

Anti-Zionist Jew speaks tonight

By SCOTT FINLEY

Dr. Alfred M. Lillenthal, a leading pro-Arab authority on the Middle East, will speak in Ford Chapel tonight at 8:15. His topic will be "The Middle East: Another Vietnam?"

One of Lillenthal's foremost arguments is that the present crisis in the Middle East can turn into a second Vietnam at any time. "A temporary cease-fire and lull in fighting does not eliminate the grave danger of an eventual World War III starting in this area," Lillenthal claims.

Lillenthal, an anti-Zionist of long standing, has been a leading spokesman for the Arab cause. He feels that "there is a silent minority whose voice is not being heard. These people insist that there are two sides to this Middle East conflict. The Arab Palestinians must be brought to the UN peace table if we wish to bring peace and justice to the area."

"These dissenters are being silenced by the fear of being called anti-Semitic and by organized pressures," Lillenthal continued. "Only a free and open debate on the United States' Middle East policy will avoid disaster for the world."

Lillenthal favors the abolition of Israel as a state in "its present form." However, he said, "A bi-national state in which Arabs and Jews can live together is worth

a try. The past history of Arabs and Jews indicates they can live together."

United States intervention in the Middle East would be "tragic," in Dr. Lillenthal's words, because "the USSR would then intervene also." He emphasized his stand when he reiterated, "any military action on the part of the United States in the Middle East would bring on a second Vietnam."

Dr. Lillenthal has been a frequent visitor to the Middle East since 1944, when he served in the area as a member of the US Army. Following World War II he was a consultant to the American delegation to the first United Nations Conference in San Francisco, and he has also served in the State Department.

He is a graduate of Cornell University and the Columbia Law School and has done additional graduate study at American University. He is a member of the New York Bar and is a one-time fusion candidate for the New York City Council.

Dr. Lillenthal has written and lectured extensively on the Middle East. His books on the subject are "What Price Israel," "There Goes the Middle East," and "The Other Side of the Coin."

He has done articles and news stories for such publications as Reader's Digest, the Washington Post, and the Chicago Daily News,

Townsend likes food at Brooks

By MARTY KLINE

Miss Shirley Townsend, Director of Allegheny's Food Service, has been eating in Brooks Dining Hall for the last 20 years, and has not found yet a food that she doesn't like. She does not have a favorite food, nor does she "have an unfavorable food, but likes everything."

Miss Townsend is aware of students' numerous complaints about the quality of the food, but doesn't feel it is a major problem. "Students complained about the food 30 years ago when I was in college. It's like the statement 'the poor you have always with us,' to be some dissatisfaction. Part of the problem is due to the monotony of eating in the same place every day. If I ate in a luxurious place three meals a day, seven days a week, I would get tired of it."

However, Miss Townsend thinks the complaints should not be ignored. Last year she suggested that a committee be formed to work with her on food problems and to act "as a liaison between the dining hall and the students." She read in the minutes of an ASG meeting a few weeks later that "If anyone would like to work with Miss Townsend concerning food problems, contact so and so." Miss Townsend felt this was a rather negative approach, and nothing ever came of it.

Miss Townsend's job includes running the two dining halls at Brooks and South, planning the menus to feed 1200 students, hiring and supervising 35 full time employees, as well as 80 to 100 students, and buying the food and equipment. Assisting her in these duties is Miss Alene Shaffer, an Allegheny graduate, who supervises the cafeteria at South.

In planning the menus, Miss Townsend tries to take advantage of the rise and drop in prices. Right now the pork market is down so she plans to have pork chops

at least once a week. Miss Townsend also tries to "run often the students' favorites, the foods that are universally liked, such as hamburgers."

Miss Townsend has not looked into the possibility of hiring an outside food service because she feels that is the responsibility of the administration. However, she will try to "resolve minor requests of the students. If we can't do something, we explain to the student why we can't and that is usually satisfactory. Students are quite reasonable people."

Last year Rick Davis attempted to convince Miss Townsend to stop buying grapes in support of the migrant workers' grape boycott. Miss Townsend told him that she "did not believe in the dining hall food service being used for propaganda purposes." She felt that since the students pay for the food, they had a right "to have any food they wanted," as long as it was within the budget. Because she felt she had an obligation to those who wanted grapes, Miss Townsend said she would continue to serve them unless enough students refused to take them. "In other words, I felt Rick should approach the matter through the students, rather than through me."

Miss Townsend lives with her mother in the red house next to Arter Hall. She enjoys being in the midst of campus activity and believes the view from her house to be "one of the prettiest in the whole area." However, living on campus has caused some problems.

One afternoon Miss Townsend's mother heard someone walking around their house, and she came into the living room to find a student standing there. When Mrs. Townsend asked him if she could help him, he said, "No thank you, I'm just looking around." Mrs. Townsend, rather taken aback, asked the student what he was looking for, to which he replied,

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ASG receives dorm plan; money for Kent defense stalled

By DAVID GALLOP

A proposal to create independent governing bodies within the dormitories was sent to the Rules Committee Sunday night. The Student Life Committee's recommendation will provide a "broader base" for student representation and participation in social policy.

The proposed plan divides each dormitory into voting sections according to the procedure now in effect under the current intervisitation policy. Each dormitory, with the exception of Ravine and Cafilisch, will elect three representatives per section to its dorm council. Ravine, composed of only three sections, will have six representations for each section; Cafilisch will elect a representative from each floor.

The dorm councils will "aid in administering all general college policies pertaining to dormitory administration and staff of the college." The councils will thus seek to improve the "educational experience obtained in the dorms" and the "social life of the dorm residents." Grievances and policy will be forwarded by the councils to the appropriate college channels.

A coordinating council will be set up as a nominal supervisory body. The functions of this council will be "to periodically review and update all inter-dorm rules and regulations" and "to handle major policy revisions presented to it by individual dorm councils, ASG, (or) ad hoc groups." The coordination council will also serve as a communications link between the dorm councils and between the students and the administration.

This body will be composed of the two co-chairmen of RAB and an elected representative from each dorm council. Ex-officio members will include a representative from the RA's or student counselors and the Association of Black Collegians. The duties of the Director of Residence, according to an amendment to the ASG bylaws proposed by the Student Life Committee, would be to serve as chairman of the central coordinating committee.

The Student Life Committee also recommended that the motion to extend the \$75 room deposit to all students be rejected and asked that the present requirement of a deposit by women be abolished. The committee report stated that the deposit was meaningless because it did not provide insurance that a student would get a specific room, and that because

the dorms are usually overcrowded, the deposit was unnecessary.

RAC recommended that third term freshmen women be given unlimited permissions. The subject of late minutes for freshmen women will be discussed at this week's meeting, as will be the proposal to permit sophomore and junior women to live off-campus.

RAC also announced an "all-college pet policy." "Fish, turtles, and other small odorless caged animals" are permissible. No dogs or cats will be allowed. A ruling on other animals will be left to the individual dorm section.

Council approved a change in ASG Treasurer Gary Schopfer's amendment which had proposed that the treasurer be permitted to sign all contracts binding ASG. The change states that the treasurer may sign contracts "which would constitute an expense beyond the amount budgeted to the organization." This amendment would also "apply to all organizations and individuals not budgeted by ASG." Council would act on any contract not approved by the treasurer. A final vote on the amendment will be taken Sunday.

Off-campus representative Bob Godshaw proposed the establishment of an "open-ended" fund to provide bail for "any full-time Allegheny College student arrested during the school term in Meadville." These funds are to be returned as soon as possible, no later than two weeks after arrest to ASG, or ASG will revoke its bail funds."

The representatives who advocated donating \$200 to the Kent State Legal Defense Fund were stalled in their attempt for immediate action. A vote to suspend the rules is necessary to bypass committee, but the required support of three-fourths of council was not gained.

The proposal, which also calls for an ASG fund drive to raise additional contributions, was referred to the Finance Committee. Schopfer and a representative of the committee pointed out that the ASG General Fund could not feasibly allocate \$200 because of decreasing funds.

The Academic Committee recommended that the optional satisfactory-unsatisfactory grading system be standardized. Presently, the departments have varying interpretations as to what is a passing grade. The committee also reported that Dean Helmreich has ruled that participants in CIDOC must register for this program as a 49 course.

"We're having a dance here tonight and I just wanted to look it over." The student had mistaken the Townsend's house for the Park House.

Miss Townsend recalls with nostalgia the "good old days" when meals at Allegheny were served, formal, white tablecloth affairs. She tells of past Christmas banquets—red tapers on all the tables, candles in the salads, a bedangled Christmas tree atop a platform, and girls dressed in long formals. "The whole room just shimmered," sighs Miss Townsend.

There is one thing Miss Townsend would like to make perfectly clear: "When students walk out of the cafeteria with salt and pepper shakers, sugarbowls, and silverware; when they laugh and applaud when a tray is dropped and dishes are broken, money is coming out of their own pockets." A complete set of silverware has to be replaced each year, and sugar bowls, which are \$2 apiece, "disappear as fast as we put them out." Twenty-five have been lost so far this year.

Miss Townsend makes the point that the money which is spent replacing these materials could be used for food. "I would like to see more individual responsiveness and realization of the fact that students have an obligation toward the handling and care of non-food items in the dining hall," she said.



GEOFFREY MAVIS

Miss Shirley Townsend, Director of Allegheny's Food Service, feels that "students are quite reasonable people."

Your health center

A little over a week ago, John Abraham, a junior, suffered an attack of what was later diagnosed as hepatitis and blood poisoning resulting from a ruptured appendix. Students at Allegheny Hall telephoned the Meadville Ambulance Service and asked the service to send help to the dormitory at once.

(The residents of Allegheny Hall tried first to call the Winslow Health Center, but in their rush looked only in the Meadville Telephone Directory, which does not list the center.)

After being informed of Abraham's condition, a nurse at Winslow called downtown and asked that an ambulance be delayed until she could check on the situation. Finally, the ambulance service called Allegheny Hall to find out if Abraham still required an ambulance. William Phillips told the service that since "a student was in real pain," he would take the responsibility.

In an interview later last week, College Physician Doris Benzenhoffer said Abraham's condition was "not the type of situation that requires an ambulance." She explained that, for insurance purposes, each case must be sent through proper channels, which in Abraham's case would have meant half an hour to an hour's delay. Dr. Benzenhoffer said the two chief reasons for the center having to authorize an ambulance are, one, to determine if there is an emergency, and two, to obtain adequate insurance protection. She added, "I will bend over backwards to make it look like an emergency," if an ambulance is called and not really needed.

We appreciate the doctor's efforts to interpret as liberally as possible the rule requiring an "emergency" for students to summon an ambulance and also have insurance coverage. But we suggest that the requirements of the insurance policy be reviewed. "Going through proper channels" eats up what could be valuable time. In the future, there may be a case in which a student needs immediate medical attention. Since Winslow personnel cannot go to the dormitories, and since students might be held responsible for carrying an injured person to a car (assuming someone can be found to drive to Winslow), the only alternative is an ambulance.

This was the case Sunday, November 1. We believe the health center should not have the right to call the Ambulance Service and veto, or delay, a request by students for an ambulance, without at least sending a nurse to the scene.

Apparently, the reason for no vehicles for the health center is financial. The Winslow budget is less than the budgets of many college departments, and thus a car is out of the question. (The center may soon share a car with the security force and the Athletic Department, but that is clearly an inadequate arrangement.)

The responsibility for prompt medical attention for ill or injured students cannot be relegated to an insurance company. What is needed is a more adequate budget for the Winslow Health Center, so it can see to the health of Allegheny students while avoiding situations like the Abraham incident.

Requirements

In her defense of a foreign language requirement (see p. 4), Blair Hanson mentions one fact about the requirement at Allegheny that neither side in the distribution requirements dispute can question: that fulfillment of the language requirement at this college is far from proof of a command of a foreign language.

Many students who complete fifth or sixth level courses in French, German, or Spanish, will readily admit that they are virtual illiterates in the language they studied here. And, unfortunately, the present inadequacies of the foreign language requirement are obvious in the other distribution requirements as well. Distribution requirements have their supporters and opponents, and both sides present formidable arguments. But one thing is clear: the present course requirement system at Allegheny has managed to alienate and anger many students without really accomplishing its purpose, a "liberally educated" studentry.

U.S. democracy: always a failure

The following guest column was delivered as the opening speech of a debate between debate teams from Oxford University in England and the University of Pittsburgh. The debate, on "Is American Democracy a Failure?" was held at Pitt Tuesday evening, October 27. The author, John Edward Kennedy, in addition to debating for the William Pitt Debating Union, teaches speech and debate in a Pittsburgh high school and composes popular music. With Roger Fanshaw, he wrote the score of the rock musical "The Life and Loves of Hal David," which he hopes to open soon at the University of Pittsburgh.



JOHN EDWARD KENNEDY

By JOHN EDWARD KENNEDY

Perhaps the most fundamental precept upon which American government is based is that ours is a government of laws and not men. This principle of objective rule through the public will was at its inception the major distinction between American democracy and other forms of government, democratic or not. But, Jim and I think we've failed in this ideal that American democracy has failed to prevent itself from being nothing more than a system of control through power, whether it be the power of a single man or the power of a group of men who are allegedly a small part of a representative body of elected officials. This failure, however, is not a recent development. On the contrary, American democracy has failed from its inception. Even before the Constitution was ratified, Patrick Henry gave a solemn warning in 1788:

"Your President may easily become king. Your Senate is so imperfectly constructed that your dearest rights may be sacrificed by what may be a small minority, and a very small minority may continue forever unchangeably this government, although horribly defective. Where are your checks in this government?...It is on a supposition that you American governors shall be honest that all the good qualities of this government are founded; but its defective and imperfect construction puts it in their power to perpetrate the worst of mischiefs, should they be bad men... Show me that age and country where the rights and liberties of the people were placed on the sole chance of their rulers being good men, without a consequent loss of liberty! I say that the loss of that dearest privilege has ever followed, with absolute certainty, every such mad attempt."

Let us follow Mr. Henry's outline of failure: Throughout history, Henry's fears were realized throughout all levels of American government. In the judicial branch, the ability of the Court to challenge the constitutionality of laws by Congress was established not by the Constitution, but by the shrewdness and strength of John Marshall. The Executive Branch defied that tradition several administrations later when Andrew Jackson ignored the court's ruling on the Indian question in Georgia with his famous phrase, "John Marshall has made his decision - now let's see him enforce it!" With the advent of an intensified American presence in foreign affairs, unimpaired Execu-

tive power reached the staggering proportions it has today. What started as a push towards alliance from the Presidential Arms of Franklin Roosevelt eventually became a blank check from Congress to President Johnson, permitting him to launch an undeclared war under the auspices of his power as Commander-in-Chief, a blank check obtained through misrepresentation of facts by Johnson of the Gulf of Tonkin crisis. Richard Nixon still holds this blank check, and before it is finally cashed, the price will be very high indeed. This phenomenon is partly because of necessity. Many political scientists, especially of the realist school, argue that efficient foreign policy must have quick, often secretive action. The executive branch has acted in this fashion, not just in Vietnam, but in Latin America, where CIA movements have often had abortive results, such as in the Bay of Pigs. But no matter where it happens, the same conclusion must be reached - the American Dream of Democratic government has been abandoned by the Presidency as inexpedient to efficient foreign policy.

But the Presidency has not stopped here. It has also on occasion attempted to spread its power into the other branches of government. During the New Deal, FDR was unsuccessful in his attempt to control the judicial branch by stacking the Supreme Court, but Richard Nixon may be gaining in his strategy to stack the Congress. By sending his ambassador of bad will - Spiro Agnew - throughout the nation, President Nixon has created the impression that a vote for your local Congressman is a vote for the President. This legislative purge seems to be weakening the positions even of fellow Republicans, such as Senator Charles Goodell of New York, who, according to the Oct. 3, Washington Post was attacked by Agnew as a radical-liberal who had undercut the President's war policy and left his party, giving encouragement to dissident elements in American society.

Even in Pittsburgh one can see signs of this strategy. Along the back windows of shops on Forbes Avenue downtown there are a line of campaign posters for Hugh Scott and Ray Broderick. Every few posters there is a large picture of a smiling Richard Nixon giving his silent endorsement. In other words, the Presidency has not been content to wield significant power on its own, it wants unhindered personalized power over both national and international affairs.

Nor is this rule by whim limited to the Executive and Judicial branches. Congress has developed its own power elite - what former Pennsylvania Senator Joseph Clark dubbed in 1963, the "Senate Establishment." This establishment is no more than an oligarchy, a group of Senators - often from minority sections of the political parties and from over-represented sections of the country, who, by seniority and control of choice Committee chairmanships (such as Foreign Relations, Appropriations, and Rules), are able to control the business of Congress and prevent or allow legislation at will. This, along with tight control of the steering committee (which determines the membership of Congressional committees which acts as a mechanism of self-perpetuation) caused Senator Clark to admit the failure of objective government in the Senate:

"Procedure is the heart of justice, and strange as it may seem in a body dedicated to a government of laws, not of men, the procedures, customs, traditions, manners, and mores of the United States Senate are founded all too much on un-

as it may seem in a body dedicated to a government of laws, not of men, the procedures, customs, traditions, manners, and mores of the United States Senate are founded all too much on unwritten, unspoken, and largely unnoticed informal-

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See KENNEDY, Page 5

Need for facts on birth control

To the Editor:

I want to applaud the efforts of the ACE program for Planned Parenthood in distributing birth control information to the campus. Though the moral standards of many condemn premarital sexual intercourse, we have to be realistic.

Many couples do have premarital sex - and many are ignorant of the true facts of birth control methods and are uninformed as to ways of obtaining birth control devices.

Unwanted pregnancies can and do happen as a result. I know, it happened to me. My choice was abortion. This may not be the best solution for everyone, but in my situation it was. That is why I was glad that New York libera-

lized their abortion laws. (I had one before the laws were changed, but it was legal, safe, and done in a hospital in another state.)

I also have to thank the Campus for printing the address and phone number for the Abortion Information Agency in New York.

To any girl in trouble--if you need help, visit the help center in the Park House. They have information to help you in your decision as to what to do, and there's someone there to talk to you. I know how much this can help.

I'm glad that the Planned Parenthood program and the help center are here now to help everyone. If it had only been here last year, I might not have needed the abortion.

NAME WITHHELD
November 9, 1970

Agnew defended

To the Editor:

Not too long ago, the Campus editorially condemned the smear campaign against Democratic gubernatorial candidate Milton Shapp. Now that the elections are over, the Campus has seen fit to smear Spiro Agnew by printing Bill Cissna's appeal to the forces of "fear" and hatred--a tactic which the Campus has decried in the past.

Almost every paragraph written by Mr. Cissna reveals his ignorance of history and politics. If Mr. Cissna would take some time to study the recent renaissance of conservatism in America, he would find that Vice President Agnew has had very little to do with it. In the late 1940's there was no conservative movement in America. Bill Buckley, with his early books "God and Man at Yale" and "The Committee and Its Critics," burst upon the American scene in the early 1950's. Within ten years, a more or less unified conservative movement had grown up. National Review was its mouthpiece and its activist groups ranged from the American Conservative Union to the Committee of One Million to keep Red China out of the UN. In all of these events, Spiro Agnew played no role.

The Vice President has not created the "Silent Majority" for which he speaks. Its mood was shaped by the peaceful tradition of the American middle class. Its indignation was aroused when non-conformists on the college campuses began to give aid to the enemy, publicly to desecrate the flag and to burn down expensive buildings. Campus radicals have only themselves to blame, when they complain that the public distrusts or dislikes college students. It is the campus radicals who have created the image of college students as long-haired, destructive barbarians. For Mr. Cissna to state that these are the leaders of tomorrow is utter nonsense. No one achieves a position of leadership without working for it, and student radicals have been conspicuous by their absence in political campaigns.

Contrary to Mr. Cissna's notions, Spiro Agnew's power has not increased--for the simple reason that the Vice Presidency is a powerless office. The only way Agnew could have exercised any power would have been if the G.O.P. had picked up a net gain of seven seats in the Senate. In that case, the Vice President would have been able to cast the deciding vote in organizing the Senate and on any other vote that might have been tied. What has increased is Agnew's popularity, not his power.



AGNEW: powerless?



NIXON: like Hitler?

Mr. Cissna's equation of Agnew with such as Huey Long, Joe McCarthy, Mussolini and Hitler is so ridiculous it deserves no rebuttal. Perhaps if Mr. Cissna would care to enroll in Mr. Browning's German History course, he might learn something about smear tactics (doubtful) and about Hitler (highly probable).

Finally, to suppose that Spiro Agnew will be able to repeat the success of Franklin Roosevelt in becoming a life-time President is to ignore the Twenty-second Amendment and to underrate the political ability of FDR.

Kenneth A. Andrews

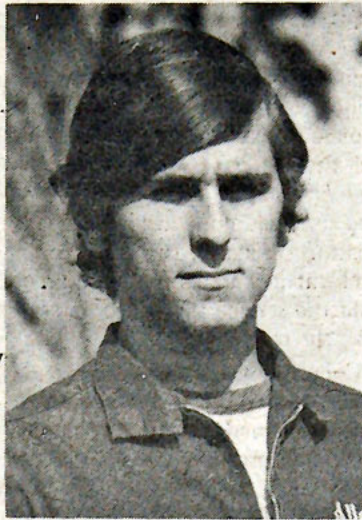
Landscaping at Allegheny

By MICHAEL MAZEPINK

"Over the years, Allegheny has paid much more attention to an informal landscaping program to increase the aesthetic beauty of the campus, compared to the rather large, mass-produced universities," says Mr. Wilbor Kraft, Superintendent of Buildings and Grounds. Mr. Kraft, who has been Superintendent since 1938, said that the Dunkin Landscaping Company is programming the flora for new buildings and planning the replacement for the dead and dying Dutch elms.

The college has lost all hope of saving the ten to fifteen trees which are infected with the so-called Dutch elm disease. This disease affects the elms' vascular system and is transmitted by the bark beetles which carry a fungus causing defoliation and death. In the past, the Maintenance Department used DDT in an attempt to control the beetles but this had no effect. Mr. Kraft said that the aesthetic loss of the elms will be great but he only hopes the shade trees of the new landscaping plan mature before the old elms die.

To protect Allegheny's lawns and shrubbery, maintenance men apply a herbicide called "Sevin" a very short-lived pesticide having a half life of only seven days (after seven days half of the poison is completely decomposed). This is a remarkable improvement over DDT, which has a half-life of about ten to fifteen years. When controlling weeds



ECO-ACTIVIST MAZEPINK

Sevin is used only where an outgrowth exists, and there is no regular program of application, only spot spraying. Mr. Kraft feels that ground organisms will not be greatly affected by such infrequent uses of the herbicide.

To produce the "greenness" of Allegheny's lawns, the Maintenance Department uses natural, ground limestone and an organic fertilizer called ureaform. Costing about three times as much as regular lawn fertilizer, ureaform releases nutrients into the soil at a very slow rate; this stimulates greatly the natural cycles of nutrient transfer.

When asked about drainage of pool water from the Mellon Building into the small creek in the

ravine, Mr. Kraft believes that no harm is done by an occasional release. While heated, chlorinated pool water probably has little effect on such a waterway as French Creek, the metabolic rates of the ravine creek organisms could be greatly disturbed, particularly in winter, Mr. Kraft thinks, however, that the benefits produced by the Mellon pool outweigh the rather limited destruction produced by the heat of the pool water.

Another problem for which the college has accounted is that of the loss of silt from construction sites. On a regional scale, sediments from construction can cause much erosion. The area on which the George Street Complex is being built has a fairly adequate drainage system; this system, along with a large catch basin running from Montgomery Gym and Highland Ave at the south end of the building, collects much of the silt and prevents drainage runoff.

Litter is one problem Mr. Kraft has no influence on. He is very perplexed as to why students intentionally throw away cans, bottles and paper. And yet, the Maintenance Department is not considering trash receptacles for out of doors.

Generally, the work of the administration, particularly the Maintenance Department and Mr. Kraft, is very impressive. As far as landscaping goes, much time and money is devoted to the physical beauty of the campus. Biologically a relatively balanced, organic system exists.

Nixon is Orwell's man

To the Editor:

Bill Cissna, ("Is Agnew Orwell's Man in 1984," Nov. 6 Campus) has the right idea, but the wrong man and the wrong time. We do have something to be afraid of and it's not some guy with a mouthful of words and it's not a time 14 years from now. Look at an incident from the last election. I don't know how many people watched President Nixon's speech on October 31, but those of you who did will know what I mean when I say I was scared. Ironically, it was Halloween, a traditional time to scare people.

This was his "gloves off" speech prompted by those who threw eggs at him in San Jose. Nixon was, as usual, his bland old self. But what was important was the things he said and more importantly the reaction of the crowd. The world probably hasn't seen anything like it in years. Probably not since Hitler addressed the crowds in Berlin or Nuremberg.

The walls of the hall were festooned with flags, everywhere,

even in the hands of all the people. Nixon couldn't say a single thing without an interruption of violent flag waving and noisy cheering. The television cameras swept over the crowd noticing, it seemed, every tear-eye. It could have been a Bavarian beer hall 30 years ago.

What prompted this outbreak? Nixon doesn't have the rhetoric of Spiro and he certainly doesn't have the charisma to provide the spark to an emotional outbreak like that. Nixon didn't cause it, he merely used it. The people of Germany 30 years ago were afraid much as America is afraid today. Germany had its bogiemen in Bolsheviks and the many, many people who seemed to support them. America's bogiemen are more numerous. It has Black Panthers, Weathermen, you name it, America is afraid of it. Let me add another name to the list, Richard Nixon, because he is the President during the time when our civil liberties are coming under the greatest attack since the country was born. The crime bill, the

pussy-footing with school desegregation, the slurs and libel of the recent campaign, the limiting of legitimate student protest, the list can go on and on. This is what we must be afraid of. The people of America are throwing away the bill of Rights. They are prepared to destroy what liberty they have left under the illusion that law and order are an adequate substitute.

Nixon must appeal to these fears because that's where his power base is. Never once during the campaign did Nixon or those whom he supported point to what their solutions to the problems facing the country. It was always, "Look at what the Democrats have caused." Nixon rides on the same winds of fear and blindness on which Hitler rode to power.

"The winds of fear are abroad," Bill Cissna was right only he must replace Agnew with Nixon and 1984 with 1970.

Andrew M. Wallace
November 6, 1970



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Blair Hanson: requirements necessary

By BLAIR HANSON

The following is submitted only at the request of the Editor, and with some hesitation, since the writer, though appreciative of the opportunity afforded by the assignment, is not certain that The Campus is the appropriate place for such a discussion to occur at this time. The whole question of requirements, curriculum, and future academic directions is currently under consideration by the Instruction Committee and a special committee appointed last spring by the Administration. Hence it would be deplorable should any one aspect of the curriculum become the subject of premature, public newspaper polemics. The writer offers this statement largely because both The Campus and, earlier, a member of the student Academic Committee have asked that she explain her views. These have been expressed many times before, but perhaps they need to be repeated once again.

I shall not soon forget the young American couple standing looking at a menu posted outside a restaurant in the center of Paris last summer, who exclaimed with surprise and dismay as I walked by, "Why, it's written in French!" Nor the three young darlings at Orly Airport in late August whose casual conversation revealed that they liked Denmark best of all the countries they had visited, "because everyone there spoke English" and because they had run into some friends from home in Copenhagen. Add to these "true stories" the remarks one frequently hears, on this side of the Atlantic, to the effect that: "Translations are as good as originals", "The Classics are dead and should remain buried", "There is no need for Americans to study another language, since everyone else speaks English," "Americans can't learn foreign languages", and "Computers will soon be doing all our talking anyway", and one begins to sense the amount of ignorance, provincialism, arrogance, laziness, lack of pride, and self-centeredness which move some of our U.S. citizenry to conclude that foreign language study should not be a vital part of the American educational system. That this lack of vision should appear every so often at the college and university level is even more sad and disheartening; for, if educated Americans do not realize the necessity of making an effort to communicate with the rest of the world through their tongues as well as ours, then any communication which does take place must result from the other fellow's effort, not our own, and we shall not have met him even half-way.

Having said this, I should like now to list some of the reasons I have heard mentioned for not asking college undergraduates to begin or continue the study of a foreign language, and comment on them. Then I shall say why I think the college owes it to a student to ensure that he does include the study of at least one foreign language in his program.

1) Foreign languages are hard.

I am tempted to quip "No comment," but I shall say this: All subjects are hard for some people. If education means the avoidance of the difficult, then it loses its point. It would be much easier and less costly not to go to college at all. Too, the present student body is probably unaware that most of the major objections to the foreign language requirement have come since we went on the three-term calendar and were also required to increase the number of students per section, two elements which have made foreign language learning at Allegheny more hectic than it should be.

2) Foreign language study takes time and has to be done on a regular basis. You can't let it slide and then catch up. (True!)

3) "I'll never use it."

One never knows. In the era when there was no language requirement at the college, a number of students discovered too late that they should have studied one. Some of these wrote me letters asking why our department had not forced them into the subject, and blaming us for not having opened their eyes for them. One letter even went so far as to state that students should be required to take three years of one of the languages offered. I explained then and shall re-state now--because there are certain misconceptions about who makes academic requirements--that the existence of requirements or lack of them is not in the hands of any one department or faculty member.

It is the faculty as a whole which votes, and requirements are made and removed or altered

according to the wishes of the majority. I might add that, if some graduates of more than a decade ago felt that something was wanting in their education, because they had not begun to learn a foreign language, the chances are far greater that this would be even more true for graduates of today. The college graduate who goes out into the smaller world of today, unequipped language-wise, not only finds himself caught up short where general culture is concerned, but also discovers that many of the most interesting avenues in travel, study, business, government, and international and national service organizations are closed to him forever.

4) I'll forget the language I've studied. Therefore, why go through all that work?

This can be said of any subject. However, it is not the fault of the subject or the requirement. I should like to suggest that, apart from cultural and vocational uses for foreign languages, there is another use which has been too frequently neglected by liberal arts colleges and universities, and even by some graduate schools. For majors in many fields, great use of the languages offered at Allegheny College could be made in the student's junior and senior years, in connection with his upper-level courses and research.

This is true of the Classics as well as the modern languages taught, and has already been put into operation by certain physics, chemistry, pre medical and international studies majors. It could be done by many more, to sharpen and strengthen their tools and broaden their research possibilities. There is hardly a major offered at Allegheny, including present and future interdisciplinary ones, where some professional, artis-



GEOFFREY MAVIS

BLAIR HANSON

Language teachers aren't imperialist lackeys.

tic, or literary work has not been done in other lands. Being able to explore in the original some of the past and present of a field gives it an added dimension, and certainly that is useful! But apart from the utilitarian, there is an intangible, attitudinal residue that can remain for the rest of one's life, even as it does for other subjects, long after one has forgotten specific details.

5) Just not interested. (No comment)

6) Americans cannot learn foreign languages.

Not true! Look at how many have! Besides, are today's "more intelligent generations" of American college students so ready and willing to admit that they are less able than the millions of people in other countries who learn not only one, but two, three, and sometimes four or five foreign tongues, some of whom have not had and probably never will have the educational opportunities available to our students?

7) In the time spent on foreign language study at Allegheny, a student does not reach the proficiency needed to meet the ideals set up by the faculty. He is not really equipped to do all the things the department hopes he can do.

True for some; quite untrue for others. Again, this is not the fault of the department and only partially the fault of the requirement. No department can make any guarantees about results, since at least half of any job of learning must be done by the student himself. If he does not do his part, he cannot, of course, achieve what he is supposed to.

Incidentally, there seems to be a notion abroad that all students spend four terms in foreign language study here. This is false. Never more than one fifth of any entering class, and sometimes less, is ever required to take four terms of a foreign language. Some are not required to take any language at all, and as many as half take only one or two terms.

But, to return to the criticism that students coming out of a 5 or 6 level course do not have sufficient proficiency; Is that not an argument for increasing the language requirement instead of doing away with it altogether? Without a language requirement, they are going to know even less, or nothing at all.

8) Foreign language study is not relevant today.

On the contrary, it is highly relevant, and highly necessary, in a world growing constantly smaller, constantly struggling with problems of communication, and constantly worrying about improving the quality of life. It becomes especially important in a country constantly being forced out of the womb of isolationism every time it revolts and tries to crawl comfortably and quietly back into the protection of its own little isolationist shell.

9) Some of the big universities and colleges have

dropped their language requirements. Why don't we do the same?

Some have because they feel that their freshman arrive sufficiently prepared. This is certainly not true of at least four-fifths of our entering freshman. Other institutions have dropped the requirement simply because of the student population-explosion. They do not have enough teachers, teaching assistants, or classrooms and laboratory space to handle the several thousand freshmen who enter each year. Hence, they have given up the requirement for matters of expediency, not because of any philosophy of what should go into a liberal arts education. Others have simply taken the "band-wagon", "me-too" approach to defining the liberal arts. We have a tendency at Allegheny to do the same thing sometimes. Certainly it has been true of the foreign language requirement. We reduce it when Harvard does; and again question it when Harvard lets it go.

10) Foreign language teachers are nothing but agents of U.S. imperialism, training their students to spread the American Way of Life abroad.

Don't laugh! This was actually and seriously said to me last spring by a student who has not yet taken a foreign language at Allegheny, but who is one of those spear-heading the student move to do away with the requirement. May I assure him, and any others who think likewise, that we are just subversive enough in Murray Hall to hope that at least some of our students will learn enough of a language to be able to go abroad and LISTEN to other points of view concerning the United States, and perhaps even discover that there are other ways of doing and thinking.

11) The matter of a foreign language requirement should be left up to individual departments and major advisers.

This assumes that foreign language learning is not a basic part of a liberal arts education, which assumption runs counter to the time-tested assumptions of education throughout the centuries and has yet to be affirmed. It also assumes that departmental rivalries and jealousies do not exist, which they do--even at Allegheny. I recall a conversation held with one department chairman during one of the last years in which we did not have a foreign language requirement. His is an area in which, by his own admission, knowledge of one and often two foreign languages is a "must". Yet he said, when asked why his department did not require its students to equip themselves language-wise, "Well, we would like to. But you see, if we did, they would all move over and major in _____ (a department widely noted for its anti-language biases). Thus a requirement can aid and assist those departments which would be fearful of losing majors if they required them to have the basic tools of their profession.

Well, so much for some attempts to answer some of the questions which have been raised about the foreign language requirement. Let's turn now to a more positive stance, and list some of the values of foreign language study (classical and modern) for liberal arts graduates.

1) The opportunity to learn something about the nature of language as a phenomenon--an opportunity that becomes more meaningful when one has the opportunity to examine his own language from the outside in addition to viewing another from the inside.

2) The opportunity to learn about another culture other than via the TV approach; to view another way of living, from the inside instead of from without.

To examine one's own language from another point of view and to compare one's own culture with that of another area--these are some of the kinds of broadening experiences an educated person should have. They will not guarantee the advent of world peace or even understanding and tolerance of differing points of views, but they can enhance the opportunities for these by giving educated people of good-will some tools and knowledge with which to think and work. They can be far more mind-expanding than some of the current drugs and seances used to achieve the thrills of mind-expansion.

3) Some tools with which to do research at advanced undergraduate and graduate levels, and to take advantage of other opportunities.

A student entering a PhD program in English at one of the major Middle Atlantic States universities "Must continue" in French, German, Italian, Russian, Spanish, Latin, or Greek; he "may audit a fourth-year undergraduate course in his first year, but he must be ready to take a graduate course in the literature of one of these languages for credit in his third year... (of graduate study)". Brown and Michigan have similar requirements for graduate students in English. It has long been known that the sciences expect their students to be able to read foreign works in the original; they cannot wait for translations, which may be slow in coming out, and their accuracy questioned. And there are many fields in the social sciences where one is sorely handicapped, if unprepared language-wise. Since language is a primary social phenomenon, it should be of paramount interest to majors in the social sciences.

I recall a drama major at Allegheny, in the years when there was no requirement, who missed an opportunity to join a troupe of actors that was going abroad to present children's plays to foreign audiences, because he had studied no foreign language as a college student. A drama major today, who might want to work in one of the new interdisciplinary International Theatre Studies programs, such as the one at the University of Kansas, would be expected to engage in "intensive foreign language and literature study". Etc., etc., etc.

4) Some of the tools needed for meaningful study abroad in a non-English-speaking country.

If a student can spend enough time in a foreign country to "absorb" the language before attempting university-level study there, he does not need to study it here. But most students cannot do this. Thus, if they can spend only a year abroad during their higher education years, they had better be well-prepared language-wise before they depart. Otherwise, they merely group together with other Americans and transfer their American experience to another setting. True, one can visit monuments and look at the countryside, as many tourists do, without knowing any of the language. But for any meaningful experience-cultural and academic--good grounding in the language is essential. Since languages are not learned overnight, it is well for a college, through its requirements, to call attention to this field of learning and various opportunities for the post-college years early in the student's college career. It is ironic that, at a time when more students than ever are talking about the values of foreign travel and study, they are also urging faculties not to expect them to acquire the language background that would lead one to get the most out of their time spent abroad. Logic would lead one to expect them to be demanding strengthened language requirements and a wider variety of offerings. Since that is not the case, one can only question the seriousness of their purpose in going abroad.

5) A unique educational experience.

I know that some of my colleagues in other departments smile when a foreign language teacher mentions the uniqueness of the experience of learning a foreign language. But their smiles cannot erase the fact that no other subject in college moves the student outside the sphere of his own maternal tongue. All courses in all other departments are taught in English. There is no other verbal medium used. The student who has not studied a foreign tongue remains a prisoner of his monolingual world. Some colleagues and students smile, too, when we use the phrase "monolingual". To me, it makes no more sense to live in a monolingual and monocultural world today than in a monoracial one. Allegheny has begun to face up to its responsibilities vis-a-vis students who come from a monoracial background. It should now work to improve its efforts to erase monolingualism from among its students, since they, more than their grandparents and parents, are going to have to live in a pluralistic linguistic and cultural world.

What is my position? You should know it by now. I am in favor of a meaningful foreign language requirement for all liberal arts college degrees. At Allegheny College, that means strengthening and increasing the present requirement. The B.A. and B.S. candidate should have at least the equivalent of one and preferably two introductory courses

in the literature or the civilization of another country, given in the foreign language. Furthermore, ability to use the basic language skills should be measured in terms of proficiency rather than in numbers of courses taken, especially if the latter fall within the C and D category.

(Urging that the curriculum include a strong foreign language requirement does not imply any thought on the part of the writer that such study is superior to and therefore more important than the study of other subjects. I should like to see strong requirements in other fields, too. It seems to me a disgrace and a travesty on the liberal arts that a student at Allegheny can now be graduated without his ever having had a course in literature, philosophy, history, or any of the arts.)

But above and beyond all of this, there is simply the question of what constitutes a cultured person, of what goes into the education of someone who is going to play a role and be a human being in the complex world of today. (The liberating aspects of foreign language study are not easily apparent to

students taking first and second year college language course, where a certain amount of tedious repetition is inevitable as he strives to perfect basic language skills. As I said above, the language requirement falls one step short. It should be carried to the next level up.) Perhaps three quotations will be pertinent here:

From the departments of foreign languages at the University of Michigan:

"The study of a language other than English offers, first, the experience of breaking the barrier of a single speech; of grasping, if only imperfectly, the sense of what it means and how it feels to organize one's whole world, from cradle to grave, in a set of symbols which are meaningless to one who knows only English. This experience, which heightens as mastery is approached, is nonetheless valid at levels far short of mastery, and in the study of ancient as well as of modern languages. It is desirable, even necessary, that the maximum number of Americans in these last years of the century have the maximum possible access to the symbols in which the rest of the world expresses itself--that is, to foreign language."

From the Dean of the College at the University of Texas:

"At its very best, a liberal arts education is the way of life of a whole human being, toward which college provides only the beginning. We start with 'languages', which are our means of access to knowledge and or pursuing inquiry; our own language, foreign languages, the languages of science and mathematics and the fine arts. In four years the student will not become expert in any of these, but he will learn some of the basic differences in the ways questions are raised and then answered, and how the answers are validated and put to use in the major fields of learning."

From an approved faculty resolution at the University of Michigan:

"As the philosophical basis and justification of the current Foreign Language requirement we subscribe to the view that the learning of a second language constitutes a primary intellectual experience; the experience of seeing the world with a new set of relationships in which reality is ordered in a manner different from one's own language. Viewed from this perspective the Foreign Language requirement stands as a peer next to the requirements in the natural and social sciences and humanities. The justification of foreign language study for the sake of cultural insight, for its vocational, anti-parochial, touristic and tool value is thereby not negated but merely placed in perspective."

I should also like to quote from Erasmus who once said: "It is through ignorance of languages that the world of learning fell on evil days and even came close to extinction..." But Erasmus expressed this timely thought way back in 1529, which means that he is among those dreadful persons "over thirty" to whom the younger generation is not supposed to listen. And before someone here reminds me that so am I, I shall sign off with a thank-you to the Campus editor for his kind invitation.

Kennedy...

agreements among men." It is this power structure that gives license to such campaign slogans as "Scott of Pennsylvania - the most powerful Senator we ever had."

All of this means that instead of an American Republic - this country has created an elected oligarchy, supervised by a bureaucracy which can give itself unlimited discretion and judged by a court which sets its own traditions.

But what of the last of Patrick Henry's warnings? What has happened, or may happen to individual rights? We submit the proposition that this failure of American democracy has given substance to extremism on both the right and the left. The one group feels its institutions sacred and unapproachable - as a group of construction workers who were outraged to the point of violence that students were mocking the President. The other group feels that because of the tightness of the governmental "Establishment," power must be seized, even by force if necessary, in order to redistribute the national wealth. In the rush for power, democracy is ignored. The cry of America's left is for revolution. On the right, the shibboleth is more quiet, but equally dangerous. As Paul Deac, executive Vice President of the Confederation of American Ethnic Groups concluded, "Maybe we do need a good dictator!" And as we've tried to show before - the electorate can vote for as good a dictator as it wants.

Mr. Speaker, American democracy has always been a failure; now that vast numbers of the American public have begun to realize this, the "tyranny of the majority" against which de Toqueville warned in the last century, or the "power to the people" revolt of America's disenchanted have become credible and threatening options to representative government. Jim and I do not predict totalitarian Communism or facism will be ours to suffer under tomorrow or next year, but unless the failure of American democracy is accepted as reality, and reform is undertaken with an open mind, repression or revolution could become the only ways to protect this society, or to change it.



ORGANIST ROBERT LYNN

Lynn will give first concert here in two years

An organ recital by Robert Lynn will be presented in Ford Memorial Chapel of Allegheny College on Wednesday evening, Nov. 11, at 8:15 pm. This will be Prof. Lynn's first performance in Meadville since his return to Allegheny in September after a two-year leave of absence at Indiana University.

The recital program will reflect some of the projects pursued during this extended sabbatical. The opening work, "Introitus" by Valentin Trexell, was transcribed by Lynn from the National Library in Torino, Italy. This composition is one of some one hundred and fifty pieces of renaissance liturgical organ music, which are the subject of his doctoral dissertation in musicology. Another project of the past two years has been the preparation of an edition of the "Canzoni d'Organo" by Vincenzo Pellegrini, based on the original edition of 1599 and slightly later manuscript copies. The new edition is scheduled for publication in 1971 as Vol. 35 of the "Corpus of Early Keyboard Music," under the general editorship of Dr. Willi Apel, published by the American Institute of Musicology. The recital will include two compositions from this collection.

The organ music of J.S. Bach will be represented by four chorale preludes from the so-called Catechism Collection of 1739. The preludes chosen for this program are based on Lutheran hymns dealing with the Holy Spirit, the "Gloria in excelsis," the Ten Commandments and the Creed.

The latter half of the recital will be devoted to three works of more recent times. The "Variations on America" (1891) by Charles Ives is appropriate in that the recital falls on Veterans' Day. The "Sonata I" (1937) of Paul Hindemith is now considered a classic in the organ repertory. The concluding work, "Laudation" by Norman dello Joio was composed in 1965 for the dedication of a new recital organ at Southern Methodist University.

As in the past Lynn will preface the recital with oral program notes.

Lynn is a Fellow of the American Guild of Organists, a member of Phi Beta Kappa, holder of degrees from Colorado College and the Julliard School of Music, recipient of a National Defense Graduate Fellowship for his work at Indiana University and a Fulbright Scholarship under which he studied in Copenhagen in 1956-57. He has been on the faculty of Allegheny College since 1954. There is no admission charge.

Members of the Editorial Board of the Campus will appear in a College Union-sponsored discussion on Wednesday night, Nov. 11, at 8:15pm in the Quigley Faculty Lounge. Everyone is welcome to attend and ask questions or voice their thoughts on the Campus or college journalism in general.

Lyth, Dawson lead Gators to victory over Thiel

By JACK McCAIN

A superb performance by the Allegheny defense plus the stalwart running of John Lyth and the kicking of freshman Bob Dawson combined to give the Gators a 22-8 win over Thiel in the last game of the season. Mike Van Yahres, Dick Greenbaum, and Pat Bobo each came up with an interception, and Gary Proden snared two Tomcat tosses. Lyth rushed 31 times for 133 yards and two touchdowns, his best performance in the Allegheny backfield. Dawson hit on three of four field goal attempts, scoring on kicks of 30, 20, and 26 yards, to pad the Gator's margin of victory.

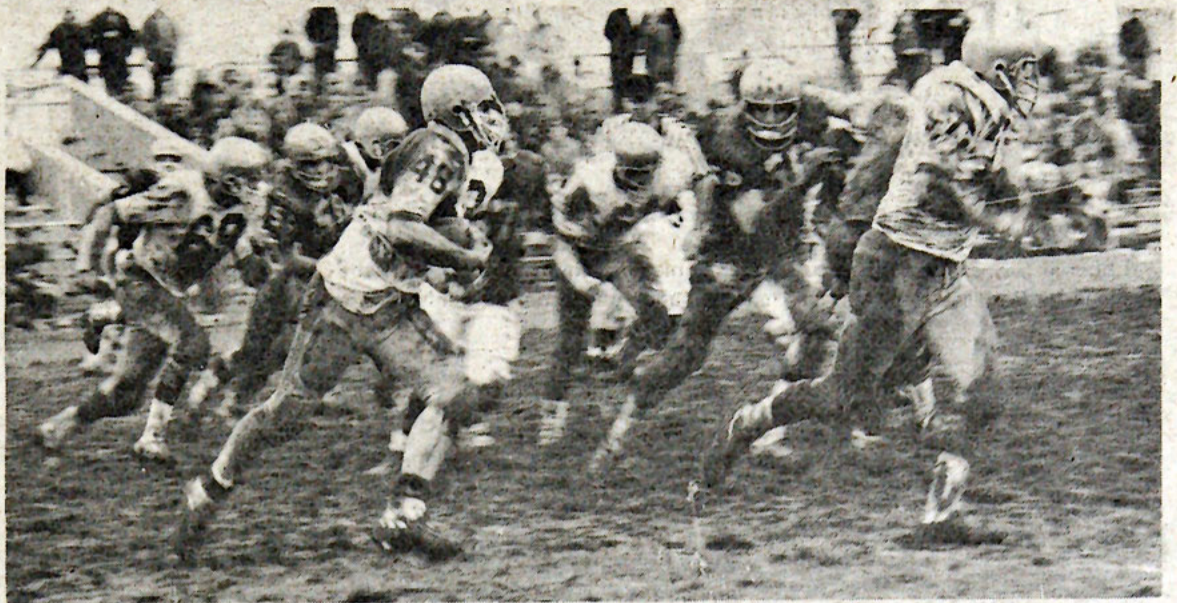
Ed Nelson took the opening kick to the Gator 28. Allegheny's first drive stalled at the Thiel 34, from which point Lyth punted to the Thiel 8. Thiel starting quarterback George Cooley elected to go to the air on the Tomcat's first play from scrimmage, and Mike Van Yahres set up Allegheny's first TD by intercepting the throw at the 10. Lyth took the ball half of the way on the next play. Keil rolled to his right to try to pass for the score but could find no open receivers as he rolled and picked up one yard rushing down to the 4. He gave the

ball to Lyth again who went into the zone at the 10:01 mark of the first quarter. Dawson added the PAT.

The next time the Gators got the ball they put together a 13 play drive that culminated in Dawson's first field goal, a 30 yard boot from the 20 with 3:01 left in the quarter. Allegheny dominated play in the first quarter, running off 29 offensive plays to Thiel's 14.

Thiel head coach James McCullough switched from Cooley to Bernie Kanski at the start of the second period. Thiel drove to the AC 26 early in the quarter, but Dick Greenbaum thwarted the scoring attempt with Allegheny's second interception of the game, as the Gator defensive line put pressure on Kansky and forced him to throw hurriedly. Allegheny assembled another downfield march but a holding penalty put a temporary stop to the proceedings.

The Tomcats began offensive operations from their own 16 after a 36 yard punt with no return by Lyth. Halfback Charles Ricci nearly got Thiel back in the game by breaking loose at the Thiel 37 but Gary Proden caught up with him from behind and pulled him down at the AC 14. The Allegheny defense held fast on the next four plays, as



JOHN TIMMERMAN

Terry Radigan leads blocking for John Lyth, 48, as he turns the right end. Lyth had his best day in the Gator backfield, picking up 153 yards and two touchdowns in 31 rushing attempts. Guard Larry Albright, 69, throws a block behind Lyth.

the line stopped Withrup for no gain, John Dingess wrapped up Kansky for a two yard loss, and John Wittenmyer put good pursuit on the rolling Kansky on fourth down, resulting in an incompletion as on the third down play.

Allegheny took over on the Thiel 16 and went on an 11 play scoring march. Lyth ran for five yards to the Thiel 21. Jeff Carroll then threw a beautiful block that took out two Tomcats on the next play, springing Lyth for 13 more yards to the 34. On third down and inches at the 43, the Tomcat defense was looking for the short dive for the first down, but Keil went around the right side on a keeper and ran 38 yards to the Thiel 5. Thiel stopped two runs and a pass, making it necessary for Dawson to kick a 20 yard field goal from the 10 with 1:45 left in the half. Shortly before the end of the half officials ejected Thiel halfback Charles Ricci and Allegheny end John Wittenmyer, who had been putting a good rush on the two Thiel quarterbacks throughout the half, from the game for engaging in a bit of elbow throwing.

Cooley started the second half at quarterback for Thiel and decided to keep the ball on the ground for a while, giving it to either Bob Withrup or Ralph Williams to churn through the mud with. On Thiel's second set of downs Williams fumbled at the AC 37 and Larry Albright dived on it. Keil advanced the ball to the Thiel 27 by giving it to a variety of running backs, but the big play was a 26 yard pass to Doug Wood, who made a good

diving catch of the low pass at the Thiel 1. Lyth picked up the six points on the next play with 1:19 remaining in the third period. A bad snap from center forced Greenbaum to try to run for the conversion, but he was stopped short, making the score 19-0.

It didn't matter that Allegheny didn't recover the onside kickoff, a bit of smart strategy, because Pat Bobo gathered in an underthrown pass intended for end Dave Petak and returned it 34 yards to the 26. The Gators were unable to score this time, as Dawson's 38 yard field goal attempt, the first play of the fourth quarter, fell short. Kansky started the last period at QB for Thiel and promptly threw an interception, a pass intended for end John Gibson that Gary Proden happened to get in the way of. Dawson hit on his third field goal of the day, a 26 yard kick, with 13:04 left in the game.

Thiel got its sole score on a short six play drive highlighted by a 40 yard pass from Kansky to Gibson that gave Thiel a first and goal situation at the 10. Williams scored from there with 11:19 remaining. Thiel turned in a two point conversion with a Kansky to Gibson

pass that made the final score 22-8.

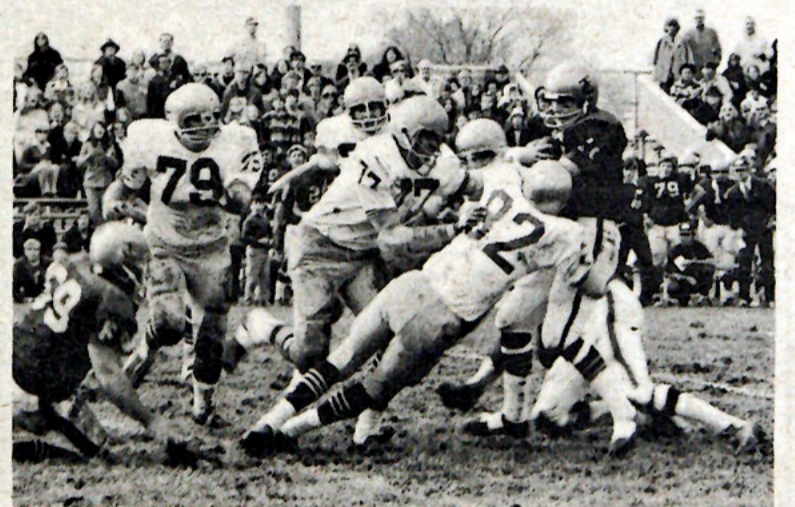
Freshman Mark Leous, at 5-8 and 142, replaced Wittenmyer on the Gator defensive line and managed to throw the Tomcat quarterback for a sizeable loss at least once, outmaneuvering the Thiel lineman by virtue of his agility and size. As the game ended Allegheny coach Sam Timer pulled out his seniors one by one, each of whom received a good hand from the large turnout of Gator boosters, who outnumbered Thiel supporters by the end of the game.

	AC	T
First downs	20	14
First downs rushing	14	6
First downs passing	5	8
First downs penalty	1	0
Yards gained rushing	255	148
Yards gained passing	90	155
Total yards gained	345	303
Passes attempted	21	33
Passes completed	6	12
Passes intercepted by	5	1
Punts	5	4
Punting average	33	35
Fumbles	1	1
Own fumbles recovered	1	0
Yards penalized	65	50



JOHN TIMMERMAN

Freshman kicker Bob Dawson boots his third field goal of the day, a PAC record. 23 is holder Dick Greenbaum. Thiel's Don Walters, 83, attempts to block the kick, which can be seen just to his right.



JOHN TIMMERMAN

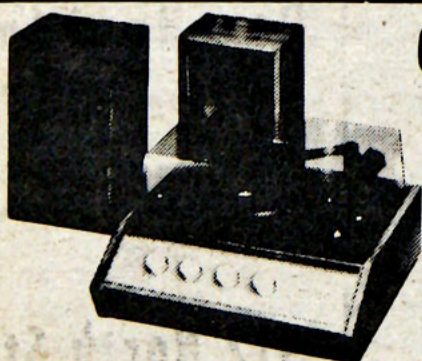
The Gator defensive line gets Thiel quarterback Bernie Kanski. 82 is Colin Smith, 77 John Dingess, and 79 tackle Dave Wilson.



JOHN TIMMERMAN

Backs John Lyth, 48, and Jim Emigh, 33, sprint out to give pass blocking to quarterback Dan Keil, 13, as he rolls left.

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JOHN TIMMERMAN

A host of Gators surrounds a sole Alliance player who attempts to head the ball. 46 is Rich Martin, 54 is Ruxton Delleceese, 27 is Dave Henschel, and Jim Gilmore is behind Delleceese.

Panagides boots two; Gators beat Alliance

By RANDY DOLINAR

Allegheny College's soccer team recorded its second victory of the season by defeating Alliance College 3-2 at Robertson Field Friday.

The Gators, behind the educated foot of Dino Panagides, scored twice in the first four minutes, but had one goal called back because of a penalty. Tom Fanning was credited with an assist on Panagides' second try, and the Gators led 1-0.

In the second period, Alliance evened the score at 1-1 on a penalty shot by Chet Ponikowski, and the contest remained knotted at half-time.

Midway in the third period, Panagides scored from the left with his second goal of the game to put Allegheny ahead to stay. This time Barry Hillman recorded an assist. The winning goal came in the fourth period, when Mark Noble set Pete Jung up for a shot in front of the cage to make it 3-1.

Tom Gillard brought Alliance to within a goal late in the final period, but the Gators held on for the victory.

The Gator defense played an inspired game in the mud surrounding the cage. Freshman goalie John McCoy, making his debut in the net, stopped 21 shots. Rick Martin's defensive play helped alleviate the pressure and disrupted Alliance's attack.

Allegheny, although completing the season with a disappointing 2-6 record, showed an improvement in the last three contests, winning two and losing only to conference champion Bethany. Much of this improvement can be attributed to the development of the fine crop of freshman players listed on the squad. The Gators, with the likes of Tom Fanning, Dino Panagides, Barry Hillman, Pete Jung, and John McCoy, can look forward to an improved record next year.

Sprague, Leo help Gators take second place in PAC

By ANDY LUBIN

The Allegheny harriers made their first quality showing at a PAC championship meet a memorable one, as they came away with second place, the team's best finish ever. It would have taken a super-effort to beat Case, who had the first three finishers, but the Gators gave it a good try.

Captain Chuck Sprague lead the Gators in sixth place, followed by three freshmen, Tom Leo in eighth, Terry Toomey in twelfth, and Chris Space in thirteenth.

Sprague's time would have been better and his finish higher had he not fallen on the first turn. Toomey ran the race with a severely injured foot, which hampered his performance.

Scott Harding once again improved his time as he placed eighteenth, despite having been spiked during the race. Lee Calarie and Dave Devine also qualified to run,

but did not count in the team scoring.

Due to their excellent running, Chuck Sprague and Tom Leo placed on the All-PAC second team. Next year both should make first team, as Sprague would have done had he not been knocked completely off his feet.

The race was run at the new Greenville Country Club, which afterwards graciously provided a lunch for everyone.

For once, the Gators were able to run a race under good weather conditions, as there was no wind and the sun was actually out.

If Allegheny gives a coach of the year award, special consideration must be given to Coach Gary Wilcox for his work in taking a losing team and shaping it into a winning team that other teams now respect. Realizing that some help was necessary, Professor John Reiss, a runner for many years, came to every workout and helped out.

These two individuals provided the background for the runners, all of whom will return next year in an attempt to win it all.

- | | | |
|---------------------|----|-------|
| 1. Jim Detwiler | C | 21:18 |
| 2. Pat Lenihan | C | 21:19 |
| 3. Greg Williams | C | 21:20 |
| 4. Al Dolzal | WR | 21:22 |
| 5. Kevin Lawler | JC | 21:28 |
| 6. Chuck Sprague | AC | 21:45 |
| 7. Jeff Tanchon | C | 21:46 |
| 8. Tom Leo | AC | 21:52 |
| 9. Jeff Hazen | T | 21:57 |
| 10. Neil Hansen | C | 22:02 |
| 11. Marty Prentice | T | 22:05 |
| 12. Terry Toomey | AC | 22:06 |
| 13. Chris Space | AC | 22:15 |
| 14. Chris Godfather | C | 22:24 |
| 15. Bob Corfield | T | 22:27 |
| 16. John Hubbard | B | 22:32 |
| 17. Pat Ryan | JC | 22:43 |
| 18. Scott Harding | AC | 22:50 |
| 19. Chris Leary | C | 22:53 |
| 20. Chuck Urban | T | 22:54 |
| 21. Cliff Waldman | WR | 23:07 |
| 22. Lee Calarie | AC | 23:16 |
| 23. Fason Pernel | T | 23:26 |
| 24. Rodney Carlone | JC | 23:31 |
| 25. Tom Dout | T | 23:37 |

TEAM SCORING

- | | |
|--------------------|-----|
| 1. Case | 23 |
| 2. Allegheny | 57 |
| 3. Thiel | 78 |
| 4. John Carroll | 111 |
| 5. Western Reserve | 122 |
| 6. Bethany | 142 |



Members of the Allegheny cross country team who ran in the PAC finals gather to celebrate their fine second place showing. From the left in the front are Terry Toomey, Chris Space, Captain Chuck Sprague, Tom Leo, and Scott Harding. In back are Dave Devine and Lee Calarie.

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Feminists to speak

Jo-Ann Evans Gardner and Gerald Gardner will be speaking on feminism this Thursday at 8:15 in Ford Chapel. Jo-Ann Gardner will speak on "What It Means To Be a Feminist," and her husband will speak on "How I Became a Feminist." The Gardners, from Pittsburgh, are both active in the women's liberation movement.

Jo-Ann Gardner is an assertive female. "Don't call me lady," she warned. "I feel about that word the way a black person feels about 'nigger' or 'boy.' And don't call us 'girls' either."

Dr. Gardner feels that the black movement is closely related to women's liberation. "We're fighting the same thing the black movement is fighting—bigotry and the dehumanizing forces of this society," Dr. Gardner said.

"We don't want to take over the world; we want to change the system, a far more idealistic and difficult endeavor," Dr. Gardner said in attempting to define the feminist role.

Jo-Ann Gardner is co-founder of the Professional Women's Caucus, on the National Board of Directors of NOW (the National Organization for Women), and is president of the Association for Women Psychologists. She is also founder and president of KNOW, Inc., a feminist press in Pittsburgh,

and has published several articles, including such titles as "Housework: The Gut-level Issue," "Sesame Street and the Sex Role Stereotypes," and "Women: The World's Largest Oppressed Minority." Dr. Gardner is a physiologist psychologist who has been associated with the University of Pittsburgh and Carnegie-Mellon University.

Gerald Gardner holds a Ph. D. in mathematics. He is a Senior Scientist for the Gulf Research and Development Company. Dr. Gardner is also secretary of the Pittsburgh chapter of NOW. Among his publications relevant to feminism are Papers on Discrimination in Advertising.

In a research project conducted at the University of Pittsburgh, the Gardners studied the differences between men and women students' responses to subject matter by working on a math program for pre-school children.

The Gardners are the first in a series of speakers on the aspects of women's liberation. These are being arranged by a group of interested women and men in the Allegheny community. Planned for second term is Robin Morgan, television personality, and for third term are free-lance writer Gloria Steinem and Dorothy Pittman, who started the first free day care centers in New York City.



JO-ANN GARDNER

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Career seminars begin Thursday

Beginning Thursday evening, November 12, a series of seminars dealing with career opportunities in various fields will be offered by the Placement Bureau of the College. Mrs. Virginia Fletcher, Placement Director, will conduct the first seminar by giving an overall introduction to the world of work as it is today, the fields which offer the best chance of employment and the ways to enter these fields. Over half the period will be devoted to questions and answers.

On succeeding Thursdays, with the exception of Thanksgiving, when the session will be held on Tuesday, young alumni will describe their jobs and answer questions about the opportunities in their chosen fields. On November 19 men from the manufacturing industry will be present. On Tuesday, Nov. 24, banking and insurance will be explored. Other fields will be service organizations, government, law, communications, publishing, etc. The series will be continued during the second term.

Sessions will be held in the President's Lounge of the College Union at 7:30 p.m. and will last an hour and a half to two hours. Sign-up sheets for the seminars will be posted in the CU and second floor, Ruter Hall. All students will be eligible to attend, but since space is limited, it may be necessary to exclude Freshmen.

In announcing the seminars Mrs. Fletcher said, "Since these seminars are designed to explore career possibilities, I hope that those signing up will plan to attend most of the sessions. Students, who have no career goals, often find the answer in some previously un-thought-of field. Also an exploration of all fields leads to a more satisfactory choice."

AMA LECTURER SPEAKS WEDNESDAY

Denis M. Abelson, M.D., will address Allegheny students at 8:15 p.m., November 11. His talk, titled "Research and Discovery in Medical Science," is one of a series being given this scholastic year at more than 80 schools, sponsored by the American Medical Association Council on Foods and Nutrition.

The programs will tell undergraduates about recent developments in health care and will try to stimulate interest in medicine and allied health fields. The colleges involved all have pre-medical or biological sciences courses but are located outside the influence of a large medical center.

In most cases, the speakers will be available for informal discussion with interested students and faculty during the day. Specific arrangements, as well as details of location of the lecture are available from Dr. Rhinesmith, Professor of Chemistry, liaison for the college.

Dr. Abelson is director of the clinical research center and as-

sociate professor of medicine at the University of Pennsylvania School of Medicine in Philadelphia. He also is chief of the endocrinology section of the university's department of medicine.

He received his M.D. degree from Middlesex Hospital, University of London, and was an assistant professor in Yale University's department of internal medicine from 1958 to 1961. An active researcher, Dr. Abelson has written more than 35 papers on his work. His professional affiliations include the Federation for Clinical Research, the Endocrine Society, and the American Institute of Nutrition.

ECUMENICAL INSTITUTE

There will be a trip to the Ecumenical Institute in Chicago November 13, 14, 15. The bus will leave Fri. at 7 am, and will cost 15 dollars per person. Courses will be offered entitled "The Theological Revolution" and "The Local Church." A sensitivity session within a Christian theological framework will also be given. To sign up, or for more information, see Dr. Hobson as soon as possible today.

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