

"TIME OUT" PROGRAM INITIATED BY NSA

The National Student Association has invited Albright College to participate in a nationwide day of planning and action for students on October 29, 1968, which they have billed as **Time Out**. The NSA indicated that the need for such an effort derives out of the fragmented nature of student activity in the area of basic college reform; moreover, they see the function of this event as an opportunity for students to stop for at least a day during this political fall and begin to plan around common goals and strategy for the coming year.

"In short, this past year has been a frustrating one for students", suggests Robert Powell, President of the NSA. He adds, "We have asked to be heard, and we have been rejected. We have asked for justice and it has been scorned as anarchy. We have demanded freedom, and those to whom our pleas have been directed have called it license. We are accused of failing to use legitimate channels for our protests, yet in campus after campus, in primary after primary, we have found those channels closed to us."

The NSA suggested that the idea behind the **Time Out Day** is to have as many campuses around the country as possible suspend their regular order of business and to allow the students on those campuses to plan for and act on those issues they consider most important. The NSA stressed that although **Time Out Day** calls for a one day suspension of classes it is not a strike. "It is neither an attempt to issue an ultimatum nor a project to engage students in someone else's political movement", states Powell.

NSA has indicated that the choice of an issue will depend upon the interest of the campus. They have suggested that issues may be as primary as social rules or university governance, or as sophisticated as war-related research projects or university investment policies.



Dialogue occurs between Valere and his sister during the National Theatre Company's presentation of Moliere's **THE MISER** Tuesday night. Albrightian Photo: Dan Devine

ALBRIGHT COLLEGE

The Albrightian

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Parents' weekend features Arts theme

Albright College will be host to parents and guests this weekend for its annual Parents' Weekend. The program, centering on the arts, begins with registration and social hour in the Campus Center at 9:30 a.m.

A faculty panel will discuss the weekend theme, the "Place of Art, Music, and Dramatics in the Liberal Arts Education", at 10:30 a.m. in Memorial Chapel and, later that afternoon from 2:30 - 3:45 p.m., will conduct workshop sessions for interested parents.

Featured speaker at the noon luncheon, in the Campus Center, will be Richard Hirsch, director of the Allentown Art Museum for the past ten years. Hirsch studied museology at the Louvre Museum School in Paris and has done extensive independent art history research. Associated with and director of museums since 1953, he has lectured and written on art here and abroad.

Albright faculty participants are Harry G. Koursaros, chairman of the fine arts department; Roy B. Hinkle, chairman of the music department; Dr. Francis H. Williamson, assistant professor of music and religion; and Edwin H. Sargent, instructor in English and director of **The Domino Players**.

Also planned are a President's reception with Dr. and Mrs. Arthur L. Schultz and a night football game with Gettysburg College in Albright Stadium at 8 p.m.

THE LIBERAL ARTS-TROUBLE IN SIGHT

How are art, music and drama faring today in the hierarchy of subjects offered in a liberal arts college?

More and more these courses are taking positions of complete subordination to those a student takes to fulfill his major subject requirement. If this continues to be the case, the arts will disappear altogether from the liberal arts college and the title of this institution will be a misnomer.

Assuming that one of the foremost purposes of a liberal arts education is to expose a student to a wide range of subject matter, the demise of the arts, considering the consequences, would be a disaster.

The fault lies not so much with the students and their teachers as it does with the age in which we are living. It is an age obsessed with specialization (i.e. higher salary) and therefore the potential of a person to move rapidly up the socio-economic continuum.

This scientific era tacitly dictates that the classics and the arts once revered by our collegiate ancestors, be forced out of the picture by what students and their mentors believe to be more pertinent, current course material. Students take art, music and drama reluctantly, looking upon them as necessary evils, and making sure they don't learn too much in them, lest they develop an apprecia-

tion for the material the course includes.

On the other hand, students argue that courses of this type are often taught by uninspiring professors in an uninspiring manner. It would indeed be ideal if these instructors could instill in their students the same love for the arts they seem to have for their own major subjects.

Since not everyone comes to college having had the same amount of cultural exposure, it is a major duty of the liberal arts institution to see that persons from culturally atrophied environments graduate with a reasonable degree of knowledge of the arts. The only students who would, of their own volition, listen to Schumann, buy a Wyeth print or read Shakespeare are those who have in fact neither a tremendous amount of motivation or have had an equal amount of exposure to these art forms.

This is not a problem peculiar to Albright College. Archibald MacLeish says that what is happening, throughout the entire American educational system, is that it is "hung-up on its vocational end result."

He goes on to say that specialization per se has led to the most highly trained professionals in history, but that the genuinely educated individual, in the sense of being equipped to live in a society among other individuals, is a rarity.

This is the dilemma. Are we to become "hollow men," interested only in that which insures our economic advancement, or are we to become educated men, curious enough to examine that with which we are unfamiliar?

YMCA ORGANIZES YOUTH TUTORIALS

A campus meeting of interested students was held in the Campus Center Theatre on Tuesday, October 8, in order to present to the student body a tutorial program for underprivileged children in the Reading area. The program is being sponsored by the Youth YMCA under the supervision of Mark Bippes, president.

The first speaker introduced was Mr. Wilkins, a member of the Reading School Board. Wilkins spoke of the "Directive Program" which is conducted after regular classes with the primary purpose of changing the students' outlook of life, of orienting his view into a positive outlook, and of providing him the tools with which to function. This program is being conducted on the elementary and secondary levels of both public and parochial school systems, in the Reading area.

The Directive Program will also be held at the local Economic Opportunity Council centers and the Olivet Club in Reading. The program will begin on October 21, 1968 and continue until March 28, 1969 for the elementary level and possibly to May 1969 for the secondary level. The program, a composite of diverse projects centering on the south of Penn area of town, hopes to provide additional instructors for students, facilities of local case workers, and field trips to broaden the students' horizons.

"Program Aspiration" was introduced by Alexander Campbell, director of financial affairs at Albright, the second speaker of the meeting, who described "Program Aspiration" as being a privately sponsored project of Albright College and local private interests. Its purpose is to help disadvantaged students and to prepare them for college. This project will include both students and faculty of Albright College.

An orientation program will be held on October 17, 1968 for the student body of Albright at the Chapel. It will be held to give the students of Albright a better opportunity to find out how they might be of service to their community.

EDITORIALLY SPEAKING . . .

Democracy on trial

Democracy is certainly dependent upon an elaborate complex of philosophical presuppositions and sociological conditions, but the essential prerequisite of any functional democracy is a popular consensus that the system should indeed exist. Consensus at this level involves far more than mere consent; implicit is the concept of franchisement. Strictly speaking, franchisement may be defined as the governmental grant of certain constitutional or statutory privileges. With respect to democracy, franchisement entails the voluntary surrender of individual jurisdiction to a mutual authority which guarantees in return explicit liberties and prerogatives, among them the right to determine basic governmental policy and select principal governmental agents. Suppression of this or any prescribed right, overtly or covertly, directly or indirectly, de jure or de facto, is tantamount to disenfranchisement. A disenfranchised constituency must inevitably become a disenfranchised constituency, disenchantment not with the particular inconsistencies of contemporary politics, but with the system itself. Thus may a democracy forfeit its popular consensus, and with it the very basis of its existence.

America now faces its most critical election in at least forty years, in part due to the selective disenfranchisement of certain underprivileged groups, in part due to a far more pervasive disenfranchisement—suppression of the right to determine essential governmental policy and the principal agents who enact it. This suppression may be overt, as in direct manipulation of the electoral process, or covert, as in failure of the political establishment to respond to the prevailing attitudes of its constituency (as is presently the case). In either case, society has been deprived of the right to control its government. In either case, it has been disenfranchised. The disposition and direction of majority opinion have been largely ignored this election year: in the nomination of presidential candidates, in the formulation of political platforms, in the subsequent discussion of crucial issues. Many Americans reflect a frustrated indifference to the campaign, not because they are insensitive to its significance, but rather because they perceive no legitimate alternatives. In fact, a frightening proportion of the electorate has expressed an acute sense of exclusion and alienation from the governmental process of its own democratic institution. Since this alienated element experiences no sense of participation or representation, it is apt to consider the result of the election, whatever that may be, as a disenfranchisement or violation of the right to voluntary determination and consent. The liberty to select one of several equally untenable alternatives is not a valid prerogative based on voluntary commitment, and as such cannot be consistent with democratic principle. Let us examine the legitimacy of this attitude of exclusion, for if well-founded, it will surely shatter the unassailable popular consensus that once characterized American politics.

Of the two principal Republican candidates, Nixon and Rockefeller, the least popular was nominated. Of the two principal Democratic candidates, Humphrey and McCarthy, the least popular was nominated. As indicated consistently by the major popular opinion surveys prior to each convention, only Rockefeller in the Republican camp demonstrated a definitive ability to equal or surpass any Democratic opponent, and only McCarthy in the Democratic camp demonstrated a definitive ability to equal or surpass any Republican opponent (Rockefeller and McCarthy were of equal popularity). Furthermore, both primary and survey evidence indicate that Democrats favored nomination of a liberal candidate by a margin of 70% to 30%. Yet, the most conservative Democratic candidate was nominated. On the basis of survey evidence (primary evidence is excluded since the Republican primaries were essentially unopposed), Republicans favored nomination of a liberal candidate by a margin of 55% to 45%. Yet, a moderately conservative Republican candidate was nominated. The American electorate as a whole favored nomination of liberal candidates by a margin of 60% to 40%, yet not one of the three major presidential candidates is a liberal.

The formulation of party policy also reflects disregard, if not disdain, for the sentiments of the majority. The Wallace platform is an embellishment of one personal philosophy which bases its appeal on fear and frustration rather than on specific content. The Republican platform is so flexible as to encompass virtually all political dispositions, yet so ephemeral as to embody almost none. The Democratic platform is a blatant contradiction of prevailing Democratic sentiment. Although 70% of all Democrats favored dove candidates, and 75% favored revision of current Vietnam policy, the convention adopted a stance identical to that of the Johnson administration. Although primary and survey results indicate that 70% of the Democratic constituency favored re-evaluation of present party objectives, the convention adopted a platform virtually identical to that of the Johnson administration. In fact, at every level of the Democratic convention, the established minority granted no major concession to the disenfranchised majority. Thus, not one of the three party platforms can be said to represent the liberal perspective, though liberal voters constitute 60% of the electorate.

Two critical perplexities haunt America in 1968, the Vietnam War and the Urban Crisis. Should either or both escape the election unresolved, the political, social and fiscal stability of the country will suffer accordingly. Should either or both be resolved with utter disregard for majority sentiment, the popular consensus of the government will be seriously endangered. Yet, confrontation on the Vietnam issue has been circumvented on the pretense of diplomatic expediency (Paris Peace Conference), and debate on the Urban Crisis has been subterfuged by extraction of one conspicuous symptom (violence). In accordance with the Republican platform, Nixon has espoused such a flexible and ephemeral position on both issues as to render his policy intangible. In accordance with the polarization of the Democratic party, Humphrey has espoused such a vasculatory position on both issues as to render his policy indeterminate. In accordance with the reactionary platform of his Independent party, Wallace has espoused such an absurd position on both issues as to render his policy inane. Thus, in the determination of essential governmental policy, the electorate possesses three alternatives; one intangible, one indeterminate, and one inane.

As was stated previously, the liberty to select one of several equally untenable alternatives is not a valid prerogative based on voluntary commitment. Therefore, a substantial element of the American constituency must regard this election as an unrepresentative, if not discriminatory, suppression of their right to voluntary determination and consent. In other words, this alienated element must consider the current electoral process as an institutional disenfranchisement which excludes it from participation and representation in the system. Because this (or any) estranged element is external to and exploited by the present democratic system, it can only aspire to disruption of the system. It is equally clear that disenfranchisement of the majority, as may well be the case in 1968, will undermine the popular consensus of a democracy and, ultimately, destroy the democracy itself.

Boo birds

Last Monday a student representative of the NSA came to Albright to meet with our Student Council officers and to discuss the various advantages which the student body had by belonging to his organization. Council, attempting to behave like a decent host, made arrangements with the Dean of Men to house the representative overnight in East Hall's basement, which contains a guest room for such a situation.

Monday evening, when the representative returned from meetings he attended in the men's dormitories, he received a surprise welcome from the girls of East Hall—numerous heckles, sarcastic comments, caustic orders for him to leave the dorm, and a general growling atmosphere greeted him.

The editors of *The Albrightian* do not wish to chastise the girls of East Hall for their immature, rude, and overcautious behavior without also condemning Student Council for not seeking more reasonable quarters for its guest.

There is no doubt that the girls had a legitimate complaint. It is also true that the girls expressed their discontent that very evening to the Dean of Men without any results. However, a more responsible alternative would have been to draw up a petition which would be presented to the Administration through AWS, a petition which would prevent men from being housed in their dorm in the future. In light of events like the Richard Speck case, we can be sympathetic to the residents of East Hall, but we cannot condone their subsequent irrational behavior.

On the other hand, it was most unreasonable for Student Council to house the representative in a women's dormitory. In similar cases in the future, we suggest that Council spend the fifteen dollars necessary to room their guest at the Holiday Inn, if there are no available rooms in a male dormitory.

Procrastination in council

The Albright College Student Council, in its unjustified procrastination in the execution of its duties, is threatening to abrogate its responsibility to the constituency it claims to represent. For the past two weeks, the Council has entertained a motion which would effect student representation in a voting capacity on the Board of Trustees. This past week, Chris Goldman ('69), who brought the proposal before the Council for discussion, presented a well constructed and detailed report relative to the present structure and function of the Trustees.

For the second consecutive week, however, the elected student representatives failed to respond with cogent points worthy of debate, but rather floundered in the plethora of irrelevant comments and parliamentary mismanagement which seems so characteristic of this body. And so, the students decided to again table this matter, returning the proposal to an ad hoc committee formed to further investigate the function and structure of the Board.

The Albrightian, while recognizing the need for careful deliberation, regrets the abuse of this privilege by our Student Council. In the hope of effecting some measure of efficiency in the present functioning of this body, *The Albrightian* wishes to recommend the following:

1. That the representatives begin to listen to their fellow council members in order to avoid needless repetition of arguments.
2. That the President of the Council, Mickey Mustokoff, become familiar with Parliamentary procedure, in order to avoid senseless discussion based more upon the fiction of order than the fact of order.
3. That the advisers of Student Council begin to act in that capacity only, and refrain from the inappropriate comments which are meant not to clarify, but to influence the decisions of the representatives.

The Albrightian calls upon the Student Council of Albright College to act with dispatch and intelligence in the expedition of the proposal to seat student representatives on the Board of Trustees.



The Albrightian

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The Albrightian is published weekly by and for the students of Albright College, Reading, Pa.
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Letters to the Editor

G.I. RIGHTS

Dear Editor,

There has been so much publicity given to those students who by means of demonstrations and protest rallies voice their opposition to our men in the armed forces. Saturday, Oct. 5, the soldiers at Fort Dix, New Jersey were given the rare opportunity to witness a demonstration in favor of and upholding the rights of G.I.'s. This new twist, unfortunately, was not favorably received by the Army brass.

Last Saturday 125 persons from New York and Philadelphia Student Mobilization Committees travelled to Wrightstown, New Jersey to demonstrate in support of Sp/4 Allen Meyers who the Army had unsuccessfully attempted to court martial. Meyers, a long-time anti-war activist, decided that his being drafted into the Army was not going to interrupt his anti-war campaign.

On August 19, 1968 Meyers was arrested at a movie theater on base for passing out leaflets published by the Philadelphia Student Mobilization Committee entitled "Support Our Men in Vietnam, Not Those Who Send Them There." It invited all anti-war G.I.'s to contact the Philadelphia SMC. He was charged with a violation of Fort Dix Regulation 210-27 which prohibits the distribution of printed matter that is "in bad taste", "prejudicial to good order", or "subversive." The case against Sp/4 Allen Meyers was such an obvious sham that on Tuesday, October 1, he was acquitted due to insufficient evidence.

Although Meyers' court martial provided the impetus behind the demonstration last Saturday, the brass at Fort Dix came to our aid by providing us with an even more up-tight issue. The command prohibited soldiers from participating in any demonstration with or without uniform, prohibited them from talking to anyone about the war, and finally "requested" them to sign a statement that gave support to the position of the Army on these matters. The document was so ambiguous that many G.I.'s refused to sign, according to military sources at Fort Dix. The Army also cancelled nearly all weekend passes at the base, and mobilized everyone from an infantry battalion (for first line defense) to clerk-typists (stationed two miles inside Fort Dix as second line defense) with M-16 rifles and M-60 machine guns to protect the base from what rumor said would be an all-out attack by busloads of raving hippies. There were two busloads of students, and we never intended to get on military property, i.e. Fort Dix.

We therefore spent two and one half hours in scenic, downtown Wrightstown, New Jersey, demonstrating in favor of the constitutional right of free speech, and the right to dissent which is supposed to be enjoyed by everyone, even members of the armed services of America.

Respectfully,
Thomas Warr

LOOKING BACK

Dear Editor:

Greetings to those Albrightians I know. To those of you I don't know a few words of introduction: I was graduated from Albright last year and am now beginning my first year of study at Union Theological Seminary in New York City.

What I should like to do in this letter is a bit of reflecting upon the educational situation at Albright and at most U.S. colleges in the light of my first impressions here at Union. More specifically I am concerning myself with the problem of the relationship between the student and the academic institution. First a few comments about this relationship here at Union. The basic premise governing this relationship (and this is taken for granted) is that the student is his own

boss; i.e. he supplies the motivation for whatever he does at Union. (I am referring to both academic matters and matters involving the student's private life.) And I cannot overemphasize the importance of the matter of who is supplying the motivation, for it constitutes the difference between learning and being trained.

Now some examples of how such a premise works. In terms of styles of teaching and of learning, the situation is not one in which the professor tells the student what questions to ask and then in his lecture answers those questions. The student must find both the pertinent questions and the answers. The center, or perhaps the image, of such a style is not the professor at his lecturn with the student busily copying the juicy morsels of information, but rather the student at his desk or in a small group searching for both questions and answers. Lectures, exams and the professor's wisdom are only a few of the aids for the student's search.

Another example involves the current discussion at Union concerning the essence of a theological education. Commonly, when a student enters a college, he is handed a list of givens: the definition of the area of study he is pursuing, the courses required for mastering the disciplines of this area, etc. At Union the student is involved in the discussion concerning what a theological education is, what areas of study are essential for such an education. If a particular requirement is in question, rather than try to sneak around the requirement, the student engages in a debate over its necessity. In other words at Union the student is a human being and has every right to act as one.

At Albright, however, as at most colleges, the situation is reversed. My contention is that here most of the student's motivation is from external sources. The first problem is the student's motivation for coming to college; I won't try to answer that one. What I will talk about is his motivation for doing what he does at college. At most colleges the premise that the student is his own boss is not a governing one. I'm sure all of you know how this works in matters of social regulations. I'm also sure many of you don't worry about these rules; you do what you want in spite of them. But my question is whether you break the rules because you want to engage in the forbidden activity or because you are reacting against obeying rules. In any event you're in a trap either way; you're free neither to obey the intent of the rule nor to disobey it.

A similar process is operating in aca-

Curriculum reorganization

Albright College plans to introduce the 4-1-5 semester program into the curriculum. According to Dr. Eugene Barth, chairman of the Interim Semester Program Committee which is organizing the program, the purpose of this new program is to inaugurate a different kind of learning experience through the interim semester.

Students will take four courses during the first semester, which will run from September through December. The interim semester will consist of one course during January. The second semester will remain unchanged, with students studying five subjects.

The new interim semester provides a change of pace and permits concentration. Areas open for consideration for this type of study include inter-disciplinary fields, personal research, and study in depth of a special field or problem. The possibility exists for off-campus courses.

The program has several advantages. First semester exams will be concluded before Christmas vacation. Since class sessions will become 55 minutes long (instead of 50), more days for reading and examination preparation can be provided. There is also the possibility of lengthening vacation.

Students must participate in at least three interim semesters. The graduation requirement will be 120 hours.

Because of the program's greater flexibility, less courses will be required, so that more electives may be chosen.

Interim Semester

Professor Philip Eyrieh has been named the chairman of the Interim Semester Program Committee (I.S.P.C.). This committee, which is composed of six faculty members and three students, has as its purpose the formulation of a program

democratic matters; but I'll let you draw the parallels here from what I've said about Union. I just want to say that with the situation as it is, the best you can do at Albright is play games. Any changes which come about at Albright will be meaningless unless they involve changes in the basic premise governing the student-institution relationship. The work of Student Council is a good example of this. No matter what Council does, no matter what it gets for the students, it will only be playing a game as long as it works within the bounds of the present relationship. Only when it steps out of those bounds and attacks the basic premise will it do anything significant. And only when a new premise is established, the one I mentioned before, will any of you at Albright begin to know what it is to learn, to act freely and to grow.

Sincerely,
Bill Granda

for the interim semester of January, 1970.

The I.S.P.C. was formed in conjunction with the 4-1-5 program which will be initiated at Albright in the 1969-70 academic year. Under this program, the fall semester will terminate before Christmas, an interim semester will occupy the month of January, and the spring semester will begin in February. What the I.S.P.C. is concerning itself with what will be offered during the interim semester.

At the present time, the committee is setting down general guidelines with the discussion of specific program offerings scheduled for later this semester. Among the suggested program offerings to be considered are: new courses which are not usually offered during the regular semester, off-campus seminars, and individual research projects. Credit will be given for all programs, but the number of semester hours has not yet been decided.

The members of the committee include, from the faculty: Professor Eyrieh, Dr. Agnes S. Ronaldson, Dr. John S. Hall, Dr. Henry K. Shearer, Rev. William R. Marlow and Mrs. Consuelo Jordan; and from the student body: Nelson Braslow, Chris Goldman and Larry Mack.

Goldman has been appointed the coordinator of Student Participation in the I.S.P.C. Any suggestions that the student body may have regarding the programs for the interim semester should be given to Chris so that these suggestions might be considered by the committee.

THIRD ANNUAL QUAKER CITY JAZZ FESTIVAL



SUN., Oct. 20, 7 PM - SPECTRUM
Tickets: \$3.50 4.50 5.50 6.50

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& many
others



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GIRLS SPORTS UNDERGOES INCREASE IN ACTIVITY

by Janice Nedal

The first girls' varsity hockey game was held on October 1 against Millersville, with the Lions losing in a spirited contest by the score of 4-1. The first half finished with Millersville ahead 3-0.

Cathy Kurtz ('71), however, found a hole in Millersville's strong defense and scored in the second half. Finishing the tally, Albright's opponents scored once more in the last remaining minutes of the game. Albright's next games are scheduled for October 8 at Muhlenberg and October 17 at Wilkes. The only remaining home game is October 23 when Albright meets with Lebanon Valley.

It seems, however, that the varsity girls are not the only ones playing hockey this fall. Approximately 87 girls have signed up to participate on seven intramural teams—Day Students, East, Phi Beta Mu, Old Fellows (Walton), Pi Alpha Tau, Teel, and Walton. At this point the two sororities are competing for first place. The reason they are doing so well could be traced to their cheering sections comprised of pledges. The "prize" for the victorious team is a trip to Kutztown on October 18 to play against Cedar Crest and Kutztown Colleges at a sports day event.

A tennis sports day was held on October 4 with the two above colleges and Albright competing. The victorious team was Cedar Crest obviously showing greater strength than the others. The three girls playing for Albright were Pat Sutherland, Diane Baer, and Sue Rawlins. That evening the girls had dinner together and ribbons were awarded to the victorious team.

There was another tennis tournament on Friday.

This was Eastern Collegiate Tennis Tournament for

Women held at Albany State University, Albany, New York. Colleges located from Maine to Virginia sent their outstanding players to participate in the tournament. Albright sent two girls, Lynda Trzaska ('71) and Jill Miller ('72).

Lynda was victorious against Chris Ambler (Bucknell) scoring 6-2 and 7-5, but was overtaken by Perla Hewes (Fredonia State University of N.Y.) with the scores 0-6, 0-6. Jill Miller's first game was defaulted; her second game was won by her opponent, Jean Romig (Albany State University), scores being 3-6, 3-6. After their games an instructional clinic was given by Judy Barta, representative from U. S. Lawn Tennis Association.

Zetas take first In I-M football

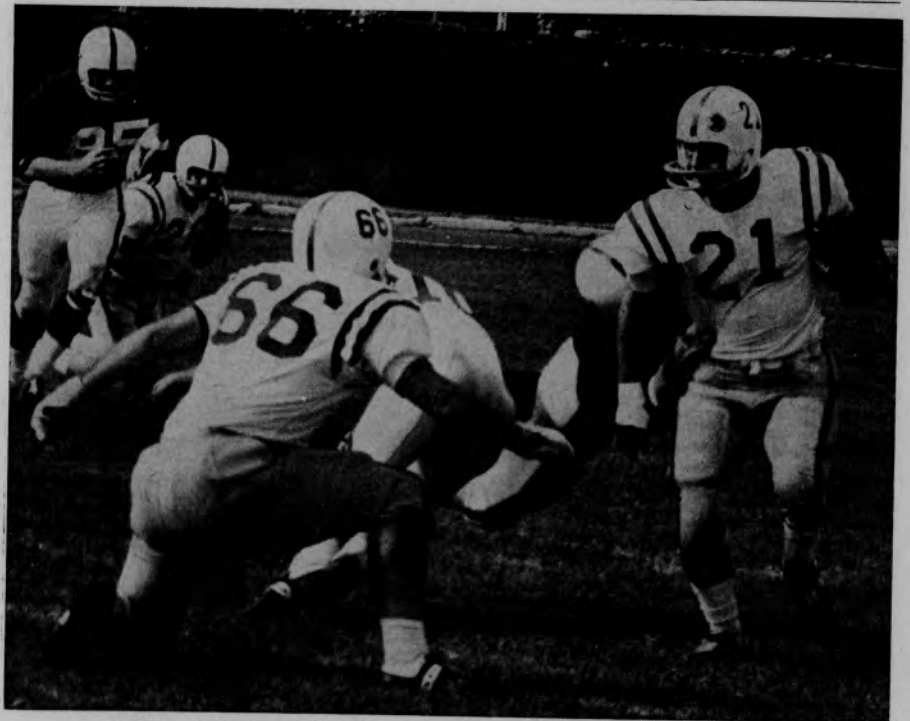
As the standings below indicate, the Zetas are going to be tough to beat. With almost one half of the season history, the Kappas are currently in second place, a half game in front of the third place Pi Taus.

In last week's action, the Pi Taus defeated the previously unbeaten Daymen A team by the score of 13-0. Wayne Shusko once again played a key part in this victory as he ran for one touchdown and passed for another to his favorite receiver, the "Hawk" (Brian Sowers).

The Kappas remained undefeated as Dave Bomberger scored their only touchdown and Mike Copelan recorded the extra point which proved to be the difference in the final score which was Kappas 7—Frosh 6.

Gary Hendl, Ric Egger, and Joe Klockner accounted for the Zetas' three touchdowns as quarterback Kevin O'Keefe continued to balance the "Z" attack. The Zetas defeated the APO's 23-0. John Kalina scored the only touchdown for the Daymen B team but it was not enough as Neal Carlson scored three touchdowns for the A Phi O's as they defeated the Daymen 19-7.

Steve Day and Lynn Reheard each tallied six points for the freshmen in the first half of their game with the Daymen A squad. Mike Halliwell scored one touchdown in each half and the Daymen converted their second extra point and won the game 13-12.



Bill Cooper (21) returns football following interception during game against Springfield.

Albrightian Photo: Henry Bush

Lions succumb to Springfield, 30-7

by Ronnie Rasansky

The Albright Lions carried a six-game win skein into Springfield, Mass., Oct. 2, but ran into a roadblock in the form of Ted Alfien and the Springfield Chiefs and succumbed 30-7.

Alfien, a six foot, 190 pound senior, scored 24 of the Chiefs' 30 points. Run-

ning over people to gain 135 yards on 24 carries, Alfien tallied on runs of 17, 11, and 1 yard, and kicked a 33-yard field goal and 3 extra points.

The big factor in the contest was size. Not only were the Chiefs big individually, but their large squad enabled them to keep fresh men in the lineup, and this

eventually wore down the smaller Lion team.

The Chiefs took a 9-0 lead into the lockerroom at halftime, but Albright took the second half kickoff and marched down the field for the only Lion score. Denny Zimmerman plowed the final 7 yards off right tackle behind the crisp blocking of Nick Smith and Terry Jones. Bill Cooper kicked the PAT. The drive featured a 20 yard Jim Strohl to Rick Orwig aerial.

After that it was all Springfield. The inability of the Lion offense to control the ball could be seen in the fact that Springfield reeled off 55 plays in the first half alone. The Chiefs also had 289 yards on the ground and that tells the story of the game.

Saturday, Oct. 12, the Lions return home to face Gettysburg. However the team took a real physical beating in Springfield and lost the services of left tackle Tom Bakum. Not only was Bakum a standout blocker, he also handled the kickoff chores. He is lost for the season because of a broken right arm. This loss may be partially offset by the return of Joe Kacenda to left defensive end.

The Lions go against another physically big team in Gettysburg. The Bullets, though 0-4, showed signs of an offensive revival in a last minute loss to Tufts, 28-22. They feature a pro type offense and a balanced attack. The secondary will have to watch end Ken Fortier, a standout receiver, and halfback Bill Albans on kick returns.

However the Bullets are vulnerable on defense, especially in the airways. The Lions will have to jell offensively though, to stay in the contest. Gettysburg is still smarting from last year's 33-0 pasting. Albright will have to exhibit a better passing attack to keep the opposition from keying on tailback Dennis Zimmerman.

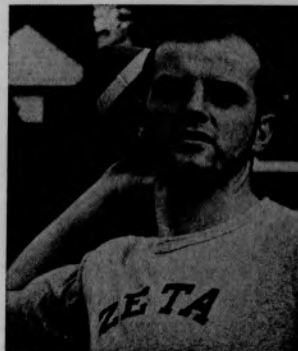
The fact that the game is under the lights might give the Lions a slight edge since the Bullets have yet to play a night game. However Albright must show a more consistent and varied offense. Playing before their parents should give the team an extra incentive.



O'Keefe leads Zetas In quarterback position To Intramural lead

By Chas. German

Passing for 3 touchdowns this past week against the APO's, Zeta quarterback Kevin O'Keefe looked better than John Huarte opening day for the Eagles. His passing accuracy has pushed his points scored through the air to a league high of 14 seven-pointers in four games. Kevin stands 5' 10", weighs 175 lbs. and whips the ball with precision. Born in



Keansburg, N.J., he attended Middletown Township High School where he played varsity football and basketball for three years.

He feels the intramural program at Albright gives the boys who can't make our varsity an adequate outlet for their

athletic needs . . . and after the first year of intramural experience, it becomes a real interest, rather than just an outlet. Kevin believes the fraternities have a decided advantage over the other teams in competitive in that they have a nucleus to work with year after year.

The success of the Zeta's (in the words) of the red-bearded Irishman can be attributed to their attitude on the field. Before this year they had no game plan; they just went out and tried to use their basic skills. This year, they have put in more time—both practicing and scouting. "We have the determination and hustle to win the title," says O'Keefe. "We try to get up for every game." (Those who still have their doubts, report to the science field on Thursday afternoon.)

Kevin also calls signals on defense from his middle linebacker position. (He has already run an interception back for a T.D.) In addition, he has scored 28 points on the ground, playing as tough as possible within the rules . . . football is not a "nice guy" game.

The agility of Kevin O'Keefe is the key to the Zeta's holding down the No. 1 ranking in Albright intramural football. But someone is sure to soon raise the question, "Is it legal for a leprocaun to compete?"