



Dorm and Permission Proposals Released

by Ted Fulton

After today's meeting between President Pelletier and student representatives a tentative outline of the future open dorm policy has finally been made public.

This outline, so long kept under wraps, is the result of hard work on the part of a group of interested students, notably George Simonton. It is to be stressed that this proposed policy is still subject to revision by President Pelletier upon consultation with the faculty and trustees. The much talked about meeting between the President and the trustees set for May 3 may possibly conclude, as the President has said, with the trustees leaving the decision to him. Few problems are expected to be encountered as far as acceptance of the proposed "No Permissions Policy". Both this proposal and the open dorm proposal are described below.

POLICY PROPOSALS

Proposed Inter Visitation Policy

The Resident Affairs Committee submits the following proposal to the college community on a trial basis until the end of second term 1969-70 school year at which time a comprehensive review and evaluation of the policy in theory and application, the consequences of the policy, the student reaction to the policy and subsequent possible restructuring of the policy will be done by the Resident Affairs Committee. It is expected that the proposal, as presented, will take the idea of an open house out of the context of a special occasion and into the realm of an everyday occurrence.

The tentative nature of the policy prevents its publication in full at this time. However, its major points may be outlined.

1. It is expected that each student be aware that the success of this proposal demands responsible behavior on the part of the individual student.

2. It is expected that the rights of those students not participating in visitation will be protected and that the community will continue in its concern for the welfare of the individual students.

1. No intervisitation may start before 1:00 p.m.

2. Intervisitations shall be of at least two hours duration.

3. (a) No intervisitation may extend beyond 2:00 a.m. in the upperclass men's residence halls and not beyond 11:30 p.m. Monday-Thursday, 12:30 a.m. Friday and Sunday and 1:30 a.m. Saturday in the upperclass women's residence halls.

(b) No intervisitation may extend beyond 1:00a.m. in freshman men's residence halls during first

and second terms and not beyond one half hour before permissions and, in any event, no later than 1:30 a.m. in freshman women's residence halls.

4. (a) This point, which concerns the total number of days and total number of hours per week in which to have intervisitation, is as yet unavailable for publication.

(b) First term freshmen will be allowed one intervisitation a week for total hours of not more than six. Second term freshmen will be allowed up to two periods a week with one period being on a week day night for a total of not more than 12 hours. Third term freshmen are to be governed by upperclass privileges as stipulated in items III 3 (a) and 4 (a).

5. (a) Each voting section

PROPOSALS,

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ISC Fair to Finance Students

Each year the International Student Committee hopes to raise enough money to supply the tuition fees for one foreign student. This comprises about one-tenth of the total amount of money needed to finance the five or six foreign students on campus each year. The remaining nine-tenths of the funds needed are supplied through the fiscal program of the College and by special scholarships designated for foreign students.

The sale of UNICEF Christmas cards, special work days and the Ogre basketball game-all sponsored by the International Students Committee- are means by which its members attempt to raise the money for one student's tuition. The biggest fund-raising event

which the committee undertakes, however, is the Spring Fair. Without the money provided by this annual event, the contribution of the students of the college to the International Student Fund would be a meager indication of their interest in having foreign students on campus.

Bringing foreign students to Allegheny is an involved process, the mechanics of which are quite similar to the admissions policy of the college as a whole. Foreign students generally apply to various international organizations which initially process their applications. The largest of these organizations is the Institute of International Education, although ISC,

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EDITORIAL

AN OPEN LETTER TO THE BOARD OF TRUSTEES

Dear Sirs:

As you well know, you have helped to create and maintain a fine college of exceptionally high academic standards. Building on a past record of excellence, recent academic innovations such as the Independent Study Program, ICIS, and satisfactory-unsatisfactory grading have enabled Allegheny to keep pace with the most highly ranked educational institutions in the country. In many ways students can feel proud of their college and privileged to have the opportunities that exist here.

Yet a curious - and very disturbing - dichotomy exists at Allegheny College. We have high academic standards. But in the area of social freedom and responsibility we stand out abysmally, far behind and apart from the other schools in our class. Freshman arriving here recoil in disbelief; many girls have to be in much earlier than they did in high school. After the first Christmas vacation is spent talking to high school friends who are attending other quality colleges and universities, they return here embittered and asking, "Why?" Social regulations are a continuous topic of conversation - a bone of contention and debate.

When we speak of social regulations, we speak of the two issues which you are going to pass judgement on: women's hours of restriction and open dormitories (also called intervisitation or dorm dating). We as student leaders of Allegheny College ask that these yokes be taken from around our necks.

LETTERS TO EDITOR

To the editor:

We are constantly being reminded that Allegheny deserves and does in fact, enjoy a reputation of general merit very similar, if not equal to other better known 'name' liberal arts colleges of the same size. In the area of academic innovation, Allegheny could not yet be deemed a progressive school, yet the favorable responses elicited from students and an encouraging number of the faculty and administration on proposed academic reforms seems to place the realization of this hope somewhere in the very near future.

Allegheny is able to hold its own with other schools of similar quality in this respect. However the recent CLEAR survey on open dorms and women's hours shows the college as one of the few schools in its class which presumes to impose social prohibitions on its students.

By retaining its current restrictions on spontaneous social relationships, Allegheny is perpetuat-

ing a strange contradiction of trust in its students regarding their intellectual and emotional development which can only be termed a double standard. An individual who is recognized as mature enough (and by admission to this academic community he is) to be exposed to ideas different and frequently contrary to his own and who is expected to judge these ideas and use them to broaden his view on life, should be offered the opportunity to make his own judgements in social situations.

Are we to be treated as precocious children whose potential for emotional maturity is not equal to our intellectual development? Is it fair that after a day spent in acquiring the outlines of new ideas that I should not be allowed the opportunity to expand them into actual concepts by discussing them or attempting to fill in the outlines with human experience past the hour of 11:00 on weekdays? And if I am encouraged

to follow the dictates of my own conscience during the day in a classroom situation why must my thinking be automatically taken over for me in a boy's dormitory or at the magic hour of 11:00 or 1:00?

A college education, if it is to have any relevance to living must be regarded as a total experience, combining opportunities for both social and intellectual exploration. These two are at best only imitations of life if separated. Through its current socially restrictive policies, Allegheny is fostering such a climate of separation which runs the risk of producing men and women (or boys and girls) who have been conditioned to regard the two as mutually exclusive spheres of experience, and can therefore never enter into either with the knowledge and assurance of a fully educated person.

Sincerely,
Susan Holliday



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CONCERT CANCELLATION

The Bruce Foote concert scheduled for 8:00 p.m., Wednesday, May 7 at the College, has been cancelled. The noted baritone was forced to cancel due to illness.

ASG Approves Communications Leadership

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The first order of business at the ASG meeting Sunday night April 27, was a recommendation by the Finance Committee of a \$500 contribution from the Council's General Fund to the Daniel Lund Memorial Fund. The recommendation was accepted and passed by Council.

Further old business was the ratification by Council of students for the coming year. Doug Miles will be the new manager of WARC, and Leslie Ziskind, the new Editor-in-Chief of the Campus. Jenny Payne was elected by Council to serve on the Resident Affairs

Committee, RAC, as the independent. The committee now consists of representatives for the fraternity men and sorority women, the independent men and women and the freshman men and women.

Next, the proposals which were drawn up by Freshman Class Council and voted on and endorsed by the freshman women were introduced to Council. According to the ASG Constitution, these proposals, dealing with sign-out procedures, compulsory house meetings, 10:30 Wednesday night permissions and permissions in general were referred to the

Student Life Committee, which will report its findings for further discussion at the next meeting.

It is to be brought to the attention of all students that there is now an ASG Bulletin Board at the entrance to the Grill. All notices, meetings of Council and committees, information on referendums and other ASG action may and will be posted. All students are urged to keep abreast and aware of what is happening in campus government by consulting this board frequently.

Melodrama Staged by SET

Power-packed with such eloquent and stirring lines as "She's smart as a buggy whip and twice as handsome!" and "Something around here smells, and I don't mean the livery stable!" and such tender and passionate confessions of undying love as "From the first time I saw you, swinging on the barn door, calling the pigs, I've loved you," "Dirty Work at the Crossroads" launches its four-night run at Allegheny College on May 1 at 8:15 p.m. in the Playhouse.

Written by Bill Johnson in the form of a gay-nineties melodrama, "Dirty Work" has incorporated the waxed moustache villain, the brave and lovely heroine, Nellie, and the tried and true Adam Oakhart, as well as the faithful farmhand-turned sheriff and other types of the era, into a fast and funny (sometimes groaningly) evening of pure entertainment.

Although, from the moment the pianist begins her prelude, you know that the villain will be foiled and hero and heroine united, just how Nellie, Adam, and Moakie will escape final doom at the hands of Munro Murgatroyd (!) (he's tied them to the railroad tracks, what else?) keeps you on the edge of your seat until the very end.

Despite a slow-starting first act and provided the actors maintain the action at the necessary high pitch, the plot thickens and the responsive audience will almost in-

variably feel the urge to hiss at Munro Murgatroyd (Bill Bly), while cheering on Nellie (Terry Thornburn), Adam Oakhart (Eugene Bicknell) and the lovable Moakie (Sam Watson).

Highlights of the Playhouse performance are "the ankle scene" between Adam Oakhart and Ida Rhinegold (described on the playbill: "as deep as she is dyed") with asides from the spying Nellie, a "specialty number" about a maiden's eventful train ride sung by Leonie Asterbilt (played by Miss Marjorie Newton) and especially the moving rendition of "Why Did They Dig Ma's Grave So Deep" by Nellie Lovelace with heart-rending sobs from Moakie.

The comic struggle between Nellie and Munro Murgatroyd (!) is well accented by an unusual use of spotlighting--a technique considered typical of the nineteenth century melodrama.

The incorporation of railroad tracks into the set for the third act is imaginative, as well as a seeming reflection of the simplicity of set design of that period.

Donna Roberts, the pianist, a vital member of any gay nineties melodrama, provides the necessary and enhancing background music.

In short, "Dirty Work at the Crossroads" is a fast-moving, ludicrously entertaining experience.

by Cindie Palazzi

Menu

FRIDAY

Breakfast

Orange - Pineapple Juice

Poached Eggs

Lunch

Tomato Soup

Cold Plate:

Potato Chips

Orange Marmalade Muffins

Half Grapefruit

Apple Crisp with whipped cream

Dinner

Baked Ham

Fried Haddock

Whipped Potatoes

Buttered Wax Beans

Shredded Lettuce

Boston Cream Cake

SATURDAY

Breakfast

Orange - Apricot Juice

Scrambled Eggs

Lunch

Assorted Soups

Canadian Bacon

Stuffed Green Peppers

Potato Puffs

Peach half-Creamy Cole Slaw

Red Raspberries-Floating Island

Dinner

Grilled Hamburgers

French Fried Potatoes

Harvard Beets

Tossed Salad

Brownie Square ala Mode

ORIENTAL, 39, INTERDISCIPLINARY COURSES HIGH

EDUCATION 30 - METHODS OF TEACHING IN THE ELEMENTARY SCHOOLS - I

Prerequisite: Education 20.

EDUCATION 31 - METHODS OF TEACHING IN THE ELEMENTARY SCHOOL - II

Prerequisite: Education 30.

EDUCATION 32 - METHODS OF TEACHING IN THE ELEMENTARY SCHOOL - III

Prerequisite: Education 31; Co-requisite: Education 44-45.

FRENCH 12, STYLISTICS AND COMPOSITION

Designed to improve the writing ability of students in advanced study of French and to introduce the principle of appropriate expressive choice from among optional (linguistic) forms available. Prerequisite, French 11. Required of all students concentrating in French and of others desiring teacher certification in French.

FRENCH 13, CONVERSATION AND PHONETICS.

Intensive conversation practice involving two class meetings per week; current periodicals will be used for class preparation where appropriate. Intensive work in French phonetics, one class meeting per week, plus three half hour language laboratory sessions in orthoepie and individual conferences if necessary. Required of all students concentrating in French and of others desiring teacher certification in French.

FRENCH 20, CONTEMPORARY FRENCH CIVILIZATION.

The French scene in the second half of the twentieth century. Required of all students concentrating in French and of others desiring teacher certification.

INTERDISCIPLINARY STUDIES 11, MODERN NATIONALISM.

A study of historical, sociological, and psychological roots of modern nationalism, and an analysis of patterns of its development as a social movement. Prerequisites: Political Science 1 or Sociology 1. May be taken for distribution credit in the social sciences.

INTERDISCIPLINARY STUDIES 15, THE SOCIOLOGY AND PSYCHOLOGY OF REVOLUTION

A study of revolution as a sociological, political, and psychological phenomenon. Analysis of its causes, nature, and dynamics on the basis of existing historical and theoretical literature on the subject. Prerequisites: History 1-2, 13, 15, 16, 19, or 22. May be taken for distribution in the social sciences.

INTERDISCIPLINARY STUDIES 39, BLACK CULTURE

Designed to trace the struggles and achievements of the Black American from his African heritage to the present day with de-

Thirty new courses will be added to the College curriculum next year, it was announced by the Office of the Dean of Instruction. While some of the courses are mere revisions of existing ones, a good many of the above courses encompass completely new areas of subject matter.

Four major developments stand out among the new courses:

1. A number of new courses are concerned with various aspects of Oriental culture and civilization.
2. More extensive use of the "39" or "special topics" courses. Some departments are offering several "39" courses, which allow a department to offer specialized topics to advanced students that can not be given year after year and allow professors to teach topics of special interest to them.
3. All physical education courses will be offered on a satisfactory-unsatisfactory (pass-fail) basis for a trial period of one year, beginning September 1969.
4. The advent of "interdisciplinary studies" courses in the curriculum. To date, three have been approved by the faculty. Besides the new courses, there are 11 existing courses which are being renumbered, while retaining the same content.

NEW COURSES AND RENUMBERED COURSES-PRE-REGISTRATION 1969-1970.

BIOLOGY 16 - LIMNOLOGY

A study of the biological, chemical, and physical features of fresh waters. Emphasis will be placed on the taxonomical, ecological, and physiological characteristics of the biota. One lecture, one discussion period, laboratory and field work. Prerequisites, Chemistry 3-4, and permission of the instructor.

DRAMA 39 - SELECTED TOPICS IN DRAMA - STAGE COSTUMING line, and period. Prerequisite: Dram 3 or permission of the instructor.

DRAMA 45 - SEMINAR IN ORIENTAL THEATRE

An examination of Oriental theatre with emphasis on such forms as Japanese Noh and Kabuki theatre and fil, Chinese opera, Indian dance theatre, and Indonesian shadow play. Particular attention will be paid to mutual influences of Western and Eastern theatre in form and philosophy. Prerequisite: Permission of instructor, or Drama 1.

ECONOMICS 13 - INTERMEDIATE STATISTICS

Review of sample of bivariate correlation. Bivariate nonlinear correlation, and multiple and partial correlation. The standard error of estimate and the standard error of the coefficient and partial coefficient of correlation. The regression equation and the standard error of its coefficients. Testing for significance. Application to economic data and forecasting.

HIGHLIGHT ADDITIONS TO CURRICULUM

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cation of correlation analysis to economic data and forecasting.
ECONOMICS 25 - LABOR ECONOMICS

Economic analysis of the labor market with emphasis on the relation between wages, employment, and the price level. Theory and history of the labor movement, collective bargaining, and the impact of labor unions on the U.S. economy. To illustrate and elaborate on the basic relationships there will be references to problems and public policies in labor relation, employment opportunities, income of minority groups, and poverty in the United States. Prerequisites: Economics 1 and 2, Mr. Ferrar.

ECONOMICS 39 - REGIONAL ECONOMICS

An introduction to location theory and regional development within a traditional economic framework. Theoretical and analytical in approach, the course will examine those economic theories which help to explain city and industrial location, land use patterns, short-run impact of industrial change upon employment and regional differentials in per capita income. Prerequisites: Economics 1 and 2, Mr. Meyer.

ECONOMICS 39 - PUBLIC EXPENDITURES (THE POLITICAL ECONOMY OF STATE AND LOCAL GOVERNMENTS)

A discussion of the economic and political variables affecting the level and type of expenditures by states and local governments. Attention will also be directed to revenue sources and intergovernmental relations. Prerequisites: Economics 1 and 2, Mr. Reiss.

ECONOMICS 39 - ECONOMICS OF EDUCATION

Analysis of the economic contributions of education. Economists' views of education as an investment in human capital with reference to the various planning approaches used in the allocation of educational resources. Prerequisites: Economics 1 and 2, Mr. Ferrar.

The sequence of courses labeled Education 30, 31, and 32 is designed to familiarize the student preparing for teaching in the elementary school with appropriate techniques, materials, and curricula in all subject areas usually covered in the self-contained elementary classroom. Admission to these courses requires demonstrated competence in the various subject areas covered: geography, art, linguistics, music, children's theater, astronomy, geology, physics, and United States history. The prerequisites can be met by proper selection of courses used for distribution in consultation with the Education Department or by passing exemption examinations in these fields administered by the Education Department each term. Normally Education 30 and 31 should be taken in sequence through the two terms preceding student teaching; Education 32 is to be taken concurrently with student teaching.

tailed presentations of contributions by Blacks in the arts, sciences, and public affairs.

MATHEMATICS 39. METRIC SPACES.

Properties of metric spaces illustrated by subspaces of Euclidean n -space, the Baire category theorem; metric spaces of continuous functions, Picard's existence theorem for differential equations, the Weierstrass approximation theorem, and the fundamental theorem of Algebra.

MATHEMATICS 39. SELECTED TOPICS: THEORY OF GRAPHS
Connectedness, maximal principles, partial order, binary relations and Galois correspondences, dual graphs, chromatic graphs, critical graphs, and matrices and groups associated with graphs.

PHILOSOPHY 39. AESTHETICS OF THE FILM

Designed to effect a deeper and more articulate understanding of the film as an art form through the study of concurrent work in painting and aesthetic theory. Prerequisite: Permission of the instructor.

POLITICAL SCIENCE 24. JUDICIAL PROCESS

An examination of the function of law in any society with attention to representative jurists. The role of courts in shaping law and making public policy; the behavior of lawyers and judges; and recent methodological innovations in studying legal systems.

POLITICAL SCIENCE 39. APPROACHES TO THE STUDY OF INTERNATIONAL POLITICS

Examination of legalistic and/or institutional power, bargaining, and game theory, socio-psychological systems, and decision making approaches. Designed for advanced political science majors, preferably in the junior year.

POLITICAL SCIENCE 39. POLITICAL DEVELOPMENT

An examination of some major concepts relating to the process of change and modernization, with an emphasis upon the role of political processes in the integration of increasingly complex and differentiated societies. Extensive consideration given to the building of theoretical models.

NEW COURSES,
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NEW COURSES CONT.

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RELIGION 1. PRIMITIVE RELIGIONS.

An introductory study of primitive religions within their historical-cultural context, including an examination of the religious modalities in hunting cultures and in agricultural societies, the development of African religions, and the interpretation of myth and cult.

RELIGION 5. POST-BIBLICAL JUDAISM

A study of the Talmudic period, the development of Jewish mysticism with particular emphasis upon Hasidism, and the emergence of Reform, Conservative, and Orthodox forms in the modern period.

RELIGION 10. RELIGIONS OF INDIA

A study of the Vedic period, Brahmanism, the Bhakti sectarian movements, Tantrism, Jainism, and South Asian Hinayana Buddhism.

RELIGION 11. RELIGIONS OF CHINA AND JAPAN.

A study of early Taoism, Confucianism, and Shintoism as background for Mahayana Buddhism and Neo-Confucianism.

SOCIOLOGY 31. SOCIETY, CULTURE, AND PERSONALITY

An analysis of the interplay between social, cultural, and psychological variables. The theoretical and methodological implications of research on such themes as national character, worldview, kinship structure, and sex role identity will be discussed. Comparisons will be made not only across national boundaries, but also across stages of development, forms of societal organizations and class and ethnic divisions. Prerequisites: Sociology 1 and permission of the instructor.

SOCIOLOGY 32. SOCIOLOGY OF SOCIAL MOVEMENTS.

A systematic analysis of modern social movements, their nature, dynamics, and significance from the point of view of social and institutional change. Such problems as the causes of social movements and their ideologies, value orientations, leadership, recruitment and training of members, strategy and tactics will be considered with special reference to contemporary religious, nationalist, and revolutionary movements. Prerequisites: Sociology 1.

SPEECH 45. SEMINAR. JOHN STUART MILL AND THE RHETORIC OF SOCIAL PROTEST.

An examination of the man, his ideas, the Victorian frame of mind, and Mill's major reform efforts. Prerequisite: Permission of the instructor.

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ISC CONT.

FROM P. 1

there are other agencies which concentrate on placing African, Asian or Latin American students.

These organizations in turn send to colleges and universities several applications, according to the type of school the foreign student desires. Sent to Allegheny each year are from 25 to 40 applications, from which a preference list of 8 to 10 students is devised. This acceptance list is constructed after the Deans of Instruction and Students, the ISC faculty advisers, and the members of the ISC have considered each application. Then, letters of acceptance go to the students and they in turn can accept or decline the acceptance.

At present there are six foreign students at Allegheny, three of whom will be leaving at the end of this year. With the help of earnings from past events and a good turn-out at this year's fair, three new students will be able to experience Allegheny next year.



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FOR ACCESSORIES TO
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DON'T MISS "DIRTY WORK"

Don't forget to see a performance of "Dirty Work at the Crossroads", or "Tempted, Tried and True", this weekend. This is the first SET production ever done in co-operation with the playhouse and is also the first melodrama to be done at the College for several years. Tickets are still available and the show runs through Sunday night.

"Lamp at Midnight," a play written by Barrie Stavis, will be presented by a touring theatre company on Monday, May 5 at 8 p.m. in the Meadville High School Auditorium.

NOTE: Buses will be run from Brooks circle to Meadville High School. There will be at least two trips, the first to start at 7:15 p.m. Signup sheets will be available at Brooks desk beginning Tuesday, April 29.

DEER HEAD INN

SPAGHETTI
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TAKE OUT or EAT IN

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337-5891

RENUMBERED COURSES

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1. Biology 3-4, formerly College Botany, to be renamed Botany.
2. Education 10, Human Growth and Development, to be renumbered Education 20.
3. Mathematics 3, formerly Sets, Logic, and Algebra, to be renamed Finite Mathematics.
4. Philosophy 28, Contemporary European Philosophy, to be renumbered Philosophy 17.
5. Philosophy 29, Contemporary British and American Philosophy, to be renumbered Philosophy 18.
6. Philosophy 30, Philosophy of Science, to be renumbered Philosophy 20
7. Philosophy 33, Philosophy of Art, to be renumbered Philosophy 23.
8. Religion 1, Old Testament, to be renumbered Religion 3.
9. Religion 20, New Testament, to be renumbered Religion 4.
10. Religion 4, Eastern Religions, to be dropped.
11. Physical Education 9, Beginning in September 1969 Water Safety Instructors course will no longer carry academic credit. Successful completion of the course will carry two credits in Phys. Ed.

PROPOSALS, CONT.

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(a typical voting section would consist of one dorm section) shall determine the dates and hours they wish to have an intervisitation program in effect, as well as any special procedures the section may desire. The section is to decide by a 75% majority by secret ballot of the section residents.

6. Residents may change their hours, days, or special procedures any time they wish as long as the decision is in accordance with part 5 of this section.

7. The next section of the proposal concerns violations. The major theme in this regard can be illustrated by the statement: "The primary responsibility for the supervision and administration of the program lies with the individual student." The members of the RAC have stressed the fact that this program will bring many new responsibilities, and several have expressed hope that the students will be willing to accept them.

Ned Morse of the RAC has emphasized several aspects of this proposal: the voting section autonomy, the fact that it is to be on a trial basis and the fact that third term freshmen are to be treated as upperclassmen. The only real bone of contention in the proposal concerns the number of hours and days allotted to intervisitation.

The "Proposed No Permissions Policy" is being considered with the open dorm proposal. It is also tentative, subject to the same consideration. The policy appears below in full:

I. Proposal

All sophomore, junior and senior women shall have no permissions starting first term 1969-70 school year.

II. Operation of System

A. A receptionist will be hired to work from the hours of the present permissions to 7:00 a.m.

B. Walker door will be locked at 12:00 p.m. nightly.

C. All other doors except Brooks front door will be locked by 11:00 p.m.

D. Brooks front door will be locked at the hours now designated as the hours of permissions and at this time, all males must leave Brooks lobby.

E. Women may leave or enter the dormitory at any time by having the receptionist unlock the front door for them.

F. The College strongly recommends that girls sign out at Brooks desk to facilitate being contacted if necessary.

III. Penalties

A. Anyone using any door except Brooks front door between the dorm lock-up time and 7:00 a.m. will be roomed at the discretion of the permissions co-ordinator and the R.A.B. co-chairmen.

It is generally expected and has been told to this reporter by the President himself, that final decision on these policies will be forthcoming in the very near future.

If accepted the No Permissions Policy would go into effect first term next year. As for the Open Dorm policy, it is hoped that a modified intervisitation schedule (tentatively once or twice a week) would go into effect until the actual policy begins next fall.

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for your

BASS

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Gators Salvage Split, Cling to First

SPORTS

Allegheny's baseball team clings to a slim lead in the PAC race by virtue of a doubleheader split with the Adelbert Redcats at Robertson Field on Wednesday. Adelbert took the first game 3-0 and the Gators bounced back to win the nightcap 8-3.

Angelo Valenti went all the way for Adelbert in the first game, gaining his first victory in conference play against two losses. Valenti scattered six hits to post the shutout. He received all the support he needed in the third inning when Adelbert pushed across three runs on the strength of three big hits. Larry Savage took the loss for the Gators to even his season's mark at one victory and one defeat. Steve Seely garnered two hits for Allegheny as John Howald, Ron Levea, Dale Hahn and George Falkenstern each chipped in with one hit apiece in a losing cause.

Smarting under their first defeat of the season, the Gators roared back in the second game to earn

the split. Paul Pudlowski posted his second victory of the year in as many starts. Paul gave up an unearned run in the second and was victimized for a two-run triple, off the bat of Doug Heiser, in the fifth. However, the freshman lefty pitched scoreless ball the rest of the way, striking out three and giving up a total of eight hits. Starter Frank Pace, who was knocked out of the box after one and one third innings took the loss.

The Gator bats came alive in the second game with a nine-hit barrage. John Howald, Ron Levea, George Falkenstern and Dick Greenbaum reached Pace for hits in the second to spark a five run outburst. Mike Keister drove in two runs on a bunt and a single to center. Captain

Bob Stephens also got himself a hit. Bob has been hitting in some tough luck of late; his bat bat may make a difference in the final weeks of the campaign.

Today the Gators take on the Bethany Bisons at Robertson Field. Steve Seely has been named to start for Allegheny in what could prove to be a crucial game for the Gators this year.

LINKSMEN LOSE IN RAIN

As Coach Donald Schriefer has often observed, 'Sometimes you get the bear, and sometimes the bear gets you.' Not only the 'bear' but also W&J, Bethany, torrential rains and a flat tire got the Gator golfers in their match on Tuesday.

Senior Kurt Almasy led with an 81, which beat his Bethany opponent. Frosh Brian Hoffman split with an 85. Number one man John Bogniard and teammate Mark Pirozzi dropped their matches with 86's. Bogniard had the misfortune of playing against Jock Sneddon of W&J, a former PAC Champion, who carded an incredible 74. Second man Tom Framp-ton dropped both matches and RichCohen split with his opponents.

The Gators dropped both, losing to Bethany 9-16 and to W&J 10-15. Today the Gators tackle Thiel and Case, before entering the PAC tourney on Monday.

VISITING PROFESSOR

Dr. Robert M. Stern, professor of psychology at the Pennsylvania State University, will speak on "Perception of Bodily Change" at 8:15 p.m., Tuesday, May 6, 1969, in Room 204, Carr Hall.

An American Psychological Association visiting professor, Dr. Stern will report on interesting findings on the relation between behavior and the heart rate.

A graduate of Franklin and Marshall College, he earned his master's degree at Tufts University and his doctor's degree at Indiana University. Specializing in physiological psychology, learning and motivation, he has published numerous articles in these areas.

Also, at 3:30 p.m., Tuesday, Dr. Stern will meet with interested students and faculty.

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