right back led by Hodge, Guerriero, and guard Bill Seaman to score 8 points, and soon built up a 9 point bulge with 12 minutes left. The Lions seemed out of the game, but fought back. A Mickey Holland bomb brought them within one, but Wagner would not fade and once again regained a safe lead. A fantastic behind the back pass by Hodge to Seaman for a layup brought the house down, and gave the Seahawks a 72-62 lead with 5 minutes remaining.

Albright went into a press and cut the margin to 5 points in 2 minutes. The Seahawks went into a freeze, but tenacious defense caused a turnover. A Docktor layup made it two points, but a foul and a basket by Hodge restored it to 5 with a minute to play. Here Senior Ron Lloyd drove for the basket and was fouled. After making the first he missed the second, but Bruce Mackintosh followed up the rebound and was fouled. He hit, and suddenly it was 80-79 with 40 seconds left. Hodge brought it down the court, shot and missed, but in the scramble for the rebound Guerriero was fouled on a one and one penalty situation. His first shot hit the rim, rolled around, lay agonizingly on the front of the rim for a moment, and then just as it seemed to be coming out, fell back in. He hit the second cleanly, and then after Ira Goodelman missed for the Lions, Tracey Windrum hit two more fouls to lock it up.

Textile's Press Smashes Lions



Mike Holland takes long jumper, as Lions bowed to Philadelphia Textile.

Textile shot 35 for 83 from the field while the Lions managed only a miserable 19 for 65. The Lions were out-bounded 49-24 by a not that much taller but more talented and spirited team. The Rams showed remarkable scoring balance: McGilvery leading all scorers with 14, Shively and Poole netting 12 points each, and star forward Pierantozzi netting 8. McGilvery led all rebounders with 10 while Lloyd pulled in 6 for the Lions. In a losing cause, a sub Wallen Wadsworth led the Lions' scoring with 9 points; Goodelman and Holland each collected 8; and Lloyd and Docktor scraped up 6 points each. All in all it was a dismal night for a bad team having a worse year!

Philadelphia Textile, the newest member of the MAC Northern College Division, completely outclassed the Lions here 82-45, in probably the Lions' worst played game since this writer has been here. The Lions were simply outplayed in every facet of the game; they were out-hustled, out-rebounded, and out-shot by a seemingly vastly superior team. The loss put the Lions' record at 3-12 overall and 3-7 in league play. The win put the Rams in the lead in MAC Northern College Division play, making them 6-0 in league competition, 10-2 overall losing only to Mt. St. Mary's and Villanova.

The Lions were in the game for only the first few minutes. After two Ira Goodelman bombs which put the Lions ahead 4-2, the Rams ran into a ferocious press for 7 consecutive points. The Rams built up leads of 29-9 and 37-10, leading at half time 46-20. Coach Renkin substituted heavily, hoping to find a winning combination. However nothing helped even against the Rams' second and third teams, who remained in the game after the first seven minutes.

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It was that kind of night for the Lions as typified by Guerriero's shot. Albright missed the easy "garbage" shots while Wagner was making them. The Lions played well and have nothing to be ashamed of. Docktor, just coming into his own after recovering from a case of mononucleosis, led the team with 24 while Holland hit for 16, Goodelman 12, and Mackintosh 10. For Wagner, Hodge scored 29 and Guerriero 21. Albright now must face rugged Philadelphia Textile and Scranton back to back, and seems almost certainly out of any chance of making the MAC playoffs. If the Lions can play as well as they did at Wagner, they should be able to bring their record up to respectability.

Lions Wrestle Victory From Ursinus

The Albright wrestling team with freshman head coach Dale Vandersall recorded their first victory on Saturday, January 10, against Ursinus College. The wrestlers from Albright came from behind to defeat the grapplers from Ursinus 27-11 at the Albright Field House. Albright received its first win after dropping three matches in December. To begin the match, Dave Mower of Ursinus decided Kirk Beisel, 3-2, at 119 lbs., and Ken Scarborough won by forfeit for Ursinus in the 126 lb. class. The Lions ended the early shutout when Len Ennis of Albright decided Pete Coleman, 6-0 at 134 lbs. Greg Dejarnett pinned Ken Akey of Ursinus in the 142 lb. class and Greg Weaver gave Albright its third straight victory by defeating Bill Eubanks in the

150 lbs. class. Steve Levan increased the point spread by 8 in favor of Albright when he won his match by forfeit.

In a real "brawl" Bill Sharp decided Bill Hedden from Ursinus, 3-2, and Fred Weaver of Albright pinned Al Setterwaite at 177 lbs. in 1:58. Gary Dolch of Ursinus ended the Lion's winning ways temporarily when he defeated Dave Much, 4-2, at 190 lbs. Albright's Joe Louth halted the Bear's attempt at a final victory in the heavyweight division as he managed to decide Bill Furman, 7-4.

The Albright Wrestling squad have had plenty of time to get into shape for their next match, as it is not slated until Wednesday against Muhlenberg College at home.

Crusaders Crush Cats

Following a pattern that they set earlier in the year, the Albright Lions were unable to generate any type of offense in the opening moments of a Jan. 12 loss to the Susquehanna University Crusaders. Almost before they could turn around, the Lions

were down, 16-0. With about eight minutes left in the half, Ron Lloyd gave the Lions their initial score on a layup. The Crusaders continued to stifle the Lions, who shot below 25% from the field during the first half, while giving the ball away

as if it carried plague. (The Lions had 25 turnovers). At the end of the half the Lions were down 33-18.

Albright opened the second half in the same way as the first, only one field goal in the first six minutes. The largest lead for Susquehanna was 31 points, 55-24, with about ten minutes left in the game. The Crusaders then began to substitute freely, allowing the Lions to catch up to a more respectable score.

Ron Lloyd and Bruce Mackintosh each had nine points for the Lions. Wayman Clark had seven, while top scorer Ira Goodelman was held to six.

John Zarubini, the Lions' captain, who had been previously out of the lineup primarily due to a knee injury, saw his first action of the year. Scoring 5 tallies from the foul line, he was forced to leave because of his painful knee.

In losing the Lions set their league mark at 3-5 (3-10 overall), while the Crusaders increased their MAC record to 6-3 with an overall record of 7-5.

Super Bowl MVP Receive Dodge Challenger RT

NEW YORK—Competition for the 12th annual "SPORT Magazine Super Bowl Award," presented each year to the "Most Valuable Player" in the pro football championship game, seems to be more wide open than usual, according to the experts.

The award, a 1970 Dodge Challenger R/T, will be presented to the player selected by the editors of SPORT Magazine as the outstanding performer in the Super Bowl game at New Orleans this Sunday. He will receive the award at a luncheon in his honor at Mamma Leone's in New York City.

Traditionally, quarterbacks have been favored for the prize, having been honored six times in the eleven years that SPORT has made the presentation. However, Joe Kapp of the Minnesota Vikings and Len Dawson of the Kansas City Chiefs should have plenty of competition from some of their All-Pro teammates for individual honors.

Among the other leading Viking candidates for the "SPORT Super Bowl Award" are power runners Bill Brown and Dave Osborn, wide receiver Gene Washington and numerous stars on pro football's top defensive unit led by Alan Page, Jim Marshall, Carl Eller and Gary Larsen.

Other strong possibilities on the Chief squad include breakaway threats Mike Garrett, Robert Holmes and Warren McVea in the offensive backfield, receivers Otis Taylor and Frank Pitts, and a host of fine defensive players paced by end Aaron Brown, linebacker Bobby Bell and safety Emmitt Thomas, who led the AFL in interceptions.

Prior to the Super Bowl, SPORT Magazine's pro football award had been presented to the outstanding player in the NFL's championship game between Eastern and Western Division title-holders. It is the companion award to SPORT's "World Series

Award," instituted by the magazine in 1955 and presented annually to the outstanding player in the Fall Classic. Just last season, SPORT Magazine presented its first annual "NBA Playoff Award" to Jerry West of the Los Angeles Lakers, named the outstanding player in the pro basketball championship series.

Previous SPORT Magazine Football Award Winners:

1958-59—Johnny Unitas, Balt.
1959-60—Johnny Unitas, Balt.
1960-61—Norm Van Brocklin, Phila.
1961-62—Paul Hornung, Green Bay
1962-63—Ray Nitschke, Green Bay
1963-64—Larry Morris, Chicago
1964-65—Gary Collins, Cleve.
1965-66—Jim Taylor, Green Bay
1966-67—Bart Starr, Green Bay
1967-68—Bart Starr, Green Bay
1968-69—Joe Namath, New York

On Wednesday night, January 7, the game with Wilkes began in much the same way as Albright's previous nine losses. Wilkes, with its two big men, Ockenfuss and Umbach, were dominating the boards while Albright was cold from the floor. The only difference was the absence of three freshmen from the lineup, who were replaced by three of Albright's not oft seen "veterans." Coach Will Renken finally got the idea that a few changes might be in order. Renken's shake-up managed to produce brilliant results as the Lions stunned the Wilkes College Colonels with an 82-66 defeat, ending a four game losing streak, while putting on a tremendous show for the small crowd.

In the starting lineup were Mickey Holland, Wayman Clark, and Bruce Mackintosh as well as regulars Ron Lloyd and Ira Goodelman. Holland, shooting red hot, put in 14 of his 22 points in the first half. Sophomore Wayman Clark added nine points in the opening period and finished with 17, while shooting 7-for-13 from the field and playing a brilliant defensive

For a few minutes Saturday night, Jan. 10, one had the feeling of watching a hockey game rather than a basketball game. Both teams were going up and down the court constantly, with good scoring chances, yet neither could put the ball in the net. Finally, a basket broke the ice and put Lebanon Valley ahead 2-0. Soon after, they streaked to a 12-5 lead. Albright in fact went more than five minutes before two Bruce Mackintosh foul shots put them on the board, and more than 9 minutes before Soph. Ira Goodelman made the Lion's first field goal. Things looked bleak at this point, and coach Renken was almost ready to put his "fabulous freshmen" team into the lineup. However, Goodelman's basket and a jumper by Junior Mickey Holland cut the margin to 12-9, and sparked Albright to a tie at 15 all on another basket by Ira, with 6:25 to go in the half. Soon after two fouls by Soph. Ron Lloyd gave the Lions their first lead at 19-18. With Goodelman and Holland leading the offense and Lloyd and Freshman Walker Wadsworth playing tenacious defense, the lions then outscored the Flying Dutchmen 12-1 to open up a 29-23 halftime spread.

It became evident during this stretch that the Dutchmen were not a strong team, and Albright is far better than their 3-9 record shows. LV missed numerous close-in opportunity shots and foul shots which could have gotten them back in the game.

game throughout the first half. Junior Bruce Mackintosh led both teams with 17 rebounds, neutralizing the effects of the Colonels' two big men, Ockenfuss and Umbach, and helping the Lions to execute the fast break. Goodelman, who got things started by scoring Albright's first six points, had picked up 15 of 24 by halftime, and Lloyd, in his finest game of the season, chipped in 10 points and fifteen rebounds, most of the rebounds coming during a 12 minute span during the first half when the Lions poured in 36 points to turn the game into a laugher.

Despite the hot hands of Bill Umbach and Rich Davis in the second half (24 points between them), the Lions had managed to blow the Colonels off of the Court by halftime. The Colonels were helpless as their conference record slipped to 3-3 with an over-all record of 5-5 (now 5-6). Albright's MAC record is now 2-4.

The Lions key to victory was the

Menwhile the Lions moved the ball well on offense, and were strong on both boards. Once Albright found itself, it was clearly the better team, and by the end of the half it was apparent that the Lions should win.

In the 2nd half Albright's lead was a slim, but secure 8 to 10 points as the Dutchmen could do little to cut into the deficit. After a Paul Docktor layup on a beautiful feed by Holland, the Lions led 45-34. Presently, LV went into a full court press, and caused numerous turnovers. Finally putting it all together, the Dutchmen began to hit both inside and outside, led by forward Charles Etter and guard Bill Bucher. They cut the lead to 53-48 with just over 5 minutes remaining as Albright called a time out. Regrouping, the Lions boosted the margin on 2 fouls by Lloyd, and baskets by Goodelman and Wadsworth, and were able to hold on to their lead, winning 63-53.

Lebanon Valley's Etter tied for high scorer with Goodelman with 19, but got little help from his teammates. For the Lions Goodelman led the balanced attack as Holland also added 13. The real key was center Lloyd, who besides scoring 14, played inspiring defense, grabbing 10 rebounds, and picking up the entire team with his play. Lloyd now seems to be playing his best ball since early in his sophomore year. How well the team does against Scranton here will depend upon how many playing as a team rather than as individuals.

first half in which they played their finest basketball of the season. Lloyd and Mackintosh controlled the boards, while feeding Clark and Holland. For the first time this season the Lions were able to move the ball down court with confidence.

Wilkes led only once when Herb Kemp drove the baseline at the start of the game for a layup. After that, Wilkes lost its range, missing their next several shots. The game was still close at 8-6 in favor of the Lions when Holland got hot. Then with about eleven minutes left in the half, the Lions got stingy, shutting Wilkes out for about six minutes while scoring 18 points and causing the Colonels to shift into a zone.

At the half the Lions led 43-20. Wilkes came back with a press in the second half and started to catch the Lions, coming as close as 47-32, but the Lions battled back regaining a 26 point lead midway through the half. Sloppy play (the Lions had 17 turnovers in the second half) enabled the Colonels to creep closer again with about four and a half minutes left, but the Lions' lead was too much for them to overcome.

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Dr. Hall makes final plans with students before leaving for Trinidad.

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Harold Kaplan prepares rat for surgery for his research project.

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