

## Another S. C. President

# BRASLOW RESIGNS POST

By CRAIG SANSONETTI

To an observer of student government at Albright it often seems doubtful that Student Council is representative of the campus at all. In one sense, however, Council is perfectly representative. It is the recipient of just as much student enthusiasm as all of the other activities on campus, that is almost none. As a result it moves from low point to low point barely able to pull together enough strength to deal with the few issues brought before it.

The lack of interest in student

government has been most convincingly demonstrated by the dearth of leadership which has beset Council in recent years. The crisis of leadership began with the election of Alex Polovich as president two years ago. Before he finally resigned a semester later Council had completely lost any semblance of the organization and efficient operation the Mustakoff administration had fostered. Despite the election of a new president in a special election, this smooth working quality was not and has not yet been regained.

As president of Council Nelson Braslow has been far better than

his predecessor. He has demonstrated personal conviction and willingness to work toward the goal of greater student autonomy. He has served admirably as spokesman for the student body both in Council and in the Student-Trustee Committee. But while his personal performances have been more than adequate, he has not proved to be the organizer needed to restore cohesiveness and constructive action among Council members themselves. Furthermore, while he has devoted himself wholeheartedly to major campus issues, he has failed to direct his attention to the smaller matters in which Council could take action to im-

prove the life styles of students.

Now Council suddenly finds itself in the position of losing its leader again. In December Braslow announced to Council his intention of resigning because he will not be a full time student at Albright during the spring semester. Under the Student Council Constitution it is necessary to hold a special election if the office of President becomes vacant during the first semester. If the office becomes vacant later in the academic year the vice-president becomes acting president for the remainder of their term. At the request of Council Braslow agreed to

postpone his resignation until the end of interim so that a special election would not be required. Instead Bob Emerick will be assuming the duties of the office. He will serve for about two months until elections for next year's officers are held.

The position of the vice-president forced to assume the leadership of a moribund Council this late in the year is hardly an enviable one. He is not likely to be able to produce a solid record of accomplishment in so little a time, especially when he inherits a Council in such disarray. At best he can hope only to attack the problem of revitalizing the Council itself so that it can again be a useful instrument for student action. Though this may seem mere housekeeping duty, it is the most essential item of business. Only if it is accomplished will Council be able to move meaningfully on substantive issues next year.

ALBRIGHT COLLEGE

# The Albrightian

VOL. LXIII, NO. 12

READING, PENNSYLVANIA, JANUARY 15, 1971

TELEPHONE 374-2226

## Albright's 'Nader'

By GARY DRIZIN

The interim experience has left me some free time to contemplate various situations existing on campus. My findings are in the form of gripes that I would like to share with the Albright Family.

My major complaint arose during the first two weeks of January concerning students in courses that would be off campus for the latter part of the Interim, however were on campus for the first week or two. Before the close of first semester, students in this category, and also those off campus for the entire Interim, were informed that they could receive a board (food) refund of \$35., and many students took advantage of this

benefit.

For students in Interim courses that were off campus for the entire month of January, there was no problem. For the students on campus for the first week or two only, a sad problem, possibly unanticipated by the administration arose. Students who had board refunds had a large, circular hole punched in their identification cards symbolizing that they were not entitled to Albright's excellent (?) dining quisine during Interim. How were students on campus for the first few weeks before their trips left supposed to eat? Several sneaked through the entrance lines to the dining hall despite the efforts of the fe-

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Scene: Kennedy International - 20 hours from India.

Photo by Joe Kostin

## INDIA: Where Americans Go

By LYNDA TROUTMAN

On January 3, 1971, a rough score of students and their faculty director took off on an exploration into the unknown — the fabled land of India. They traveled by Air India and are being shepherded by Rev. Bill Marlow, who lived in Hyderabad from 1949 to 1952, and thus knows his way around.

Preparations for the trip began during the summer and continued under our noses last fall. The group had several meetings to work out the troublesome and elusive details of the trip. Letters were sent to parents informing them of the progress being made. Passport pictures were taken, visa applications

made, outside readings done, and inoculations for cholera, smallpox, typhoid, tetanus, polio, and infectious hepatitis gotten.

The group's itinerary is great reading. It began at Kennedy International Airport at 8:30 pm., Jan. 3. From there to Rome with a refueling stop in Prague, then on to India, arriving in Bombay the afternoon of the 6th. Aurangabad and the Ajanta Caves followed, then back to Bombay, overland to Hyderabad by 3rd class train, from thence to Bangalore, from Bangalore to Delhi. On Jan. 30, an Air India plane will take everybody to London by way of Beirut, Geneva and Paris. The intrepid travelers will set foot on American soil at Kennedy

Airport approximately 2:50 pm., Sunday, Jan. 31st, with perhaps a sense of anticlimax at the thought of going back to the old grindstone. But they certainly won't have been idle along the way!

Stops in each city will be pretty well filled with seminars, concerts, and sight-seeing with Indian students. The major part of the program will take place in conjunction with the University of Bangalore. During the week there, students will participate in a series of seminars on Indian art, Indian anthropology, current social problems, and Indian religions, all of which will be conducted by Indian faculty members. In Hyderabad

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Soprano Bonita Glenn will present a recital in Albright's Memorial Chapel, January 19, at 8:00 p.m.



## EDITORIALLY SPEAKING....

## P. O. W.'S

According to the Opinion Research Corporation of Princeton, N. J., eighty-one percent of the next-of-kin of prisoners of war favored the attempt to rescue American P.O.W.'s at Sontay prison near Hanoi. Only ten percent of those interviewed had unfavorable reactions.

Eighty-four percent of those interviewed would approve of another rescue attempt. But perhaps that wouldn't be necessary.

On October 7, 1970, President Nixon said: "I propose the immediate and unconditional release of all prisoners of war held by both sides... I propose that all prisoners of war, without exception, without condition, be released now to return to the place of their choice."

Why doesn't Mr. Nixon make his proposal viable, rather than mere rhetoric, by also proposing that both sides lay down their arms?

## QUAGMIRE

This editorial is reprinted from THE ALBRIGHTIAN (May 1, 1970). Since then nothing has been done to improve the situation.

The cow path along the front of East Hall lounge has for a long time been a main concern of many Crowell Hall students. It is their plight to have to tramp that quagmire, in both good and bad weather.

The Albrightian feels that a definite need exists for a macadam walkway at this deteriorating location on campus. The following arguments on this behalf are more than reason enough.

1. The time spent by Crowell's Hall's custodian to keep the stairways clean of dirt and mud could be better spent on the more necessary maintenance of the dormitory.
2. Clothes and shoes are soiled, and too soon ruined by the rain-producing mud.
3. Crowell men, during inclement weather, will often detour through East Hall's breezeway which may possibly be objectionable to the women students of that dormitory.
4. The destruction of the remaining grass below the pathway would be prevented. During a thunder shower, one will either walk on the remaining grass or detour through East Hall.
5. The path itself is clearly visible from 13th Street to all that should travel that road and, therefore, it would be in the college's best interests to correct the situation.

The Albrightian can only wonder why a macadam walkway was not constructed at this site at the same time the macadam walkway between Walton and East Halls was installed last year [summer of 1969]

## THE ALBRIGHTIAN

ERIC SLOSBERG

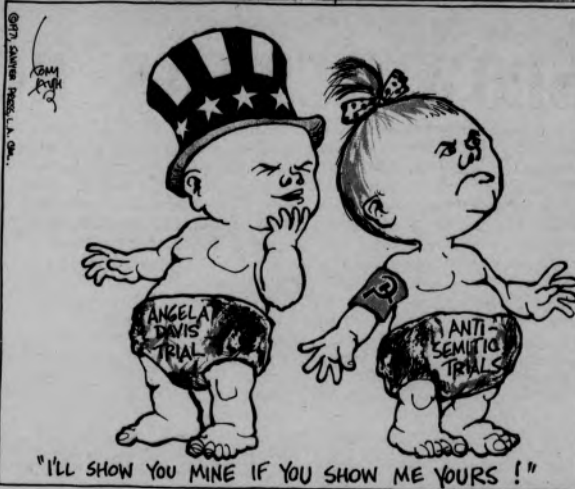
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Copy for THE ALBRIGHTIAN is composed on campus and then printed by: Reick's Printing, 1st and Franklin Streets, West Reading, Pa



## The 'PRESIDENT'S REPORT'

By BOB CLARK

Perhaps while at home over the Christmas holiday, you chanced to pick up the PRESIDENT'S REPORT-1970 ISSUE. B.C. did. And concluded it to be a bit unpretentious and occasionally slipping to the hyperbolic, especially when offering a bit of "obligatory" philosophy or venturing an opinion. Conversely, summarized facts were accurate to the period.

What follows are some of the more interesting of statements to appear. (Note: Because they are quoted out of context, some of the statements may seem amusing.)

## The President's Statement

"No longer can Albright take the position that new academic year is simply a repetition of all the other academic beginnings for 114 consecutive years."

## Academic Concerns

"The challenge of how to relate the school's academic program to the demand for relevance and flexibility remains a vital task."

## Admissions-Enrollment

"Emphasis was placed this year on recruiting more black students and eight are in the freshman class."

## Religious Emphasis

"The mood of the campus is by no means anti-religious. If anything there appears to be renewed interest in, and hunger for religious knowledge and experience... Yet there remains a suspicion of traditional religious forms and institutions on the part of many students."

## Student Affairs

## Apathy:

"The absence of serious unrest on the Albright Campus can be attributed to current student leadership and the concerted efforts by the college to keep the lines of communication open... and to include students in the governance of the college."

## Frats:

"Affiliation with a national fraternity which promotes academic awareness, the development of leadership, and responsibility and service to the college and community should bring to the present fraternity system an emphasis that has been lacking."

## Physical Facilities

"Visitors frequently comment on the excellent appearance of the campus and buildings. This is one of the strengths of Albright College."

## Athletics

"During the past year significant facility improvements were completed. A new scoreboard was secured for the football field and safety mats were installed along one wall of the wrestling room"

What more need be said? Except, perhaps, that a few of the statements were less amusing and more sobering: only eight blacks in the freshman class, for instance (Total-17).

## So They Say ...

The things I do for recreation relate to the presidency.

... President Nixon, after running in place 200 times before last week's nationally broadcast "Conversation with the President".

I am surprised that in America there is no men's liberation movement.

... Adelina Tattilo, publisher of Italy's PLAYMEN, an equal of America's PLAYBOY, who herself is nothing short of feminine.

## LETTERS

## Fictionless Library ?

To everyone whom this concerns:

To peer at the shelves on the first floor of the Albright College Library, one might get the impression that there is a bountiful supply of intellectual stimulation for the inquisitive mind. But, when one tries to locate a book he has heard of, it just isn't there.

There are three classes of books in the library:

1. References
2. Books selected by the department heads and faculty
3. Those donated by the ladies auxiliary.

There is no supply of recently written novels or commentaries, nor are any provisions being made for their future attainment.

Suppose a student wants to read a book by a writer mentioned in class, a current author, like Hoffer or Ellison. He could search the card catalog thoroughly without coming across those authors' names.

If a student asks that a specific book be purchased, he is informed that he should have a group of people, an organization preferably, behind him. For example, way back when, a student wanted to form a mountain climbing club and the library purchased a few books on mountain climbing.

How many people know that the class of 1970 at Albright donated money to the library which they had left over from class dues? The money was spent without consulting the students about what books they wanted in the library. When the Campus Center Board wants to know who to have for concerts, they at least take a student pool. Who does the library consult for book selections?

The library does not have a profound amount of money to work with, but the money that is allotted does not include a portion for those books desired by the students.

If the funky fiction was weeded out of the first floor of the library, those shelves would be virtually empty.

Take an author like Arthur Koestler. Yes, I know. Who is Arthur Koestler? He is quite a prolific writer and the library has one of his books. And that one is not an adequate representation of his work.

For one day, there was a black notebook laying on the table in the library where the newspapers are. Its purpose was for students to write down books they wanted to see in the library. No one made a single entry.

When a student is given a reading list for a class consisting of 80 books and there are only 5 or 6 of them in the library, it's disheartening. The book store had eleven of those books. Hardly any contemporary books are available on this campus. The number is so insignificant as to be invisible.

How contemporary or modern are the books donated by the

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## LETTERS

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Garden Party patrons?

And my final question — What is the use of breaking even in the budget if the needs of the students are being neglected?

Shirley Migdon '73

## Synthetic Grass

Dear Friends and Students,

Our campus sits along the northwest edge of Escambia Bay, which empties into the Gulf of Mexico at Pensacola, Florida. So far this year, Escambia Bay has suffered over 60 major fish kills, each one of close to or more than a million fish — food fish, sport fish, commercial fish, you name it.

These kills have been traced to industries and municipalities just north of and on the bay, which have been using the Escambia River and bay for a dump. One such industry is Monsanto Co., which, as of January, 1970, was dumping into the river, and the bay, the following wastes:

10,000 lbs/day 5 day biological oxygen demand

3,000 lbs/day total organic carbon

1,875 lbs/day TKN  
1,331 lbs/day nitrite nitrogen  
1,104 lbs/day ammonia nitrogen and nitrite

421 lbs/day total Phos  
421 lbs/day total phosphate  
264 lbs/day ortho phosphate

One of Monsanto's most advertised and ecologically deleterious products is Astro Turf, an artificial grass; some of its other products are Arochlor (1250) compounds and herbicides. Because our public officials have been tragically slow to respond, and because citizen initiated 'pollution control' legislation is being successively weakened and stifled, and will have only moderate 'success' if ever passed, we have concluded that only economic sanctions can force the industries involved to recycle their

wastes and quit using the Escambia River — public domain — for a dump.

We intend to take sanctions against all industries, of which there are six locally, dumping into the Escambia River and the bay. To establish our effectiveness, we have decided to begin by calling for a boycott of Astro Turf, the Monsanto product that depends most heavily on the college market. We desperately need your support. There is nothing less at stake than the bay itself — the bay which is an integral part of our biosphere, is essential to a balanced environment.

It doesn't take much thought to realize that Escambia Bay is about as important to you as it is to us. By supporting our boycott you not only deny revenue to an enemy of the bay, you also help assert, for once, that our waters and our skies are not dumps, and that even large industries must be held responsible for their wastes:

— we ask that you put up with natural grass for a good while longer

— We ask that you compell your friends and local industries not to buy Astro Turf and other Monsanto products

— We very respectfully and urgently request that you obtain, through your student government and alumni associations, a binding, official promise not to purchase Astro Turf until Monsanto quits dumping its wastes into Escambia River and Escambia Bay.

— We recommend that before you or your college administration buy any other artificial grass, you determine that the manufacturer is not, like Monsanto, using the environment for a dump.

We need your active response to this appeal, even if you have no need at your institution for Astro Turf. Your support is urgently requested. Please send us notification as soon as it can be obtained.

Richard Sanfilippo

What follows was submitted as a letter to the Editor. The author preferred to remain anonymous.

I received the following poem from a girl friend. I read it and was very impressed with its deep, clear meaning. Perhaps if the rest of the "Albright family" were to read it, our "family" wouldn't include babies, abortions, and a lot of heartache. Granted this poem isn't going to solve the entire problem of sex and love, but perhaps some people will stop and consider the feelings of the other party before they engage in such activities.

Lord, I must talk with you  
But it's not easy.  
I loved a girl, the other day.

I had always dreamed  
that making love to a lovely girl  
would be like  
bouncing slowly from a  
diving board  
and then floating slowly  
through the air  
until my body was surrounded  
by the swirling crystal waters.

But it wasn't like that at all.  
Something went wrong, very wrong.

It took a long time  
before we agreed to go all the way.  
We said we loved each other  
and wanted to show that love.

It took a long time  
before we said yes.

Then suddenly it was over.  
Just like that, it was over,  
and we lay there  
saying nothing.

I was spent  
and she was almost crying  
It was no fun for her,  
not really.

And now I hate myself  
It wasn't worth it,  
and I hate myself for it.

It didn't help us to  
grow closer,  
it didn't help at all.

In fact, we're further apart.  
We're like strangers.

Lord, when will I be ready  
for that kind of loving?

When are two people ready  
for loving  
so that what happens  
doesn't hurt either person  
but binds them both together  
and gives them something  
meaningful?  
When, Lord, when?

## B.C.

by Bob Clark.

The month of January is the best thing that ever happened to Albright — intermcourse is always good.

NEWSWEEK is changing their name to INSANITYWEEK.

## A Stone's Throw Away

I must have thrown  
A billion rocks  
When I was a kid  
I had more time  
Than I needed  
So I threw it away

The spinning stone  
Is a moment thrown  
The distance tossed  
Is the moments lost  
The kid alone  
Is good at stones

---Mason Williams

"Captain Nemo" by David Secombe (see *The Albrightian*, Oct. 23.), member of THE GROUP, is really toothpaste oozing out of a huge bedspring.

B.C. genuinely hopes the Albright student body does not allow the Student Council purchase of that polished aluminum monstrosity otherwise known as "Salute to the Astronauts". The money that may be spent to purchase the "White elephant" might be better used for scholarship money or financing several art exhibitions. Besides, where would we put it?  
*write your Congressmen!*

When *The Albrightian* came out December 11th, Ken Parola, listed under "Milestones" as having "Died" was not immediately available for comment on the grave situation.

E(environment) = M(millions of dollars) c (centuries of dirt)

The Internal Revenue Service like God, must love poor people — it makes so many of them.

Last week B.C. saw Dean Martin's Goldiggers, and can only say that they possess some veins that could be really dug on.

Mountain climber: A man who can't afford to lose himself in his work. —Coronet Mag.

If poor (women) drivers were Arabs, how many dented camels would there be?

We have just religion enough to make us hate, but not enough to make us love one another.  
—Jonathan Swift

## Announcements

Jan. 18-- "Forty Carots", a breezy, beguiling comedy; Broadway Theatre on Rajah State.

Jan. 19--An Evening with Joan Baez-Spectrum.

## THE C.O.

## "DISRUPTION" POLICY

Copyright 1970 By JOHN STRIKER and ANDREW SHAPIRO

During a recent interview with this reporter, Draft Director Curtis Tarr remarked: "There's a substantial feeling in the country, I understand, against conscientious objection, a feeling that you'd rather not help a conscientious objector if there's a chance to help somebody else. In Michigan the other day I talked to the state director of selective service, and he said a fellow came into his office and said, 'I just finished my civilian work as a C.O. I'm the father of three, happily married, but I can't support my family. . . . Nobody wants to hire a conscientious objector.' That's a tragedy."

Yes, it is. And there is irony in the Director's very recognition of the tragedy. Dr. Tarr, himself, is inadvertently helping to cause the tragedy by failing to end a reprehensible and long-standing policy of Selective Service: the so-called "disruption" policy governing a C.O.'s civilian work.

C.O.'s in class I-O (opposed to both combatant and noncombatant military service) may be called upon to perform two years of civilian work in lieu of induction. The Selective Service act and regulations require only that the civilian work be in the national health, safety, or interest. There is absolutely no mention of disrupting a C.O.'s life.

While the state directors of selective service maintain lists of approved civilian work, local draft boards have the final say. They decide ultimately which job an individual C.O. can take. The only guidance a board has in deciding whether a particular job is appropriate lies in Local Board Memorandum No. 64. General Hershey issued this LBM in 1962, and Dr. Tarr has not yet seen fit to change it.

LBM No. 64 provides in part: "Whenever possible [civilian] work should be performed outside of the community in which the registrant resides. The position should be one that cannot readily be filled from the available labor force. . . . and should constitute a disruption of the registrant's normal way of life somewhat comparable to the disruption of a registrant who is inducted into the Armed Forces."

This "disruption" policy implies a vindictive judgment on the part of Selective Service: namely, that civilian work which punishes serves the "national interest." In essence, LBM No. 64 asks draft boards to treat a C.O. as if he were being sent to a civilian boot camp. Such a policy tends to de-emphasize, if not ignore, a C.O.'s individual talents and the availability or work that exercises and develops those talents.

How does the "disruption" policy benefit the national health, safety, or interest? To pose this question is to ask, in effect, whether the "disruption" policy is authorized by the Selective Service act and regulations. In this reporter's opinion it is not.

One court, however, has recently decided otherwise. In *Hackney v. Hershey* the federal trial court for the middle district of North Carolina held that LBM No. 64 is valid.

The case involved a C.O. with both skills and experience in laboratory, research, and related medical fields. This C.O. was working as an inhalation therapist supervisor at the New York University Medical Center. His work had been approved as acceptable civilian work in the national health, safety, and interest by both the state directors for North Carolina (where the C.O.'s draft board was) and New York City (where the Medical Center was).

The draft board disagreed. It noted in the C.O.'s file: "Local Board is not satisfied with job at New York University Medical Center because this would not disrupt registrant's way of life." Incredibly enough, the board assigned the C.O. to hospital work in North Carolina which the court later found to be "of a routine nature which requires little training and no formal education." The court also found that the C.O.'s new work was "minimal and did not employ his capabilities, talents and training. . . ." As a result a young man may sweep floors in North Carolina, while a hospital in New York goes without a specialist.

This procedure has got to stop. Officially sanctioned disruption ultimately contributes to the very public attitude which Dr. Tarr calls a tragedy. If a C.O. is forced to perform useless civilian work, will he ever be regarded with respect? And what does he have to show for his two years of waste and degradation when his civilian work is over, and he seeks a real job? No wonder Dr. Tarr hears stories about C.O.'s who cannot support their families.

This tragedy which can last for years begins with the official policy of disruption for disruption's sake. You can help end this policy. Write to us. We have already influenced policy changes through this column. Of course, we will not send your letters directly to Dr. Tarr. We always preserve the confidentiality of your communications. However, we can use the sheer volume and general sentiment of your mail as evidence that repeal of LBM No. 64 is long overdue.

As usual send all letters to "Mastering the Draft," Suite 1202, 60 East 42nd Street, New York, N.Y. 10017.



## 'Nader'

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male ID card checkers to catch these evil doers. Others simply acquiesced and either paid for their meals or ate off campus.

I submit that the time taken to search ID cards was a nuisance to the students and the women checking the cards. Furthermore, I condemn the system that brought about this mess. Why didn't the administration anticipate this problem and give traveling students refunds commensurate to the amount of time they would be spending off campus? I wonder also if the \$35 refund is a match as a student normally pays for a month's food as specified in the overall room and board fee.

If the situation was a mere oversight, I apologize for this article's rude connotations directed at those responsible for its arrival, yet I feel it is part of their responsibility to anticipate a problem such as this one, and remedy it before it occurs.

Although I firmly believe that a college's role is the education of students and the maintenance of an atmosphere most conducive to this end, situations at Albright similar to the above certainly make me wonder? Three more follow:

1. During first semester, rarely if ever was more than one or two washers and dryers working in Crowell hall (my residence) and I have heard that other dorms have experienced similar occurrences. When I found all the washers and dryers were in working order during Interim, I could have jumped for joy, until I realized that this situation should exist throughout the year. I am thankful to see them working now, yet I am skeptical as to how long they will remain in running order.

2. In agreement with this week's editorial reprint of "Quagmire", I am in awe that to this date there is no macadam pathway in front of the East lounge facing 13th Street. There are so many logical reasons, as stated in the editorial, for the path to be built; I cannot imagine why it is not. Maybe there are too many logical reasons.

3. I feel that student self-help employees are underpaid, working for \$1.45 an hour. I am highly doubtful that Albright could employ outside help to work student jobs at the present wage. I consider arguments of convenience such as the easy access for students to get to their jobs and the fact that job hours can be arranged according to free time ridiculous. No matter how convenient a job is, it still has to be done, and the worker should be paid on the criterion of the job and his ability to do it only. I am thankful the school offers self-help jobs for needy students. I propose, however, that self-help employees form a Student Workers' Association to discuss the problem with those who set the salaries, so at least they are aware of student worker sentiment concerning wage policies.

I believe all the problems discussed above are remediable, and I hope students will voice their feelings concerning them. Finally, I hope the policy setters attempt to take greater interest in regarding student sentiment, for we do not only have to learn here—we have to live here. Sometimes you don't make it much fun.

## Frustrated 30's; 70's

By FRED ORENSKY

In an attempt to fathom the depths of frustration in the 1930's, Mr. Jeffrey Woodward's class is now in the midst of a discussion of the novels which most closely mirror the age. Mr. Woodward has presented a tri-fold purpose for offering the course to the student body. First, and maybe least important, is the fact that the age we live in, too closely resembles the 30's. Secondly, the past and especially the 1930's offer a possible explanation to the standards which are held most sacred today in America. And,

thirdly, and most important to Mr. Woodward is the possibility that the students may realize that literature allows an accurate depiction of the time without the distortions the sciences (Sociology, History, etc.) must take into account.

Among those on the reading list are Hemingway, F. Scott Fitzgerald, John Steinbeck, Nathaniel West, and Richard Wright. Revolution, festering mental wounds, the death of the American Dream, all part of the 1930's, all part of the 1970's.

## Concerning P/F

The following is reprinted from the Nov. 23, 1970 ON CAMPUS Newsletter, Vol. 2, No. 10.

The student who wishes to go to graduate or professional school should be sure to use the pass-fail system carefully and in moderation. According to Penn State's Graduate School, problems in interpretation can arise when an applicant has "pass" grades on his transcript.

Bernard Busovne, assistant to the Dean of the Graduate School, suggests that there may be difficulties in admission for those who use the pass-fail system unwisely. Grades are supposed to be an indication of a student's performance. When the quality of the performance is unclear the graduate school is forced to inquire further—seeking personal recommendations or interpretations of the "pass." If the admissions office or the department prefers not to be bothered with the paperwork, it may decide against the student. If, instead they assign a value to the "pass" grade, it will probably be a "B" and may actually lower the applicants average. What's more, he may have earned an "A."

While obvious electives may be overlooked, there is particularly a problem if the "pass" grade is somehow related to the student's desired grad school major. For example, Dr. Eugene Lindstrom, Associate Dean in the College of Science, has replied to more than a dozen letters from medical schools that have requested a precise rendering of S-U grades. Such institutions are especially suspicious if a course is related to science, Dean Lindstrom indicated.

In addition, the Law School Admission Test Council has issued a statement warning that law school applicants who submit college transcripts containing pass-fail grades will have their grades somewhat discounted and their Law School Admission Test scores weighed more heavily than other applicants with conventional grading records, even when the transcripts are accompanied by recommendations of teachers and deans. The council emphasizes that an admissions committee "can make only limited use of the college work in predicting performance in law school."

The wise student will use his pass-fail privileges judiciously.

## Americans In India

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they plan to spend most of a day off the beaten track with villagers in various rural areas. In New Delhi, they arrive at just the right time for the Republic Day Celebrations on Jan. 26, which include folk dancing, parades, festivals, and concerts. This is India's biggest national holiday, and our travelers have made sure of enjoying it by securing tickets in advance.

Naturally, no one pretends that the students will come away from this experience with a thorough understanding of Indian history, culture, or society. But they are learning about and experiencing a culture of which most Americans know very little, and that's a healthy start.



Intent and absorbed in her sculpturing, Karen Bittner carves form into her work.

Photo by Andy D'Angelo

## Literary London

By NANCY TAIT

Tomorrow, January 16, Gary Adelstein's interim course will leave for a two week trip to London. We will leave on a bus at 1:00 and drive to Kennedy Airport. We leave Kennedy at 7:00 on a Pan Am 747. Arrival in London will be about 7:30 AM.

Headquarters for the class will be Hyde Park Towers. Requirements for the course include going to see seven plays which are "Canterbury Tales", "Mrs. Warren's Profession", "White Devil", "Abelard and Heloise", "Winter's Tale", "Sleuth" and

"Vivat, Vivat Regine". Other than an overnight trip to Oxford the group will be on its own.

In order to help us decide what to do with all the free time in London, each member of the class did a report on either a time period or section of London. We all have a pretty good idea of what we want to see and what we want to read.

This past week we studied three of the plays we'll see, but at this point, most of us are just worried about packing and making it to the bus on time.

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## INTERIM VISITORS

By BOB CLARK

In an effort to advance inter-collegiate interaction, *The Albrightian* is publishing the names of all those students who are taking an Albright interim, but regularly attend another college. Listed are their names, what school they are attending, and where they are housed while here at Albright.

A total of 18 are from off-campus, 14 of whom are women. Less adventuresome, perhaps, only 4 are men.

Women students participating in the Interim are: Lauran Bethell, U. of Redlands (311 Teel); Shirley Bowman, U. of Redlands (20 Selwyn); Debbie Crburn, Briarcliff (210 Walton); Kathryn Foxhall, Birmingham Southern (on U.N. trip); Sue Gerhart, Westminster (Reading); Maureen Kelley, U. of Redlands (20 Selwyn); Janet Markowitz, Rider (Reading); Cynthia McClung, U. of Redlands (203 East); Heather McKee, Kirkland (26 Selwyn); Diane Seaman, Cedar Crest (Hamburg); Karen Shear, Chatham (Reading);

Jeanne Taylor, Westminster (205 Walton); Susan Voegele, Westminster (315 Selwyn); Candy Weisz, Cedar Crest (in Germany).

Men students are: John Coneino, Tennessee Wesleyan (Court B-7); John Eckenrode, Loyola (Court C-7); Paul Geckle, Loyola (Court C-7); Dennis Renken, F & M (Wyomissing); And Richard Ryckoff, U. of Redlands (113 Crowell).

Last year only 8 were from off-campus.

## NEW ADDITION

Melanie Moberg Bohl (Mrs. Steven A.), Albright College alumna, has been named assistant to the director of alumni relations, it was announced Jan. 7.

Mrs. Bohl, a bachelor of arts degree graduate in English ('69), will be responsible for alumni office management, assistance with the publication of the ALUMNUS, the college quarterly magazine, and overall assistance to the director of alumni relations, Mr. Carlton Dodge.

## Biological, Ethical, and Religious Approaches to the Human Environment

By KEN MEREDITH

Despite the ponderous title of this interdisciplinary course, it promises to be a relaxed, informal, and highly interesting experience. The course in directed by Professors Barth of the Religion faculty and Marcus Green from the Biology Department. It should be interdisciplinary in the fullest sense of the word; in the first sessions both professors displayed an impressive knowledge of both the biological and the philosophical problems of the environment.

There has been so much concern and discussion about pollution in recent months that there is no need to take the time here to defend the significance of the human environment. This course is set up in a way that permits both a broader and more concentrated consideration of environmental problems than is usually the case. Broader because, as the title implies, it demands consideration of the vast questions of man's total relationship to the physical universe and the purpose of his existence on

earth. The required readings, including *On Aggression* by Konrad Lorenz and *Politics and Environment*, edited by Walt Anderson, suggest that "behavioral" and "political" should be added to "biological, ethical, and religious." The study is also concentrated, because the twenty-one students in the course were split into five groups, each of which chose a single environmental problem to study in depth. The chosen topics were (1) industrial pollution, (2) atmospheric pollution, (3) water pollution, (4) radioactive and thermal pollution, and (5) the population explosion. Each group will report in detail more or less informally, on its topic. A paper is also required of each student on one aspect of the group's problem. While the topics are to be covered in the broadest possible way, each group is also expected to propose (and defend) ways of solving their problems.

In addition to these reports and discussions, two trips are planned. One will be to a local electrical power plant and the other to Reading's sewage disposal plant.

In the interest of conserving our paper pulp resources and cutting down on the level of verbal pollution, I'll stop here.

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Photo by Tim Stokes

Glassblowing for inorganic chemistry.

## ROBSON'S TRANSWICHICS

"The Story of a Book", a public exhibit depicting the evolution of prosody print, the use of graphic symbols and cues in writing, is on display in the Albright College Library Gallery daily Monday through Friday, 8:30 a.m. - 10:00 p.m., and Saturday and Sunday, 2-5 p.m., January 10 - February 7.

The exhibit, comprising twelve panels relates the concept, research, graphic development, and publication by Ernest M. and Marion M. Robson, Parkersford, of their book entitled "Transwichics". Employing graphic cues, prosody print instructs the reader as to pitch, the speed at which the work is to be read, when to pause, and how loudly or softly the reader should speak.

er should speak.

Mr. Robson, a graduate chemist, last spring was guest lecturer at the college on the topic, "Graphic Symbols in Language and Poetry". His early research and development of prosody print involved more than 125 Albright students under the direction of Dr. Stanley K. Smith, Jr., chairman of the college's department of psychology and director of the Psychological Service Center.

Mr. Robson previously is teaching a course entitled, "The Psychology of Symbols in Creative Language", under the auspices of the psychology department during Albright's Interim Semester program.

## Daniel's Surgeons

By FLOYD EISENBERG

In case you were wondering what to make of the talk about Albright students buying surgical equipment, you can stop worrying. Dr. Donald Daniel's course in "Experimental Endocrinology" involves work on mice and rats, not students on academic probation. The twelve neo-surgeons (and two experienced ones) are now preparing for the second set of operative procedures, following a highly successful attempt, on Tuesday and Thursday of this past week.

The course, intended to highlight some basic variables in biological systems, studies the endocrine glands and their function, including the hypophysis (pituitary), the gonads, the adrenals, and the thyroid. During the three, two-hour lecture periods each week, the students are given background material about the glands, their hormones, the sites of the hormonal action, and the major effects. On Tuesdays and Thursdays of each week, the class moves into the lab to see some of these effects for themselves. Here the students perform two operations, an oviectomy and an adrenalectomy. By observing the postoperative condition of the animals, the hormonal functions of the two glands may be learned.

Other laboratory procedures include treatment with thiouracil (to impair the function of the thyroid and thereby study the workings of that gland), and parabiosis (uniting of two animals surgically) to observe glandular function. Hypophysectomies (removal of the pituitary gland) and thyroidectomies will be performed on deceased mice.

Sorry, due to the lack of an amphitheater, all operations must be closed to the general public.



The hands of a future surgeon.

Photo by Andy D'Angelo



# CATCH 22

## 'IMPALED ON THE INSANITY OF WAR'

By BOB CLARK

McWatt's voice: Help him! Help him!

Yossarian: Help who?

McWatt's voice: Help the bombardier.

Yossarian: I'm the bombardier. I'm all right.

McWatt's voice: Then help him. Help him!

It was on his 37th mission when his bombardier, not Heller, was hit and bleeding copiously into his flight suit. It stirred Heller enough for him to write CATCH-22 16 years later. (Fox Theatre)

"Black, mad and surreal," says *TIME*, "it [tells] of a bombardier named Yossarian impaled on the insanity of war and struggling to escape." Indeed, at the film's outset, there are still many who have not lost their sanity; by its end only Yossarian (Alan Arkin) retains it.

Orrs, almost as sane as Yossarian, is insane with the obsession of escape from fighting. At one point, very subtly, he attempts to explain to Yossarian why crashing into the sea is "good practice" ("If you were smart you'd fly with me."), and how he'd later "thank" him. But Yossarian doesn't catch the hint, only to remember Orrs words after finding out (at the

film's end) that Orr made it to Sweden. All at once Yossarian understands the word "practice."

Very early we learn the meaning of "Catch-22" as explained by Doc Daneeka (Jack Gifford): a flyer cannot be grounded because he claims he's crazy, because if he claims he's crazy he's too sane to want to continue to fly, yet he must be crazy to continue flying. "That's some catch, that Catch-22," says Yossarian. "The best there is," Doc replies.

As with the circular "Catch-22" reasoning, so it is with much of the dialogue, the plot and indeed, the film's essence. CATCH-22 is a "spiral staircase set with mirrors. Yossarian moves numbly through it all, ascending by dols, units of pain glimpsing pieces of himself until he comes to a landing of understanding." The dominant image is the circle.

CATCH-22 possesses the intentional quality of dislocation and determined timelessness. After all, is war not a timeless thing?

The constant flashbacks, and flashbacks within flashbacks within flashbacks, give CATCH-22 this quality of timelessness. That and Mike Nichols' superb directing. (To begin to understand the film, see it twice; to write about it, three times.)

The cast of mad characters have many archnames. Paranoic Major (Bob Newhart); blood-thirsty General Creedle (Orson Wells); sadistic Colonels' Cathcart and Korn (Martin Balsam; Buck Henry - screenplay); and of course Milo Minderbinder (Jon Voight).

While Cathcart compulsively raises the number of missions necessary for rotation and insists upon tight bombing patterns, he encourages Milo's murderous wartime profiteering. He grows from a mess hall hustler to a full-time Hitlerian-like racketeer who for the good of his M&M Enterprises actually directs a bomb attack on their own base, all part of a deal with the Germans. M&M Enterprises is one of the few things that grow in the film: "What's good for M&M Enterprises is good for..." initially "the Air Force" eventually "the

Country", and finally after everyone in the Air Force and Italy it seems except for Yossarian, are working for him, "the World."

"Viewing Arkin in the film," says *TIME*, "...is like watching Lew Alcindor sink baskets or Bobby Fischer play chess. The man seems made for the role.

Fear rides on his back like a schizoid chimp. His voice climbs from neurosis to hysteria - and winds back down again, without missing a moan. On Yossarian's tortured face is a look of applied sanity that befits only saints and madmen. He walks through a closed system to which everyone but the dreamer has a key."

Five times Yossarian's mind circles to the plight of Snowden, the wounded bombardier, three of which begin with McWatt's "Help him." Yossarian's arc of memory lengthens each time as he's beginning to aid the mortally wounded Snowden, until at last he watches flesh tear away, and Snowden's insides pour out. He only wanted to tear away his blood-drenched shirt. It at once becomes the film's most repulsive and instructive moment. From that time on Yossarian cannot accept the escape bargain his superiors finally offer him: "All you have to do is like us." He cannot betray his fellow comrades and victims.

CATCH-22 will remain memorable as a horror comedy of war, with the accent on horror. And Yossarian, a larger than death hero, as everyman.

\*\*\*\*\*



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### JANUARY EVENTS

20 - Dr. June Hageborn, "Cervical Cancer" - 7 p.m. - S. L.

20-21 - Abram Samuels, "Man and Other Demensions" - 10 a.m. & 7:30 p.m. both days - C. C. T.

25 - Dr. Wing-Tsit Chan, "Man in Chinese Thought" - 10 a.m.; 2 & 8 p.m.

26 - Dr. Chan - 10 a.m.; 1 p.m.

27 - Dr. John W. Combs, "Breast Cancer" - 7 p.m. - S. L.



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## LOVE STORY

'An Inch From Where It's At'

By BOB CLARK

I can't remember when I've last been to a movie where every seat has been filled. But that's exactly what I saw at last Friday's 8 o'clock showing of *LOVE STORY* (Eric theater). Before that, it must have been as long ago as *THE SOUND OF MUSIC*. And *LOVE STORY* may well be the first picture since *MUSIC* to turn over as large a profit.

If you haven't yet read the book, don't - at least until after you've seen the movie. The movie is the book; if you've seen one, you've read the other. That's why seeing the movie should come first - knowing the book's contents will steal from the film's emotional impact. And you want to feel the emotion!

*LOVE STORY* centers in the following world of Boston, complete with a flourish of Harvard's maroon and white, a gala snow romp, "do-it-yourself weddings", nourishing Skipppy peanut butter sandwiches while studying, and a summer of work at Camp Tuckahoe, which is responsible for:

Oliver - "Someday we're going to look back on these days..."

Jenny - "The sooner, the better."

Plots are like shoes: some are worn out and some are new. *LOVE STORY* suffers from the former. Yet the picture has immense romantic appeal, firmly engaging the heart's mind. Ryan O'Neal (Oliver) plays a very honest and moving role as the seasoned performer he is should. Ali MacGraw is indispensable.

My major complaint concerns the script, and therefore the author, rather than the acting. It involves the first making of love.

In the movie, we are the camera's eye slowly zooming in on a drop window from outside (you never go inside), in which from the following dialogue is

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heard:

"Oliver, you're going to flunk out if you just sit there watching me study."

"I'm not watching you study. I'm studying."

"Bullshit. You're looking at my legs."

"Listen, you're not that great looking!"

"I know. But can I help it if you think so?"

Immediately, the next scene is of the two walking together in a rainstorm. Oliver is accusing Jenny of merely playing a game of "verbal volleyball", that she surrounds herself with a glass wall that keeps her from "getting touched". In short he's telling her that either they have sex or the relationship's off. Next scene shows them in bed, obviously after intercourse (her lipstick's too perfect).

The book continues the dialogue with:

"Jenny, for Christ's sake, how can I read John Stuart Mill when every second I'm dying to make love to you?"

"Oh, Oliver, wouldja please?"

"Jenny -"

"Oliver - wouldja please."

It all happened at once. Everything. It's beautiful in the book.

Unfortunately, in both the movie and the book, Jenny maintains her dominant, never-faltering, and too greatly controlled emotions. It's unhuman-like. She never allows her heart to escape from her mind's rule. That, and what *TIME* called her "incarnate...ichy, bitchy resolve" lie not in MacGraw's inability to act, but the character Segal authored.

One other thing - unless you've read the book, you don't realize that she's dying of leukemia; it's never mentioned. Except for a few other minor additions or deletions, film and book are alike.

Ray Miland as Oliver's father and John Marley as Jenny's father (he prefers Phil) play supporting roles better than a bra ever could. Sorrow is felt for Oliver Barrett III, while an intense like for Phil continues to grow. Phil's the kind of father one always wished for.

The music? As one girl put it, "It's the kind of music that makes you think of everything sad that ever happened to you." It's very effective.

Finally, Oliver does not cry in his father's arms as he does in the book. Instead, he returns to the deserted ice skating ring, seating himself on the very bleacher we first find him sitting upon at the film's outset. It's winter again; the circle has come full around. Only memories remain.

*LOVE STORY* is an experience; you are not just an observer. Rather you become an unwritten Segal character, living all portrayed on the screen from the inside. Or, as Strome Lamon, advertising director for Simon and Schuster, puts it, "*LOVE STORY* is about an inch from where it's at."

\*\*\*\*\*

## B-BALL SUMMARY

nursday, January 7, Ira Goodelman's two charity tosses with four seconds remaining enabled Albright to squeak by previously undefeated Wilkes (4-1) 79-78 at Wilkes-Barre. The victory kept the Lions' record unblemished at 3-0 in MAC action and above .500 with a 5-4 overall mark. Since then it has deteriorated as the Lions have had two consecutive "road" defeats at the hands of Lebanon Valley and Susquehanna.

Against Wilkes, Goodelman, a junior, took scoring honors for the night with 19 points, his best effort this season. The Lions' leading scorer, freshman Paul Mellini, despite being held to two field goals, registered nine free throws, giving him 13 points. Balance scoring prevailed as three other Lions hit double figures-Walker Wadsworth scoring 14, with freshman Ray Ricketts and Jeff Steuber netting 14 and 12 respectively.

Albright met rival Lebanon Valley Saturday night in Annville in a game that featured Albright's top scorer Paul Mellini against brother Steve, the Dutchmen's leading rebounder. Despite Mellini's 23 point, 19 in the first half, Lebanon Valley won the contest 90-80.

Monday, January 11, the Lions met Susquehanna for their third straight road game. The Crusaders were 4-1 in the MAC and 4-4 overall. Despite Mellini's 33 point effort, Susquehanna won 88-75, dealing Albright its second straight defeat.

Albright's next game is a home one on Saturday night against Wagner. Come out and help the Lions get back on the winning track.



# Sorbonne Summer Session

## for American Students

### Extension universitaire de l'Université de Paris

#### COURSES OFFERED

Professorial Staff from l'Université de Paris: M. Georges MATORE, M. Antoine ADAM, M. Maurice DUVERGER, Mme Cécile GOLDSCHIEDER, M. Jacques Van den HEUVEL

#### I. Lower Division Courses

- 102 Elementary French - emphasis on grammar, phonetics and conversation. (prerequisite: 2 years high school French or 1 semester college French.) 60 hours
- 201 Intermediate French - grammar review with emphasis on conversation. (prerequisite: 1 year college French.) 60 hours
- 202 Intermediate French - composition and syntax study. (prerequisite: 201 or equivalent.) 30 hours
- 212 Intermediate Phonetics - emphasis on pronunciation, reading and speaking. (prerequisite: 102 or equivalent.) 30 hours

#### II. Upper Division Courses

- 331 French Civilization - political, social and intellectual development up to the French Revolution, with emphasis on literature and art. (prerequisite: 202 or equivalent.) 30 hours
- 332 French Civilization - political, social and intellectual development from the French Revolution to the present, with special attention given to literature and art. (to be offered summer 1971.) 30 hours
- 412 Advanced Phonetics - intensive practice in pronunciation, reading and speaking, to achieve a true command of the spoken language. (prerequisite: 202 or equivalent.) 30 hours
- 421 Survey of French Literature - advanced study of French literature from the Middle Ages to the French Revolution. (prerequisite: 202 or equivalent.) 30 hours
- 422 Survey of French Literature - advanced study of French literature from the French Revolution to the present. (to be offered summer 1971.) 30 hours
- 433 Principles and Methods of "Explication de Textes" - advanced study of techniques and elements of literary expression in poetry, drama, and prose. 30 hours

#### KEY TO COURSE NUMERATION

Undergraduate Courses: The first number represents the academic year (100 = Freshman, 200 = Sophomore, etc.). The second number indicates the general subject-area treated (0 = Grammar & Composition, 1 = Phonetics, 2 & 3 = Literature, Civilization, and related subjects). The third number represents the semester level.

Graduate Courses: The 500 and 600 series courses represent graduate level. The last two numbers designate the course title.

#### III. Graduate Courses (open to last semester seniors)

- 515 17th Century Literature - study of Baroque and Classical trends of 17th century. 30 hours
- 525 18th Century Literature - study of the whirlpool of new ideas during the first half of the 18th century. 30 hours
- 535 19th Century Literature - study of French Idealism from Lamartine to Hugo. 30 hours
- 555 French Drama - indepth study of 2 or 3 contemporary plays including ALL aspects of its presentation and literary merit (décor, mise-en-scène, audience participation, etc.). 30 hours
- 565 French Art - study of the evolution and revolution in art from the Middle Ages to the 17th century. 30 hours
- 566 French Art - study of the movements and schools of art from the 17th century to the present. (to be offered summer 1971.) 30 hours
- 585 French Stylistics and Creative Writing - study of structural and semantic elements and their application in literary expression. 30 hours

#### IV. Graduate Seminars

- 605 Baudelaire - les origines de la poésie contemporaine. 30 hours
- 615 Flaubert devant la Critique - ses contemporains, la critique traditionnelle, la nouvelle critique. 30 hours
- 655 La Notion d'Engagement - de 1918 à 1938, de 1939 à 1958, de 1958 à 1970. 30 hours

NOTE: Special "Conférences" will be given, if the demand for them is sufficient. (Gallo-Roman Art, The Recent Discoveries in Archaeology, The New Wave in French Cinema, French Politics since De Gaulle; France and the Common Market, The French Press, Education since May '68, France and the Problems of Big Business, etc.). Therefore, students are asked to indicate their choice on the application form. 10 hours

#### CREDIT

REGULAR ATTENDANCE is a requisite for obtaining credit.

Although the purpose of this summer session is to fulfill the requirements of American college and university credits, it also conforms to French university regulations. Each 30 hours course is usually equal to 2 American credits. If students successfully complete the average summer session load of 90 hours, they normally receive 6 American college credits. However, students are advised to consult with their professors, their Department Chairman, their own school's Registrar's Office, BEFORE MAKING FINAL ARRANGEMENTS, to ascertain the EXACT number of credits their school grants for the Sorbonne Summer Session.

## SORBONNE SUMMER SESSION

### for American Students

A special Summer Session is offered by the "Cours de Civilisation Française" at the Sorbonne for those students who wish to improve their knowledge of French language, literature, and civilization. This program is particularly designed with American academic needs in mind, as it can meet the standard semester requirements of most universities and colleges.

Thus American students can derive the double benefit of foreign travel and college credits.

Similar to American summer sessions, the Sorbonne Summer Session lasts six weeks, June 29 to August 7.

A round trip flight from New York to Paris by Air France will be scheduled to leave New York June 28 and return from Paris August 8. Students on this program will enjoy the privacy of a luxurious apartment plus two meals a day. All university fees, a round trip ticket, apartment and meals will cost only \$1638.

RESERVATIONS MUST BE RECEIVED BEFORE JAN. 20, 1971.

For Pre-Enrollment and Reservations, please air mail special delivery the following items to Dr. M. Ward McIntosh/ASTRA, Summer Session for American Students, Cours de Civilisation Française, Sorbonne, 47, rue des Ecoles, Paris 5<sup>e</sup>, France:

1. this application form.
2. a 65 dollar deposit (by international postal money order).
3. a transcript or transcripts of college or university work.
4. a small recent photograph.

#### APPLICATION FORM

Please type or print all information.

Last name (Mr., Mrs., Miss) .....

First name ..... Date of birth .....

Permanent address .....

Academic standing as of Sept 1970: Freshman, Sophomore, Junior, Senior, Graduate

University or college last attended .....

University or college address .....

If different than the above, address of university or college to which Sorbonne transcript should be sent .....

Date and type of diplomas earned (or to be earned) as of June 30, 1970 .....

Major ..... Minor .....

Teaching experience (indicate level, subjects taught, number of years): .....

Name and address of persons to be contacted in case of emergency: .....

Courses selected: (please check)

102 <input type="checkbox"/>	301 <input type="checkbox"/>	515 <input type="checkbox"/>	605 <input type="checkbox"/>
201 <input type="checkbox"/>	302 <input type="checkbox"/>	525 <input type="checkbox"/>	615 <input type="checkbox"/>
202 <input type="checkbox"/>	331 <input type="checkbox"/>	535 <input type="checkbox"/>	655 <input type="checkbox"/>
212 <input type="checkbox"/>	412 <input type="checkbox"/>	555 <input type="checkbox"/>	
	421 <input type="checkbox"/>	565 <input type="checkbox"/>	
	433 <input type="checkbox"/>	585 <input type="checkbox"/>	

Choice (or choices) of special "Conférences" .....

Will you be taking the final examinations for credit? .....



# STUDENT AFFAIRS

By DALE VANDERSALL

At the last meeting of the Student-Trustee Committee on Student Affairs the following trustee members were present: Chairman, Raymond Schlegel, Dr. William Maier, Mrs. Carolyn Erdman, Dr. Charles Kachel. The following student members were present: Jean Billingsley, Manetta Galusha, John McCahill, and Nelson Bradshaw. Ex-officio members present were: Dr. Arthur L. Schultz and Dean Vandersall.

## Agenda Items

1. *Renovation of Meeting Room No. 2* — Mr. Schlegel reported the approval of renovation by the Board of Trustees. Dean Vandersall assured the committee that plans were underway to renovate the room. The student members on the committee wanted to see the plans for the room. Dean Vandersall will set up a meeting with students to see the plans.
2. *Trustee Participation in Colloquy* — A discussion regarding the Fall Colloquy ensued. It was agreed the luncheon was a success but that more time was necessary for more lengthy discussions. Mr. Bradshaw proposed a structured program for Thursday evening March 5, 1971. This is the night before the Trustee Committee meeting. Dr. Kachel emphasized the need to try to change the curriculum committee meeting to another time. It was also emphasized that the adequate notice of the program be given to trustees.
3. *Hot Line for Drugs* — Mr. McCahill reported that there is a phone number in the city of Reading and that he would find it and publicize it.
4. *Sculpture for the Campus* — Mr. Schlegel reported that \$500.00 had been set aside for sculpture on campus. After lengthy discussion Mr. Bradshaw made a motion "to consult Mr. Koursaros as to the possibility of procuring 'Tribute to NASA' for \$1,000.00 to be placed in the Campus Center". Dr. Kachel seconded the motion and the committee passed it unanimously.
5. *Residence Hall Living Committee* — President Schultz reported that this committee had been approved by the Trustees. The only portion of the proposal that was not approved was that the report of this committee be approved at the Spring Trustee Committee meeting on March 6, 1971.
6. *Need for Communication* — It was noted that students do not get an accurate idea of what happens in the Trustee meeting. It was agreed that the news release would be sent to Faculty and Student Council immediately after the Trustee Committee meeting.
7. *Action Regarding Recent Films on Campus* — After lengthy discussion no final decision was reached only that proposals will be accepted from Student Affairs Committee as well as the Faculty Committee.
8. *Due Process on Campus* — Students were concerned about the statement in regard to demonstrators and process for those students. Mr. Schlegel reported that the college lawyers had decided the college has the right to set these regulations. It also determined that the intent of the statement was not that summary dismissal be used in every case.
9. *Proposal Regarding Young Alumni Trustee* — Mr. Bradshaw proposed "the trustees consider the selection of an alumnus to Board of Trustees of the college not to be more than one year removed from college and for this alumnus to serve a two-year period". Dr. Maier seconded the motion and it was unanimously approved.

There being no further business the committee recessed until February 8, 1971 at 7:15 P.M.

## ESSO GRANT

Albright College has received a \$2,500 "Presidential Contingency Grant" from the Esso Education Foundation through its program of support to higher education it was announced Jan. 7.

The grant is the eighth awarded Albright since the Esso Education Foundation was established in 1955, and represents a total of \$18,000 in gift income for

educational programming, research, and general operations.

Albright is one of 181 private colleges and universities participating in the distribution of more than \$500,000 in 1970-71. Since 1955, the Foundation has contributed over \$33 million in support of higher education in the United States.

# 'Hot Chocolate House

By GLENN KAPLAN

Considering the fact that the Campus Center Board was fighting a tri-fraternity party, the turnout for the 1st annual "Hot Chocolate House" was good. To be honest, it was a lot better than expected. For the 50 or more people that were left on campus, the night proved to be an enjoyable experience.

The night got off to a cool start because the performers that were contacted seemed to run into a little trouble getting here on time. Clyde Snyder and Nat Balis opened the program with "Letters to Dear Abby", played with a musical accompaniment. John Cooley, trying hard as he could to follow Clyde and Nat, sang one song before his "e" string broke. Andy D'Angelo then proceeded to do his act on hypnotism.

After having some difficulty obtaining volunteers, four daring people from the audience agreed to participate. Unfortunately, only one of the four succumbed to the hypnotic suggestions.

Brian Compton and a friend put on a very entertaining show. His guitar playing and folk singing left me with a satisfying impression. Accompaniment with a harmonica, however was a bit surprising. I enjoyed Brian and I think most of the audience felt the same way, but the harmonica?

While Elaine Strause and Brian Compton were tuning up, John Cooley returned, this time with a repaired "e" string and a harmonica. He did another song to keep the continuity of the show going. Elaine and Brian returned, in tune, and sat down to provide the audience with a performance worth waiting for. Elaine did two songs with Brian assisting, but Brian somehow dominated and single handedly (?) continued to entertain, leaving Elaine slightly surprised.

At the stroke of twelve o'clock, after 75 cups of hot chocolate had been consumed, the fire nearly burned out, the night had reached its climax. It was the end of the first "Hot Chocolate House". I hope that those who managed to attend enjoyed themselves. Let me thank all those who supported the evening. It's always good to know some people support the functions provided by a very frustrated Campus Center Board.



This photo's size is the antithesis of our reviewer's lack of words for Mr. Bramwell (Shaw) Fletcher's Tuesday and Wednesday performances.

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