

Student Leaders Discuss Plans for Upcoming Year

by Mary Schroyer Lee Dealinger

After a vigorous game of volleyball, thirty JC student leaders assembled to discuss issues of concern to the Student Government and the student body. Sally Palmer, vice-president of the SG, opened the proceedings at Camp Blue Diamond Thursday, Sept. 11. She said that the purpose of the conference was to give direction to the student movement throughout the year.

The Rev. Robert Faus, the key speaker for the conference, told the group that the students were a part of the educational process and must be involved as leaders. This, he said, is the trend in higher education. At Juniata, the issues involving students, faculty, administration, trustees and alumni are trivial. The concern, especially of the campus ministry, should be an interest in the integrity of the total context of education—i.e. the classroom, dormitory and campus.

Campus cooperation is the answer to avoid the loss of communication. Lack of cooperation results in the formation of revolutionary and reactionary positions, the former representing demonstrations and the latter representing solidification. Rev. Faus said that confrontation and polarization were needed. Juniata students must find ways to overcome barriers to rid the campus of the "we" and "they" groups.

The faculty, administration and students must become involved in the total process of education. In this educational community everyone is a human being beyond which he plays

a certain role. There must be a sense of community of all the people involved in the educational process.

Following a short discussion, President Stauffer explained the functions of the Task Force Committee, which was initiated at the end of the spring term. He explained that its main function is to examine the purpose of the institution. By the unanimous approval of the faculty members of the committee two students will be invited to become members. This is to be another step in the direction of the administration giving response to student needs.

After supper, the most important part of the conference occurred. The students broke up into four committees to discuss plans and resolutions which would become the basis for student government actions this year. The four committees each had a specific area to discuss. Two committees were Juniata Education: Present and Juniata-Curriculum: Future. It was the functions of these two committees to discuss and evaluate education at JC now and to make suggestions to improve the educational system. Among the subjects discussed were comprehensive, the pass fail system, student leaves of absence, deficiency notices, educational resources, required courses and methods of educational evaluation.

The other two committees were concerned with other aspects of student life at JC. These committees were Juniata: General and Juniata in the future. Discussed on a campus level were topics like Student Government effectiveness, student elections, the lack of campus communication, punishment for alcohol on campus and "Frosh Regs". Finally, they discussed the problems of disadvantaged students at Juniata College and the lack of student involvement with the real college power, the Board of Trustees. The discussions on these subjects continued intently from 6:30 'til 10 p.m. A campfire snack was held and afterwards the student leader relaxed, played cards, and finally slept.

Cont'd on page 4

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Spirit of '73 . . .

Frosh Week Reveals Disunity

"Freshman Week" has drawn to a close and with it went some memories, as always, for the class of '73. Looking back one can only proffer a guess as to the success or failure of this week of initiation. Clashes between upper classmen and the Frosh

resulted when they were ordered to button, practice air raids and mostly when the traditional raiding of the Arch occurred. An added attraction of this year's calisthenics was a drill sergeant who obviously had the Frosh responding to his commands, or did

he? Shouts of '73 could be heard as the Freshman boys went barreling towards the wall of upperclassmen in the arch, who never-the-less restrained them. However, a few injuries were way through to the other side. Terminating the week was the Frosh Court which was cancelled due to some disunion among the troops.

As with any class, natural leaders arise during the first attempts to unite the class. Two such up-and-coming Frosh are Bruce Kertrick and Frank Pote, who both believe hazing and dinks were a good idea for promoting class unity. There is good spirit in the class of '73 but it does not seem to be in a unified direction. Each feels that the Freshman guys have potential but did not or could not take part in the "festivities" at hand due to new study habits and dorm life. Thirty to forty of them did show up for the raid on the Arch and were backed by the spirited girls of '73 who always outnumbered the guys at everything except the meals.

A number of the Freshman had a marked dislike for the initiation they received. Jeff Launderer did wear his name tag and dink earlier in the week, but became a conscientious objector when he "got sick of it" not, however, because he was treated unfairly at any time. Many other Frosh followed suit. There was a lack of '73 dinks on campus and, with upperclassmen taking for souvenirs, many Frosh just had to go dinkless.

As the first week has passed and dinks are now mere decorations on walls, plans are underway for the Freshman float for Homecoming in order to unite the class and enable it to survive amidst the hoards of upperclassmen.



photo by David

Frosh women put up a courageous struggle, in the spirit of '73, against overwhelmed elder Indians.

Rev. Rosenberger Leaves Juniata For Pastorate

The Rev. Clarence H. Rosenberger has accepted the call of the East Petersburg Church of the Brethren to be their pastor, starting Sept. 1. This congregation is located five miles north of Lancaster. Rev. Rosenberger, director of church relations at Juniata College since 1954, replaces Rev. Alan L. Whitacre.

Haiold B. Brumbaugh, vice president, expressed "gratitude for the fifteen years during which you have given effective leadership to our program of church relations. The benefits to the College and the three church districts cannot be measured in statistics."

Active in community and church affairs, Rev. Rosenberger was recently cited for his outstanding work as chairman of the 1967 Cancer Crusade in Huntingdon County. He is on the Middle Pennsylvania Church of the Brethren District Board, chairman of the District Historical Committee and a member of the Men's Fellowship Cabinet.

Born in Lansdale, Pa. and educated in the Lansdale public schools, Rev. Rosenberger graduated from Juniata with a B.A. in 1936. He received his B.D. degree in 1941 from Bethany Theological Seminary and did graduate study at Temple University (1937) and Garrett Seminary (1941).

In the summer of 1945 he helped to organize the first "Heifers for Relief" shipments and served as crew chief on the "Zona Gale" the first relief ship to arrive in Trieste.

Prior to joining the Juniata College staff, Rev. Rosenberger served pastorates in Ohio and Indiana as well as Pennsylvania. His last pastorate was the Scalp Level Church of the Brethren, Windber, Pa.

As director of church relations at Juniata, Rev. Rosenberger arranged for the appearance of faculty and students in "Juniata Day" services in local churches. He was the first full time representative in church relations at Juniata's College.

During the summer of 1968, Rev. and Mrs. Rosenberger toured the Middle East and Nigeria. A daughter, Joyce who is a Juniata graduate, is teaching in the Waka Schools in Nigeria.

The Rosenbergers have a son Bruce, a graduate of Juniata and of Bethany Seminary, who is presently parish minister at Bellville, Ohio and another son Bryan D., who is a student at Juniata.

Mrs. Rosenberger, the former Ida Rae Neiderhiser of Mt. Pleasant, is also a graduate of Juniata and was a junior high school teacher of English in Huntingdon.

Unsolved Campus Issues May Result In Increased Collegiate "Activity"

California's Governor Ronald Reagan has predicted a significant amount of collegiate "activity" this fall relative to the draft and the war in Vietnam; he foresees, concomitant with the commencement of the 1969-70 academic year, a resumption in the raising of that ever-growing voice of student dissent.

In view of the trends in student demonstrations with respect to issues both national and local over the past years, Gov. Reagan has probably made a pretty safe prognosis. Chances are that "activities on college campuses across the nation will reach new heights, for most targets of protest remain unmitigated.

Here at Juniata life has been somewhat more active, relatively speaking of late, perhaps to some extent because of the growing awareness on the parts of various student groups intent upon gaining their own various ends. The difficulty of determining just what is in store in terms of issues

on the Juniata campus this year might be lessened a bit by a review of the major concerns of last year.

Incoming freshmen may not realize the full import of conditions "new" to Juniata this year such as longer library hours, the five-day week class schedule, the "revolutionary" women's hours, the relaxed dress regulations for meals, the extent of student participation in College Center control and operation, increased postal efficiency, the appointment of a new athletic director, the continuing presence of Coach Russ Trimmer and the changeover in the position of registrar; but such were areas of concern in the JC community which were affected, directly or indirectly, by varying degrees of student voice last year.

After being frustrated in their attempts to operate through existing channels, a self-made Student Action Group (SAG) early in second semester organized a "study-in" in Beeghly Library in order to demonstrate to the Administration that Juniata stu-

dents were interested in extended library hours. The result was the institution of a trial period with evening hours lengthened from 10 p.m. to 12 midnight every night but Saturday.

JC's Student Government cooperated with the Faculty and Administration in working out the five-day week as we have it now and in providing Juniata women students (beginning last April) with more liberal hours, as were published in last week's *Juniatian*. A student-originated petition was instrumental in the eventual elimination of the coat-and-tie regulation for males at the evening family-style meals last year, and elsewhere popular student opinion had a few things to say about the former athletic director, Coach Trimmer, the operation of the post office and the former registrar which were effective in the long run.

Other issues from last year have yet to be adequately resolved in the eyes of JC students, to wit: increasing tuition and fees, drinking regulations, the need for psychological counseling on campus, Juniata's status as a liberal arts school (vis a vis the ever-burgeoning Division III), . . . and peace in Vietnam. Last May the concern of the Juniata community turned to the national and international scene as the Juniata Mobilization for Peace enlisted Oler Lawn with a day of speeches, entertainment and rallying which was more pro-peace than anti-war.

One other source of excitement and controversy on the campus last spring was the appearance of Ti-Grace Aikinson, and ex-member of N.O.W. (National Organization for Women), whose philosophy advocated the demise of marriage, an end to feminine oppression and the elevation of women into positions of power.

There is certainly no reason to doubt that this coming year on the Juniata campus and campuses elsewhere will be as lively, if not more so, as any other year.

More of . . .

Who's Who & New?

MRS. JAKOB (Renae) AMSTUTZ, Instructor in German
Mrs. Amstutz, a native of Heidelberg, Germany, is the bride of Dr. Jakob Amstutz, associate professor of classics and comparative literature. They were married on Sept. 3.
B.A.; M.A.; doctoral candidate.
Mrs. Amstutz taught at Bryn Mawr College as a graduate assistant.
Address: 717 Warm Springs Ave.

MISS CHRISTINE J. BAILEY, Instructor in Classics (part-time)
Miss Bailey is a native of Waynesboro, Pa., and has been an instructor in Latin at the Lower Dauphin School District, Hummelstown, Pa.
B.A. Juniata College, 1967
Graduate work at Tufts University

(summer 1968)
The Pennsylvania State University
Miss Bailey, during this summer, has been working in the L.A. Beeghly Library as assistant cataloger.
Address: 1132 Warm Springs Ave.
Telephone: 643-3188

JEFFREY M. BIXBY, Assistant for Visual Aids
A senior at Juniata College, Mr. Bixby has his office to assist in the use of visual aids, in the Brumbaugh Hall ground floor, where the Juniatian Office used to be.
He is the husband of Heather, who is the assistant in the Language Lab.
Address: 1807 Penn St.
Telephone: 643-0335

Cont'd on page 4

Huddle Club

Juniata College football fans will meet regularly at 12 noon on Mondays for soup-and-sandwich Dutch-treat luncheons beginning Sept. 29 at the Penn Hunt Hotel. The luncheons will feature films of the preceding Saturday's gridiron match accompanied by comments by the Indians' coaches.

College Receives Mellon Grant For Endowment

Juniata College has received from the Richard King Mellon Foundation of Pittsburgh a \$50,000 grant for endowment purposes. According to Dr. John N. Stauffer, the funds will be added to Juniata's permanent endowment, the income from which is used for support of faculty salaries, financial aid to students, and library services.

The current market value of the College's endowment stands at slightly over three million dollars. Juniata is seeking to raise an additional five million dollars for endowment by Juniata's 100th anniversary in 1976 under the current "Margin of Difference" campaign.

In acknowledging receipt of the grant in a letter to the Mellon Foundation, Dr. Stauffer expressed the deep gratitude of the trustees, faculty and students of the College for the gift. "As we work diligently to obtain similar gifts we know that we are adding strength and stability to Juniata's academic program," he said.

He noted that the current, first-phase drive in the College's ten-year, \$10 million "Margin of Difference" campaign was nearing completion "nearly a year ahead of schedule." The latest report from the College's development office reveals pledges totaling \$2.5 million toward a first-phase goal of \$2.8 million.

Varied groups . . .

Child Service Program Needs Aids

What is the Child Service Program? The Child Service Program will provide volunteer student staff for the Salvation Army Tutoring Program and the Constructive Play Sessions at the Crawford Apartments. The children from the Salvation Army Program are from families served by the Army and range in age from 5-12 yrs. The children in the Crawford Apartment sessions are residents of this low-cost housing project, ranging in age from 3-12 yrs. The majority of the children are 6-10 years of age. The activities possible with the planned facilities include Athletics, Arts and Crafts, Story Reading, Semi-

Organized Games, Dance and Acrobatics. Within each activity the staff-to-child relations assumes an intimacy limited only by the initiative of the staff. We seek a one-to-one relation if we have enough staff. Who will staff the Program? Any student is welcomed to apply his interest in the Child Service Program. No skill is prerequisite. All skills are welcomed. All that is required (more by the children than the program) is dependability of attendance and sincere concern for the child. Students with experience are returning to fill a portion of the staff in each program. However, many more

are needed to equal, and hopefully exceed, last year's program. Freshmen generally comprise the largest percentage of our workers. Guys are particularly urged to volunteer. Unfortunately both programs have, in the past perpetuated the imbalance of female supervision these children experience in school and at home. We must offset this imbalance. How will we conduct the Program?

An Introductory meeting will be held Wednesday, Oct. 1 at 7:30 p.m. in Rm. A-100. Students will be free to choose within the range of activities planned or to initiate and organize any new activity they wish. Training sessions for all staff members will be conducted on a weekly basis. This will involve workshops on inter-group communication, lecture-discussions on child behavior, lecture-discussions on the community, its education system, and social structure, and workshops for the specific skills used in each activity of the program.

Work assignments will be made to the limit each student chooses to commit himself. Staff members who have experience in both programs have been assigned as specialists for the various activities. They will make information available to all staff concerning sources of background information and people who can be consulted for further information in each activity. Those assigned are as follows: Valerie Derrickson — Arts and Crafts; Susan Hohl — Reading and Perceptual Skills; Linda Merz — Dance; Karl Erdlitz and Sue Dobson — Athletics; Richard Sackett — Child Behavior and General Program Organizer (self-assigned). Why serve in the Child Service Program?

Serve, because you can help! Any person who makes time each week to work with a child or group of children is helping. Any questions?

Contact Rich Sackett, Box 704; Bruce Allison, Box 6; Sue Dobson, Box 393; or Sue Hohl, Box 21.

Better yet, come to the Introduction Meeting, Oct. 1 at 7:30 p.m. in Rm. A-100.

Plans for Center Require Student Body Cooperation

by Peggy Haines

As Mr. Will Brandau sees it, total success or failure of the new Student Center depends fully on the student body. The Center, consisting of the meeting rooms, lounges, ballroom, listening areas and recreation room, are only part of Ellis Hall, which also houses the dining area, Post Office, bank, snack shop and bookstore. As Director of the Student Center, Mr. Brandau's job, a very important one, is to help coordinate and provide a rich program of entertainment for the student body throughout the year. The tall, youthful, Juniata graduate is extremely willing to do his job, if the students are willing to do theirs.

Tentative plans drawn up promise to make the 1969-1970 school year a busy and exciting one. As it stands now, the schedule consists of eleven informal dances, four formals, ten non-dance events and eleven "specials." Thus, the weekly Saturday night of past years are being discontinued in order to bring a greater variety of entertainment to the campus. The eleven informal dances will be held in the ballroom, which at times will also serve as a lecture hall and center for art exhibits and class meetings. The four formal dances will include the traditional Homecoming Dance, Christmas Dance, Midwinter Formal and May Day Dance.

The eleven "specials" tentatively include the appearance of six Big Name entertainers and five shows featuring up and coming groups. Already scheduled for Oct. 11 is David Frye, the famed comedian and the Peppermint Rainbow is scheduled for Oct. 17. The ten non-dance events will provide a wealth of varied entertainment, scattered throughout the school year. The chartered bus to Albright College for the football game on Sept. 27 is the first offering of the non-dance events. Other possibilities include car rallies and a raft regatta on the Juniata River in the spring. There is no end to the possibilities. In fact, there is a very

real possibility that an Island trip, probably to Puerto Rico, will be offered Juniata students for a week during spring vacation.

As stated before, however, the success of the planned schedule lies totally with the student body. If the students refuse to support the planned programs, especially those with Big Name entertainers, the later scheduled will have to be cut due to lack of funds. For example, the combined cost of bringing David Frye and the Peppermint Rainbow to Juniata will be \$3400, which leaves a mere \$1100 to pay for the four Big Name entertainers following. Student support for each concert is desperately needed so that Juniata will not have to cancel any concert, popular or not, because of financial problems. Student tickets for Big Name entertainment will only be \$1; there will be an admission charge of 25¢ for the up and coming groups.

Student support in the form of active planning will also be needed. It is not the job of the Director to plan all entertainment and see that all necessary arrangements are carried out. After all, as the name implies, it is the Student Center, and Mr. Brandau's role should be more as an adviser and coordinator than as the chief planner.

Three committees have been set up for the express purpose of planning student activities: the Recreation Committee, headed by Betsy Barboni; the Social Activities Committee, led by Emily Gates; and the Fine Arts Committee, under the leadership of Joel Schantz. Student volunteers to work with the heads of all three committees are desperately needed. There is no excuse for complaining that "There's nothing to do around this place" if the students have not voiced their ideas and opinions to any three of the committee chairmen or Will Brandau. Mr. Brandau has said that his office is open to any student wishing to make the program a better one. It's up to you, Juniatians!

Long-Haired Students Sought For Amish Spectacular

Looking for a different, but exciting way to spend next summer?

Then, perhaps you'd enjoy being part of the team that's planning to produce a wide-screen, technicolor, feature-length motion picture entitled JONATHAN during the summer of 1970.

To be filmed completely in Lancaster County by local young people, JONATHAN involves a story of the Old Order Amish of Lancaster County. The picture is based upon a novel and screenplay written by Dan Neidermyer and will be directed by Stan Deen, a graduate of Millersville State College and Pasadena

Playhouse and currently director of the Garden Spot Performing Arts.

Young people to work on the picture are now being sought throughout the county. Especially needed are high school and college students who can sport long hair and beards in the style of those of the Old Order Amish sect. Artists, set builders, costume designers and musicians are also needed.

JONATHAN is being produced by a locally-based and locally-staffed non-profit production company known as Maranatha Productions, Inc. The production company was organized by several college students to provide an opportunity as well as a creative outlet in the communications media to young people desirous of expressing, developing and pruning their talents and abilities in communicative expression. The company plans to produce films with a general family rating.

Major distribution companies that have expressed an interest in viewing JONATHAN include MGM, Universal, United Artists, Twentieth-Century Fox and the Walter Reade Organization.

The young people also need financial assistance from the local community.

Aside from the fact that JONATHAN will be the first major attempt to record accurately and honestly the life of a local sub-culture that may vanish within the next fifty years, the picture will show the natural beauty and blessings that Lancaster County holds. The impact of the simple and Godly Amish way of life as well as the pleasant living surroundings of the county should greatly strengthen the local community's public relations efforts throughout the U.S., interesting more people to visit and tour this area, perhaps even to remain and rear a family here.

Any individual interested in helping to make or support the picture is welcome to contact the movie's producer, Dan Neidermyer, phone 859-1556, or write R.D. No. 2, Ephrata, Pa. 17522.

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Selective Service Info

The full-time degree student at Juniata is eligible for a student deferment through his local draft board as long as he meets certain requirements. Juniata College has no part in establishment or retention of a student deferment other than to furnish pertinent information to the local board as requested by the student. Questions about your particular status should be directed to your local board.

In order to be considered for a 11-S student classification in Selective Service, it is necessary to submit an SSS Form 104 to the local board. This form is available at all local boards. In support of the request for student deferment, an SSS Form 109 is required from the college to verify the student's enrollment. Juniata College will not submit the SSS Form 109

unless a signed request is received from the individual student.

The SSS Form 109 includes information relative to the student's enrollment: Full-time or part-time status, class, expected graduation by the student, it is submitted shortly after the start of each fall term as long as the student is enrolled. In addition, the local board is informed of changes in the student's status.

Students desiring to have an SSS Form 109 sent to their local board should complete a Selective Service request form available in the Office of the Registrar. There is no need to request an SSS Form 109 until a Selective Service number has been assigned; students who have not been assigned a number should delay completion of the request form until they receive a number.

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Who's Who & New??

Cont'd from page 1
ROBERT B. BLAKESLEE, Director of Publicity

For the past two years, Mr. Blakeslee has been assistant news editor and community relations assistant at the State University of N.Y. at Stony Brook. A Pennsylvania State University graduate, he served as assistant director for development at Penn State's DuBois Campus from 1964 to 1967.

He is a native of DuBois, married Sue Ann Shively of DuBois, May 1968 and they are the parents of a daughter, Jennifer Kathryn, born Aug. 1969.

B.A. The Pennsylvania State University, 1964

While working professionally in DuBois, he served as program director for the DuBois Area Arts Center, vice president of the Community Center Association and editor of the prize-winning Jaycee newsletter "Do-Boys-On-The-Move."
Address: 312 Mifflin St.
Telephone: 643-1609

GERALD J. CROCE, Instructor in Humanities (fall semester only)

Born in Brooklyn, N.Y., he is a lover of fine music, especially opera, and writes short stories in his spare time.
A.B. Brooklyn College, 1966

M.A. The Pennsylvania State University, 1968
Doctoral work in English Literature, also at Penn State.

Mr. Croce has worked for three years at Penn State as a teaching assistant in the freshman composition courses and as a graduate student representative on the Committee for Freshman Composition.
Address: 774 Whitehall Rd., State College, Pa.
Telephone: 814-237-7542

DAVID REED DREWS, Assistant Professor of Psychology

Born in Toledo, Ohio, Drews and his wife Julie Latane are both from the University of Delaware and will give Juniata another husband and wife teaching team.
B.A. Denison University, 1965
M.S. University of Delaware, 1968
Doctoral degree to be awarded in June 1970
Residence: 315 17th St.
Telephone: 643-2331

MRS. DAVID (Julie Latane) DREWS, Instructor in Psychology

Mrs. Drews is a native of New York City. She has published in the Journal of Experimental Social Psychology and has been both a Research Fellow and an Instructor at the University of Delaware.

A.B. University of North Carolina, 1963 (with honors)
M.A. University of Delaware, 1966
Ph.D. University of Delaware, 1969
Residence: 315 17th St.
Telephone: 643-2331

MISS IRENE M. ENGLE, Assistant Professor of Physics (one-year appointment)

Miss Engle is a native of Harrisburg and in 1968 was a participant in the CERN-NATO Advanced Study Institute "Ettore Majorana" in Erice, Sicily. She has been an Instructor in Physics at Ripon College, a Physicist with the Department of the Navy and most recently a teaching and research assistant at Penn State (1967-68).
B.S. The Pennsylvania State University, 1963
M.S. The Pennsylvania State University, 1965
Ph.D., expected in 1969

She is active in the League of Women Voters and was a Medical-Social Worker in Chicago (1966). She won the General Atomic Superior Teaching Award in College Physics.
Address: 81 Hilltop Park, State College, Pa.
Telephone: 814-237-7509

PHILIP FIELD, Instructor in Art (fall semester only)

Born in Brooklyn, N.Y., Mr. Field has been an art teacher at the Thomas Jefferson High School in Brooklyn from 1967 to 1969. He is single. In

1965 he won a Fulbright for study in Austria and has traveled extensively in Europe. He was a graduate assistant in printmaking (1964-65) at the Rhode Island School of Design and has had one man exhibitions at the Providence Art Association, Syracuse University and the Museum of the Rhode Island School of Design.
B.F.A. Syracuse University, 1963
M.F.A. Rhode Island School of Design, 1965

Yale Summer School of Art, 1962
Art Students League, N.Y.C., 1959, 1962
Academy of Fine Arts, Vienna, 1965-67

MRS. LOIS W. HERSHOCK, Instructor in Education (fall semester only)

Mrs. Hershock is a native of Bedford County, Pa. and her teaching experience includes the York City Schools, Jewish Community Center Kindergarten, University of Pittsburgh Lab School and assisted student teachers for Penn State, Millersville State College and University of Pittsburgh.

B.S. Elizabethtown College, 1960
M.Ed. Western Maryland College, 1967

She is a member of the AAUW, Association for Childhood Education and many other organizations. Her son, Craig, recently graduated from Kutztown State College; a daughter, Carla, attends Millersville State College and another daughter, Sue, is a student at Robert Morris College.
Address: 1216 Oneida St.

WALTER NADZAK, Jr., Director of Physical Education and Athletics, Assistant Professor of Physical Education, and Head Football Coach

A native of Ambridge, Pa., he is married to the former Shirley Meyer, a graduate of Muskingum College. They have four children: Cary Lee, age 11; Tracey Lynn, 10; Walter, 8, and Jeff, 6.

A.B. Denison University, 1957
M.S. in Ed., Xavier University, 1968
Nadzak was an outstanding football player in college and later played with the Quantico Marine Team and the Columbus Colts of the United Football League. From 1960 to 1963 he was on the coaching staff of the Chillicothe (Ohio) High School and in 1963-64 was football and baseball coach at Utica High School (Ohio).

The following year he was football coach at Sylvania High School near Toledo, Ohio. At Muskingum he was offensive line and interior defensive line coach and varsity baseball coach. He served as assistant football coach and instructor in physical education at Muskingum from 1965-69.
Address: Tory Square, 30th St.
Telephone: 643-0134

THOMAS B. ROBINSON, Administrative Assistant to the President

Instructor in Psychology
Graduated from Juniata College in 1964 with a B.A. in sociology. Received Masters degree in Higher Education Administration from The Pennsylvania State University in Dec. 1967. (Masters specialization was Student Personnel Administration.) Robinson is currently a Ph.D. candidate at Penn State. (Doctoral emphasis is Academic Administration, with a minor in Psychology.) He is single. For three and one-half years he served in the Office of the Dean of Students at the Pennsylvania State University, holding various student personnel positions.
Address: 824 Mifflin St.
Telephone: 643-2163

FLOYD A. ROLLER, Controller and Chief Accountant

Mr. Roller, who has been business manager of the Selinsgrove Area Joint Schools, will have complete responsibility for budget control at the College.

From 1964 to 1967 he was director of data processing and accounting at Susquehanna University, coming to that position from the Williamsport School District and Area Joint Schools where he was an accountant. He is married to the former Barbara

Thomas and they have two children, Scott Arnold, 3, and Susan Lynn, 1. Mrs. Roller taught Spanish and English in the Williamsport School District.

B.S. Lycoming College, 1960
Presently studying for the master of Business administration degree at Bucknell University.
Address: 625 7th St.
Telephone: 643-0632

RICHARD SAHN, Instructor in Sociology

A native of Brooklyn, N.Y., he is currently a welfare worker in the New York City Department of Social Services. He is single. Mr. Sahn worked as a research assistant, psychology lab of the State University of New York (1963-64) and as a graduate assistant, sociology department, Duquesne University (1966-67).
B.A. Bard College, 1965
M.A. Duquesne University, 1967

Doctoral studies, New School of Social Research, 1967
Address: Swigart Apartments, 405 Penn St.
Telephone: 643-1851

GARY SHEPPARD, Instructor in Physical Education, Assistant Coach in Football and Director of Intramural Athletics

A winner of the Stanford Mickle Award, he was an outstanding football and baseball player during his undergraduate years at Juniata. During his junior year he received honorable mention for All-State football and in 1967 was named to the Middle Atlantic Conference Northern District First Defensive Team. In baseball he was named to the All Conference First Team in 1966. He is single.
A.B. Juniata College, 1967
Residence: Sherwood Dormitory

MILTON DA SILVA, Instructor in Political Science (one year appointment)

Although he was born in the Azores, he graduated from the Peabody High School, Peabody, Mass. He is single.
B.A. Nassau College, 1965
M.A. University of Massachusetts, 1967

He expects to receive his Ph.D. in Political Science in 1970.
Address: 313 16th St.

DR. MARILYN HART STEPHENS, College Physician

Dr. Stephens has been in general practice of medicine for five years. She comes from Toledo, Ohio and is married to Donald E. Stephens, a teacher and coach in the Mount Union School System. They have three children, ages six, five and two years.

In the absence of Dr. David Croft, her office is 741 Washington Street. She attended the University of Toledo, Toledo, Ohio; Meharry Medical College, Nashville, Tennessee; and interned at Maumee Valley Hospital, Toledo, Ohio.
Address: Taylor Highlands
Telephone: 643-1804

DALE WRIGHT, Assistant Professor of Psychology (Chairman of the Department)

A.B. Chico State College, 1959
B.D. Berkeley Baptist Divinity School, 1962

Mr. Wright attended Western Michigan University and expects a Ph.D. degree from University of Vermont in Oct. 1969. His major area is Experimental Psychology, specializing in Behavior Therapy.
Address: 1225 Moore St.
Telephone: 643-5311

MISS F. HELEN WYETH, Visiting Lecturer in English (fall semester only)

A.B. Denison University
A.M. Middlebury College
Address: 1815 Washington St.
Telephone: 643-1328

Student Leaders Discuss Plans for Upcoming Year

Cont'd from page 1

Friday opened early with breakfast at 7:30. After breakfast the students again divided into their committees to complete any unfinished discussion and to draft their resolutions. Then a general meeting was held and the resolutions were presented and debated among the student leaders and those of the administration present. The most important decisions were to attempt to present a useable alternative to comps and their deletion as graduation requirements, and the possibility of student representatives on the Board of Trustees.

After lunch, the participants returned to campus. At six that evening the student leaders attended the Faculty Dinner. After a speech by President Stauffer and a report on the Faculty Task Force by Dr. Wilfred Norris, Student Government President Eric Woodworth presented the resolutions to the faculty. The reaction to the conference was summed up in President Stauffer's closing remarks to the faculty. He admonished the faculty to give the student's requests serious consideration and the students to work on to accomplish their well thought out recommendations.

Student Resolutions

1. **Pass/Fail**
● We recommend that all courses designated by the College as required (i.e., Epochs, Judeo-Christian Heritage, and Nature of Man) be offered only on a Pass/Fail basis. This is in addition to the eight (or fewer) Pass/Fail courses which each student may take.

● We recommend that only the Registrar's Office retain knowledge of those taking courses Pass/Fail.

2. **Leave of Absence**
● We recommend that the possibility of granting a student a leave of absence for other than purely academic reasons be investigated. Interest related work, travel and other educational experiences could be possible.

3. **Deficiency Notices**
● We feel that the student should assume the responsibility for his own education. To aid the student in developing his maturity we feel the deficiency notices in their present form be discontinued.

4. We recommend that the Chairman of Communications publish an annual pamphlet which includes course descriptions, comments of content and interest.

5. **Departmental Evaluations**
● We recommend that Departmental Evaluations be initiated and that action be taken upon their results.

6. **Educational Resources**
● We recommend that the library resources be improved and that the necessary security precautions be taken to maintain them.

● We recommend that the student body be informed about such systems under discussion like MERC or the Inter-Library Computer Bank.

7. **Budget**
● We recommend the budget be published.

8. We recommend that final semester exams for those completing comps be optional.

9. **Comps**
● We recommend that comprehensive be restructured, and not a determinant of graduation. Alternate plans will be suggested.

10. We resolve to make student elections more effective and successful.

11. We resolve that the "concern" of

the lack of communication on campus can not be bettered until something is done to work for and achieve a united community of students, administration and faculty.

12. We resolve that "Frosh Regs" are a necessary part of the campus community, that their number and position be strengthened instead of weakened, that endorsement should be stronger and that everyone should participate and support them.

13. We resolve that student government be the leader in carrying out every phase of campus life.

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JC Judo Club Hosts Olympic Team Coach



• Ryoto Nakamura •

by Paul Freeman
The first week of school is usually filled with surprises, but the biggest was given to the Judo Club. A six degree (There are ten degrees of black belt) black belt, Prof. Ryoto Nakamura, one of the fastest Judo men in the world and, undoubtedly, one of the best instructors gave the Judo Club a week of his valuable time.

Prof. Nakamura, who has coached Olympic Judo teams the world over, taught everything from breakfalls to enabling the members of the advanced team to win a contest hundreds of different ways, from ever position imaginable. The beginners were amazed with the ease at which they learned what Prof. Nakamura taught them.

Even the JC wrestlers were given some helpful hints as to takedowns and pins.

The Judo Club will see a great deal of competition this year. Due to the Club's sponsor, Dr. Fisher, the team is off to an excellent start. Last year three of the clubs brown belts graduated leaving a gap in the team. The team which placed in both the Eastern and national College Judo Championships has one black belt, two brown belts and a few white belts coming back. Competitions, home and away, will be posted. The Judo team, as all teams at Juniata, enjoyed the support of the students, faculty and administration given in past years. The club hopes this support will be seen again this year.

The Anvils of Hell . . .

M-IC Serves Vital Function

The Military-Industrial Complex is synonymous with the effort to put an American on the Moon, the Vietnam War, weapons research and colossal power. This entity has spent hundreds of billions of dollars in the past decade. It is more than a simple set of vested interest and interlocking elites; it is a function of the total society. The Military-Industrial Complex is a vast network of communications, finance, industry, research . . . and beliefs. We are members of this entity as long as we perform any function in it; the conscientious objector kills as many of the enemy in his own way as the hard-core Marine when he does alternate service.

The Military-Industrial Complex is a system of individuals not a monolithic ruling class, nor even a conspiracy among the technocrats. It is evidenced by the vast number of "average men" who have placed flag stickers on their cars; this shows wide diffusion of a similar belief set in the mass of the people. Further it shows this vast number of people is capable of unified action at least in matters of little moment. I think it is symptomatic of the ability of the mass of the people to react as a unified force every time and to do so as individuals with a collective goal. The belief that sets of these individual "average men" need only to be similar not identical, thus the conscientious objector who aids the system performs a function in the system-seeking process as the Marine who volunteers for Vietnam.

The argument may be made that such a contribution differs so greatly in degree as to produce a qualitative difference, but I would say it is not so when viewed from the numbers of people needed to reach a goal. If one would look at the proposition in this

way he would see that the need for supporting effort (i.e. as in the war effort for Vietnam) is many times greater than that needed for actual combat. Therefore it might be said that the conscientious objector and the Marine both contribute to reach a goal; they only employ different methods. The goal in this case was "To aid the country" and aiding the country results in an increased ability for the country to reach goals as in Vietnam.

Those who would wish to destroy the Military-Industrial Complex will have an exceedingly hard time for Napoleon is as much an American phenomena as "Saran Wrap." It is in short the "Establishment" part and parcel of the American way of life. In the final analysis one would have to drastically change the belief sets of a vast number of people perhaps violently to destroy the Military-Industrial Complex. But this very entity is composed of a very tenacious breed of creature spawned in misery and want and toughened in the arena of world events the American masses are not weak or cowardly. They have struggled in their left-handed way to a high level of existence and are quite capable of maintaining and improving their position. They are not composed of some "master race" but of the rabel, the broken ones. Little men with dreams and a great deal of courage. Our nation is strong not because only the strong survive in it but because the "broken ones" have forged on the anvils of hell a strong weapon.

So, World, watch out or your going to get run over by a herd of little old ladies in tennis shoes; get smashed with a Peace Sign; smothered under old "Impech Earl Warren" billboards or spindled, folded and mutilated by I.B.M.

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Indian Harriers off to Flying Start

Juniata College's 1969 sports program will get off to a running start on Sept. 27 when the Indians' cross country squad shows its heels at Albright College in Reading.

Beginning his second year as coach for the Juniata harriers, Russ Trimmer has high hopes for his five lettermen and six other returnees. The Tribe is scheduled to embark on the 4.3-mile trek at 2 p.m.

Juniata will be seeking to regain its 12-year winning record against Albright, having lost by a narrow 27-28 last year in their season opener on the home course. Prior to that loss

the Indians had outpaced Albright's Lion squad in 11 straight meets. Last year the Indians won only three of ten meets. Trimmer is confident that the record can be improved this season.

The lettermen include seniors Aubrey Shenk (captain), Paul Keeley, Richard Paulhamus and Kerry Stanley, and sophomore Dennis Weidler. Shenk and Weidler ran together at Annville-Cleona High School (Lebanon Co.) a few years back. The same school produced Juniata's record-setter Rick Beard, who captained the Indians for two seasons. Beard gradu-

ated last year leaving a record time of 25:15 for the 4.8-mile home course and 22 victories out of 38 dual meets. He never finished lower than fifth in his entire career.

Coach Trimmer thinks Dennis Weidler may push Rick Beard's records this year. "He's capable of doing it," he said, "and I think he's determined to make the extra effort." Trimmer says he is also impressed with the performances of Tom Leaver, a sophomore, and freshman Scott Williams.

"They're working hard at trying to close the interval between our top runner and boys coming in fifth and sixth," he said. "If they continue to do well in training, I'm sure the team will be much improved over last year's."

After Saturday's encounter with Albright the harriers will travel to Dickinson Oct. 1 and will make their initial home appearance Oct. 4 against Susquehanna. The remainder of the schedule includes the following meets: Oct. 8, Indiana, away; Oct. 11, Geneva, home; Oct. 15, F&M and Bucknell, at Lancaster; Oct. 22, Elizabethtown, away; Oct. 25, Delaware Valley, home; Nov. 1, Lock Haven, home; Nov. 8, St. Francis, away; Nov. 11, Penn State, home; Nov. 15, Gettysburg, away; and Nov. 17, the Middle Atlantic Conference championship meet at LaSalle.

Run Redskins Run . . .

Pack Ready to Challenge

by Aubrey Shenk

On Saturday the JC harriers open their season at Albright. Under second year coach Russ Trimmer's tutelage, the 12 man squad has trained regoulously for 3 weeks in preparation for the coming season. In intrasquad runs, Dennis Weidler has been leading the pack. Only a sophomore, Dennis has a good chance to break the course record of 25:15 set last season by Rick Beard. Currently second is captain Aub Shenk who has shown the best form of his four year career.

Tom Leaver, a pleasant surprise in his first year of cross-country competition, hoods the number 3 slot. Presently 3 seniors and a freshman are vying for the fourth and fifth positions. Seniors Rick Paulhamus and Paul Keely, the most improved member of the squad, are well ahead of last year's pace.

Fourth year man Kerry Stanley, who is nursing a knee injury, may be hampered in the early meets. Freshman Scott Williams has looked good and shows great promise.

One senior, one junior, and 3 sophomores, all first year men, com-

plete the squad. Senior John Civitts has improved steadily. Junior Ted Corcelius had a bad case of blisters and may miss the first meet. Sophomore Bill Elwell, Ken Kuehn and Kirk Wilson have shown progress, with Kirk ready to challenge for a scoring position.

This year's team had more depth than many previous teams have had. Thus for the team has run in a pack and has shown great spirit and desire. A successful season seems assured.

Grid Coach Expresses High Hopes for Team's Endeavor

Faced with what will probably be their toughest football game of the entire season next Saturday evening at Albright, Juniata College's Indians are concentrating on beefing up their defense for the opener.

Several minor injuries and a num-

ber of defensive weaknesses have been remedied, but Coach Walt Nadzak remains cautious about making too many optimistic predictions about that first encounter in Reading.

Nadzak is still concerned about some persistent mistakes in the Indians' defense, but after a scrimmage against Indiana last weekend he said, "I'm confident we can move the ball against anybody." His greatest hopes are for quarterback Terry Turnbaugh's throwing arm to be in shape for the opener, but some work needs to be done on the receiving end, according to the Coach.

Other promising signs in the Juniata lineup are senior center Jeff Bassett and sophomore split-end Dean Rockovan. Both boys performed handsomely in the scrimmage.

In the 18-game grid series between Juniata and Albright, the Lions have taken 13 away from the Indians. New Coach Nadzak has made no promises, but this opening game holds promise as one of the most spectacular of Juniata's entire season.



ments, as they relate to him personally.

From my limited contact with him, I have found Coach Nadzak to be a man who typifies these four qualities admirably. His desire to become acquainted with the Juniata athletic program and serve the college ably as its athletic director has not gone unnoticed. Aligned with this first quality is his dedication, a personal trait which will become more apparent with the passage of time.

Discipline, the third of Mr. Nadzak's "Three D's", can be evidenced in the handling of his football players last Friday evening. As a team, the players attended a movie at the Kalos Clifton theatre. This action served not only as a "watchdog policy", but can also be viewed as a strengthening of team unity and companionship. Finally, his practicalness can be seen in his last philosophy, hitting. Fierce, yet legal, bodily contact is as much a part of football as speed and finesse are in basketball.

These qualities, then, constitute Walt Nadzak's outlook, whether it be as football coach or one attempting to know and understand Juniata students through his part as athletics director. His four philosophies will be most evident this fall on the grid-iron through his football players, yet they will also be discerned by others in the student body who learn to know and accept Coach Walt Nadzak, a new and welcome addition to Juniata College life.

In reading the 1969 Juniata Football Press Guide, I was immediately impressed with the final statements Coach Walt Nadzak made in his outlook upon the coming football season. They read: "In evaluating our overall prospects, we will need help from some incoming freshmen to blend with the veterans to give us the depth needed to be a contender for the M.A.C. championship. We could also use a little more team speed, but in the final analysis, we have to concentrate on the things that win games; namely, **Desire, Dedication, Discipline, and Hitting!**" These last four nouns stick in my mind as the crux of Coach Nadzak's state-

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Margin of Difference . . .

Building to Honor Ellis Ideals

by Peggy Haines
After a month's full use, Ellis Hall will formally be dedicated this Saturday, Oct. 11, at 4 p.m. in the building's ballroom. The two million dollar college center is the first building of the Margin of Difference program, whose goal is \$1,100,000, to be raised before Juniata's one hundredth birthday in 1976.

Dr. John N. Stauffer, President of Juniata and a member of the Class of 1936, will preside over the dedication program, which will include a series of formal acceptances of the building itself by various representatives of the college. Among those to speak will be Dr. John C. Baker, Class of 1917 and chairman of the

Board of Trustees; Dr. Paul M. Robinson, Class of 1935 and President of Bethany Theological Seminary; Mr. Charles C. Brown, Jr., Class of 1959 and a member of the Bellefonte law firm of Love and Wilkinson; and Carol Barwise, Class of 1970 and chairman of the College Center Board, who will offer the formal acceptance speech in behalf of the Juniata students. A reception for alumni, students, faculty and guests will immediately follow the formal dedication in Ellis Hall lounge. The Ellis Hall cafeteria will be the setting for a formal dedication-homecoming dinner to be served at 6:30 that evening.

Honored guests throughout the dedication proceedings will be Dr. and Mrs. Calvert N. Ellis. The new Center is named in honor of Dr. Ellis and in memory of his father, Dr. Charles C. Ellis. Father and son, both past presidents of Juniata, have guided and served the college for a total of 79 years, and shown a deep commitment toward education.

Dr. Charles C. Ellis (1874-1950), president from 1930 to 1943, was a great teacher with a gift for inspiring students. Also admired for his public speaking and preaching abilities, he traveled widely in the United States on engagements. Three times he was elected Moderator of the Annual Conference of the Church of the Brethren; he was also President of the President's Association of Pennsylvania. In retirement he wrote a history of Juniata, his Alma Mater.

Dr. Calvert N. Ellis (1904-), president from 1943 to 1968, held many similar positions, in addition to being a spokesman for higher education in Washington. During his career he was elected President of the

Middle States Association of Colleges and Secondary Schools, of the Foundation of Independent Colleges in Pennsylvania and of the Pennsylvania Association of Colleges and Universities. In his last year as Juniata's President, he was elected Chairman of the Association of American Colleges. Today, as President Emeritus, he is still actively engaged in trying to solve the problems of colleges and universities.

Both father and son believed that students should be taught a way of life, rather than a means of making a living. Said Dr. Calvert Ellis of the Center when only in the planning stage: "Such a center will strengthen Juniata's ability to provide students with a wholesome environment in which their extra-curricular education may be expanded. The Center will serve as a meeting ground for students and faculty; a headquarters for student government and student activities; and a focus for recreational and social activities."

Ellis Hall has already become an important and vital asset to the campus, housing Juniata's cafeteria, bookstore, post office, bank, snack bar, ballroom, recreation and game room, numerous lounges, and listening and meeting rooms. Yet, the building is by no means totally finished, for instance, the radio station, and the newspaper and yearbook offices have still not fully moved in. Other problems, too, will have to be solved in time, such as the overcrowding of meal lines and inadequacy of the ballroom. But Saturday's dedication will be a celebration of all that's right with Ellis Hall and will honor those two men who have so helped to make Juniata the college it is today.



Dr. Calvert N. Ellis

Hong Kong, South Viet Nam . . .

Doctor to Speak on Projects

Dr. Jim Turpin, founder and president of Project Concern, Inc., an international, non-profit medical relief organization, will appear at JC on Oct. 13 at 8:15 p.m. to speak of the work his medical teams are doing in Hong Kong, Vietnam, Mexico and the Appalachian area of the United States.

Project Concern's field activities include four clinics in the British Crown Colony of Hong Kong, the most unique probably being the floating clinic which serves over 40,000 boat people in Kowloon Bay. These boat dwellers are born, raised, live their lives, and die afloat—many of them too superstitious to go ashore ever for medical care, so Project Concern has anchored a modern medical facility in their midst.

In South Vietnam, a 42-bed hospital and out-patient clinics in 25 villages are the Project Concern services. The most important contributions to the health and welfare of these near-deserted Montagnard tribesmen of the Central Highlands has been the training of over 35 of their own young men and women as Village and Hospital Medical Assistants. This training is a cooperative effort between Project Concern and the Government of South Vietnam, and is an investment in the future of the country. The Village Medical Assistants provide their fellow tribesmen with an increased understanding of modern health and sanitation standards, rooted in their own language and traditions.

In Mexico, Fundacion Project Concern de Mexico, a medical/dental clinic and child-care center have been established. Future plans are to upgrade the present facility and to construct a modern pediatric hospital for the children of Baja California—serving primarily the city of Tijuana with a population of over 300,000.

Dr. Stauffer Gives Statement

Oct. 15, many members of the college community will want to witness to their deep concern about our nation's involvement in Vietnam. It is anticipated that through a variety of constructive expressions many among us will give support to the Vietnam Moratorium.

I hope that each faculty member will freely determine whether his classes are to be held on Oct. 15. Plans for holding or canceling classes should be clearly announced. In turn, I hope that on Oct. 15 each student will be free to determine whether he will attend any of his classes that may be held. Absences from class should be without penalty.

Juniata College, as an institution, takes no position either in support of or in opposition to the war. As an arena for the free expression of ideas, the College must not force a particular position upon any person.

Let me take this means of expressing my personal opposition to our nation's involvement in Vietnam. It is my hope that Oct. 15 may be a day of earnest discussion and of critical examination of the issues relating to the Vietnam War. May it be a day for renewed dedication to the ways of peace.

John N. Stauffer
President



Dr. Charles C. Ellis

Visiting Artist to Discuss Works by Melville, Daumier

Dr. Howard P. Vincent, University Professor of English at Kent State University in Ohio, will spend two weeks in residence at Juniata as a visiting lecturer in the department of English.

A man of international repute among scholars in his field, Dr. Vincent is one of America's foremost authorities on the works and literary philosophy of Herman Melville, the author of "Moby Dick," "Billy Budd," and other American literary classics. Melville's 150th birthday is being celebrated this year, bringing Dr. Vincent and his many writings on the great author to the fore in national literary circles.

During his residence at Juniata, Dr. Vincent will give two public lectures. The first was Monday, Oct. 6,

Ann Reigns As Queen While Alumni Return

by Kathy Podgorski



Ann Reganis

Ann Reganis has been chosen by Juniata College students as their '69 Homecoming Queen. Her attendant from the senior class is Cheryl Diefenderfer and Susie Moyer will represent the junior class.

Homecoming begins Saturday morning at 10 a.m. with the traditional homecoming parade. Entering floats in the competition for the coveted first place are the four classes and the assorted clubs.

Following the parade will be Juniata vs. Geneva in a hopeful victory for the football team. Entertaining the crowd in pre-game festivities will be the Pom-Pom Girls, Majorettes and the Juniata Pep Band. Halftime will consist of a show by Geneva's band, awarding of prizes in the float competition and the crowning of Ann.

Immediately following the game there will be a reception dedicating the new student union building, Ellis Hall. Preceding the David Frye show will be a sit-down meal to which all students are invited. Culminating the activities will be the Homecoming Dance. Entertainment will be provided by the "Music Masters" and decorations by the seniors.

Large Percentage Shows Anti-Comp Sentiment

by Lee Denlinger

Since their inception in 1943, Comprehensive Examinations have plagued every Juniata student at one time or another. Students have talked about the meaning and validity of Comps for years, but nothing was ever done except talk. However, the situation has changed since the beginning of the semester. The culmination of much hard work occurred Monday, Oct. 6, with a campus wide student referendum held to determine student opinion about comprehensives.

A total of 1085 out of 1205 students voted in Ellis Hall's main lobby between 8 a.m. and 8 p.m. This breaks down to a voter turnout of almost exactly 90%, by far the largest response to a campus election in recent years.

The results of the referendum were publicly announced at a student meeting held in Oller Hall Wednesday evening, Oct. 8. The figures are as follows: Abolition—1029, Revision—45, Retention—11. In percentages this means that 85.4% of the total student body favor abolition of Comps, 3.7% favor revision and 0.9% are in favor of retention with 10.0% abstaining. These figures along with other data will be presented to the faculty along with student recommendations about Comps.

All the activity this week was the result of a special Student Government meeting held in Alumni Hall at 7:30 p.m. Wednesday, Sept. 27. Nearly 450 students attended this meeting where it was decided to call a student body referendum within three weeks of the meeting to determine a student opinion on Comps.

The meeting, called by SG President Eric Woodworth, grew out of

discussions at the Student Leadership Conference. Comps had been extensively discussed, and it was decided that one of the Student Government goals for this year would be the "revision" of Comps. It was felt that the best way to determine student intent and support would be to call a mass meeting about the issue. This resulted in the standing room only meeting in Alumni Hall.

The meeting was opened with some general remarks by President Eric Woodworth. He then stated that he felt the purpose of the meeting was two fold: first, it showed the amount of student interest, and second, from it a committee of seven people should be picked to investigate various facets of the problem. These included questioning the faculty on the phrasing of Comps, finding out Alumni feelings toward Comps and preparing a position paper about the problem. The meeting was then opened for general discussion.

It immediately became apparent that many students disagreed with this method, led by unofficial spokesman Jerry Eisenhour, a member of the Class of '71, they pointed out several problems associated with kind of committee action. Foremost were the twin problems of slowness and the ease with which action could be sidetracked. Parallels were drawn with the length of time it took to revise women's hours, the lack of action in deficiency notices after a year and a half, and the fact that the Comp question itself has been on the Faculty Agenda for two years.

On the other hand, when students pressed for quick action on library hours, the revision came very quickly. Eisenhour suggested that immediate action was vital if the problem were to be solved in time for the students who will graduate in January. He suggested that the best course of action would be a student referendum to determine student feeling about abolition or revision of Comps. It was suggested that the referendum be held within three weeks.

The unsung "hero" of the meeting was the anonymous Freshman who asked just what Comps really were. After this was greeted with laughter, Eisenhour pointed out that this was an excellent question. The question "What are Comps?" became a rallying point.

It seemed that no one really knew what Comps are beyond this vague statement in the Pathfinder: "In a word, the examination is designed to inquire into the significance of what he has learned." What this really means seems to vary from one person to another. The necessity of educating the "Frosh" was immediately raised.

The debate finally congealed in a motion originated by Rodger Long that a referendum be held within

Cont'd on page 3

JC Students to Take Part In Viet Nam Moratorium

by Paul Keely
 "WE SUPPORT OCT. 15," blared the full-page advertisement in the New York Times of last Sept. 28, and there followed down the page a listing of endorsements by 15 national notables from Senators Charles Goodell, Mark Hatfield, Eugene McCarthy, and George McGovern, to Doctors John Kenneth Galbraith, Reinhold Niebuhr, and Benjamin Spock.

What they've deemed worth supporting is, as the ad designated, the expectation that "on Oct. 15, students and faculty all over America will leave their classes for one day to ring doorbells and talk with their fellow Americans about the madness of Vietnam."

Initiated as a national proposal of two former aides of Sen. McCarthy, the "Call" for a Vietnam Moratorium has been circulated by a national V.M. Committee located in Washington, D.C.; organizations on some 400 campuses have signed the "Call," say the Moratorium organizers, and will participate.

Come next Wednesday, what will Juniata College be doing in response to such a plea for suspension of "business as usual" and devotion of a day to organizing members of the academic and outside communities "to work actively for an early withdrawal of

all our troops from Vietnam"?

Barry Kotler and other interested Juniata students are organizing a rally to be held on Round Top at 10 a.m. that day. Efforts will be directed from there toward the possible distribution of literature from door to door in Huntingdon, and there are also plans for handing out anti-war leaflets on street corners downtown, together with talking to anyone who will listen.

Actually the Vietnam Moratorium scheduled for Oct. 15, though in itself an effort to maximize public pressure to end the war by encouraging a broad cross-section of Americans to work against the war, is part of a greater commitment directed toward building an enlarged and lengthened moratorium for November. A peace march in Washington, D.C., is scheduled for Nov. 13-15, and unofficial sources report that many Juniata students are planning to participate.

The Oct. 15 Moratorium, which (as TIME Magazine of Oct. 3 reported) has the pledged support of two dozen Democratic senators and representatives, is expected to have its largest initial success in the academic community, with subsequent rapid expansion into other segments of the community. And, although the primary focus will be on ending the Vietnam war, other related issues (e.g., the draft, militarism, taxes, inflation, and interest rates) are supposed to be brought in by participants on the local level.

Large Percentage Shows Anti-Comp Sentiment at JC

Cont'd from page 1
 three weeks and that during that time a committee of seven, be formed to collect data and opinions and to educate the "Frosh" and all others. This motion was quickly seconded and after some debate was passed almost unanimously. Students who were interested were asked to sign up for the committee after the meeting. A list of nearly 50 people was received.

In a closed session of the Student Government held the next evening seven people were selected for this committee. The members of the committee are: Jerry Eisenhower, Dennis Dwyer, Robert Crouse, Pam Smith, Kathy Snyder, Debra Winters and Mo Taylor. The committee has been hard at work.

With the assistance of many other "leg-men" they set up the referendum, interviewed faculty members, conducted a telephone survey of recent alumni, held meetings for the Freshmen and dorm meetings for the entire student body, and with the help of the Registration and Standing Committee collected data on Comp results since 1960. The committee is continuing its work in correlating the collected data and drafting a student rationale about Comps which will be presented to the faculty before the Nov. meeting. The students have laid the groundwork, now it's up to the faculty to take action.

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WORK FOR PEACE



Ending the Vietnam War is the most important task facing the American nation. Over the last few years, millions of Americans have campaigned, protested, and demonstrated against the war. Few now defend the war, yet it continues. It is necessary for those who desire peace to again become active and help bring pressure to bear on the present Administration.

On Oct. 15, there will be a moratorium on "business as usual" in order that students, faculty members and concerned citizens can devote time and energy to the important task of taking the issue of peace in Vietnam to the larger community.

We call upon the students of Juniata to support the Moratorium. There will be a mass rally on Round Top at 10 a.m. next Wed., after which students and faculty members will form small groups to canvass door-to-door as well as the shopping areas downtown, distributing leaflets calling for a final peace in Vietnam.

OCT. 15

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Sparks Leads Rushing . . .

Indians Tromp Albright 20-7

by Gene Galbraith
Coach Walt Nadzak and halfback Dave Sparks broke into Juniata football in supreme fashion in the opener as the Indians ran over the Albright Lions, 1968 MAC Northern Division Co-Champs, by a score of 20-7. While Sparks was igniting the Indian's ground game, Coach Nadzak was kept busy setting up plays in crucial situations and keeping the referees on their toes.

The Indians scored their first TD late in the first quarter, after moving the ball 62 yards on five plays. Sparks set up the TD on a 37 yard scamper to the Albright one yard line. On the next play, fullback Jim Hartland bulled into the end zone for the score. Bill McQuade converted the extra point, and the Indians were on top 7-0.

Juniata didn't waste much time, as they scored their second TD early in the second period. The Indians were faced with a fourth down situation on the Albright 32 yard line. The tribe caught the Lions completely off stride as Jim Hartland completed a 26 yard pass to Dan Rackovan on a faked punt play. Hartland staped in the meat of the action as he scored his second TD two plays later. After McQuade's conversion, Juniata had increased their lead to 14-0.

Albright finally hit the scoreboard midway through the second quarter. The Lions' halfback Dennis Zimmer-

man led this scoring drive with his powerful rushing, and quarterback Jim Strohl carried the ball in for the score. After the conversion, the score read 14-7.

The Indian's rugged defense was even more superb in the second half as they held Albright scoreless for the final two periods.

The tribe, however, hit paydirt once more before the game was over. This time the defense took on the scoring task. On a third down play Joel Delowski picked off a Jim Strohl pass and raced 23 yards for the score with two minutes to play. This score cracked Albright's hopes and the Indians went on to win 20-7.

Sophomore Dave Sparks, in his initial starting assignment, had a magnificent day as he led the Indians in rushing with 199 yards in 26 carries. Halfback Harry Gicking and fullback Jim Hartland accounted for 66 and 47 yards, respectively.



FROM THE TEE-PEE

by Tom Diehl
Sports Editor

The old cliché that upperclassmen "rule" a school may often be true, yet such was not the case in Juniata's first sports weekend. Two sophomores, Dave Sparks and Denny Weidler, led their respective teams to hard-earned victories.

Harriers Outpace Albright, Led By Denny Weidler

Saturday, Sept. 27, the JC harriers successfully opened their 1969 campaign with a 25-30 victory over a tough Albright squad. Leading Coach Trimmer's pack was sophomore Dennis Weidler, who covered the 4.3 mile course in 22:54, beating Albright's first man by a full minute. Captain Aub Shenk crossed the line a close third in 24:24.

Finishing sixth, seventh and eighth in the final three scoring positions were sophomore Tom Leaver (26:19), senior Kerry Stanley (26:21) and frosh Scott Williams (26:32). Other JC runners included Rick Paulhamus, 11th; Kirk Wilson, 14th; Paul Keely, 15th; and Bill Elwell, 16th. The harriers travelled to Dickinson Wednesday, Oct. 1, and opened their home season Saturday, Oct. 4, against Susquehanna in a half-time contest.

JC Pack Loses To Power Squads By Same Score

The JC harriers suffered two defeats last week to powerful Dickinson and Susquehanna squads by identical scores of 23-38. At Dickinson Dennis Weidler finished first over the hilly 4.25 mile course in 23:34 which was two seconds off the course record. Aub Shenk was the only other JC runner to break up Dickinson's tight knit top eight by finishing 4th. Other JC scores included Scott Williams 10th, Tom Leaver 11th and Rick Paulhamus 12th.

In the home opener against Susquehanna, the Indians again ran into a buzz-saw. Dennis Weidler continued his winning ways by breaking the tape in 25:31. Aub and 3rd man Tom Leaver (29:04), however, Susquehanna packed six men within one minute which spelled defeat for the Indians. Scott Williams (29:18) and Kerry Stanley (29:21) completed the JC scoring.

Despite the two defeats, the outlook is optimistic. Saturday's encounter was the first time ever that JC has all their scorers under 29:30 on the home course. The "pack" is improving and this improvement should result in many victories the remainder of the season.

Letters Policy

Letters to the editor should be typed and double-spaced and should be submitted no later than 1:30 p.m. Monday. The editors reserve the right to print only non-libelous and responsible content and to edit all letters and commentaries submitted to the Juniatian. The staff also reserves the right to publish all full signatures unless the writer can supply very valid reasons for omitting his name.

For an adventure in Eating . . .
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The Buffet Service is in three Courses, Appetizers and Salads, Main Course (choice of meats + vegetables) and deserts. Get china for each course at the Service Table. Feel free to return as often as you wish.



Looking first at football and the hard-running Sparks, the speedy halfback from Indiana, Pa., set up two Juniata scores with several prominent broken-field dashes. All in all, he racked up 192 yards, a total which exceeded all his work of last year by 20 yards. His output was also twenty short of a new single game school rushing record set by Bill Berrier in 1958. What impressed both foe and fans alike in his performance was his ability to "turn it on" once he was in the clear. His speed complimented nicely the power of Gicking and Hartland, forming a backfield which could worry Juniata opponents this season.

Speed, as it relates to endurance, also played a major part in Denny Weidler's inspiring victory in the cross country meet. Stamina was a prominent force in his run, which brought him across the finish line a full minute ahead of the second-place runner. Many think that he will approach the times of last year's record-setting captain Rick Beard. Coach Russ Trimmer says of his star pupil, "He's capable of doing it, and I think he's determined to make the extra effort."

Dave Sparks and Denny Weidler are two boys to watch, then, as their respective seasons unfold. Both have the ability and desire to carry them to record-setting heights, goals which may come to these exciting sophomores in the near future.

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THE JUNIATIAN



Vol. XLVI, No. 4

Juniata College — Huntingdon, Pa. 16652

October 17, 1969

Brother's brother . . .

Doctor Talks of Project Concern

by David Beahm

This article never should have been written. And, because of this, I suppose it should never be read. For it is an attempt, in the awkward style of stilted journalism, to convey the emotion, the feeling, the pressing sense of urgency which Dr. James Turpin feels toward his world-wide work in Project Concern. It, therefore, cannot possibly succeed.

Those few of you who attended the convocation last Monday night realize exactly what I mean. Dr. Turpin, a graduate of medical school, is the head of a crew of 157 people from 26 different countries devoted to the immediate and long-range alleviation of world-wide medical problems. Project Concern operates in Honk Kong, Tijuana, Appalachia and Vietnam with prospective locations in New Mexico (with the Navajos).

Most of the evening, however, was spent discussing the problems in Vietnam where he has most recently been working since June 10, 1964. In an abandoned special forces camp, Project Concern has established a 42 bed hospital. Attempting to remain as politically and religiously neutral as possible the project has refused governmental assistance or religious affiliation.

Along with the direct administration of medicine and patient treatment, the base has set up a temporary six month medical school and has turned out 103 Vietnamese to man 23 health stations, treating the people for 90% of the common diseases and educating villagers in the areas of mosquito control, population control, dental practices and general hygiene. Hoping to expand this self-dependent program, Dr. Turpin feels that it could provide long range relief for medical problems.

There are 290 physicians in Vietnam, 90% of which are in the military. Most of the rest are in the large cities leaving most of rural Vietnam without doctors.

Working with the people for the past five years, Dr. Turpin has grown to realize that "we may be winning the war (although this even is in doubt), but we are losing the people. Although some did five years ago, no one in rural Viet Nam now really believes we are sincerely interested in them."

Last year we spent \$263,000 to kill each Viet Cong, enough money to have made Vietnam the fifth richest nation in the world (\$2,000 per person). But Viet Nam needs more than our wealth. It needs our sensitive understanding. As Dr. Turpin said, "I don't want people to be their brother's keeper, I want them to be their brother's brothers". Enough Ugly Americans.

We can no longer simply pour material assistance into the starving areas of our world as if we are "stopping the hogs." This can lead to nothing but hatred because it only emphasizes their dependence, doing nothing to provide for their human desire and right to dignity.

People are not interested in the concept of democracy when the only governmental figures they ever see are pilots and green berets. People are not interested in the idea of a loving heavenly father as long as their children are starving.

So, the war continues. For how long can the Great Mandala move on? What country will be the next Vietnam? Maybe this war will soon be ended by all the protests and moratoriums now going on. But if we fail

to move into Vietnam with as much intensity and devotion non-militarily as we have sought to withdraw militarily, there will be no improvement in the world. Our own children will be next generation's protesters and we will tell them how useless it all is.

Project Concern is only one possible area for positive action for peace and understanding. It is not without hope. "A dream worthy of the dreamer can, must, and will be accomplished."



The Peppermint Rainbow will appear here tonight in Memorial Gym. Get your tickets at the Ellis Hall Information desk and come see an up-and-coming group.

October 15 at Juniata

Wed., Oct. 15, began with a small group of students distributing leaflets to the passersby on the corner of Washington and Sixth. This began at 9 a.m. and continued all morning. At 10 a.m. a rally was begun on Round Top; Dr. Stephen Boyan, assistant professor of political science at Penn State, outlined the history of the Vietnam situation. He was followed by Dale Winter, of the United Christian Ministry, who questioned our reasons for being in Vietnam. Barry Kotler, one of the organizers of the Moratorium at JC and a former GI, announced that the next step of the Moratorium was to get out into the community. 4000 leaflets had been printed to be distributed to the Huntingdon community, their message being that it is necessary for all those who are opposed to the Vietnam war to get out and do something about it. "To be against the war in Vietnam and do nothing about it is indefensible," read the leaflet's first line.

Between 80 and 100 students and faculty members agreed to participate in the door-to-door canvassing and divided themselves into groups of up to 12 people each. Canvassers also

encouraged the people they came in contact with to write to their congressmen or senators, and in some cases distributed lists of representatives' addresses.

Generally, the Huntingdon Community seemed quite receptive to the canvassers. Although some doors were slammed and a bit of verbal abuse dished out ("commie," "traitor," "Naz.") most of the community respected the canvassers' rights to speak out, and regardless of their own views, were, at the very least, polite.

Not a part of the Moratorium but related to it, a silent memorial candle-light march was held through the streets of Huntingdon Wed. evening. 200 or more students, faculty members and a few townspeople met at Stone Church at 8 p.m. and were addressed for a few minutes by Rev. Robert Faus, Minister to Students. He emphasized that the march was a memorial service for all those that had died in Vietnam and everyone was reminded that the march was non-violent and must remain non-violent, no matter what. The procession walked from the Stone Church across to Washington, down through town to 6th Street, across to Mifflin, and back to school.

Alumni Appreciate Ellis Hall, Comprehensives

Football, Ellis Hall, Vietnam Moratorium, Comprehensive Exams—subjects Alumni commented on Homecoming weekend. Encouraged by sunshine and the smiles of old cronies, the campus came alive once more for them.

Disappointment showed on the faces of Alumni and students alike as they sat bewildered watching Geneva squeak by Juniata 16-14. However, they were cheered up at the unveiling of Ellis Hall. It was stated that the elaborate furniture in the cafeteria and throughout the building makes the students behave and act like ladies and gentlemen. This makes the atmosphere more formal than cordial. For some the lounge and facilities seemed like a dream while others saw a nightmare in the slow moving cafeteria lines.

The Vietnam Moratorium raised many spirited conversations. The Alumni were surprised at the partici-

tion of the Juniata students in this protest. Many felt it was a good and worthwhile gesture while others held the view that it was useless.

Comprehensive Exams spurred on still other questions but still fewer answers. It was amazing how many alumni, primarily the males, felt comprehensives integrated knowledge and were just an overall good experience. One point brought forth was that one goes through life facing many hardships, and comprehensives are a good experience to assist in this struggle. (In other words, if you make it through comprehensives the rest of your life will flow easily? ? ?) The results of the comprehensive poll taken on Saturday are not yet available but should be very interesting.

As the Alumni pulled away and headed toward home, anticipation of the coming years for Juniata College filled every mind—wondering what will be new for next year.

Bridges, Portage Railroad . . . Exhibit Features River Life

Life along the Juniata and Susquehanna Rivers during the early part of the 19th century is the subject of 20 paintings on exhibit in the Shoemaker Galleries through Nov. 4. Included are views of the Portage Railroad, canal boats and the famous Conestoga Wagon.

On loan from the William Penn Memorial Museum in Harrisburg, the collection was arranged by the Fine Arts Section of the State museums. Executive Director is Dr. S. K. Stevens and the Chief, Fine Arts Section is Mr. Donald Miner.

Included are paintings by Lloyd Mifflin (1846-1921) who was born in Columbia, Pa. and studied painting with the famous American landscape artist, Thomas Moran. He also studied in Dusseldorf, Germany and the paintings in the Juniata exhibition show the influence of the English romantic, J. M. Turner.

Mifflin painted many views of the Susquehanna below Wrightsville, Pa. One of these scenes shows the bridge which was burned on June 28, 1863 by Union soldiers to prevent a crossing of the Confederate troops under General Lee.

There are six paintings by George Storm (1831-1913), illustrating the various modes of travel common to the 19th century. Among other historical sites, he painted the Lemon Inn on the Portage Railroad. He also depicts the Conestoga Wagon.

A painting by William T. Van Starckenbur shows the first geological survey of Pennsylvania. Extending from 1836 to 1854, the work was

directed by Henry Rogers, state geologist. The artist shows the party in camp in Somerset County.

Other artists in the exhibition include E. B. Black, Newbold Hough Trotter, J. W. Faulton, Robert Mills, William S. Reeder and E. E. Johnson.

Juniata Hosts Chemistry Profs' Annual Meeting

Chemistry faculty from colleges in six states and the District of Columbia will be meeting on Juniata's campus Friday and Saturday, Oct. 17 and 18.

The occasion is the annual meeting of the Middle Atlantic Association of Liberal Arts Chemistry Teachers, an organization which geographically includes the states of: New Jersey, Delaware, Maryland, Virginia, West Virginia, the District of Columbia, as well as Pennsylvania. Coordinator of the meeting is Dr. Donald J. Mitchell, assistant professor of chemistry.

The weekend program will get underway at 1:30 p.m., Friday in the ballroom of the new Ellis Hall with opening remarks and greetings by Dr. John N. Stauffer, president, and Dr. Donald M. Rockwell, academic dean of the College.

A series of afternoon discussions will explore methods of instruction, programmed learning, audio-visual applications, the role of analytical chemistry in the undergraduate curriculum, and upper division courses and research.

Following the afternoon group discussions will be a 6:30 p.m. dinner with an address by special guest of the meeting, Dr. Gordon Barrow, adjunct professor of chemistry at Dartmouth College. A widely acclaimed author of textbooks dealing with molecular spectroscopy and physical chemistry, Dr. Barrow has served as head of the Advisory Council on College Chemistry, which is supported by the National Science Foundation.

Group discussions focusing on laboratory experiments in first-year chemistry and sponsored research and a round-table discussion on "Activities of the Teacher" will occupy the Saturday morning attention of participants.

On and Off the Air . . .

WJC Offers Listeners Wide Variety of Services

Nearly everyone on campus is aware of the service WJC offers to the college community as a whole—music, news, and information on happenings both on and off campus. Fewer people know of the service available on an individual basis.

"Some people are already making use of WJC's facilities," said Larry Osborne, general manager of WJC, "but most students still think we just supply walk-up or study music. Actually besides position for disk jockeys, announcers, and newscasters we have on-the-air opportunities for sports analysts, local news reporters,

and commentators."

Osborne also pointed out that WJC welcomes students who wish to produce programs on special topics. Persons interested in taking advantage of this opportunity should see Osborne at WJC's studios, where the feasibility of the concept will be discussed and suggestions and technical assistance offered. Indicated as possibilities of this type of program are radio dramas, interviews with college or state officials, investigatory projects into such items as the college budget, and panel discussions.

"Our news and program directors

are simply too busy to do this sort of thing themselves," said Osborne, "but both departments are eager to help students produce programs for their areas."

There are also services offered by WJC which do not involve the station's on-the-air aspects at all. For example, classes or clubs who wish to produce tapes involving speech and music may use the station's mixing facilities—it was pointed out that this might be useful for such events as All Class Night.

The teletype also may be used by students involved in politics or inter-

national affairs. Students or faculty members may request that items pertaining to an area or event be saved for them. People interested in the Middle-East may request that all stories on Morocco and its government be held for their use. It is especially hoped that faculty members will make use of this service.

These examples serve to suggest how student and faculty may use WJC, but it is hardly exhaustive, and those who have ideas or suggestions are urged to contact Larry Osborne or another staff member.

THE JUNIATIAN



Vol. XLVI, No. 5

Juniata College — Huntingdon, Pa. 16652

October 24, 1969

Opera, Luncheon Present Interesting Day to Parents

by Cathy Podgorski

Saturday, Oct. 25, Parents Day, begins at 9 a.m. with registration in the main lounge of Ellis Hall. Various activities are planned for the parents throughout the day.

In order to give the parents a full view of Juniata life there will be an open house in all residence halls from 10 a.m. to 4 p.m. Room judging for the neatest, most creative and best utilized rooms among the freshmen will be held from 10-11 a.m.

A Parents Association Meeting will be held 11 a.m. until noon in Alumni Hall. Featured speakers will be president John N. Stauffer and Eric Woodworth, Student Government President. Providing musical entertainment will be the 1969-70 Juniata Concert Choir.

Following lunch at 1:30 p.m. will be the Juniata-Haverford game. At 4 p.m., immediately following the game, there will be an all-college mixer for students, parents and guests in the Ellis Hall Ballroom. The parents are free to speak with Dean Schoenherr, Dean Maxwell, and Dean Lee in their respective offices from 4-5 p.m.

During the evening parents are invited to the Juniata Concert Choir presentation of the popular Gilbert and Sullivan opera, "H.M.S. Pinafore," to be given in Oller Hall at 8:15 p.m.

Directing the production is Dr. Bruce A. Hirsch, associate professor of music, assisted by his wife, Marjorie, as stage director. The husband-and-wife team have combined their talents with Juniata students and faculty in what they are confident will be an "altogether see-worthy" performance and a pleasant evening's voyage into the theatre of a glorious era.

Featured in leading roles are William Leverenz, as the hero Ralph Rackstraw; senior John Over, as the villain Dick Deadey; Mrs. Kenneth W. Crosby, English conference instructional assistant, as Buttercup; and Dr. Wilfred G. Norris, professor of physics, as Sir Joseph Porter, K.C.B.

Tickets for both evenings' performances will be available at the door. General admission for the public is \$1.50 per person.



Saluting their captain are some members of the crew of "H.M.S. Pinafore." The villainous hunch back (far left) is Dick Deadey (John Over). The shining example of English "sailor hood" (center) is Ralph Rackstraw (Bill Leverenz).

Day of Discussion . . .

Task Force Plans Moratorium

by Barbara Claar

Although the word "moratorium" may have adverse overtones, the Task Force (with the consent of the Faculty) is halting classes for a day so there can be a college-wide discussion on education. No definite date has been set. But when Dr. Wilfred Norris, Chairman of the Task Force was interviewed, he said it would probably be early November before all the arrangements could be finalized.

Even though the mechanics for the project are still tenuous, some definite plans have been made. The college community will meet in departmental groups; undeclared students are asked to go to smaller groups unless they have a strong preference. Department chairmen are responsible for finding students to serve as group chairmen. Beside the chairman, there will be two faculty members, approximately 15 students and two reporters in a group. The reporters will record the discussions of the group (plus take part themselves) and at the end of the day the deliberations of all the groups will be compiled and published.

Dr. Norris sees the discussions as allowing the college as a whole to examine the particular educational programs. All students are urged to attend since it is hoped they will express their opinions on the value of education.

The idea for the day of discussion grew out of the summer meetings of the Task Force where it was found to be easier to define what the College "is not". If everyone is involved in the dynamics of the question "What is an education?", the Task Force feels it would aid their work.

Dr. Norris stressed that this was not a moratorium in the "protest" sense of the word. The day is to be "very much a means of communication."

After faculty approval was given, the Task Force met last Tuesday night for further planning. The topics for the days discussion were divided into two parts. In the morning mechanical subjects such as interdisciplinary study, evaluation, and non-classroom education will be under scrutiny. And in the afternoon more

philosophical questions such as: What is the point of having an education? What should an education be? What is the best thing that can happen to a person at Juniata? will be debated. In order to make background information available for everyone, the Task Force decided that papers should be written on each morning topic. These papers will be posted on campus and printed in the *Juniatian*. Below is a list of topics and the chairmen in charge of the paper. Anyone interested in giving aid and/or assistance

- should contact these people.
- General Education — Hartman
- Team Teaching — Horeft
- Dept. Cooperative Programs — Clemson
- Student Evaluation — Shue
- Instruction Evaluation — Nolan
- Off-campus Opportunities — Dowling
- Senior Thesis — Faus
- Independent Study — Nolan
- Calendar — Alexander
- Innovative Classroom Practice — Blaisdell

Self-Awareness . . .

T-Groups Stress Learning Experience

by Peggy Haines

The weekend of Oct. 17-19 holds a special significance for seven people who spent that time in a cabin twelve miles from Huntingdon listening to a set of ten tapes. These tapes, aimed at helping to develop a deeper understanding of the self and the feelings of others, and just recently purchased by Juniata College, have already been enthusiastically received. With these tapes acting as the sole teacher, groups such as the one mentioned above have been formed to listen and respond to the tape's directions. Such groups are sometimes coined "Sensitivity groups," although it might be less misleading to call them "by their formal name, "T (Training) Groups."

The National Training Laboratory, greatly interested in group dynamics, first originated the idea of such groups in the early 1950's. This idea has rapidly expanded throughout the country, and it is only in the last few years that it has become college-oriented. The tapes purchased by Juniata are designed to be used by a group of no more than ten people at a time. Such groups are usually made up of relative strangers, and are more often of a heterogeneous rather than homogeneous nature. The groups get together, then, for a learning experience — not therapy — following the tape and performing the activities called for, which help the previously

mixed group become cohesive and united. All formality is broken down as each person begins to figuratively step into the shoes of another and thus begins to see himself in a more complete way.

The weekend group, organized by Barry Kotler, a Juniata Senior, and consisting of six students (four females, two males) and one faculty member, left the college at approximately 5 p.m. Friday and returned to campus by noon Sunday. Most of the time between was taken up by the playing of the ten tapes, each one-and-a-half hours long. The group listened to two tapes Friday, six Saturday, and two Sunday.

It is to be emphasized here that there is no leader in these groups other than the tape itself. Mr. Philip Field, the only faculty member among the seven persons attending the weekend retreat, played no leading role in the playing of the tapes, nor did anyone else.

'Hallelujah Train' to Serve As Opener for Focus Series

The "Hallelujah Train" is coming to Juniata's campus Thursday, Oct. 30, and will be presented at 8:15 in the Oller Auditorium. The first of the Focus on Art and Life Series events of the 1969-1970 school year, "Hallelujah Train" stars the Eva Jessye Choir and Ensemble, made up of a distinguished company of singers, actors, dancers and musicians. The presentation, described as a "Musical Journey through America," will include lighted and costumed scenes in which the choir will dramatize work songs of the South, Appalachian folk

music, territorial gambling songs, and Negro spirituals. The "Hallelujah Train" ends with a step at Broadway where such musical classics as "Show Boat," "Hello, Dolly!", "Fiddler on the Roof," and "Man of LaMancha," will be in part presented.

Director of the American musical is Eva Jessye, described by many as the "First Lady of American Choral Music," and who was appointed choral director of the original "Porgy and Bess" by George Gershwin. The Chorus has won lavish praise already, and its "Hallelujah Train" has been described as "Splendid," and "... a constant joy, whether singing the big choruses in operatic style, spirituals, or the lively jazz syncopations." There will be no admission fee.

Future events in the Focus Series will include Francisco, Espinoza and Jose Grecco as sole guitarist on Jan. 9, and Bramwell Fletcher, a reader-actor, on Feb. 5 and 6, who will present a program on George Bernard Shaw one evening and a program on modern literature the other. The Will Judy Lecture, as the featured program of the series, will present the famed comedian, Dick Gregory, March 9 and 10. Also, on April 9, the National Players will present Christopher Fry's "The Lady's Not for Burning." The play whose subject has to do with witchcraft. In addition to the already mentioned events, films will be presented in the spring in the annual Focus Film Festival. The names of the films to be presented are not yet definite.

KVASIR

KVASIR, Juniata's Magazine of the arts will sponsor a poetry reading and student art show in mid Nov. The reading will be at The Human Element Fri. Nov. 14. The art show will be in the ballroom at Ellis Hall beginning Nov. 15. The display will include items for sale.

All students desiring to take part in either the reading or the show should send pertinent information to KVASIR, box 841 by Nov. 1. The deadline for contributions to the magazine will be sometime in mid Jan. Further information will be forthcoming.

liability that he never realized existed before.

On another tape, each person is told to write on a piece of paper one thing that is greatly bothering him, but that he has never been able to bring himself to tell anyone. Each person then takes one piece of paper, unsigned, and relates to the group how a person with this specific problem must feel. He is thus putting himself in the place of another.

Four different groups, made up of all the dorm counselors on campus, are also currently using the tapes, although only at the rate of one tape per week. Dean Lee, Dean Maxwell, Dean Schoenherr and Mr. Berrier each belong to a group, although in no way being the leader of that group.

The majority of the participants are enthusiastic about the program, although it should be emphasized that a person must be stable and normally adjusted in order to benefit from it. One person summed up the benefits by saying that the tapes help people to know themselves better, and that if one knows himself, he can get along better with others.

The use of the tapes is free to anyone who sincerely feels that he may benefit by them — that is, that they will serve as a learning device, and not as a means of therapy. Contact Dean Schoenherr for further information.

Letters to the Editor

To the editor:

I would like to reply to Dr. Doyle's letter to the editor in last week's Junatian. First of all, Dr. Doyle implied that the students' main argument for the abolishment of comprehensive examinations is that after spending \$12,000 on an education a student should be entitled to graduate. It is my view that the vast majority of students realize this is an absurd argument. If Dr. Doyle truly believes that the students of Juniata hold such a view, then she must have a very low opinion of the intelligence of her students.

A second point I would like to make is the following. Dr. Doyle stated that only one student failed to obtain a degree from Juniata in the past ten years because of comps. This is not the point. It would seem that flunking comps and thus failing to graduate with your class is a punishment in itself. Failure to pass comps implies an inconsistency in evaluation of that student's knowledge. For in order to qualify for comps, a student must be a senior in good academic standing; that is, the student must have been deemed knowledgeable in the courses already taken. Therefore, there is an error in evaluation, which is the fault of the examiners, not the fault of the one examined. Then why should the one examined be punished?

But here I do not intend to put forth arguments against comps; this is not my purpose. This will be left to the student committee studying comps. When all statistics and pertinent information concerning comps have been tallied, such arguments will be presented to the faculty.

Lastly, I would like to state that the poll concerning comps is valid. There were dormitory meetings at which available evidence and arguments for both sides of the issue were presented. I feel that this cannot be termed "propaganda" as Dr. Doyle insists. I do concede that the faculty did not give these facts. The faculty did not vote. It is not the students' duty to educate the faculty, or is it?

Michael A. Regardie
Class of '70

To the editor:

I would like to take advantage of the "Letters to the Editor" column of the Junatian to thank all those who helped with the meeting of the Middle Atlantic Association of Liberal Arts Chemistry Teachers recently held at Juniata College.

A special word of thanks should go to Mr. Jeff Bixby and his Audio Visual staff for the many hours they spent preparing video and sound tapes

for the workshop on Audio-Visual-Tutorial methods of instruction in chemistry. Also due special thanks are Mr. Will Brandau who took care of arrangements in Ellis Hall and Mr. Bliven and the food service personnel who prepared two special meals which were quite excellent for those attending the meeting.

The help of these and many others who contributed much to the success of the meeting is very gratefully acknowledged.

Donald J. Mitchell
Assist. Prof. of
Chemistry

Dear Dr. Doyle:

In response to your letter published in the Junatian Oct. 17, the Committee on Comprehensives would like to present the facts to you and the college community. The committee is comprised of seven members: two seniors, four juniors, and one sophomore. Its members were selected by Student Government from a list of interested students.

The only purpose of the student poll was to determine student opinion on comprehensives to give the committee direction. The only previous knowledge the students needed to vote was a definition of comprehensives which was provided by the Pathfinder. The poll was never intended to be a final statement.

The only official publicity originated by the committee was the announcement of dorm meetings where the importance of the poll was stressed to increase voter turnout and the time and place of voting were made known. Any other publicity was the work of interested students in an unofficial capacity. Where were the interested students who support comprehensives?

The committee has been accused of neglecting to supply The Facts. It has also been suggested that it was the individual's responsibility to obtain The Facts which were available. The fact is, The Facts were not available. Another interested student has been compiling the relevant facts for four weeks and is still not finished. When he is, the data will be made available.

In addition, the alumni were polled. When these results are analyzed and compiled they too will be available to all concerned.

We are considering the problem in as much depth and from as many angles as possible. When we have completed our investigation and framed a viable solution we will present our findings to the college community. Sincerely,

The Committee on Comprehensives

Visiting Student Introduces Cameroon

by Sammy Buo

Many students have been asking me about my country, and since I cannot explain to everyone verbally about my country, I would like to say quite briefly what my country is like. Some of the students have also asked about their intention to join the Peace Corps, and I would like to encourage that very much because while at high school I was taught by at least five American peace corps. My country is ready to receive more of them, not only teachers but also agriculturalists, and science students who can apply their knowledge practically, in laboratories, hospitals, and in the various industries. The American Peace Corps in Cameroon are especially well-treated, because they easily adjust themselves to the society, and do anything the citizens do. They work very hard, especially those in agricultural colleges and establishments. So, more will be welcome. Why not join the Peace Corp today and see Africa?

Cameroon lies on the east of Biafra (former Eastern Nigeria) and it has an area of about 473,000 sq. km., with a population of about 16 million people. It is divided in two states; West Cameroon which is English-speaking with a population of about one million, and East Cameroon with a population of about four million, and is French-speaking. Thus, the official languages of the country are French and English. The French system is more used than the English system in Cameroon, and that is why we do most of all our calculations in the metric system. East Cameroon, is the more developed part of the country, having the country's greatest industries, such as brewing, Chococam, Bata Shoes industries, Bastos cigarette industries and several other gigantic industries. The country's largest city, Douala, with a population of about 200,000 people, and it is in East Cameroon. There are several colleges here, and the country's international Airport is also situated here. Douala is to us as New York is to Americans. The federal capital of the country is Yaounde in east Cameroon, and like Douala, it is a very beautiful and attractive city. Here, the country's federal University is situated, and it is bilingual. A medical faculty was recently opened, and the admission criteria into this university permit only those students with advanced standing and exceptional ability especially in the French language, for admission. The university works in collaboration with the famous Leeds University in Great Britain, and the French university. It has both Arts and Science faculties.

Cameroon has many minerals, and some have not yet been exploited. The Gulf Oil Company in the U.S. recently undertook an oil exploration on the coast of the country. Aluminium, bauxite, gold, diamonds and a few others, are mined. The Atlantic Ocean occupies a large portion of our coast, and the major ports are Douala, Tiko, and Victoria. The country has many good hospitals and the one worth seeing, with its modern architectural construction is at Ebofowa.

The north of Cameroon is beautiful grassland, and the Cameroonians who live here dress like the Hansans in northern Nigeria, and they have the same culture. It is a very beautiful place, with the modern towns of Garoua, where our President comes from, Maroua, Ngaoundere and several others.

Our country is democratic, and has a one-party system called the Cameroon National Union which was born on Sept. 1, 1966. Our President is His Excellency Alhaji Ahmadou Ahidjo, and the Vice president is Dr. John Ngu Foncha who comes from a town 50 miles from my home. The country was independent in Oct. 1961, after a long rule by the English and French. The Federal National Assembly meets in Yaounde, where with the dynamic Cameroon National Union Party, good laws are made for the satisfaction of everybody.

Each of the states however has its own House of Assembly, which has jurisdiction only over the inhabitants of its own state. Thus in West Cameroon where I come from, we have the West Cameroon House of Assembly made up of thirty-nine members. Out of these thirty-nine members, nine of them hold governing posts, while the other thirty are merely representatives of the people, from the various divisions of the state. The nine are: the Prime Minister appointed by the President, Secretary of State for Finance, Secretary of State for Natural Resources, Secretary of State for Education and Social Wel-

fare, Secretary of State for State Development, Secretary of State for Public Service and Establishment, Secretary of State for Interior and Secretary of State for Works and Transport. The Prime Minister appoints the Secretaries of State. These Secretaries of State play their part only in West Cameroon, and the Federal Ministers work for the whole country. The Federal Ministries comprise: armed forces, finance, justice, foreign affairs, commerce and industries, plan and development, telecommunications, public service, territorial administration, secretary to the Presidency, and the federal ministry of education, youth and culture. These federal ministers are responsible for the whole country. Our armed forces, navy, police and warders are federal and their administration comes from Yaounde the federal capital.

The educational system in East Cameroon is on the French model, while in West Cameroon it is on the English model. However, in West Cameroon, high schools, French is taught while in East Cameroon English is taught so that everyone can be able to speak if he ever goes either to East or West Cameroon.

Since I come from West Cameroon, I will therefore continue to talk about West Cameroon now since my knowledge of East Cameroon is not so full and accurate.

The capital of West Cameroon is Buea, and from here the government's administration to the people of the state comes. The Prime Minister, Federal Inspector of Administration, Secretaries of State and other important dignitaries stay here and some of the churches, such as the Presbyterian Church in West Cameroon, have their administration from their heads, who also stay in Buea. The temperatures here, in the rainy season, about March to Sept, are very low, as low as 37° or 36° and rain falls almost every day. The highest mountain in West Africa is found here in Buea. The American Cultural Centre has an office in Buea, one in Douala, a consulate in Douala and an Embassy in Yaounde.

West Cameroon is divided into nine administrative divisions, called Fako Division, Meme, Manyu, Ndiang, Mezam, Mentchoum, Donga and Mantung. Bui and the Momo Divisions. These divisions have a Prefect, who is federally administered, and he takes care of the people in the division, with his assistant. He presides over any important occasions in the division, such as our independence day celebrations on Oct. 1, Jan. 1, and the Youth Day celebrations on Feb. 11.

Fako division is about the most important division because it has the Victoria and Tiko seaports, and also the Tiko airport. It also has the Fako mountain which is the highest peak in West Africa. It has some modern towns, like Victoria, and the commercial town of Tiko, and the W.C. headquarters, Buea. The largest corporation in the state is here at Fako, the Cameroon Development Corporation with plantations in many places. Here in Fako division we have the Federal Bilingual Grammar School, with its magnificent buildings and beautiful campus. The Saker Baptist College for girls, St. Joseph's College for boys, the Government Technical College, and several teacher's colleges. Hotels of the first class type are Buea Mountain Hotel, Miramare Hotel, Oceanic Hotel, or the 'Hotspot', Crystal Gardens and Airport Hotel.

Meme division is like New York to West Cameroon, in the way the life goes. It is too fast and hectic. It's local headquarters is Kumba, and this is a centre of entrepot trade. It has a beautiful railway terminus, which links it with N'bangwa in East Cameroon. Kumba has a very beautiful crater lake, the Lake Barombi which tourists the world over have visited. In Kumba, we have the modern and attractive Presbyterian Secondary School, from which I graduated. It is constructed in a modern German model, and has an admirable campus. Here, students of all faiths are admitted, and they are given a very solid academic, moral and social education. The school is particularly important because it was the first secondary school to become co-educational in West Cameroon, and to have a full Cameroonian principal, Mr. A. N. Sumbele who has brought to the school the glory it now has. It should be noted that all secondary schools in West Cameroon are boarding schools. A hundred meters from this school is the new Frank Harcourt Technical Institute. There are several teacher's colleges here and commercial colleges.

Cocoa, coffee, oil and several products are produced for local consumption and export.

Ndiang division is a new division and it is not very far from Meme. It is reached by a launch, the "Rio", from Ndiang, and it is not very far to reach Calabar in Nigeria. Several export products are produced.

Manyu division is about 120 miles from Meme division and it has a beautiful river. It is noted for having the cheapest sale of meat and fresh and sweet oranges, fruits of all types, coconuts and any type of food crop. It has the Queen of the Rosary Secondary School for girls, the new government grammar school, the Presbyterian Secondary School in Besongabang, and several teacher's and commercial colleges. Note that all divisions have at least one large hospital. Manyu division also has an airport. The Biafran boundary with West Cameroon is here in Manyu division, and before the war, most of our merchants used this road into Biafra for their business, while other tycoons flew or used it too. Manyu's first class hotel is the Mamfe Hotel.

Note that by Presidential decree, all the names of the divisions are our 'native' names. The European names are no longer used! Pure Africanism. We are striving towards the Cameroonization of everything.

Let us then move up to Mezam division, formerly known as the Bamenda division. The grassland or savanna region of West Cameroon begins here. Mezam division is the largest division in West Cameroon and the most thickly populated. There are too many historic things to see here—we have the most beautiful market in West Cameroon. The government residential area is placed on a hill, which overlooks the town. It is really beautiful to look at the town from the hill. Most of the Government offices are also on this hill and it is called the station. Most historic is the Fort, which was constructed by the Germans during the war era. It is a very important site to see and some of our offices now use it. The graveyard of the important German soldiers who died in the war is also in this station. The Vice President of our country comes from this division. There are many schools and colleges here and most important is the Cameroon College of Arts and Sciences, and the Ecole Normale Supérieure, both twelve miles from Mankon. Other institutions are the Sacred Heart College, and Our Lady of Lourdes Secondary School for girls, both in Mankon. Sacred Heart College is Roman Catholic, and built on a conspicuous site, it is worth seeing. The Cameroon Protestant College is in Bali, twelve miles away from Mankon, and here in Bali lives a strong traditional chief. There are too many commercial and teacher's colleges here in Mezam. Hotels are Skyline, Ringway and Highland.

Mentchoum division is about 50 miles from Mezam, and I come from this division. I live in Wum, which is the local capital. Conspicuous here is the magnificent Mentchoum waterfall which can lift the whole of West Africa, as one guy said. The Wum crater lake is very seeing, because according to most tourists it has a remarkable site. The climate here is moderate. The Chinese rice farms from Tingo to Befang in Mentchoum are marvellous. The subdivision of Mentchoum is a Njinikom, and there we have the St. Bedes Secondary School. At Wum we have the Wum Agricultural Institute, which was completed only this year, built by the German Government. Several crops are produced, especially corn and ground nuts, and coffee in Njinikom. There is Wum Central Hotel.

We then go to the Donga and Mantung division, and here we are embarrassed by the cold. It gets too cold here, as low as about 35°, and here we have the large Ndu tea estate, which brings in a large revenue to the country. This division is near the northern region of Nigeria. Here, we have the Joseph Merick Baptist College, where most of teachers were American Baptists, although there aren't too many there now.

We then conclude with the Bui and Momo divisions. We have St. Augustine's College in Bui division and a teacher's college, and in Momo we have the Presbyterian teachers Training College in Batibo. Your car will not run out of fuel for we have Mobil, Total, Texaco and Agip Petrol stations everywhere.

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PROFESSORS' PHILOSOPHIES OF EDUCATION

VERITAS LIBERAT (or "Bird Lives")

by Dr. Dave Henrie

I lately find myself thinking that many students and educators regard an education as knowing (being able to reproduce) as many facts (and opinions, in cases where there are few, if any, facts; and, I guess, even in cases where there are many facts) as one can possibly cram into (and retrieve from) several million brain cells. This also implies that either the discovery of a new fact or the formulation of a new opinion (theory) are very often regarded as necessary consequences of the attainment of "an education". "New" is used here to mean "previously unrealized by the discoverer(s)?" It frightens me to think that the majority regard "an education" as nothing more than a document, or even a piece of paper, which is necessary (and even sufficient, though deplorably so) to get a good job, two cars, and a nice-looking wife. (Although I respect the person who will candidly admit to this attitude.)

One might infer from what has been said thus far that the education I'm referring to need not be obtained in school, and it's unfortunately true that all too frequently school is a place where creativity (which I feel is THE important facet of "an education") is punished if not completely destroyed. Well, what can be done? First let's ask what "an education" should be. Hutchins, in "The Learning Society" (which is available at our own bookstore) states: "... education leads to understanding; it has no more 'practical' aim. It does not have as its object the 'production' of Christians, democrats, Communists, workers, citizens, Frenchmen, or businessmen. It is interested in the development of human beings through the development of their minds. Its aim is not manpower, but manhood."

In what manner, then, does the "programming" of a student lead him to a realization of his manhood (or, if you will, his uniqueness)? The behavioristic, deterministic view of man has resulted in a substitution of "training" (or conditioning) for what should be "education". Most of my anxiety in discussions of this sort arises from my present belief that I cannot really "educate" (using my own definition) anyone but myself; however I feel that I am able to "train someone and

perhaps even help him to "educate" himself. This oft times results in extreme (though, as yet, not unbearable) frustration.

Some students are conditioned by the time they reach college to feel that school is something like a Skinner Box. This means that "studying" for an exam becomes a ludicrous exercise in attempting to apply a deterministic model to the professor (that is, "Whadya think HE will expect us to regurgitate on the exam paper?") Thus, in the extreme, the classroom experience can become just another game people play... the student trying to outguess the professor and vice versa, and as such is doomed to failure (not just because

of a faulty assumption?). To summarize (as I feel I must in a "treatise" such as this) I guess I am suggesting that:

"education" is not synonymous with "training" although the latter may be a necessary condition to the former.

II. A teacher can "train" but not "educate", the "educating" must be done by the individual (who desires to be "educated") perhaps with the assistance of the teacher.

III. If you really understand the title you're "educated" in a narrow sense of my meaning anyway.

* In order to play this guessing game, I recommend the use of ESP as a more plausible approach.

"What's It All About?"

by Richard Sahn

Since my first academic experiences as an undergraduate I have felt that if higher education doesn't do anything else for students it should help to formulate their own philosophy of education. Most veteran academics, however, appear to become tongue-tied when asked to present in a "nutshell" what their ideas of a successful education are. As a younger member of the faculty I have not yet reached—nor do I ever hope to— that stage where one loses track of his intrinsic purposes for teaching.

For the most part, a college, especially a liberal arts institution should be mainly concerned with developing

the student as a thinker rather than a storehouse of factual material. Philosophizing, sociologizing, psychologizing, as personal activities, should be emphasized more than the knowledge already established in those fields. Evaluations of students must consequently be essentially in terms of what the student himself does with a discipline after being exposed to its body of ideas, principles, premises, and factual knowledge. Encouraging a student to reflect objectively about himself, about his stream of conscious experiences, might offer other words, a better education than the retention of a single fact. What usually happens in this process is that a good deal of factual knowledge is retained anyhow. If it is agreed that the goal of a liberal arts education is to liberate the individual to question the presuppositions and values of his social time and place, then the emphasis on autonomous thinking is well placed.

As far as methods or procedures of higher education are concerned I would say that informal discussions, in the liberal arts especially, should be combined in equal proportion with lectures. It is just as vital for a student to say what he thinks and feels about a certain subject as it is to have something to say about it about in the first place which should really be the function of a good lecture. Students should be encouraged by a lecturer to think creatively, imaginatively, or even wildly about the subject on which the lecture is based. There still seems to be, at most American colleges, far too many inhibitions on that said or done in the classroom.

On the matter of faculty evaluations of students, I believe that they are necessary considering the fact that students have to provide their institutions with a record of how they did in college if they want a stable career after leaving the campus. However, I would argue that the present grading system tends to frighten and alienate students from the subject matter and their teachers more than anything else. Although it would entail more work on the part of professors there is no real reason why, in a small college particularly, performance could not be made. Of course this would entail more term papers as opposed to objective, short answer examination. Grades have too many semantic defects to them. While they might motivate the non-intellectually oriented student to work, they often discourage the creative student whose work, especially where objective examinations are used, may not lend itself to grades commensurate with his creativity. A significant advantage of the written evaluation is that it might indicate qualities that others would consider desirable, but which those writing the evaluation may not.

My most immediate academic concern is for the inter-disciplinization of the social sciences. I am thus very enthusiastic about the Integration program at Juniata. Departmentalizing the various fields in the social sciences is still necessary because each does have its own unique contribution to make towards the total understanding of the human condition which can only be realized through concentration on that field alone at one time. Yet, unless an attempt is made to integrate these disciplines, they each run the risk of losing their humanity; they may fail, that is, to help the individual answer the universal questions of "Who am I?", "What shall I do?", "Where am I going?", and perhaps, "What's it all about?" A social science program which does not address itself to those questions is of value to the student who is interested only on a prospective career in the business world or the military-industrial complex.

Catalogues Available

Students and faculty are once more reminded that the 1969-70 issue of the College Catalogue can be picked up in the Admissions Office during regular office hours.

My? Philosophy? Of? Education?

by Ralph Church

In twenty-five words or less? Do I even have a philosophy, much less of education? I have impressions! Tentative tentacles which I can spread before you, hoping they will tantalize.

Tentacle one. Education is merely and understandably personal. Tennyson said, in another context, "I am a part of all that I have met," which should be rephrased (to eliminate the pride), "All that I have met is a part of me." Or, as Mark Twain said, the man who carries a cat home by the tail is getting twenty or thirty times the education of the man who has not tried it. But an educational system can not expose us to All or Cats. A college is a system (with the inherent strengths and weaknesses of any system); hopefully, the college has decided, rationally and empirically, the length of its reach into the morass of education (ie it has set up a program of formal education).

Tentacle two. This tentacle has two prongs, like a snake's tongue: Cultural Heritage and Critical-Creative Thinking. The college does well with the right fork. Cultural Heritage. We pour out facts from the cornucopia of knowledge and the students whose minds are the biggest funnels catch much of the spillage—but not all, never all. There are those who say, of course, that the past is dead, the past is a bucket of ashes, but to ignore the past is to say that all knowledge begins with the present moment, an ostrich attitude that no one can seriously believe. We can not begin the chemistry study without basing it on heritage; starting each year with earth, air, fire, and water would give us experience, but not chemistry. Like it or not, the facts of the past are here to stay in education, whether they be facts of chemistry, psychology, or literature. Our mistake, though, has been to assume that the passing of facts is education. We have ignored the left fork of the tongue: Critical-Creative Thinking. Largely, that is. Ideally, the individual courses would deal with both knowledge and creative-critical thinking, but in practice we tend to the factual far too much.

Here comes the third tentacle. The course system is one of the worst things that ever happened to education. The idea that knowledge and thinking about knowledge can be neatly carved up into nice three-hour chunks is absurd. And it is even more absurd that we actually say that when

a student has had about forty of these chunks he is educated (he gets his degree). No matter how well we might do the individual courses, we are still dealing with fragments. We hand a student an odd-shaped bit of something; he studies it—even memorizes it; he tells the professor about it; then he goes on to the next odd-shaped bit of something. And so on, forty times. He is so busy with the fragments that he might not even realize that they are pieces of a gigantic puzzle. The old saw about the forests and the trees. Some colleges recognize the jigsaw-puzzle nature of education and attempt to get the students to try to put the puzzle together. They try courses (like Epochs and Integration and The Nature of Man). And they try comprehensive examinations. Admittedly, courses and examinations such as these are belated and they do not undo the damage that sixteen years of the other approach have accomplished, but they are a little better than nothing. Without comprehensives and over-view courses we would have a green-stamp education—you save enough stamps until you fill the book, then you take it to a Redemption Center (I love that term) and redeem it for a degree. Back in the dark ages (1930's) Robert Hutchins, then president of the University of Chicago, half facetiously suggested that the college should take the money from the student and hand him the degree on the first day, then those who wanted to learn should stay around for a time and learn if they wanted to; the others would be free to leave with the degree, which is what they were most interested in. Education without critical-creative thinking and some attempt to work with the large puzzle is just as much of a hoax as it would be to put Hutchins' suggestion into practice.

Tentacle four. We prize things which are rare. If diamonds were as plentiful as fallen leaves in autumn, we would not particularly want them. In the past a college education has been rare, but is it getting more and more accessible to more and more people? It is losing its rarity value. At the same time people are coveting something dream that the thing they so desire will be handed to them sort of like the prize in the box of Cracker Jacks. As more and more people try for the college degree the demand grows more and more for the degree to be easier to obtain. We say, there-

ally, that each person who gets this prize must high jump seven feet. A few jump and are given the prize. Others try and fail to jump high enough. But we aim to please. We lower the bar to six feet. Still people fail. We lower it again. And again. Already the bar in high school is so perilously near the ground that some can crawl over it without being able to read the print on the prize they get on the other side. And the same pressures are at work in higher (ha) education. Let's do away with the requirements, grades, comprehensive examinations, courses, professors, the whole establishment, the Cracker Jack kids say; that way we can all have the goodies without the trouble and worry. But they do not realize that if all can have it, it probably is not worth having (by our present rarity-value judgment, that is).

Last tentacle. I take the fifth. Sometimes I dream of an ideal education, and in my dream world, of course, there are no systems, no establishments, no deeply-rooted customs. I see myself through the haze as I learn, I see that I learn in two ways, from doing things my self (Mother, please, I'd rather do it myself) and from what I will obscurely call two or more minds rubbing against each other. So I do things and I rub minds with my own. And I learn. I could also dream, I suppose, that eventually some great hand would appear out of the fog and hand me an inscription written on a piece of the skin of a sheep, which says "Thou Hast Arrived." But I have never dreamed that part. I am still learning and there is still no end in sight. I hope I never reach the end, ossified by some Power which says, "You are learned."

Two last frustrating thoughts. All education, formal and informal, has been designed to make the individual fit into and (hopefully) improve society; nonconformity is the aversion and the potentially destructive force in education, be it in a college or in a parent-child relationship in a tribe of aborigines in Australia. Secondly, life is compromise; we yearn toward the ideal, but we take what we can get.

If you, too, have a dream like mine, and if you can show me how we can work out all of the little details (get around the system, but still make it reward us), then you and I can found our own educational institution. We might call it Rub and Do U.

Task Force Seeks to Communicate

How does a college carry out a thorough-going self-evaluation in preparation for its future.

It is in response to the challenge of this question and others like it that the Task Force has been involved, in matters both of procedure and of content.

The committee has decided that, since it is involved with matters which relate to the whole campus community, it will need to keep the community posted on its activities. As a result, the Tuesday evening meetings will be open, unless otherwise specified. In addition, regular reports will be given to divisional meetings of the faculty, posted on a special bulletin board in Ellis Hall and included in summary form in the *Juniata*.

It was also felt that not only

should the campus community be involved in knowing what the Task Force is doing, but it should also engage in thinking about the educational experience at Juniata College at a number of levels. Among other things, the faculty has been invited to participate in a preliminary questionnaire, a sub-committee is examining a living-learning project proposal, a day of campus-wide discussions of education is being planned and alumni participation in off-campus education is being studied. As the need for systematic study of crucial issues arises, the Task Force will call further on persons within the college community for assistance.

Another Task Force responsibility is that of information-gathering. A special shelf in the Beeghly library has been set aside for the convenience

of the Task Force and the wider community. Materials from other schools and individuals will accumulate there.

Since in this first public statement the Task Force is expressing its intention to keep lines of communication open as well as to call on the resources of this campus for assistance in specific tasks, it must be said in conclusion that the committee welcomes and seeks positive and negative feedback as well as suggestions for the strengthening of the educational experience at Juniata College.

Task Force members are: Sara Clemson; Esther Doyle; Robert Faus; secretary; Donald Hartman; Carl Kendig; Thomas Nolan; Wilfred Norris, chairman; Donna Roppelt and William Russey.

Podgorski Replies

To clarify a statement in the last issue of the *Juniata* concerning the alumni and their views on comprehensives. The results were not conclusive that the majority of the alumni were for or against comprehensives. Those interviewed were almost evenly divided as to their position, but the majority of alumni interviewed was only a small sampling of those who attended Homecoming.

Veteran Gives Other Side Of Draft, Military Service

by Dan Hueglin
 Since my arrival at Juniata, I've heard a good deal of discussion about Vietnam and the draft. Most comments have been negative in nature. The inconvenience and unpleasantness of military service are frowned upon and regarded as the whole of the military experience.

The draft is often viewed as the first step in a three step process. It means unpleasant military service which in turn means fighting and dying in Vietnam. This amazingly widespread belief is fallacy.

It's not my intent here to argue the legality, morality or oughtness of Vietnam or the draft. I was asked to write a few comments to point out the good aspects of military service. For convenience, I will use voluntary military service and the draft synonymously.

Time spent in the armed services can be both pleasant and rewarding. Opportunities for travel and learning are almost unlimited and the physical well being of a serviceman is well provided for. After service, a man is given assistance in returning to civilian life. Few employers provide as much for their people during and after employment as Uncle Sam.

Many servicemen are led off to slaughter by serving eighteen or more months in places like Germany, England, Italy, Hawaii, the Philippines or Australia. Some less fortunate are compelled to endure service at Fort Dix (N.J.), Fort Carson (Col.), Fort Sam Houston (Tex.), or other loca-

tions throughout the continental U.S. In most cases, travel done in service will never be repeated. The majority of servicemen forced to travel to Europe would never be able to do so on their own.

In addition to demanding that a young man travel around the world, Uncle Sam also offers opportunities to advance one's education. Many bases have extension courses of the University of Maryland available.

There is, naturally, a charge for this service, about thirty dollars a course, which includes texts, the lecturer's salary and a class room facility. If such facilities aren't available, correspondence courses are. Like real classes, a G.I. must pay to take correspondence courses, five dollars to enroll. The courses, however, are limited to those that encompass from high school to graduate level work.

Uncle Sam also spends money to train men as computer operators, electronics technicians, mechanics, medical technicians, etc. The list is long to enumerate. In fields such as those I've just mentioned, civilian employment isn't difficult to find.

During military service, one may even take an occasional vacation. Thirty days of leave with pay plus reimbursement for meals is forced upon the G.I. There aren't many jobs that offer such a liberal vacation policy.

When military service is complete, a veteran is given assistance in furthering his education if he wishes to do so. Should a veteran have sustained injuries, he is given special training and allowances for his disability.

All things considered, the picture presented by military service isn't black. It can be a colorful, diverse and rewarding way to spend two or more years. I will openly admit that it is not always pleasant, but it is not a slaughter either.

War Reflects Conflict Over Values

by J. Patrick Tyson

War is a conflict over values between human beings using force through the directed, rational use of weapons. A weapon is an entity designed or used to destroy the object of its function; the object of a weapon's function is a target. Therefore, the object of war is the destruction of conflicting values by the use of weapons. The process of war is the attack and defense of values and consequently the conditions, entities, and all relevant elements necessary for the existence of those values. War never proves anything right or wrong it just decides the existence or nonexistence of values in conflict and/or the conditions, entities, and all relevant elements for the existence of values.

The object of the Vietnamese War has been the conflict of values between communist and non-communist, "democratic," groups over the definition of the good life for the population of an artificial political area. The population of the area values peace, food, shelter and freedom from fear, otherwise it is a case of diverse religions, ethnic groups and philosophies. As a consequence the population has been fought over not for. The population of the area will not care who controls it until it has the four basic values listed and that will not happen until the communist or non-communist forces win in Vietnam.

The specific target in Vietnam has been the effective strength of the enemy, and the resulting ability of the enemy to control territory and therefore the population. Because in the past Vietnam has been a predominantly rural, low population density area; those who controlled the land controlled the people. Further, the population was tied to an agricultural system of a very primitive, but efficient nature; the people were as much rooted to the land as were their crops. Thus, effective strength

in this case is measured in the ability to control land.

The French learned this lesson the hard way in 1954; they were stretched too far too thinly. They had lost effective combat strength as the communist forces had planned, quoting Chairman Mao, . . .

"Make wiping out the enemy's effective strength our main objective; do not make holding or seizing a city or a place our main objective. Holding or seizing a city or a place is the outcome of wiping out the enemy's effective strength. . . ."

The basic problem for the French as seen by Bernard B. Fall was, "Important numbers of troops and material had to be withdrawn from . . . lacking and there absence began to create emergencies of their own." The most notable example of this is the crushing defeat of the French at Dien Bien Phu. The French lost because they tried to fight the whole cultural pattern in the area. If the French had dispersed their forces to control the land (home population) they could not have effectively fought the main force units. While the French were fighting the main forces in one area they were being nibbled to death by the local forces supplied with captured arms elsewhere. The French drowned in tight knots in the hostile sea of Vietnamese population. As a direct result of these tactics the French sought an out at any price, and they got it with vengeance in the Geneva Agreements in July 21, 1954.

When the United States entered the War we had to devise some weapon to use against the communist tactic of "Peoples War." Here is the best statement of the problem I have come across; it is from "Time, Space and Will," the Political Military Views of Mao Tse-Tung by E. L. Katzenbach, Jr. . . .

"We have fought wars of urban and industrial interdiction, while our own Asiatic opponents and the African opponents of our allies have patiently pursued a process of rural consolidation which has, in effect, given them an inviolable sanctuary from which they can attack and withdraw at will. What, therefore, would seem to be needed is a military instrument capable of invading and controlling this sanctuary, one that can maintain both law and order in rural villages and market areas."

The answer is simplicity itself; we have utterly annihilated the "rural sanctuary" by destroying it as a population center. If you can't beat the enemy at his own game then change the rules on him in the middle of play! It is my opinion that the policies we have been following in Vietnam: Massive bombing, napalm, defoliation, destruction of the land and dispersed cultural pattern to an urban, driving the common peasant off the

land and into the city. There he finds jobs, vice, the black market, books, Coke, mini-skirts — in short, the whole basic change from a rural, dispersed cultural pattern to an urban, concentrated life. Further, before United States involvement in the area it used to be a rice exporting center; now Vietnam imports rice, the French rubber plantations have been destroyed and the basis for an industrial economy has been developed by the population shift to the cities. We have destroyed the old cultural pattern of area and are building a new one on our model. United States money has supported the embryonic non-communist forces in Vietnam through this traumatic period and United States forces have protected it. The communist forces are now in the position of the French in 1954 but fighting a different cultural pattern. Now they are in control of the cities, the national government's centers of power, to control the population. If they disperse they gain nothing and become weaker.

Don't let my words fool you, I understand the plight of the peasant, this is no fun for the man it is happening to; neither is any great social upheaval. Up to this point the population has only been fought over not for. Now is when the government in Saigon must be more responsive to the people, because it is in the position to provide the four basic needs of the population; peace, food, shelter and freedom from fear. Once these are met then the population of this area, the common man, will have a chance for a better life; more of a chance than they would have as human cannon-fodder in a death charge useful to the party only as a means to an end. Now and only now can the Vietnamese War begin and the anti-communist war end. This War, as all others, has not proved who is right and who is wrong; it has determined what values will exist in the area. It is my belief that those values are good if humanly imperfect and limited. Therefore I cannot merely condemn the enemy or absolutely support our side. AA I can say it is my best estimate that we are right and they are wrong, but I will fight to the death for my beliefs as others must for theirs.

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Mozart, Telephone Team Up For Mod Interpretation

The classical work of Wolfgang Amadeus Mozart takes a turn for the Mod along with the presentation of a Gian-Carlo Menotti work by the Demitasse Opera Company next Friday evening, Oct. 31, in Oller Auditorium.

Mozart's "The Impresario" and Menotti's "The Telephone" will be offered in the dual production as the first of a series of free public attractions by the Juniata College Music Department this year. Seats are available on a first-come, first-served basis. Curtain time is 8:15 p.m.

"The Impresario" by Mozart was staged for Franklin Concerts, of Philadelphia, by the distinguished Metropolitan Opera stage director Henry Butler. The Demitasse Opera Company operates under the auspices of Franklin Concerts, Inc., which has in the past sent many outstanding musical productions to Juniata.

The Demitasse production of the hilarious one-act opera is performed

in England, half in dialogue and half in music, and provides an excellent introduction to opera as an art form. Featured in leading roles are soprano Linda Burkhardt as Miss Sweetson; coloratura Deborah Cook as Madame Silverklang; Allan Keene, tenor, as the banker Mr. Eiler; and baritone Daniel Eby performing in the title role as Sol Surehock.

The story is about an aging prima-donna and an ambitious ingenue who are both after the same part in a new production. Complications arise when the man with the money discovers he has to appease both ladies.

"The Telephone" depicts — in chamber opera form — a young man's frustrating battle with the telephone in winning his lady's attentions. His attempts to propose are persistently interrupted by the ringing phone, and he finally resorts to leaving her apartment to go out to a phone booth and call her to propose.

Barwise and Barboni; To Represent Center At Union Conference

Two Juniata coeds, Carol Barwise and Betsy Barboni, will represent the JC student body and the College's new Ellis Hall at the 1969 Region IV Conference of the Association of College Unions (A.C.U.) at Duquesne University in Pittsburgh, Oct. 26-28.

Representatives from A.C.U. member colleges and universities in Pennsylvania, Maryland, West Virginia, and the District of Columbia area will participate in conference workshops and seminars to discuss cultural, social, recreational and educational programs offered by college unions.

Highlighting the three-day conference will be a Monday evening address on "The Methods of Student Activism," by well-known Pittsburgh Group W radio commentator Rod MacLeish.

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photo by Hoffman

First Lady . . . Music . . .

"Hallelujah Train" to Stop Here

More than twenty internationally celebrated Negro singers, dancers and instrumentalists, under the direction of Dr. Eva Jessye, will appear here Thursday, Oct. 30, at 8:15 p.m. when the Focus on Art and Life series brings "The Hallelujah Train" to the stage of Oller Auditorium for its only local engagement.

The Eva Jessye Choir and Ensemble is recognized as the most famous black musical aggregation in the world today. It has made numerous tours of North America, South America, Europe, Africa and Asia, and has been acclaimed in leading music and theatre centers on both sides of

the Iron Curtain. Critics have hailed the group as "Dramatists of American Music" and have labeled Dr. Jessye "the First Lady of American Choral Music."

Though her experience in the field of show business has been vast her vitality and energy belie her years. She is one of the most adventurous, imaginative and progressive figures in show-business today, always eager to explore new areas and try new methods of arranging, staging, creating musical entertainment for today's audiences. She is noted as a trend-setter, a pace-maker, a forger of new paths, as "The Hallelujah Train" so excitingly proves.

Kansas-born, Eva Jessye has achieved renown in the fields of education, poetry, musical comedy, drama, opera and choral work. She has composed more than a hundred vocal and instrumental works, has created arrangements for several hundred more. As an actress, writer, singer, director she has won plaudits on Broadway and throughout the world. With her choir she has toured twenty-six European countries, and more than two score other nations in other nations on other continents, in concert appearances.

George Gershwin selected her to cast and coach the ensemble and soloists in his original Broadway production of "Porgy and Bess", and so great was her success, she has been identified with every major revival of this masterwork throughout the world subsequently. She was the first to interpret Virgil Thomson's and Gertrude Stein's "Four Saints in Three Acts" for American audiences, and was musical director for King Vidor's epic motion picture "Hallelujah". As American consultant to the BBC for many years, Miss Jessye was responsible for introducing Britons to Negro music and Negro musicians on a mammoth scale. Recently, as one of the featured perform-

ers in the current motion picture hit, "Slaves," she has won nation-wide critical acclaim.

Perhaps no other Negro musician in America has been so widely honored or has received so many awards and citations for cultural contributions and patriotic services to her country as has Miss Jessye. More than a dozen colleges and universities have awarded her honorary degrees.

In "The Hallelujah Train" Miss Jessye has assembled fifty or more songs from all parts of America, songs which have been associated with a particular phase of our nation's growth, development and history, songs which have become identified with one or another of the ethnic groups that comprise its vast populace. She has ingeniously woven these songs into a fascinating, colorful tapestry that reveals the richness and the diversity of the culture and the people in this land that she loves so dearly.

This is not a sentimentalized look at America. Far from it. It is often hard-hitting, trenchant, sometimes tongue-in-cheek, frequently poignant, but always hopeful, for above all, Miss Jessye believes in the future of America. The show, which took months to research and write, is presently embarked upon a cross-country pre-Broadway tour. It represents Miss Jessye's newest and most ambitious endeavor in musical theatre, and features many of the leading Negro musical artists with whom she has been associated over the years.

Tickets for "The Hallelujah Train" may be obtained at the box-office.



photo by Hoffman

Flashing light on a dark background these members of the Peppermint Rainbow do their own thing at their free-wheeling concert Oct. 17 in Memorial Gym.

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Penn State Campus . . .

C.A.S.H. to Report on Social Education

Marion B. Long and Gene Albright, assistant directors of the Central Pennsylvania Special Education Center will be guest speakers at the fall meeting of the Central Assoc. for Speech and Hearing. The meeting will be held on the Pennsylvania State University campus in Willard Building, room 173, Wednesday, Oct. 29, at 7:30 p.m.

The topic for the evening will be A Key—Innovation Media and Resources Evaluation Demonstration—To strengthen the quality of education and training for handicapped and youth, a new associated Special Education Instructional Materials Center, supported by the United States Office of Education, has been established by the Dauphin County Schools, Department of Education at University Center in Harrisburg. It will serve a region of twenty-six counties in Central Pennsylvania. The Special

Education Resource Center will provide services to special education personnel working with children who are mentally retarded, emotionally disturbed, physically disabled, visually handicapped, and those who have speech or hearing handicaps.

Mrs. Long and Mr. Albright serve state institutions, non-profit schools and all public schools in the central region of Pennsylvania with the mobil

center. The center will be responsible for the collection, evaluation, dissemination, and research related to a variety of instructional materials. Plans include the development of demonstration and training workshops to serve professionals in each county.

Further information on the meeting can be obtained from Mrs. Lynn Shine, Graduate Circle, University Park, Penna.

Trustees Elect New Member, Select Names for Buildings

Juniata College's 30-member Board of Trustees met on Saturday, Oct. 11 and elected to their membership Mr. Edwin L. Kennedy, a New York investment banker from New Vernon, N.J.

In their regular Fall business session the Trustees approved proposals for the naming of the new East Houses residence halls after four distinguished trustees, the naming of a recently-acquired 170-acre tract of land and the naming of the new academic building after one of the College's greatest benefactors.

The new residence halls, known as the East Houses, will be dedicated upon their completion to the honor of: Mr. William R. Flory, of Harrisburg, president of Gronoble Hotels, Inc.; Dr. Joseph V. Kline, retired senior partner of the New York law firm of Mudke, Rose, Guthrie and Alexander; Dr. W. Newton Long, president of Miller Chemical and Fertilizer Company of Baltimore, Md.; and Mr. Robert E. Miller, deceased, Johnstown businessman, who was a member of the Board of Trustees for 12 years.

The 170-acre parcel of land near the campus, formerly known as the Metz Farm tract, will be designated as the John C. and Elizabeth Baker Nature Preserve, after the chairman

of the Board of Trustees and his wife.

The academic building, renovated in 1968, will now be known officially as Good Hall, after Mr. J. Omar Good, who died in January, 1969, leaving Juniata College one million dollars.

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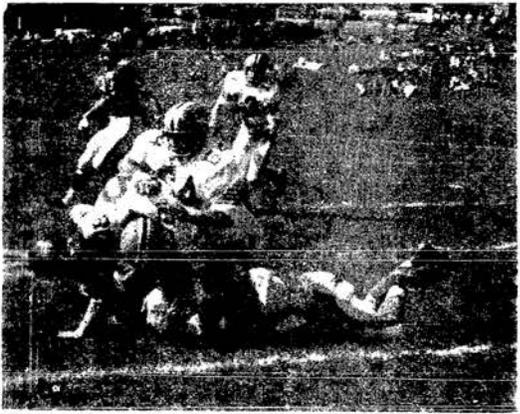
Two Tested Opening Lines

1. Would you like a Massage?
2. I don't dance, but, I'd love to hold you while you do.

JC's Strong Defense Routs Lycoming by Score of 21-7

by Gene Galbraith
Lycoming's homecoming was turned into an Indian War Dance as Juniata thumped Lycoming 21-7 on Saturday. The Indians' defense was superb, and the offense literally ran over the Warriors of Lycoming. Our rugged defense held Lycoming scoreless for the first three quarters. The highlight of the defensive action was a spectacular goal line stand, when the Indians held the Warriors on their two yard line for a complete series of downs. Juniata's ground game was also in full swing as the Indians rushed for 262 yards, compared to Lycoming's 97 yards. After a scoreless first quarter, half-back Dave Sparks powered into the end zone from the five yard line to give Juniata the first score. Bill "Pip" McQuade's conversion gave the Indians a 7-0 lead. Juniata scored again in the third

quarter on Joel Delewski's phenomenal 55 yard punt return. Joel broke numerous tackles as he picked his way into the end zone. McQuade's conversion made the score 14-0. The Indians didn't waste much time before they scored again in the third quarter. Dave Sparks scored his second TD of the day on a nine yard run. McQuade's kick put the Indians ahead 21-0. Lycoming finally hit the scoreboard in the fourth quarter on quarterback Dreschler's 22 yard pass to end Steve Miller. The Warriors added the conversion, but they were still two TD's behind. 21-7. Both defenses held for the remainder of the quarter, and Juniata gained the victory. The Indians were keyed up for this game, and the win lifted them out of a two game slump. Juniata will carry a 2-2 record (2-1 in MAC) into Saturday's Parents Day game with Haverford College.



"This ball is going nowhere." The Indian defense held Lycoming to only 97 yards.

Harriers Dash Toward Winning Season



Kneeling: Ted Corcelius, Ken Kuehn, Kirk Wilson, Scott Williams, John Civitts, Bill Elwell. Standing: Kerry Stanley, Aubrey Shenk (captain), Dennis Weidler, Paul Keeley, Rick Paulhamus, Tom Leaver, Coach Russ Trimmer.

by Aubrey Shenk
The J.C. harriers evened their season's record at 3-3 with two wins and a loss last week. On Wednesday, J.C. defeated Pittsburgh - Johnstown 24½ - 30½ and lost to Indiana 22-39 in a triangular encounter. Dennis Weidler continued unbeaten as he came home first over the 4.5 mile Indiana course in 23:34. Aub Shenk was the only other J.C. runner to break the top ten in the overall standings by finishing 5th. The final three scoring slots were filled by Tom Leaver, Scott Williams, and Kerry Stanley. On Saturday in the homecoming meet, the "pack" reached the .500 level by defeating a tough Geneva

squad (4 - 1) by 25-31 in the best team effort thus far. Dennis Weidler again broke the tape, covering the 4.8 miles in 25:24. Aub Shenk finished third in 27:15. A real battle developed for the next four positions. Kerry Stanley, Tom Leaver and two Geneva runners came on to the track together. Down the backstretch the Geneva boys began to pull away. Going into the final turn, however, the picture suddenly changed. Aided by crowd encouragement, Tom Leaver (28:32) took off and sprinted by one man and almost caught the other in a close race to the wire. Kerry Stanley (28:40) meanwhile, gave it everything and just lost sixth at the tape. Scott Williams completed the J.C. scoring with a ninth place while Rick Paulhamus

closed fast to displace Geneva's fifth man. Last Wednesday, the JC harriers dropped a decision to the F&M Diplomats on the latter's course 20-43. Dennis Weidler continued his winning ways by covering the flat, 4.5 mile course in 24:03. After Dennis, however, F&M packed eight men within one minute, five within 25 seconds, to take the victory. Aub Shenk, Tom Leaver, Kerry Stanley and Scott Williams completed the JC scoring. Despite the loss, the harriers are still in good position for their goal of a winning season. The "pack" traveled to Elizabethtown Wednesday, and on Saturday will take on Delaware Valley in a Parent's Day half-time encounter.

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The Four Seasons

FROM THE TEE-PEE
by Tom Diehl Sports Editor

For the past two and one-half years, the Naval Academy's loss has been Juniata's gain, as far as one football player is concerned. A transfer student named Joel Delewski made the transition from a midshipman to one of the most exciting punt and kickoff return artists that Juniata has ever turned out. The transition made by this speedy senior from Reading became evident midway through the '67 season, his first on the Indian squad. In a homecoming game against Lycoming, he broke through with a dazzling 50 yard punt return to get the Indians off to a quick 7-0 lead, in a game which the Tribe won handily. The following weekend he proved it was

not a fluke, as he scored twice on punt returns of 75 and 50 yards. The "super gnat" had done it again. Last season he doubled his previous number of touchdowns scored, as he scampered into the end zone with two punt returns, two kickoff returns and two pass receptions for a total of 36 points. His ability to break tackles and keep his balance in these daring returns added to their appeal. The 1969 season had been a relatively quiet one for him until last weekend when he tore away from six would-be tacklers to score on a 55 yard punt return. This display of agility led Coach Nadzak to remark, "He's got to be the finest punt runner I've ever coached."



Denny Weidler wins another one cheered on by Howie Grove, team manager (left) and Paul Keely, ailing teammate (center).

PEANUTS
 SNOW?
 BUT I'M NOT READY FOR WINTER!
 MY BLOOD'S TOO THIN! I STILL HAVE MY SUMMER FUR!
 STOP SNOWING! STOP IT, I SAY! STOP THIS STUPID SNOWING!
 RATS

And so it goes with Joel Delewski, number 26, in the Juniata football jersey, a relatively obscure figure until it comes time for an opponent kickoff or punt. He then springs into action and shows once again the skilled artist that he is with a football in hand.

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Referendum to Express Deficiency Notice Opinion

On Tuesday, Nov. 4 a referendum will be held to determine student body opinion on the future of Deficiency Notices. Voting will take place in the Ellis Hall Lobby.

- Students will be given three choices:
1. retain Deficiency Notices in their present form
 2. have Deficiency Notices sent only to the student, not to the parents
 3. eliminate the use of Deficiency Notices

The following article will outline the function of the Deficiency Notices and some of the issues which have arisen from their use.

According to the College Bulletin, "Deficiency Notices will be issued by the Registrar any time prior to the end of each term when unsatisfactory progress (defined as that level of work normally graded as D or F) is reported by instructors."

In practice these notices are sent out near mid-semester for reasons including incomplete work, lack of class attendance, as well as poor examination scores. The reason for deficiency is stated on the notice, and the student is encouraged to discuss his academic status with his prof., as soon as possible. A copy of the notice is sent to the student and to his parents at the same time. If no progress is shown, a second notice is sent out, occasionally.

The use of Deficiency Notices has been a contested issue for some time now. Listed below are some of the

arguments. Pro and Con.

1. inform the student that he is in academic jeopardy.
2. facilitate faculty - student communication on personal and general academic matters.
3. inform parents, who have a parental, as well as, a vested interest in the student's success.
4. encourage evaluation of the student, which may reflect on the course as well as the student as an individual.

- Con 1. cause parent-student conflict
2. are a form of academic punishment with no rewarding counterpart.
3. increase the possibility of the negative effects of categorizing a student before his entire semester's work is completed.
4. perpetuate a dependent academic structure whereby the student waits to be judged by a prof.

These are some of the major issues. A referendum to poll your opinion will be held Tues., Nov. 4. Note to Freshmen: Please contact upperclassmen or a member of the Education Committee to answer questions or relate experiences concerning Deficiency Notices.

Education Committee
Roger Long
Sam Brinton
Rich Sackett

Non-graded Courses . . .

Faculty to Give Decision

by Paul Keely
Not only will this coming Monday's (Nov. 3) faculty meeting be dealing with student recommendations concerning comprehensive examinations, but also under consideration will be the action of the Curriculum Committee in response to two separate, yet similar, proposals by students in 400-level courses for having their classes conducted "experimentally" on a "non-graded" basis.

In "general agreement that there might be value in an upper level academic program which did not rely on the traditional standards of 'grades' for the evaluation of what was achieved in that program," the Curriculum Committee did pass a motion Oct. 15 to approve the four stipulations, the requests received from the two classes, English 412 Shakespeare with Dr. Esther Doyle and Philosophy 410 Special Topics with Instructor Donald Hartman. The committee's action, however, is subject to the final approval or disapproval of the faculty.

Those 16 students who last Sept. 30 signed a request to take their Shakespeare course "without competing for grades" did so "in a small attempt to combat the unhealthy attitude towards marks and to study a subject merely for the 'joy of working.' Pledging themselves "to do the work to the best of our ability" the class was in conjunction with Dr. Doyle's conception of the course requirements and structure, agreeing to "prepare for each class by reading the play or listening to the tapes when they are part of that preparation" and to be present for class discussion as well.

According to Dr. Doyle the idea behind the experiment would be an honor system where in her "only strategy is to confer with any delinquents, reminding them that I cannot certify that they have satisfactorily completed the work of a 4 credit course unless they have done so."

The proposal of Oct. 1 which Hartman and his 12 philosophy students signed indicated that they were interested in testing the hypothesis that "the elimination of competition actually facilitates the learning process." It was stated that credit would be "contingent upon meeting the requirements of the course," which center around the writing, distribution, and presentation of three papers.

The four stipulations contained in the curriculum committee's action of Oct. 15 run generally as follows:

1. Each student's transcript or permanent record will carry the title of the course and the number of credits granted as determined by the instructor; 4 in the case of the English course and 3 in the Philosophy course, or 0 if the student did not fulfill the original work agreement. (In no case

can the result enter into the determination of the student's grade point average.)

- 2) A signed statement concerning the student's "Learning Experience," written by the student and/or the instructor shall be appended to the student's permanent record (in lieu of grades). It will be up to each student individually to decide who will write these statements. Also they should be in the registrar's hands within the week following the final examinations, or the instructor will furnish the statement with or without the student's consent.

(According to the committee's majority statement, "some objectified procedure was felt to be necessary in order to qualify the experience as deserving of academic credit, as distinguished from a purely personal or private experience.")

- 3) Those students who wish to agree to these stipulations and the original work agreement will signify so to the instructor immediately; those who do not will take the course in the conventional manner. All decisions should be in writing and will be binding.

- 4) The instructors and students will meet with the curriculum committee's action upon the student proposals this coming Monday, the faculty will no doubt have to reckon with a "minority report" issued by

Cont'd on page 2

Kaleidoscopic . . .

Students Ready Production

The Department of Speech and Theatre will present an original film-stage musical production, "This Is Your Captain Speaking," on the Oller Auditorium stage Nov. 6 through 8, introducing to the world of the stage the work of Will and Debbie Brandau.

"The spirited saga of the airways wings characters and spectators through the labyrinthian corridors of international airports into the gullet of an elephantine stratojet, catching in action and song the flight patterns of distress and dyspepsia which have assuredly assaulted all who have sought airborne refuge from the earth's asphyxiated asphalt arteriosclerosis," according to Prof. Clayton E. Briggs, who is directing staging for the production.

White "This Is Your Captain Speaking" streamjets songs and dialogue,

THE JUNIATA COLLEGE THE JUNCTIONIAN



Vol. XLVI, No. 6

Juniata College — Huntingdon, Pa. 16652

October 31, 1969

Also "The Telephone" . . .

Mozart Goes Mod for Halloween



Soprano Deborah Cook makes a return visit to Juniata tonight in the Demitasse Opera Company productions of Mozart's "The Impresario" and Menotti's "The Telephone."

This Halloween Wolfgang Amadeus Mozart shows a new face as a Mod presentation of his "The Impresario" teams up with Gian-Carlo Menotti's "The Telephone."

This dual production by the Demitasse Opera Company is the first of a series of free public attractions offered by Juniata's Music Department this year. Seats are available on a first-come, first-served basis. Curtain time in Oller Hall is 8:15 p.m.

Henry Butler, the distinguished Metropolitan Opera stage director, staged "The Impresario" for Franklin Concerts. The Demitasse Opera Company operates under their auspices and in the past has sent many outstanding musical productions to Juniata.

Providing an excellent introduction to opera as an art form, the Demitasse production of the hilarious one-act opera is performed in English, half in dialogue and half in music. Featured in leading roles are soprano Linda Burkhardt as Miss Sweetson; coloratura Deborah Cook as Madame Silverlang; Allan Keene, tenor, as the banker Mr. Eiler; and baritone Daniel Eby performing in the title role as Sol Surehock.

The libretto is about an aging prima donna and an ambitious ingenue who are both battling for the same role in a new production. Complications arise when the man with the money discovers he has to appease both ladies.

"The Telephone" depicts — in chamber opera form — a young man's frustrating battle with the telephone in winning his lady's attentions. His attempts to propose are persistently interrupted by the ringing phone, and he finally resorts to leaving her apartment to go out to a phone booth and call her to propose.

Task Force Examines Communal Living Proposal of "Conscious Community"

by David Beahm

Several weeks ago on Mountain Day a discussion was held concerning a possible communal living experience at Juniata. As a result, a group of interested students met the weekend of Oct. 10 to specify more exactly the purposes and functions of their proposal. For the remainder of the campus, then, these are their ideas.

It is felt that Juniata has lost sight of its goals to educate each student in the liberal arts, which include the social factors involved in personal interaction. In part, these are the same problems the Task Force is analyzing as it looks at Juniata in totality. The communal living, then, hopes to break down the rigid barriers which have grown through impersonal student-professor relationships based

on competition, not cooperation.

"A Conscious Community is personal confrontation: that is, each person in the community willfully makes himself available to every other individual (and to the group through a consciousness of purpose, i.e.—awareness of the need for and value of interaction. That personal confrontation involves two basic elements: 1) meaningful communication (through desire and availability) and 2) acceptance of the responsibility of sharing, i.e. equal give and take."

The immediate goals of the community are listed as follows:

- 1) To discover the role of human relations in education
 - 2) To examine new educational theories, and
 - 3) To examine existing educational systems utilizing these new theories
 - 4) To suggest alternative educational situations at JC
 - 5) To examine problems of implementing these alternatives at JC
- "One of the highest priorities of the group is the search for new motivations. Each member will keep an individual journal of feelings and experiences which will record the effect of our methods and inspire new ideas.

"The examination of new educational theories entails outside research of learning theories in addition to those generated by our own experience. However, we must also examine situations using these theories through college catalogues, talking to those involved in concrete situations and possibly visiting those situations.

"Not only must we examine what exists at Juniata, we must suggest alternative situations and consider implementation problems through which our findings can be generalized for the whole campus.

"The entire community will be in-

cluded in a six-credit course dealing with a search for educational alternatives. The course will manifest the commitment to Task Force through the community structure. The concrete results will be compiled in a group paper submitted to Task Force and available to all concerned individuals.

In many cases we foresee students' needs being met within the community through students who have achieved competency in some areas acting as "professors," through students having common interests doing co-operative independent studies, and so on.

"We feel that in our search for new motivations, we must eliminate the base of our present, unsatisfactory motivations, grades. As mentioned above, evaluation will be arrived at through interaction between those learning. In some cases this will involve a mutual 'teacher-student' discussion and in others it will be the decision of a student or group of students about what they feel they have achieved. These evaluations will be written and attached to our permanent records.

Although the optimum number of people is dependent upon the housing facilities the ideal is no more than 20, including professors' families counted as "professors." The professor and his family will live under the same conditions as the students, but exact situations will be worked out in the community after considering the internal factors of the family group.

"Efforts will be made to get participants from all areas of study and from all classes.

"Money for the community for rent, food and other expenses will be gathered from participating students and faculty. The student will pay the semester fee to the college.

Cont'd on page 2

Utopia Revisited . . .

Probably IDEAL Communism is the best form of government, and possibly IDEAL Comprehensive Exams are the best way to round out four years of education. Unfortunately the ideal is interpreted by Stalins and Comp Boards and something gets lost in the translation.

Everybody has his favorite comp story. Ours is the one about the ten minute quiz on the frog's liver (or was it his pancreas?) For every comp that is a rewarding, integrative experience, there is one or more (probably more) that is trivial and picayune.

Yet there are those all too rare cases where "something" clicks and everyone says, "It was good to have been there." It seems a shame to toss that moment away.

We shrink from abolition yet the search for an IDEAL compromise will probably result in nothing more than proliferation of committees (of which we have quite enough — thank you!)

Somehow IDEALS are always larger than their practitioners and live on despite the filth that clutters them. So until the IDEAL can stand alone (or until Niagara Falls, as the case may be) we would hate to exist in the U.S.S.R., and we view comps with deep distaste.

Letters Policy

Letters to the editor should be typed and double-spaced and should be submitted no later than 1:30 p.m. Monday. The editors reserve the right to print only non-libelous and responsible content and to edit all letters and commentaries submitted to the Junatian. The staff also reserves the right to publish all full signatures unless the writer can supply very valid reasons for omitting his name.

"Round Campus"

by Vic Rini

In the Junatian's attempt to be fair in all matters concerning this college community, our staff recently conducted a survey of those students who are in favor of Comps. It was discovered that students plan to hold a rally to show their support for these traditional exams. When questioned on the expected crowd, both students replied that they would undoubtedly be there.

With Parents Day occurring this past weekend many shaggy heads and budding muscaches have gone to seed. Lovers of the clean cut look that is popular way back in the fifties, take a good look now! It probably won't be until we all return from Turkey Day vacation that we will see this many faces and upper lips.

Hats off to the Nature of Man Staff! In their never ending search for the Good, the True and the Beautiful, they have successfully proven that no matter what he thinks, the bumble bee cannot fly!

A red flag is the symbol of excellence in many of the world's higher

social circles, (the Daughters of the American Revolution, the John Birch Society, Hell's Angels, etc.) As a regular feature of this column a Red Flag will be awarded to some member of Juniata College who has distinguished himself in the past week. It is only proper that our first Red Flag should go to the highest member of our academic institution, President John N. Stauffer. This honor is bestowed upon President Stauffer for his following action: when approached by Bob Krouse, a member from the Student Government Committee on Comprehensive Exams, and asked if this committee could present its findings before the Faculty at its meeting Nov. 3, he responded that he would be happy to "assign Bob and his committee five minutes." If it was up to our President he would have listened to the committee's findings all day. The five minutes "gift" was descending cohorts on the Faculty Committee. Thanks for your open mindedness and bravery in the face of the enemy. Good Work Pres!

Nasty Reviewer Forgives All Defects Charmed by "Beautiful Male Voices"

by Pat Balko

A lesser literary light would find the sentence: "The 'H.M.S. Pinafore' captained by Dr. and Mrs. Bruch Hirsch docked at Oiler Hall Oct. 24 and 25" tempting as all get out, I refuse. My mother didn't raise me to be cutesy. In fact, she raised me to be nasty. So it breaks my nonexistent little heart to be nice to the choir, but musically they were in top form.

There are inherent disadvantages in any performance of the "Pinafore." The original satire of rigid Victorian class strata is outmoded. (Let's hear it for the working class!) The actors

overcame this stale humor by being hammy, but we can forgive them because they sang as if they were being paid for it. Something might also be said for the lamentable attempts to do both upper and lower class English dialects. (We even detected a Southern drawl in there someplace.) Fortunately they gave up that heresy during the songs.

As for the non-student help, Mrs. Crosby and Dr. Norris were hysterical. The strut of Sir Joseph Porter K.C.B. (We know to keep bolt upright at least one nodding father in the capacity Parents Day audience. Half

the fun was knowing the real life occupations of Sir Joseph and the bumbast girl.

A Josephine. Barb Brogan was regal and aristocratic; however, towards the end of the second act, the strain of the high notes took their toll (less refined listeners would say her voice verged on cracking). Anne Hensch's stronger soprano was better qualified for the role, her acting was not. Too bad both couldn't have fit in one dress simultaneously.

Then there's Bill Leverenz, the Dudley DoRight of the shipboard set. We hear he was a bit much from the front, but from the balcony he was terrific. The Captains William Dick and Glen Billingsley were an even match, you could take your choice as to which was better: Dick's sneer or Billingsley's superciliousness.

Annette Warrenfeltz's Cousin Hebe was pushy, crabby, and desperate—a girl after my own heart. We were relieved to see John Over standing up straight the other day. He is also to be complimented for making himself heard above the chorus.

And the Chorus! All those beautiful male voices belonging to all those beautiful boys, I was thrilled. Everytime they opened their mouths in unison, my blood pressure increased to almost normal. The girls were fine too, but I'd rather talk about the boys.

The sailor's trio of Leverenz, Hockman and Huber should be mentioned as having real class. In fact, all the musical numbers should be mentioned as being something special; and if I had a thesaurus and any more inspiration, they would be. Everyone connected with the "Pinafore" should be heartily congratulated.

Indians Smash Fords on Ground, Air Delewski Returns Opening Kickoff

by Gene Galbraith

The Juniata Indians mutilated Haverford College 48-0, before a large Parents Day crowd. Haverford was definitely outclassed, as the Indians gathered 414 yards in total offense, compared to Haverford's meager 64 yards.

In the rushing department Juniata gained 296 yards, while Haverford could only manage a dismal five yards. The Indians also excelled in the air by passing for 118 yards, against the Fords' 59 yards.

Senior Joel Delewski started the afternoon's scoring parade when he

took the opening kickoff for a 66 yard TD. "Pip" McQuade added the extra point to put the Indians in front 7-0.

Juniata quickly moved the ball into Haverford territory on their first series of downs before halfback Dave Sparks dodged in for the score from the ten yard line. Following the extra point conversion, the Indians had a 14-0 lead.

Sparks continued to lead the Indian rampage by sprinting 66 yards for his second TD. McQuade converted his third PAT to give Juniata a comfortable 21-0 bulge.

Halfback Harry Gicking completed the first period scoring with a ten yard run into pay dirt. After the conversion, the Indians were coasting along with a 28-0 lead.

The Indians added another score in the second quarter on a 61 yard pass from Terry Turnbaugh to end Dan Rackovan. McQuade's extra point increased Juniata's lead to 35-0. Juniata continued their onslaught in the second half. Sophomore fullback Fran Fleischer scored the Indians' sixth TD on a four yard run in the third quarter. After McQuade's conversion, Juniata commanded Haverford 42-0.

While the Indians' defensive unit continued to massacre another score in the fourth quarter. This TD came on a six yard run by sophomore halfback Chuck Kensingler. The Indians failed to convert the extra point but they still had a very respectable 48-0 lead, which they held until the final whistle had blown.

Dave Sparks, the MAC northern division rushing leader, had another outstanding day. Besides scoring two TD's, Sparks rushed for 158 yards on 11 carries. It is also noteworthy that Dave is just 54 yards short of Bill Berrier's all time JC rushing record for a season (736 yards). Sophomore halfback Chuck Kensingler also had a fine day with 59 yards on six carries.

After Saturday's impressive victory, the Indians now have a 3-2 record (3-1 in MAC). Juniata will travel to Washington, Pa. Saturday for a non-conference clash with Washington and Jefferson College.

New Catalogue

Students and faculty are once more reminded that the 1969-70 issue of the College Catalogue can be picked up in the Admissions Office during regular office hours.

Task Force Examines Proposal of Communal Living at Juniata

Cont'd from page 1

which will then return to the individual all money except for four courses (12 credit hours) and lunch at the cafeteria through the weekdays. This is being done to avoid difficulties with the sponsors of various scholarships involved.

"The students, combining the refunds from the college with a proportional amount from the faculty, will provide the monetary source for the community. All members will plan its use. The budget for the community will be planned on a monthly basis, the students and faculty giving like amounts at the beginning of each month. If a member wishes to withdraw, he may do so at the end of the month."

At the present time, these proposals have been made to the Task Force which has established a committee composed of both students and faculty members to look into the practical details of implementation (housing, legal problems, people involved). The committee will then report back to the Task Force for further action on the proposal.

Faculty to Give Decision Mon.

Cont'd from page 1

Dr. Ronald Cherry in reference to both the original proposals and the subsequent committee action. Along with noting similarities, Dr. Cherry instructively points out some differences between the present pass-fail option and the proposals as modified by the committee; but his objection to the committee action lies in the confusion as to what makes the action significant; how these proposals differ from the existing pass-fail option."

In concluding his report, Dr. Cherry finds that "about the only thing in the proposal is that it does NOT in any new or significant way make possible a 'no grade' course, which was, of course, the original request of the students. Let me be clear, however, that I do not wish the modified proposal to be defeated on vote. In the end I would prefer this mess to no proposal at all — but only as a last resort. Systematic amendment of the proposal ought to be made the most desirable course of action."

Weidler Breaks Course Records, Pack Wins In Best Team Effort

by Aubrey Sheak

Last week proved to be a giant stepping stone on the way to a winning season for the JC harriers as they picked up two important victories over Elizabethtown and Delaware Valley.

Wednesday at E-town the harriers, led by record-setting Dennis Weidler, conquered a much improved E-town 24-31. Dennis Weidler set a new course record in tooling the rugged five mile course in 28:12. Aub Shenk finished third in 29:43. Tom Leaver (30:15), Kerry Stanley (30:54) and Scot Williams (31:54) filled the fifth, seventh, and eighth slots respectively.

In the Parents Day clash with Delaware Valley the "pack" displayed its best all out effort of the season in edging the Aggies 26-29. Weidler extended his winning streak to nine while setting a course record in the process. His time of 24:55 easily erased the former record of 25:15 set by Rick Beard last year.

Weidler's outstanding performance was only an indication of what was to follow. Coming into the final half mile of the race three JC men and four Delaware Valley men waged an all out battle. Aub Shenk (27:02) who ran the best competitive race of his career, came around the baseball fence even with Delaware Valley's first man.

As they approached the track, Aub gained the advantage and held on to take second by ten yards. Kerry Stanley (28:17) also running his best competitive race, passed two DV men just before reaching the track. In an all out effort Kerry was able to hold off the charging Del. Valley men and take fifth by five yards.

The final drama was provided by Tom Leaver (28:32). In the closest race of the afternoon, Tom beat his man to the tape by two steps. Scot Williams equaled his previous best time 29:19 in coming home tenth. Rick Paulhamus, John Civitta, Kirk Wilson, Bill Elwell, and Ken Kuehn all were well under the previous best time.

Fired up by their two great team victories the "pack" (5-4) faces Lock Haven and Shippensburg in a triangular clash Saturday at 2 p.m. on the home course.

KALOS CLIFTON

NOW THRU SATURDAY!
DADDY'S GONE A HUNTING
Technicolor Suspense Thriller
with Carol White
Paul Burke Mala Powers
Feature at 7:16 and 9:27

SUNDAY MONDAY TUESDAY
Grand Film Winner
Cannes Film Festival
A MAN AND A WOMAN
In Color starring
Anouk Aimee
Feature at 7:15 and 9:15
LADIES PAY 75¢ WED.

PEANUTS

The Junatian
Student Weekly at Juniata College
Huntingdon, Pa.

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JWSF to Support Project Concern's Relief Program

JWSF Week — from Monday, Nov. 17, until Friday, Nov. 21 — is fast approaching, at which time JC students will be able to lighten their pockets of seemingly worthless accumulating pennies, fill their hungry stomachs with home-cooked foods, and be helping mankind at the same time. What is J.W.S.F.? The initials stand for Juniata World Service Fund, which for years has been Juniata's one and only charity fund.

J.W.S.F. has over the years had a variety of projects supporting both organizations and individuals. The first four publicized projects undertaken by J.W.S.F., in 1954, included contributions to the Foreign Students Aid Program, which has enabled various foreign students to attend Juniata, and to the World University Service, a general fund which aids college students around the world. J.W.S.F. at this time also supported the Japanese International Christian University and two Brethren missionaries.

In 1966, students felt a need to cut down on the number of areas supported, and so to concentrate on an expanding Foreign Student Fund and develop a Disadvantaged Student Fund. It was in 1967 that Jee Soo Kim, whose home is in Seoul, Korea, and Jim Thompson, who was born in Johnstown and now lives in Mississippi, came to Juniata as a result of J.W.S.F.'s programs. Jee Soo, presently a Junior, is a math major, and hopes to go on to Graduate School before returning to Korea. He is receiving aid from J.W.S.F. for all four years here at Juniata. Jim received aid from J.W.S.F. for his freshman year and two terms of summer school previous to this. He is a sociology major, because, he has said, "I am interested in people."

This year, a new dimension has been added to J.W.S.F. Much interest was aroused on campus when Dr. James Turpin, founder of Project Concern, spoke at an evening convocation about one month ago. There was so much interest, in fact, that it has been decided that J.W.S.F.'s major effort this year will be to support Project Concern, "an independent, non-profit medical relief program with a deep concern for humanity." Its philosophy is the simple, capable of helping others should actively assist those who desperately lack even the basic essentials of health, education, food, shelter, and job opportunities. Project Concern centers its work in Hong Kong, South Vietnam, Mexico, and Tennessee.

During J.W.S.F. Week next week, in support of Project Concern, penny banks will be placed on the dining hall tables as a reminder to all of the millions who are hungry and starving throughout the world. Each person is urged to contribute at least one penny per meal. Just "one penny can provide a nutritious meal for a starving child, a day's treatment for intestinal parasites, a mother's supply of 24 hours freedom from becoming pregnant again." If each person does his share, 18,000 pennies, or \$180 can be sent to Project Concern, to be transformed from practically worthless copper into the "gold" of health, education, nutrition, and hope.

In addition to the "Pennies for Concern" project, there will be a bakesale and auction Monday night, Nov. 17, at 6 p.m. in the Ballroom. At this time, the home-made and (needless to say) delicious pies, cakes, cookies, etc., will be auctioned off to the highest bidder. Students may also vie for a dinner for perhaps as

The federal service entrance examination will be given on campus on Saturday, Nov. 15: 1969 from 8 to 12 noon, in room K222-Academic Building.

This test is for seniors and opens the door to approximately 60 different fields in many federal agencies at locations all over the country. Contact the Placement Office for further details.

many as eight people at a professor's house, or for the use of a faculty member's car for an evening. All proceeds, again, will go to Project Concern.

INTRODUCTION TO LITERATURE

Exemption Test
Thursday November 20
K216 7 p.m.

Troy to Exhibit Ceramic Works In Harrisburg

Punch pots with a personality, wistful pitchers, "culture vultures," and "ceramic boxes with mellifluous creaking doors" are all part of the repertoire of Juniata College's poet-turned-potter, Jack Troy, whose exhibit of original ceramic works opens this Saturday at the William Penn Museum in Harrisburg.

Troy, a 31 year-old assistant professor of English, has gained a wide reputation for his creative work in ceramics, which began several years ago as an avocation. He has also achieved recognition for his academic work in 19th Century literature and American poetry.

Discussion Day . . .

Task Force Sets Nov. 19 as D-Day

by David Beahm
Wednesday, Nov. 19, Juniata College will hold its first Campus-wide Discussion Day. In every available space on campus there will be small discussion groups of about 30 people discussing many aspects of college life. The groups will be organized on departmental lines with student leaders chosen by each department heading the discussions. In addition, there will be two student recorders taking notes on every topic to help ensure an unbiased record of everything that is said.

Basically the morning discussions

will center around the specific problems of education, especially as they pertain to Juniata. They will include general education, team teaching, interdisciplinary programs, evaluation (of both student work and instructional procedures), off-campus opportunities, senior thesis, independent study, the calendar, and classroom innovations.

The afternoon discussions will depart from the specific problems of education and deal with broader questions such as the following:

- (1) What is the point of having an education?
- (2) What should an education be?
- (3) What is the best thing that can happen to me at Juniata College?

It is hoped that the day of discussion will involve the entire college community in the problems of analysis and program revision. So far, only the Task Force has been working on these revisions. For the changes to occur, however, introspection at the "grass roots level" must take place.

After the sessions an evaluation will be made by the student chairmen, faculty, and recorders to determine the effectiveness of the program.

The Saturday, Nov. 15, afternoon opening of his Harrisburg exhibit will begin with a reception for the artist from 7 to 9 p.m. at the William Penn Museum. More than 200 pieces of varying sizes and subjects in several media will be on display. Recent works, including numerous pieces in porcelain. In addition, Troy will have on display several of the hand-blown glass pieces that he made last summer while studying under a scholarship in Maine.

Most of the items in the exhibit will be for sale at prices ranging from 88 cents to \$100.

Jack Troy's most popular creations

in ceramic have been wistful creatures, such as his "Culture Vulture," or pots with a personality, such as "Ceramic Box with Mellifluous Creaking Door," which resembles a small oven fitted with mirrors and squeaking hinges.

"You just can't keep making cookie jars all your life," says Troy. "You've got to have a sense of humor." And a sense of humor is probably the artist's chief attribute as a salesman of his own works. "Some things are fun to make," he explains, while holding a 30-inch, double-decker ceramic ice cream cone. "Ice Cream Cone" has been to about 2300 degrees, and never

melted!" A native of Towanda, Pa., and a graduate of West Chester (Pa.) State College, Troy received an M.A. degree in English and Art from Kent State University in 1967 before joining the Juniata College English faculty.

His ceramic works have appeared this year in juried exhibits at Pittsburgh's Three Rivers Arts Festival and the Associated Artists of Pittsburgh Sculpture Show, and at several Central Pennsylvania shows. This summer he was awarded a purchase prize at the Harrisburg Arts Festival. He has been invited to exhibit at the Delaware Art Institute in Wilmington next month.

Previously he has exhibited in Cleveland, Akron, and Chagrin Falls, Ohio. Last summer Troy received a scholarship in glassblowing at Haystack Mountain School of Crafts in Deer Isle, Maine.

On the literary scene, Jack Troy has had several articles published in the Thoreau Society Bulletin, and in "Ceramics Monthly" and "Organic Gardening" magazines. He is a contributing writer and exhibition critic for "Craft Horizons" magazine. In 1967 he won a poetry award from the Kent Quarterly magazine.

Troy's review of the new book, "Tough-Guy Writers of the 30's," by David Madden, will appear in the forthcoming winter issue of the "John Steinbeck Quarterly."

Colloquy to Present Total Involvement

Residential Colloquy, "Encounter '70" presents a total educational experience through discussion, action and community. Speakers with deep convictions are invited to campus to try to persuade students of the importance of their cause, to argue with the other speakers not of their opinion, to talk with, eat with and live with the students. An ideal number of guests would be enough so that one could room on every hall of every dorm—so that the combination of close living and dining arrangements, panel discussions and workshops would not give even the most "apathetic" student an excuse for non-participation.

Colloquys are centered around contemporary problems with panel members selected so as to give a range of viewpoints. Students are encouraged to ask questions or argue during

panel sessions, and later to contact panel members personally.

"Encounter '70" is set for the nineteenth through the twenty-second of February. Colloquy is an experiment. If learning occurs, it will have been motivated by the students' own interests and by challenging men rather than by grades, graduate school, or an impending career.

Any aid and encouragement you could give the Colloquy Committee would be appreciated. A list of topics and topic chairmen follows. If you are interested in working, please contact:

- Money — Carol Barwise and Kathy Snyder. Publicity — Ann Reganis and Dan Rosenberger. Housing — Greg Huston. Transportation — Steve Allman and Bob Winter. Secretarial Pool — Kathy Snyder. Photographs — Bob Burgess. Orientation and Miscellaneous — Kathy Snyder. Arts and

- Crafts Show — Barb Grubb. Music Workshops — John Sollenberger. Sensitivity Training Workshops — Kathy Snyder (temporary). Racism — Donna Roppelt, Witchcraft and Mysticism — Priscilla Hill. Pollution and Ecology — Jerry Shue, Military and Industrial Complex — Myrna Laird, and Steve Sarfaty. Poverty — Marta Daniels and Sara Clemson. Law and Order vs. Law and Justice (Prison Reform) — Steve Allman. Drugs — Ken Florin and Kirk Barnes. Sex — Jane Logan. Mental Health — Carol Barwise. Education — Kathy Snyder (temporary).

Expansion Means Better News Coverage for WJC

by David Beahm
Within the near future WJC will be expanding coverage to include approximately 4000 additional families throughout Huntingdon County. The signal will be sent out over the Huntingdon Television Cable Company's lines in one of two ways: (1) by using FM so that anyone with an FM set hooked to the cable will be able to get the station, or (2) by using a television weather channel, providing the sound background for a picture of meters and indicators.

The newly expanded coverage, however, will mean very little to the college student unless he is already hooked up to the cable. Reception for everyone else will be unchanged. Thus, community people miles away will be able to hear WJC much more clearly than the dormitories across campus.

What the expansion does mean to the campus is improved newscasts. It is hoped by radio officials that the added responsibility of an enlarged audience and probably increased ad-

vertising time will prompt newscasters to improve present methods.

Increased news coverage also means an expansion not only in quantity of news but also in quality. Reporters will be assigned to cover all the important meetings on and off campus—task force meetings, faculty meetings, student government meetings, elections and many more. There will also be more special reports featuring different aspects of campus, regional or national life. These reports will be made possible by an improved copy file system in which major A.P. news stories will be cross filed by topics to make collective news stories from the more distant past possible in addition to the current event coverage.

Thus, students at Juniata may look forward to a revamped news system covering an increased number of topics with a more varied approach. In addition, at least those who are hooked up to the T.V. cable will now be able to hear WJC to a reasonable extent.



October 31, the student PSEA entertained first graders from Alfarrata and William Smith schools at a Halloween Party. The party is an annual project of the club and was organized this year by Peggy Slaughter. The party gives the future teachers an opportunity to work with children and to try their skills.

The children were entertained with various games, readings, songs and a visit from the Great Pumpkin, portrayed by Richard Smith. Refreshments and costume judging were included for the children.

Both groups of students enjoyed the party; the children enjoyed the games and a free day from school, and the PSEA members enjoyed the practical experience.

You' all Come . . .

Long far gone is the time when "education" was the alphabet on a hornbook or $1+1=2$. Also past is the time when Mom and the PTA saved the day and rescued the suffering student.

For the first time in a long, long while the Juniata student has a chance to say exactly what he thinks about education, evaluation, this institution and his particular department. He can do this in surroundings where his opinions are desired, free from the emotionalism which characterizes some groups on campus.

What this all boils down to is that the Task Force is just not another committee and Nov. 19 is just not another exercise in group dynamics. And what this inspiring message consists of is a thinly disguised plea that **everyone** read the position papers on the following pages and come to the discussion groups Nov. 19 ready to offer valid comment.

Letters Policy

Letters to the editor should be typed and double-spaced and should be submitted no later than 1:30 p.m. Monday. The editors reserve the right to print only non-libelous and responsible content and to edit all letters and commentaries submitted to the Juniatian. The staff also reserves the right to publish all full signatures unless the writer can supply very valid reasons for omitting his name.

Demitasse Production Reveals Latent Talents of Performance to Audience

Friday night, Oct. 31, the Juniata College community was treated to two Demitasse Opera productions, Mozart's *The Impresario* in mod version and *The Telephone*, a contemporary opera by Gian-Carlo Menotti, both in English.

Deborah Cook as Madam Callows, an aging prima donna, in *The Impresario*, gave the audience quite a thrill with her clear and agile coloratura filigree.

Miss Sweetsoong, Linda Burkhart, proved to the Juniata audience that opera singers can have more than one talent. Her striptease was, no doubt, a surprise to quite a few people. Miss Burkhart returned in *The Telephone* as a somewhat scatter-

brained telephone addict.

Our special thanks must be extended to Allan Keene, tenor, for appearing on stage suffering from a severe case of laryngitis. He overcame his handicap and, despite the fact that he was attempting to be easy on his voice, his Mr. Ding came over quite well as the pompous banker of *The Impresario*.

Having always especially liked baritone, I can't understand why I waited until last to talk about Daniel Elby, who did the role of the impresario. He was also Ben, the frustrated suitor in *The Telephone* and showed a good baritone voice in both operas. I wanted to be particularly careful to remember the accompanist, Jeffrey Smith. Opera is undoubtedly more

The half hour wait that preceded the Eva Jessye Choir last Thursday seemed to drift away as soon as the poultry conductor took the stage and the first songs began to fill Oiler Hall. Lord, the choir not only gave the audience what it had come to expect, but also ran the gamut of Negro soul-manship. To us in our "nice little worlds" the feelings that inspired these songs shall never truly be understood; but for a moment last Thursday night one could almost see himself settin' in front of a shanty all been picked.

Using a minimal number of props and only two guitars, a trumpet and a drum, Miss Jessye and her twenty dancing singers truly put the audience on a train that swept through the entire scope of American music. All thirty-five of the selections evoked a toe-tapping, handclapping spirit in both player and spectator. Mournful wailings followed happy camp songs and preceded joyous spirituals. Traditional arrangements led the way to tunes that have held Broadway audiences spellbound for years. Space only allows that the highlights of this American "Magical Mystery Tour" be reviewed here.

Probably the most memorable portion of the show was the six song medley at the end of the first act. Singing a group of spiritual numbers, the choir had an opportunity to display their talents at their best. Working from the soulful "Troubled in Mind,"

to the hopeful "Ain't Got Time To Die," through two Bible belt beauties, "Heaven is One Beautiful Place" and "Rockin' in Jerusalem," and finishing with "Soldiers In The Army of the Lord," the choir not only gave the audience what it had come to expect, but also ran the gamut of Negro soul-manship. To us in our "nice little worlds" the feelings that inspired these songs shall never truly be understood; but for a moment last Thursday night one could almost see himself settin' in front of a shanty all been picked.

Of the remaining songs three seemed to outshine the rest. As soon as that conductor-narrator opened his mouth to explain what the Hallelujah Train was all about it was obvious that with a voice like that he was bound to get into the singing part of the show sooner or later. When he finally did there was no doubt that this was no ordinary Pennsylvania Central employee. Teaming up with one of the more spirited female members of the ensemble, a rendition of "Bess, You Is My Woman" was presented, which made the younger members of the audience start asking who this guy Gershwin was.

Following that with "Old Man River," the heavy man in the blue suit became king of the low singing Mel of the Temptations. His volume was not loud, it was powerful. His bass was not just low, it was reaching, prodding, digging it's way into the hearts and memories of all that heard.

Finally we have "Let the Sunshine In" from "Hair." It seemed that the Choir did not actually sing it. Some came mainly to hear this particular song, presuming that the heavy, soulful, spiritual beat of this number would be an opportunity for the singers to pull out all stops and really offer us something special. Instead we received an interpretive dance to a drum beat that was faintly reminiscent of the song. The dance was something that could only have truly come off well on the stage. Miss Jessye used her medium to the fullest. You can't see a modern dance on an album; but you can listen to the song by the original cast or the Fifth Dimension or just about any other group. The sight of the young dancer expressing in motion his interpretation of the rhythm was an experience that the audience should have been thankful for.

Hesse Weekend . . .

Group Equals Involvement

by Lynn F. Wuesthoff

When people begin to question, they begin to learn. With this in mind, seven students and three faculty members set out for Camp Blue Diamond last weekend with two Hesse novels rolled up in their sleeping bags. The ideas would be those presented in *Siddhartha* and *Steppenwolf*, but the

focus would be upon the group itself.

Upon arriving Saturday noon we cast our immediate attention upon the most pressing problem at the moment and ate lunch. The afternoon was spent in discussion of several issues presented by Hesse, and after dinner we pursued these ideas further. Sunday brought more talk, and by the time we were ready to leave, plans for another session were already begun.

The time has come when thoughts must be shared, and this type of confrontation gives a group the momentum to get started. Living in common with others welds people together, if only for a weekend, and with this bond they have the courage to question what they as individuals might lack.

The Hesse confrontation is the beginning of what has the potential of being a really good thing for Juniata College. Involvement is something that we see so little of; commit yourself to a group and find out what you think! Get together with interested people and start to learn.

French Company To Present Antigone at PSU

The celebrated French company, Le Tréteau de Paris, hailed by the New York Times as a "brilliant scintillating theatrical troupe" will appear at The Pennsylvania State University Tuesday, Nov. 18, with a stunning new production of Jean Anouilh's poetic masterpiece "ANTIGONE."

The play, scheduled for 8 p.m. in Schwab Auditorium, features Jean Davy of the Comedie-Francaise in the role of Creon which he originally created and Reine Barteve in the title role.

Sponsored by the university's department of French, the French government, and the French cultural services, Le Tréteau de Paris' performance of "ANTIGONE" will be the troupe's fifth appearance at the university.

Groups and individuals wishing to attend should request tickets immediately by writing to Mrs. Josette Canajolle, Department of French, S-409 Burrowes Building, Pennsylvania State University, University Park, Pa. 16802. All seats are \$2. Make checks payable to "Department of French." Tickets will be on sale also at the Hetzel Union Building, HUB desk, from 8 a.m. to 5 p.m. starting Nov. 10 and at the box office on the date of the performance only.

Independent Study Lacks Enrollment New Form Sought

Juniata College presently offers several forms of study that are independent from the classroom. The major forms of the independent study program (Credit by examination, Tutorials, and Departmental Honors Program) were instituted to allow the student to do work for credit in a manner that he feels will be most beneficial to his academic program and to provide maximum curriculum flexibility. In brief, these were the purposes stated by the Committee on Independent Study when the program was instituted. In evaluating how nearly these purposes have been realized, statistics of participation in these programs may provide a yardstick.

What good is a program if it isn't used? In the year 1968-69 a total of eight people took advantage of the Honors Program, twenty-two took advantage of the Tutorials, and one hundred and sixty-four took advantage of Credit by Examination. In light of these figures, this writer would rate the participation as poor.

Why has participation been so low? It may be that one reason for the lack of use of these programs is uncertainty in the student's mind of what is really involved in an independent study project. This probably comes from the lack of exposure to this type of work in the high school. To counteract this, there might be instituted an independent study project to be used with the Great Epochs of World Culture course. This would not need to be a complete course in itself, but merely some form of independent study to introduce the student to this type of work.

SG to Back Comp Revision

The faculty reaction to the proposal that comprehensive exams be abolished has been the main concern of the Student Government. As the situation now stands, the Faculty Committee will vote on the motion of abolishment at its December meeting. The Curriculum Committee and Faculty Council were appointed by the Faculty Committee to make a recommendation on this motion. These groups are working on revisions of comps instead of abolishment. It was discussed whether the legislature should appoint a committee to present the students' viewpoint on revision, or stand behind its original objective of total abolishment. For the faculty to under-

stand the viewpoint of students on revision was felt to be very important, and the student representatives to Faculty Council and the Curriculum Committee are to serve this purpose.

Eric Woodworth reported that the Faculty Council sees the main issues students dislike most about comps as the inconsistencies in evaluation between departments and the requirement that they are contingent on graduation. Its revision is to make comps not contingent on graduation. However, the Curriculum Committee's proposal would keep them as a graduation requirement. In addition, various faculty members have come up with revisions. Lee Denlinger mentioned that ideas of students on revis-

ion include having a senior thesis, a seminar course in one's major or a set-up where the student writes his own exam.

It was announced that the faculty has voted away deficiency notes if they had existed. Sending of them is at each member's discretion, but they will not be sent to parents or to the Dean. Student bills and grades will also go to the student, not parents.

Student Government has voted to support action on air and water pollution. Sally Palmer will investigate the possibility of bringing speakers to Juniata in addition to those who will speak at the Colloquy.

Lee Denlinger reported that although the Registration and Standing Committee had passed the idea of not letting the professor know who was taking courses pass-fail, the faculty had vetoed it. The reason was that students taking pass-fail courses slow classes down. The committee has considered a proposal to allow students to take leaves of absence for one year without withdrawing from school. Such absences could be for work, travel, or other related experiences. Lee also reported that the registrar is working on a change in procedure for course registration.

In accordance with a proposal made by Jack Rittenauer, SG will be appointing a student to serve on a sit-in basis on the college Center Board. According to Jack, the Center Board is working toward the purchase of a school bus for away athletic games or other activities. Even if the support is to be solicited from town merchants.

Because of the resignation of Donna Roppelt from the Task Force, a new appointment will be made. It was agreed that this person should be an upperclassman since the other student member is a freshman.

The Juniatian

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Huntingdon, Pa.

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More Discussion Day Position Papers...

Variables Control Innovations

The only thing that is readily apparent to this committee is that no single classroom innovation will have universal applicability. The usefulness of any particular innovation will depend on a number of factors such as the subject matter, size of class, facilities, the capabilities of the students and of the person directing the class. A number of the suggestions which follow are certainly not unique. They would be innovative at Juniata only in the sense that they are not presently being used in the majority of classrooms.

Several suggestions, in no particular order, are as follows:

- (1) The physical arrangement of the classroom should seek to minimize formality and maximize opportunities for student participation. Circular chair arrangements in many classrooms are one small step in the right direction. The presence of coffee in classrooms might also serve to reduce unnecessary formality. It is difficult to have a classroom concept of communi-

Implementation Faces Values of Off-Campus Learning Experience

Based on personal experiences this committee feels that the off-Juniata-campus learning experiences can be very valuable in: (1) exposing students to problems which are presented and discussed in the classroom; (2) giving the student the experience of real life problem solving; (3) providing the student with the opportunity to integrate classroom theory and real problem situations; and (4) enriching the quality of the student's total educational endeavors. But for the off-campus program to attain its maximum effectiveness, it must be carefully planned, supervised and evaluated by students, faculty and cooperating field personnel. In discussing the various possibilities and ramifications of the off-campus learning experiences, the following questions seem relevant:

I. Educational Objectives and Off-Campus Experience

1. What kinds of educational objectives can be met by off-campus experiences?
2. What are the learning advantages and disadvantages of such programs in terms of:
 - a. related experience, e.g., not being in a college campus environment?
 - b. quality of learning experiences?
 - c. quantity of learning experiences?
3. How should the off-campus experience be structured, i.e., individual or group basis?
4. What are some possible off-campus learning situations that can be established?
 - a. by departments through (1) tutorials or (2) courses?
 - b. by two or more departments in (1) one division or (2) across division lines?
 - c. at the level of the whole division or some other combination?
 - d. with volunteer programs for non-credit?
- *5. What kinds of off-campus experiences are available or could be made available?
 - a. field trips,
 - b. work experiences on a semester or year basis with students living on-campus;
 - c. summer programs;
 - d. semester or year programs with students living off-campus;
 - e. multi-college cooperative programs.
6. What kind of simultaneous on-campus education is required to complement the off-campus experience?
7. What is the desirability of granting no credit for off-campus experiences?
8. If credit is granted for the off-campus experience, how and by whom should the grade be determined? Pass/fail?
9. What are the educational advantages and disadvantages of such programs for the students?

II. Implementation and Supervision

1. What kinds of skills (faculty and student) are needed to

Cont'd on page 5

ty in a formal classroom situation.

- (2) All courses should be preceded by a discussion (by students and professor) concerning the material of the course
 - (a) the course goals, the capabilities of the students and
 - (b) professor and the possible means of obtaining the goals.
- (3) Programmed learning may be extremely beneficial, especially for large classes. A simple system of slides and tapes may be used. Two advantages of this technique could be:
 - (a) it would allow the student to proceed at his own pace and thus help hold his interest;
 - (b) routine material could be covered exclusively by the programmed instruction, freeing the classroom for more interesting discussions.
- (4) More extensive use of films and video tapes. A library of these items should be established and they should be available for out-of-class use (idea of continuous classroom). The idea of video-taping students at work should be considered.
- (5) Have students consider the material presented in one medium in a different medium. For example, ask students to describe a poem or theory in terms of color, or music, or design.
- (6) A variety of methods of evaluation should exist in any one course. The choice of the evaluative measure should be left to the student. For example, a student might choose to replace

Paper Suggests Replacing Grade With Class Rank

Education is a social institution which society supports to facilitate many of its own processes; several of these are society's preservation and evolution. Preservation, for example, includes the fulfilling of the needs and desires of its component individuals sufficiently to keep them satisfied with the total social fabric to that degree that they do not want to destroy it.

Education primarily functions to prepare an individual to perform well his part in the maintenance and development of some social institution, while being constantly critical of its purpose and successfulness as well as that of society in general.

As such education should undergo constant evaluation as to how well it is performing its social function. Our part of this evaluation is the examination of how well it has educated its students and of how capable they have become. This evaluation should be as thorough and correct as possible and should be published as clearly as possible.

The grades A to F should be replaced internally by rankings in class, as formerly done at Juniata and as is reportedly done at the Service Academies. Such rankings remove the anomaly of two students, one of whom receives a B, the other a C, even though their performances in class have been very nearly the same, and the anomaly of easy-marking and hard-marking teachers giving different grades for the same quality of work. For graduate schools and other situations in which letter grades seem necessary, the class ranks could be converted to A to E grades by a formal scale used at Oberlin for many years. I imagine that a search of the literature would find ways of combining class ranks to give an overall rank of the student for all his classes.

Since an examination is an evaluation simultaneously of the student, the teacher and the college, the final overall examination embodied in the comps should be constructed, administered and evaluated by outside boards in no way connected with Juniata College.

There will be a meeting for all seniors Thursday, Nov. 20 1969 at 7:00 p.m. in Alumni Hall. Mr. David Lee, director of placement, will explain the procedures of the placement office—as they concern you. All seniors should attend this meeting, if possible.

tests with a term paper or with class presentation or with original research, etc. This suggestion is part of a more detailed discussion of classroom innovation by Carl R. Rogers, *Freedom to Learn*, 1969, Ch. Z. Xerox copies of this article will be placed on reserve in the library.

- (7) The subject matter to be covered in lectures could be announced several days in advance of class. Permission to attend the lecture might then be made contingent upon passing a short test covering related material.
- (8) Upperclassmen could be given credit for assistance with lower level courses. This could take the form of supervising freshmen searching for position papers and planning their own presentation of a refutation of a previously presented paper or position. It could take the form of assisting a group in preparation of material and/or arguments for use in discussion or panel presentation. Or it could take the form of guiding small groups of students to critically evaluate their own writing or other works, or the work of another small group. In these ways students would become involved in the same cooperative procedures that every class member goes through as he deals with academic material.

Evaluation Today Assumes Given Goal and System

Is evaluation necessary for a social institution? Is evaluation a necessary social function? The answer has traditionally been yes. Personal evaluation of one's self has always been praised but has usually been denied as sufficient because it lacks "objectivity" and ignores the realities of the broad social organization. If we assume that institutionalized education is fundamentally a social process requiring social judgments as to its goals and outcomes, then we must ask what is to be evaluated and what criteria are to be used in the evaluation.

There are three basic possibilities concerning what ought to be evaluated: 1) the student, 2) the educational system, and 3) both. If we evaluate only the student, as is generally done, we accept the educational system as given and necessarily assume that it is correct in its operation. On the other hand, we cannot simply evaluate the system for the system, but in terms of its effects on the students, and unless we view the student as a lump of clay that is completely shaped by the system he must be held accountable for his actions. It seems ap-

Division III Proposes New Interdisciplinary Plan

Proposal: that Division III be divided into three main sections: Mathematical Sciences, Environmental Sciences, and Liberal Arts and Science (a different name may be needed for this). A Division III graduate would obtain his degree in one of the above fields with concentrations in biology, chemistry, geology, physics, mathematics, or any combination of two; for example, in Mathematical Science, geophysics, or Environmental Science, chemistry.

The program would be so constructed as to require no new courses immediately, although in time it would likely result in considerable numbers of changes.

The section of Mathematical Science would be primarily for students with mathematical aptitude who presume as a matter of course that they will go to a graduate or professional school. A primary feature of this degree would be the high level of mathematics required, i.e., at least through Applied Math I and II. The student's area of concentration would depend on which descriptive courses he took in the various departments.

The section of Environmental Science would be for those students who may or may not be mathematically inclined and/or who are not necessarily planning for graduate school. This option would permit the student

to enter a graduate program should he later wish to do so and, at the same time, permit maximum flexibility. There would be a mathematics requirement, but the main focus of the program would be on descriptive science.

The final section of Liberal Arts and Sciences would be primarily for those students who have come to Juniata College to be liberal arts educated in the traditional sense, and who want to do this with some concentration in Division III; the program would focus on those courses in the college that would allow the student to relate science to the humanities.

The possibility of including part of the programs of Division II in the section of Environmental Science should be considered and the system be inclusion of Divisions I and II in the section of Liberal Arts and Sciences would be a necessity.

The departmental faculty structure would be changed somewhat. The departments would retain their present identity. However, in addition, each faculty member would belong to one of the sections. Many of the departmental problems of the curriculum and course structure would be dealt with at least in part, a section problem. There would be section chairmen in addition to the present department chairmen, and section meetings in addition to the present department meetings.

Rationale:

1. It is apparent that the traditional departments set up artificial boundaries that tend to be fairly narrow in scope. This narrowness results in programs and students that are not concerned with the broader implications of the immediate discipline. Thus interface (e.g., geophysics) have tended to develop less rapidly than they might have in a more flexible system. A system such as that proposed should encourage work in broad areas.

2. Since it seems that most students make early and fairly accurate decisions about their interest in mathematics, the natural boundaries of a proposed system, being based primarily upon the mathematics requirement, would permit early decision as to a descriptive, a mathematical or a liberal arts approach to science while allowing the areas of concentration to develop more slowly and with greatly enhanced flexibility.

3. The remarks in 2. above, correct, should effect a more even distribution of students across the various departments of the division. A student could restrict himself to descriptive science and still concentrate in chemistry, for example.

4. Finally, further values made possible by this proposal would include cross-fertilization between departments, better utilization of course and the possibility of team teaching

Can Inter-disciplinary Studies Aid The Student? Contribute to Goals?

A necessary pre-requisite to the consideration of anything interdisciplinary involves a look at different meanings of education.

A college "education" means many different things to different people. Examples of this variety of meaning or expectation might be:

- 1) I want college to prepare me — efficiently — for a well-paid, reasonably prestigious job.
- 2) I want college to help me see alternatives to the way I think about life, about issues, about ideas and ideals.
- 3) I want college to afford me the opportunity to learn skills and processes of enquiry, of deliberation, of decision-making, of acting such that I will be enabled to come to grips with whatever my concerns — now or later — may be — career, values, attitudes . . .

Would inter-disciplinary studies expedite or hamper any, or all, of these goals?

- I. What are the possibilities within one division for?
 1. core courses
 2. inter-disciplinary courses involving 2 or more departments

parent then that a useful form of evaluation must reflect upon both the student and the system.

If the system and the student are to be evaluated, against what criteria is this evaluation to be made? It would seem desirable to use the stated goals of the system and of the student as criteria. The system suggests such goals as seeking "to broaden intellectual understanding rather than lecturing on a particular skill," and achievement of "optimum intellectual, personal, and social development." No known statements of student goals exist. It would seem appropriate to draw up a realistic statement of student goals and see that these and the goals of the system are accurately reflected in the operation of the institution as a whole.

In summary, heavy emphasis upon classroom, course-by-course evaluation of student achievement accept the system as the given and the diploma as the satisfactory accumulation of the requisite number of largely independent "credit hours." Such a view is conceptually narrow, at best, brary.

- II. What are the possibilities between two or more divisions for?
 1. core courses
 2. inter-disciplinary courses

- III. On what levels should such offerings be given?
 1. tutorial?
 2. seminar?
 3. regular courses?

IV. What variety of approaches should be used in developing such courses and in carrying them out?

1. Should a college curriculum revision study period (say 2 days) be incorporated in the college calendar to allow the entire faculty and student body to re-think curriculum matters?
2. What advantages and disadvantages would be present in using some of the following approaches to inter-disciplinary work:
 - a. Problems approach — an applied approach to attack some problem such as segregated education, land use, water pollution, nature of man, ultimate meaning.
 - b. Systems approach — how each discipline conceptually

approaches some quest such as learning theory, technological change, social conflict, beauty, evolution.

- V. In Division II and III should there be a distinction between mathematical and non-mathematical (environmental) sciences in terms of conflict, beauty, evolution.

VI.

- 1) How can inter-disciplinary studies contribute to educational goals of a) students, b) faculty, the institution (curriculum flexibility and change)?
- 2) Would the following advantages or disadvantages result?
 - a. proliferation of courses
 - b. greater comprehensive knowledge
 - c. framework for continuing education
 - d. heightened motivation interest
 - e. opportunities for team teaching

VII.

- 1) To what extent may and should such inter-disciplinary work developed in conjunction field programs or off-campus learning experience?

DISCUSSION DAY POSITION PAPERS

Questions, (Hopefully) Replies

The purpose of Juniata Discussion Day is to bring together the entire college community for a day of self-inquiry, evaluation of its present structure and some proposals for future changes. Every so often an individual—and in this case a community of individuals—needs to take stock of what he is doing and where he is going. Juniata, like the world of which it is a part, is entering a new phase. Where are we now? Where do we want to go? What kind of education do we want and need? How is our learning here relevant to the human beings we are and want to become? What is a liberal arts education?

The following articles represent the work of faculty-student committees who volunteered or were invited to express varying points of view. They in no way express the views of the Task Force, or of any significant number of faculty or students. Their purpose is to stimulate the thinking of all of us who will participate in Juniata College Discussion Day. What position do you take on these issues? How do you want Juniata to change? Talk about these ideas (and any others you may have) with your friends and colleagues. Bring your contributions to the discussions on Nov. 19. See you there!

Instructor Evaluation Lacks Uniform Informative Basis

It has been the practice for the past seven or eight years in the Department of Economics and Business Administration to request the graduating seniors to submit a written evaluation of our program and instructors as well as any recommended changes in writing to the chairman and/or individual faculty members on or about the day of commencement. Our department has found this information extremely valuable in helping us to improve our program and/or teaching methods.

In the past evaluation of instruction has been carried out by the Dean's office, department chairmen, and students, but not on a uniform basis which is comprehensive and thoroughly informative.

T. C. Hartley, Associate Professor of General Engineering at the University of Illinois, has reported in the publication "Engineering Outlook" a more organized and statistically valid method of conducting instructor evaluation. Professor Hartley collects data from the student at the end of each year by having him complete an instructor rating form for each class he attended. The form rates the instructor on twelve characteristics on a five-point scale. These characteristics range from "enthusiasm in teaching" to "ability to explain difficult material" and conclude with an overall rating of the instructor's effectiveness as a teacher.

The results in each section are computer processed and presented to the instructor in the form of a mean rating for each of his attributes. This allows him to see his own strengths and weaknesses. Same-course or course group tabulations afford a profile of item rankings which allows him to compare his own rating with those of his colleagues. This gives the teacher diagnostic feedback about his strong points and specific information about which areas he might improve. The ranking with his peers gives him motivation to improve or continue good performance. For the administrator, the ratings provide a way to assess the range of student evaluations received by staff on various teacher functions.

Professor Hartley stresses that although there are no absolute standards against which the student opinions can be measured, the comparative data prove to be useful. In addition, the results of the study seem to agree

with some commonly observed teaching phenomena. For example, an instructor who teaches the same class twice in one day will do a better job the second time. He also does a better job in a course he likes. Desirable and undesirable teaching, grading, and personal habits are readily observed from the rankings, and the students seem to appraise their teachers seriously and fairly.

Authoritarian vs. Check & Balance

Under the traditional evaluation system almost sole emphasis has been on evaluation of the student. It is my assumption, that this is an extension of authoritarian parentalism in which evaluation comes down from the authority. An alternative method would be a check and balance system of evaluation between the instructor or institution and the student. As the system exists now the question is, basically, what is the use of evaluating a system unless positive change can occur?

In what ways is the student presently able to shape the system by way of evaluation of his instructor? Student Government can act now as only a pressure group and is forced

General Education Asks Universal Questions In Examining Humanity

It seems to us that there are three sorts of closely related questions that are or ought to be asked in general education courses: (1) what, if any, are the most general or universal principles we can find to help us to organize and explain our experience? (2) what, if any, are the most general or universal principles we can find which will enable us to connect, unify, and explain the various specialty disciplines? (3) what is man's nature, his relation and responsibilities to other men, and his role in the world and the universe, if any?

Believing that these questions are of greater importance even than merely factual questions, we contend that rather than there being only two courses which deal with them, there should be, under the present structure, at least one course each year which deals with them. On the other hand, almost every course comes to the point where such questions are raised, in some way. Where they dealt with, competently, no special courses would have no other responsibilities for the work of the second term.

self as learned—or even as a fully conscious human being—unless he has and can deal with such questions.

Someone may wish to argue this, but consider the following. Today's society demands of its members that they live and function under pressures from those of twenty or thirty years ago. It also asks every member to be capable of adjustment during his lifetime to the many and rapid changes of his society. Given, then, the pressures and the rapid change, general education seems to be the best way for an individual to be guided and helped toward living a satisfying life for him and a "useful" life for his society.

Recognizing that general education is not the only avenue which can aid an individual to learn to know himself and come to terms with himself, and knowing that general education is a guarantee that this examination will happen, we still feel that by its nature, general education is best suited to perform this function. General education deals with the universal ques-

tions of what it means to be human, to be a man. It is these questions which an individual must at some time in his life and on some level, superficial or otherwise, confront and seek answers to for himself. The person who does this is the one most likely to have the strength to survive the pressures of the society in which he lives.

Likewise, in a world of constant flux, rapid technological change, and problems whose nature changes within a decade, general education insures that the underlying and often universal needs and questions of men and society are recognized and understood, and rather than merely the specific and transitory attempts to answer those questions and fulfill those needs. Problems and solutions of any society change and any man who wishes to seek solutions must know the questions change and any man who wishes to seek solutions must know the questions to ask which will pinpoint the needs to be met. These are the questions to ask which will pinpoint the needs to be met. These are the questions which do not change with time and place and are the questions general education raises.

Therefore, we feel that an essential part of every man's education must be that called General Education—that education which forces men to look at themselves as human beings, as men, and helps individuals to solve the problems of their society by examining the unchanging and universal questions of mankind and its needs.

As for immediate and concrete proposals, we make this suggestion: that in the first two years of one's college life, he take specialty courses in which he does nothing but sit around and memorize; that in the last two years he take nothing but courses in General Education, dealing with such questions as those listed in the first paragraph. The last two years would be considered occasions for wide reading in literature and other areas dealing with the human condition (e.g. theory and purpose in the environmental sciences); and direct, immediate, and personal contact with other students and faculty could not be avoided.

From school to college . . . the rejection simply because structurally, it is outside the evaluating system. A structure provided for the students, to influence curriculum does exist . . . at least in the pathfinder . . . in an Education Committee whose "scope" includes curriculum and scheduling changes. Where is it? Student members do have voting power on all the faculty committees except Faculty Council. Granted this is an important step in the right direction, but any effort to check or balance any administration or faculty interest is best because students are simply outnumbered, in my mind indicating a marginal commitment to student representation. Moreover, the major committee concerned with "interpretation

of instructional excellence" or evaluation of the instruction, lies in the Faculty Council, which allows student presence as observers only. The only way a student can evaluate his instruction now is by choice of classes, attendance to a particular class or in final desperation by transfer. The professor has the authority, and the school's academic policy behind him, to isolate himself from these potentially honest evaluations of his class. This is accomplished through signed taking, and because some courses are required in the first place.

In summary, Juniata's curriculum is structured around a uni-directional system of evaluation and would necessitate a complete conceptual reassessment on the part of all concerned if a reciprocal evaluating program is ever to be a reality.

From school to college . . .

Seminars Could Aid Fresh Transition

We think that some conscious purpose or purposes should animate our curricular arrangements for the all-important year of transition from secondary school to college. The prime purpose, we believe, should be to provide the most favorable curricular setting we can for developing a commitment to the life of the mind.

By this we mean nothing more pretentious than creating recognition that the rewards of intellectual inquiry are commensurate with one's skill at it. Young people understand that point very well in relation to, say, skin diving. If they do not understand it in relation to the uses of the intellect, their educational institutions should at least be able to assert that they have made the effort. Intellectual inquiry is what the university is all about. Not everyone takes to it, but

the rejection should be deliberate rather than inadvertent. We are not convinced that such is the case today.

For that purpose we propose to build the Freshman Seminar Program, making this form of educational experience, to the extent feasible, the central and common feature of the freshman year.

We visualize each regular member of the faculty offering a seminar on some problem or problems of interest to him, presumably arising out of his own scholarly work, and accepting the challenge (so successfully met by teachers of Freshman Seminars) of providing freshmen with enough orientation in relevant features of his discipline to make feasible their engagement with the process of serious inquiry.

Topics could range from literature to science, and each instructor would be urged to use his topic as a means of moving from the particular to the general. He might, for example, relate it to basic assumptions within his field, to other areas of knowledge, to current social problems, or to the relevant historical context. Each Freshman Tutorial would begin in the fall term of the freshman year. Enrollment would be limited to a maximum of 12 students, assigned on the basis of their expressed course preferences.

The tutorial would ordinarily involve one or more assigned papers during the fall term rather than an examination. After the first term of seminar work and of writing, those students who wished to continue and were judged capable of doing so by the tutorial instructor would spend the second term doing independent reading and research and would write a substantial paper under the direction of the teaching assistant. The tutorial instructor would continue to be available for consultation with students and with the teaching assistant, would review the final paper, but would have no other responsibilities for the work of the second term.

We see this program as having an important relationship to advising: on matters of intellectual and personal concern.

Calendar Proposal . . .

4-2-4 Revision Eliminates Present 'Lame Duck' Period

This proposal is based on the premise that our present calendar has many shortcomings that can be overcome by moderate revisions. However, in order to isolate the calendar from considerations of the total program, additional assumptions are made: the total number of hours needed for graduation will remain at 120; the summer sessions will remain substantially the same; and a totally unstructured calendar (no set meeting times for classes, etc.) is inefficient at best and more probably not even feasible. The revision suggested here might be labeled a "4-2-4 plan." It could be outlined as follows:

	Fall Term	Winter Term	Spring Term
approximate length	12 weeks	6 weeks	12 weeks
beginning	early September	early January	late February
ending	before Christmas	middle of February	late May
normal load	12 hours	6 hours	12 hours
followed by	2-week Christmas vacation	1-week break	summer vacation
vacation included	1-week Thanksgiving vacation and 1/2-week reading period before finals	none	1-week spring vacation and 1/2-week reading period before finals

Some of the virtues of this plan are that it eliminates the "lame duck" period we now have in January and provides a winter term devoted to concentrated study and/or experimentation in one or two areas. Besides the winter term which is especially designed to promote independent study, other changes could be incorporated into the fall and spring terms to move in the same direction. Specifically, advanced courses with limited enrollments could be offered in a form that is much less structured than at present—that is, course titles and instructors of these courses could be published, with the details of time, place, and format to be agreed upon by the instructors and students.

It seems to me that it is somewhat inappropriate to even try to discuss the "calendar" outside the context of the total program as I have tried to do. Maybe an exercise such as this will serve to focus our attention on some qualities that should be included in any calendar proposed to implement any given program and guide us away from pitfalls that should exist under no circumstances.

Here is one proposal: that there be a standard school opening, but no standard school closing or exam period. Each professor sets his own calendar according to the requirements of his course, and each student sets his own calendar according to the courses he is taking. Undoubtedly this is financially unsound. But just maybe it isn't. So, does hte idea have any merits?

Thesis, Research Could Help Senior Learning Experience

The following is a quote from the Lake Forest College bulletin:

"With the approval of his advisor and the Dean of the Faculty, a student in his senior year may write a senior thesis based either on library or laboratory and library research. This thesis may take the place of one or, more commonly, two courses in the major field. The student prepares an outline of the proposed project for the examination of his advisor and the Dean of the Faculty. After completion of the work, the student is examined on the thesis by a committee appointed by the Dean of the Faculty. This committee will include the faculty member who supervised his thesis, a chairman, and three or four others, at least one of whom will be from another department than the one in which the thesis was prepared."

A member of the Juniata College

faculty claims that the best learning experience he had in his undergraduate days was one such senior thesis, in which he wrote three major papers, met in seminar-fashion of consultation and sharing once a week, and for which he received six hours of credit.

He would like to see the majors of a department involved in a semester of seminar work followed by a semester of significant research and writing, both of which would be for credit.

Questions: Are Juniata students equipped to carry out such an extensive research project? Should this kind of project involve all members of the department? All seniors? Would this approach accomplish much more in the way of an evaluation than the comprehensive examination which is presently used by some faculty for a departmental final examination? Would the senior thesis be tantamount to a Master's thesis at the undergraduate level?

Implementation Faces Value Of Off-Campus Experience

- Cont'd from page 4
- design, implement, and supervise the off-campus experience?
 - What amount of faculty supervision is necessary? Desired by the students?
 - If less than a semester program, when should the off-campus experience be undertaken, i.e., what portion of the semester?
- III. Costs of the Off-Campus Experience
- What are the costs in money and time to design, implement, and supervise an off-campus experience?
 - Should the student bear any responsibility in meeting some of the costs incurred in an off-campus experience?
 - How should the available funds for off-campus experiences be allocated to the various off-campus programs?
- IV. Off-Junata-Campus Programs
- We should make note that Juniata College already sponsors or participates in a variety of off-campus learning experiences.
- Drew University — United Nations Semester
 - Washington Semester
 - Junior Year Abroad
 - Business Intern Program
 - Volunteer tutorial programs
 - Sociology Institutional Social Service Program — for both the summer and regular academic year
 - Education Department has structured junior year observation and classroom participation

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- Student Teaching program
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 - Honors program at Argonne National Laboratory for science students.
- NOTE—Someone has suggested the creation of a new World University which would use the world's knowledge as its curriculum, the world's problems as its responsibility, the world's community of scholars and students as its members.

Peace Corps Offers Degree Program at Brockport, N. Y.

The officials of the Peace Corps and the State University of New York College at Brockport announced completion of arrangements for continuing and extending the unique Peace Corps/College Degree Program to admit a fourth group of candidates in June, 1970. The members of the first contingent completing the fifteen-month program which combines the upper division undergraduate education with Peace Corps preparation are now serving on bi-national educational development teams in the Dominican Republic; the second group is now serving in similar assignments in Peru and Honduras; the third group is now in the academic year phase of this joint project and is slated for overseas assignment in Latin America in August, 1970.

The candidates will be selected from the ranks of students in good standing at an accredited college who are completing their sophomore or junior year in June, 1970. Those selected will be able to earn an A.B. or B.S. degree and be eligible for a Peace Corps assignment in one academic year flanked by two summers of fully subsidized and integrated academic courses and Peace Corps

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Devereux Offers Summer Traineeships

Undergraduates, who will be juniors, or beginning graduate students by the summer of 1970 are invited to apply before Jan. 15, 1970, for Pre-Professional Traineeships at The Devereux Schools, a group of residential multidisciplinary treatment, remedial education and rehabilitation centers. Some consideration may also be given to freshmen and sophomores, as space permits. Summer traineeships for appointment as a Research Aide, Professional Aide, Resident Camp Counselor and Day Camp Counselor-Tutor are available at the Pa. branch in suburban Phila. A few traineeships may also be available at other Devereux branches and camps located in: North Anson, Maine; Santa Barbara, California; Hot Springs, Arkansas; Victoria, Texas, and in Rutland, Massachusetts. Acceptances will be announced on or

Team Teaching . . .

Could It Aid Mind-Rubbing?

A few weeks ago in the *Juniatian*, Ralph Church gave us his definition of education as "mind rubbing." When two, or three, or thirty, or three hundred minds come together, there has got to be some scraping, some resistance, some electricity if there is to be education. The electricity, the thought — the process of thought — is education. Put it another way: "Education occurs when one is put in a position from which he cannot escape by thinking."

The problem is not what education is, but how it can be brought about. How do we motivate ourselves and others? "Thought is difficult," Stend-

hal said in another context, and it is time consuming, exhausting, frustrating, BUT also the most exciting and ennobling activity in life. One needs no drugs, no alcohol, no stimulants if he can be turned on by ideas. Yet how, we keep asking, can we develop ways that will turn us, and others, on? Answers to this question are especially difficult in a classroom setting. By the time many students reach college they have been trained effectively not to think, especially in the classroom. Pressures from inside and outside the classroom force the student to dismiss education in his sense as entirely irrelevant. Most parents, we suspect, are interested in their child's education as a means of making him perform and conform: perform in the sense of working and "being respectable"; conform in the sense of belonging to the status quo and being "being respectable."

The student also learns early in his education that he succeeds much better in school, i.e., gets good grades, if he follows instructions minutely, if he does not upset classroom procedure in any way, and if he never questions our system openly. Success crowns the one who becomes a mind rubber, figuring out what the teacher wants. Furthermore, among his peers, he is made to feel that it is unpopular, even weird, to be interested in "learning." The pressure of this group, which demands conformity in speech, manners, and dress, forbids the student in the classroom to set himself apart by expressing an original point of view or asking a pointed question. The student, if he thinks at all, learns to keep the guilty secret to himself. Mr. Church's mind rubbing, terribly difficult to promote at best, is impossible, because it is undesirable, within a system in which "perform" and "conform" are synonymous.

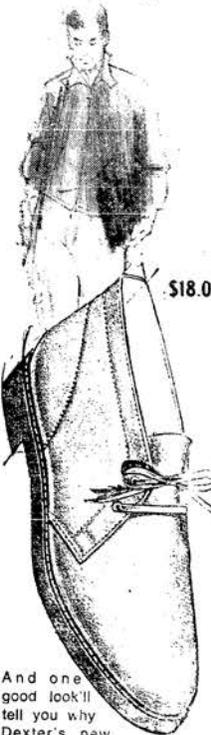
At the college level, the mind rubbing problem has become twofold: how do we show students there is such a thing and how do we make them want it? Some day, somewhere a college will have the courage to handle the second question first by informing students who appear in the registrar's office to sign up for courses that none are being offered. "Go away," they will be told, "and you've figured out what you want to know, find a teacher who is interested in whatever it is and convince him you want a reading list and someone to talk with about what you read."

Until parents can be persuaded that this kind of abandonment is worth paying for and teachers can sit calmly in their offices waiting for students to appear voluntarily (this abandonment they, too, are not ready for), we'll have to seek ways within Juniata's means to promote mind rubbing. Simply throwing freshmen into classes which allow discussion is not enough because too many students never see

the game played often enough and well enough to learn the rules nor experience the joys it offers. The old reluctance of students to expose themselves forces the teacher to plead for an answer to the questions he tosses out, to give up and call on someone, or, at least, to give up and answer himself. Most of us aren't Socrates, and even he had trouble keeping the dialogue going at times.

Would two teachers on the scene at once promote real discussion and the exchange of ideas? Could the autonomy of the teacher be weakened and the students' concern with the teacher waned be undermined by proving to students that multiple methods and points of view not only exist, but are valid, respectable, and, ultimately, exciting to consider? Can students become aware of what mind rubbing is by seeing it happen? Can they learn the rules by seeing the game played? Can we risk trying it? Can we risk not trying it?

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Indians Storm Over W&J for Win

by Gene Galbraith
The Juniata Indians extended their win streak to 3 games with a 41-21 victory over Washington and Jefferson College Saturday, Nov. 1. The Indians' ground game told the story again, as they rushed for 252 yards. Juniata also passed for 145 yards, but W & J commanded the air with a total of 351 yards.

Dave Sparks started the afternoon's scoring with a 43 yard run in the fifth play of the game. Bill McQuade added the extra point to put Juniata ahead 7-0.

Less than five minutes later, Sparks scored again on a 20 yard sprint. This run broke Bill Berrier's all-time individual rushing record of 736 yards. The conversion failed, but the Indians now had a 13-0 lead.

Juniata scored again, seconds before the first quarter ended, on a 34 yard pass from Terry Turnbaugh to Dan Rackovan. McQuade's kick was good and the Indians led 20-0.

Rackovan also scored the Indians' fourth touchdown when he recovered halfback Harry Gicking's fumble at the W and J 15 yard line and dashed across the goal line. McQuade's conversion gave Juniata a commanding 27-0 lead.

W and J's offense broke out of its dormant state in the second quarter. Their first score came on a 56 yard bomb from freshman quarterback Clair McClory to sophomore flanker Bob McLuckey. The extra point conversion made the score 27-7.

The McClory-McLuckey combo clicked again before the first half ended. This time the pass covered 9 yards for the TD. The extra point moved the Presidents closer, but Juniata still had an impressive 27-14 halftime lead.

Juniata widened their lead by scoring twice in the third quarter. The first score came on a 13 yard run by sophomore fullback Fran Fleischaer. "Pip" McQuade converted the extra point to give the Indians a 34-14 lead.

Dave Parks scored the Indians' final TD on a 47 yard pass from Terry

Turnbaugh. McQuade's conversion completed the scoring, and Juniata led 41-14.

W and J scored once more before the game ended, as McClory threw a 35 yard pass to freshman end Bob Reck for his third TD strike of the day. Marshall converted the PAT, but the Indians went on to win 41-21.

The Indians offensive attack was again led by sophomore halfback Dave Sparks. Besides scoring 3 TD's,

Sparks gained 152 yards on 9 carries. Dave has gained 834 yards so far this season, and he will have two more chances to add to his record before the seasons ends. He also holds a wide lead over his closest challenger in the race for the northern MAC rushing title.

With two games remaining on the schedule, the Indians sport a 4-2 record (3-1 in MAC).

Slick Terrian Retards Indians in Close Win

by Gene Galbraith
The Indians stayed on the winning path last Saturday with a 14-12 squeaker over Western Maryland on a rain-drenched field. The muddy conditions were very noticeable in the Indians' ground game, as Juniata's powerful running attack was held to 137 yards, while the Terrors compiled a total of 153 yards. Western Maryland also excelled in the air with 137 yards compared to Juniata's 89 yards, but the Indians came up with the clutch plays needed for the victory.

Western Maryland scored first on Tom Mavity's 28 yard field goal in the first quarter. Mavity also put his foot into action early in the second quarter when he booted a 27 yard field goal to give the Terrors a 6-0 lead.

Juniata scored the games' first TD when sophomore tight end Moe Taylor gathered in Terry Turnbaugh's pass for a 14-yard score. "Pip" McQuade kicked the extra point which gave the Indians a 7-6 halftime edge.

The Indians caught the Terrors

completely off stride when they scored their second TD in the third quarter. Faced with a fourth down situation on the Western Maryland five yard line, Juniata shifted into a field goal formation with Denny Karli holding for Bill McQuade's kick. However, instead of attempting the kick Karli took the ball, and threw a TD strike to senior halfback Harry Gicking. McQuade converted the PAT to increase Juniata's lead to 14-6.

Juniata seemed to have things under control until the Terrors scored late in the final quarter on a 56 yard pass play from quarterback Yates to end Roy Brown. Western Maryland tried to tie the score with a 2-point conversion, but the attempt failed, and the Indians had a 14-12 margin.

Dave Sparks, Juniata's leading rusher, managed to gain 81 yards on 28 carries, but the slick terrain greatly hindered his breakthrough running style.

This rugged 6-5 extended the Indians' streak to four games. Juniata now holds a 5-2 record (4-1 in MAC) with only Saturday's contest at Moravian left on the schedule.

JC Harriers Finish Second In Recent Triangular Meet

by Aubrey Shenk
The JC harriers remained above the 500 level by splitting a triangular clash with Lock Haven and Shippensburg. Dennis Weidler bettered the course record (24:55) he had set a week earlier with a 24:49, but found his winning streak broken by Steve Podgajny of Lock Haven, who covered the 4.8 miles in 24:39. Aub Shenk was the only other JC runner to reach the top ten in the overall scoring as

he finished sixth with a 27:01. Kerry Stanley (28:45), Scott Williams (29:04) and Tom Leaver (29:31) took 13th, 14th and 16th places respectively to fill three scoring slots.

In scoring the meet as a double duel, JC picked up 2, 6, 10, 11, 12 against Lock Haven for a 20-41 loss, while against Shippensburg, JC placed 1, 2, 5, 6, 8 for a 22-27 victory.

The pack (6-5) faces a tough St. Francis squad on the latter's course.

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FROM THE TEE-PEE
by Tom Diehl
Sports Editor

by Tom Diehl
While most local sports fans in the fall of the year are concerned with the fate of Juniata football and cross-country teams, there is one among us who has another sport on his mind—canoeing. Freshman Steve Draper, a Centre County native, has gained national recognition through his efforts in paddling canoes and kayaks.

Juniata "Pack" Stomped by Penn And St. Francis

by Aubrey Shenk
The JC harriers suffered two defeats during the past week at the hands of St. Francis 22-36, and Penn State, 19-44.

In the meet at St. Francis, weather conditions played a prominent part in the poor JC showing. Juniata was forced to walk most of the hilly 5 mile course in a cold driving rain. The meet while St. Francis waited in a heated shed. Once the race began JC was out of it after one mile, as the pre-meet walk seemingly took the starch out of the effort. Dennis Weidler won the meet for his 11th victory in 12 starts. Aub Shenk 5th, Tom Leaver 9th, Harry Stanley 10th, and Scott Williams 11th completed the JC scoring.

On Tuesday, the mis-match of the year occurred, as Penn State, 3rd best in the East behind Georgetown and Villanova, easily defeated Juniata.

Despite not entering 7 of their top 8 men, Penn State managed to take 11 of the first 12 places. State's Supliski set a new course record of 24:27 finishing well ahead of Dennis Weidler who ran his usual tough race in 25:04. After Dennis, State packed 10 men before Aub Shenk crossed the line in 27:30. Kerry Stanley, who has shown much improvement in the last two weeks, earned his best time over the home course, 27:53. Scott Williams (29:19) and Tom Leaver (29:42) completed the JC scoring. A much improved John Civitits in his first year of cross-country, broke the 30 minute barrier with a 29:57 clocking.

The "pack" now 6-7 completes its dual meet segment of the schedule tomorrow at Gettysburg.

Several weeks ago, the Icebreaker Canoe Slalom was held at Unadilla, New York, with Steve being a two-time winner. First he captured the kayak singles race with a score of 146 points, outdistancing the second place finisher by some 27 points. He then combined with a State College teammate to win the doubles canoe competition, again well ahead of the second place boaters.

Steve is a member of the Wildwater Boating Club, a national canoeing organization based in State College. This club meets with others (usually based in northeast U.S.) in the fall and spring of the year to engage in slalom competition. A club trophy is presented to the winners of these meets, and, thanks to Steve's efforts, his club won the N.Y. meet.

These races are run in fast-moving rivers and streams, so that the difficulty of maintaining balance while also running a fast race tests the boater's skill.

The work of Steve Draper then is to be commended for his dexterity in a relatively little-known, but fast-moving and rugged sport.

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Band-aids and Cancer . . .

Gaylin Talks on Youth Evolution

by David Beahn

Nov. 17, Dr. Ned Gaylin spoke to a large audience at Ellis Hall on the topic "The Woodstock Generation—Frankenstein or Golem." Dr. Gaylin received his Ph.D. from the University of Chicago in Human Development in Special Clinical Child Psychology and is presently chief of the section of Youth and Student Affairs in the National Institute of Mental Health.

After reading a short, prepared speech, Dr. Gaylin opened it up for questions from the floor. In a candid and rather shocking style he tried to get the audience to react to him and relate to his topic. His method, although probably "turning off" (the key phrase for the evening) a segment of the audience, did create quite a stir among some students who remained after the session to further question the doctor.

The prepared speech focused mainly on the youth movement which is demanding to be heard. Capable of mobilizing a large segment of its peers, this vocal minority is attacking many of the educators' and social problems of its day.

In response to this new left, educators have reacted in two characteristics manners: "We agree with your goals, but not your methods" or "Don't tear down a structure unless you have something better to put in its place," his latter reply, Dr. Gaylin commented, is like demanding that the starving man present a proper dietary program before he is fed.

No longer is the term "youth" a biological description, in an age of Ph.D.'s at the age of 26, the under-30 over-30 categorization is no longer meaningful. Instead, "youth" today implies more nearly a state of mind or sociological boundaries.

Society today requires credentials before recognition. However, it denies youths the chance to earn these credentials and, therefore, denies recognition. Universities, as institutions, tend to perpetuate this and other social ills. Since youths are in constant contact with faculty and administrators, the university becomes a natural "whipping board" for unrelieved frustrations.

Colleges tend to polarize the two opposing camps and widen the communications' gap. When students leave their families for college, emotional ties are usually broken and the youths are left with no new relationships to serve in the same role. Therefore, attention is turned horizontally—to the college peers—for the intimacy of human relationships. A barrier between age groups is, thus, established.

Dr. Gaylin's prepared speech ended with a glimpse back to the trials at Nuremberg. Since those days, parents have impressed upon their children the responsibility of every man to his own conscience, regardless of government demands. The love of mankind must surpass any strict obedience to man-made hierarchies. Yet, now, when youths are indeed questioning the demands of authority on individual consciences, the adult world reacts with horror and indignation, asking, "How can our own children question and disobey?" Basically, then, youths are promised frustration in their attempts.

Following the speech, questions were asked of Dr. Gaylin concerning the specifics of his speech. Occasionally side-stepping, sometimes answering very bluntly, but usually rephrasing the question and handing it back to the audience, Dr. Gaylin attempted to arouse the listeners by provocation or prodding to answer their own questions. The biggest applause to his presentation came when he remarked, "This is a very uncreative student body."

Concerning the real gains by the movement since its beginning in 1964-1965, Dr. Gaylin cited basic changes in attitudes leading to initiation of draft law proposals and black studies programs. However, basic structures remain unchanged and



photo by David

"Father, let's learn together." Dr. Ned Gaylin speaks to Ellis Hall audience Nov. 17.

things could easily slide back without a deeper commitment if description and protests are halted.

As a personal preference, Dr. Gaylin suggested the use of evolution and non-violent aggression as opposed to revolution. Although this probably means that any change of structure will occur too late to be enjoyed by the initiators of reform, the methods of gradual change establish permanent alterations. "There is no revolution that has brought about permanent change; there is no evolution that has not." The only revolutions that appear to have brought change are the ones at the end of a long evolutionary shift—the final step of a gradual change.

Finally, turning to the questions of educational or curriculum changes

(the topic of present discussion at Juniata College), he demanded to know what kind of a system of education needed to rely on the threat of grades to force students to learn. If the student is really interested in learning, evaluation as a threat can only stand in the way.

Protests, he said, take the band-aid off the cancerous growths of our whole system. They don't cure the cancer, but they at least force us to look at the disease.

"When you want a learning experience you don't ask, 'Father, teach me,' you ask, 'Father, let's learn together.' The possibilities for the future are almost limitless. Dream big. 'If you're willing to take risks, you may be able to make some real gains.'"

Kaleidoscope Players . . .

Actors to Create Shakespeare's World

The Kaleidoscope Players, New Mexico's State Theatre, will appear in Oller Hall Saturday, December 6 for a performance in Marchette Chute and Ernestine Perrie's play, "The Worlds of Shakespeare." The show is being sponsored by the English Department of Juniata College. Admission is free.

Shakespeare did nothing to perpetuate his works beyond what he put into them, but in the nearly 350 years since his death there have been many who worked to that end, beginning with his fellow players who published the "First Folio" in fond remembrance.

Marchette Chute is one of the ablest and most earnest disciples of this master of playwrighting and stagecraft. She wrote a magnificent biography some years ago that reflected the light of his times and contemporaries on an otherwise rather shadowy figure. Still later she wrote "Stories of Shakespeare" basically for young people, more than a mere summarization of his plays, a book that projected with each story much of the feeling

Shakespeare put into it, thus arousing the reader's interest in enjoying the original.

For eight years she and Ernestine Perrie collaborated on linked scenes from Shakespeare presented in high schools—Lyn Ely's Theatre in Education. Recently they had a more ambitious project, the production of portions of various plays to demonstrate Shakespeare's mastery in the creation of different worlds of the imagination. "The Worlds of Shakespeare." Its two acts will be titled "The World of Love" and "The World of Magic."

The first act shows Shakespeare's immense diversity in treating love scenes from six plays. The second shows the playwright's mastery of the whole orchestra of verbal expression of mood, what Miss Chute calls "examples of pure word magic." The selections are superb for the purpose and the connecting dialogue is imaginative yet simple.

"The Worlds of Shakespeare" will avail itself of the services of two of the Kaleidoscope Players' outstanding

Tutors Fight Frustration With Personal Attention

by Susan Hohl

The first time you show up at the Salvation Army Center to tutor, you feel scared. A kid might run up to you and slug you in the stomach or jump on your back and want a horse-back ride. Or a child may walk over to you and take your hand and ask you to be his tutor. Just then the coordinator gives you the hand of another child, telling him, "This is your tutor." What ever happens next is up to you.

You ask the child if there's any homework you can help him with. Chances are he won't tell you even if he does have work to do. School represents a 6 1/2 hour frustrating experience which they don't wish to prolong another two hours. Again with good intent you suggest he draw something. "I can't draw," he may tell you. "Sure you can," you say to encourage him, so you ask him to draw a rabbit. He turns to his tutor and asks him to draw two smaller blobs for ears. You think to yourself, "Well, that's not too bad for a 2nd grader." The 5th grade boy beside him looks over and asks him what he's doing. "I'm drawn a bunny." "Hey, I want a bunny too." He turns to his tutor and asks him to make one for him. "Why don't you make it yourself?" "I can't." "Sure you can." So he tries. You're surprised to hear the twelve year old beside you still refer to the animal as a "bunny," and you're even more surprised to find that he draws basically the same way your child does. Somehow you're not surprised when the older boy finally scribbles out his drawing and rips his paper in half. He and his tutor know that he can't draw. He's frustrated and he hits the child beside him.

Frustration, therefore, is one of the frequent feelings you come in con-

tact with. Understanding the reasons behind this feeling may be the first step toward progress. The children have problems with language. At home they hear mostly action words, "Don't do that," "Go inside." They have little exposure to any reading materials within the home. The parents rarely subscribe to many magazines, and they own few books. They are rarely read to by parents. They lack motivation.

Along with this poverty of experience, these children have few consistencies in their lives. Meals are not served at any specific time, if at all. Often the child is left to eat whatever he feels like eating. The family is not very stable. You may be working with a child who has five brothers and sisters—four different fathers. Or you may be working with a child who has no father at all and a mother who was only in seventh grade when her first child was born. The most important thing you can do for your child is to show him consistent, personal attention. Just being at the center, every week, is half the job. You'll learn the importance of this the first time you see a child's face when he is told that his tutor didn't show up. How can you possibly explain that the tutor's absence is no reflection upon him?

Not all of the children have extreme problems, not all come from very poor homes. But they all need self-confidence. Only after this is established can they have trust in adults. You may think at times that you are involved in a frantic struggle that is helping no one. But after tutoring a while, you realize that much is exchanged between you and the child. The child discovers abilities and capacities he never thought he had—so do you.

Moratorium: Why

by Jonathan Hunter

Washington streets once again belong to Washington people. The city has been recaptured by the bureaucrats and the citizens of the city which go about running the country's business. Gene, the man who came to tell those bureaucrats that they had made some very serious mistakes. The Moratorium has been turned upside down and backwards by those, including myself, who attempt to analyze it and determine the worth it has had and then try to feed this to the public. It is perhaps unfair to the public that I add once again to the myriad of stories on the Moratorium, but I would like to spend a little time tying up loose ends of what I have said and reported.

I would first like to address myself to some of the more prominent criticisms that have been made of the Moratorium. I would like to address myself to three criticisms; that of the number of factions, the morbidity of the March Against Death and the carnival air of the Mass March and rally.

I hardly see how the wide and varied number of factions could be

considered as damaging to the peace cause or the Moratorium. It is charged that this prevents them from ever becoming an organization and that the combination of such groups as the Computer Workers and the SDS reduces the effectiveness of the movement. I feel that quite the contrary is true on both counts. Perhaps it would be best to say that I don't feel the Moratorium will ever become an organization but that what I mean is this isn't necessarily so bad. One thing this country doesn't need is another organization. I think we have too many practical, pragmatic, pessimistic organizations as it is. It is time we had a few optimistic, constructive movements based on a new and fresh idealism! I think it is about time we had a revolution of the minds and hearts.

I hardly see how anyone can expect a direct confrontation with the morbidity of death to be anything but morbid. In trying to relate to the nation and its leaders that one feels death is ugly and unjustified should one carry flowers and sing pretty little songs? I hardly think so. But then maybe death in Vietnam isn't so morbid? Again, I hardly think so. The March Against Death was morbid only because of what it objected to; the killing and loss of over 40,000 young lives.

The Carnival air of Saturday was also in some way in this line. I am glad that Saturday was so joyous and exciting. The reason is this: one had presented to him the alternative to ugly death and that is beautiful life. If you said to me look out on these young people enjoying the experience of being together and living a happy life and then choose some of them to go and fight and die. . .

In my catch all I would like to bring up one more thing. I feel that the November Moratorium was indicative of something much deeper. I think it was indicative of the general Moratorium on life which is socialized and militarized and lived without love. It was an indication of the deeper revolution for life which is now moving through so much of the world's young. This revolution has not reached Juniata and sometimes I wonder if it will ever be able to prevent the apathy which accounts for the fact that most of the people this article is directed to will never read it or hear of its existence. Why do I write it? Because I was reeducated in Washington by the idealism that flowed so strongly through those who were there.

actors. Ben Zeller has been with the Kaleidoscopes as actor, director and scenic designer for over five years, and his actress wife, Barbara DeKins joined the company two years ago. Together, they have been responsible for the Players intimate and experimental theatre at the Old Forge Theatre in Santa Fe, New Mexico. There they have written, directed and acted in numerous productions. Most recently, they have completed a successful engagement of "The Owl and the Pussycat" in Fairbanks, Alaska. Mr. Zeller is a veteran of theatre in many parts of this country and Canada. Miss DeKins has not only performed as an actress and dancer in the United States but throughout Scotland and South Africa as well.

To help the actors in their creation of Shakespeare's worlds, there will be a trunk from which they will take the properties and bits of costuming that will suggest the warriors and monarchs, lovers and clowns, that the script requires. Both players are on-stage throughout the performance, and their roles are as exacting as any in the history of the theatre.

JC Coed Relates Impressions of Moratorium in Washington

by Eileen Fleg
The headline of the Sunday, Nov. 16, 1969 edition of *The Washington Post* read, "Largest Rally in Washington History Demands Rapid Vietnam War." All news, but a small article on Apollo 12 was pushed off the front page. Other headlines ran: "Thousands of Justice Department Gassed in Radicals' Assault"; "Rabin: 'It's Like Peace is Respectable'"; "City's Largest Rally is Peaceful"; "Protest Has Many Forms: Slogans, Signs . . . and a Cross". On the inside pages were pictures: pictures of the masses of people on the slopes of the Washington Monument, of Pennsylvania Avenue, deserted after Saturday afternoon's march, of a D.C. policeman grinning and flashing a peace sign. But there is more to the story of Washington. There is the story each individual brought back with him. I can only try to explain what happened to me that weekend.

Riding down to Washington Friday, I was excited and scared. I had become more and more convinced in the preceding months that the Nixon administration needed prodding in regard to Vietnam. Actually being a part of the Moratorium meant a lot to me. I think I would have hitched down and slept in the street if I had to. As it was, I had a place to stay at the University of Maryland, and a ride down and back with Jim Plitt, but things were still pretty uncertain. I had never done anything like this before, and my friends had not done much to build up my confidence. I even had an offer to have my grave dug for free.

Two other girls and I had decided to stick together, mainly for my sake. One of them had arranged to meet a friend from the University of Oklahoma in Dupont Circle at 7. By the time we got into Washington, there wasn't time to drive out to the University of Maryland, so Jim left us out in Dupont Circle so we could meet Hank. He and a friend named Rick found us. Hank had rented a Hertz van, and along with eleven others, had driven from Norman to Washington. Hank took it for granted that all three of us would stick with them, and we did.

The New York Avenue Presbyterian Church was one of the staging centers for the New Mobilization Committee. They provided food and housing for the bus loads of people pouring into the city. That's where we went. We checked the baggage we had, which wasn't much. I took very little along because I didn't know where I'd end up. Buses were leaving for Arlington and we got on one. A hat was passed around to help pay for it. Arlington was the beginning of the March of Death. It had been going on all day, with a steady stream of marchers.

When we got there, we were directed to a large striped tent. When about fifty people had gathered, directions were given by the Mobe marshalls. The route was explained, oranges and apples were passed around and we proceeded to the next tent. There we were given placards with the name of one of the 40,000 men who died in Vietnam. The idea was to remember someone from your state. Most of those from my home state had been given out, but I got one of the few left. I carried the name Richard Bourne, from New York. I will never forget that name. Long, thin candles were passed out, and we started up the grassy path thousands of feet had turned into a mud slide.

Marshalls lined the route, about ten feet apart. They smiled, asked where we were from, and wished us good luck. Rick had no jacket, and one of the marshalls gave him a jersey to help keep him warm. I think the walk across the Potomac River was the longest walk of my life. It was much colder than any of us had expected, the damp kind of cold that seems to penetrate your bones. The wind on the bridge was fantastic. We marched in single file and the heaviness of what we were doing hit me then. I represented an American who was dead, who I never knew, for whom the march was too late. But by carrying that placard four and a half miles, maybe I helped save someone else's life.

On the other side of the bridge, our candles were lit. As we marched along, they would go out, and little groups would form as marshalls would relight them. At different points along the route, cookies, coke, and cigarettes were passed out. After about an hour and a half, we reached the White House. The flood lights were turned on, all turned toward the street. Guards were posted along the sidewalk.

Right in front of the White House, each marcher stopped for a second and shouted out the name he carried. The next objective was the Capitol and the coffins in which the placards were placed. It seemed to take forever to get there. By that time, I was shivering and had a splitting headache. Walking up the steps of the Capitol, a marshall looked at me and said, "Don't look so sad." It made me feel so much better. I don't know how they could bear the cold, standing there for hours, smiling, repeating the same directions over and over. I feel sorry for anyone who can really believe that we went to Washington for a Happening.

As I wrote this paragraph, I heard a news broadcast which said that the new Mobe marshalls were being investigated for violations of the federal law against inciting a riot. Any comment I try to make on that can't be repeated.

Eventually, Friday night, we ended up back at the church. There we met the rest of the kids from Oklahoma. We were accepted immediately, without any questions asked. One of the girls had a brother attending American University. He shared an apartment, and we ended up there for the night. Two guys from the University of Illinois slept there too. There were twenty in all. At least we could get warm again and stretch out, even if it was on the floor.

The next morning, we all piled into the van and headed for the march. The three of us, and Hank, separated from the rest. Hank brought a big hunk of cheese and a ring of pepperoni, and we walked down the street eating it and passing it between us. We stopped in one store, and were looking at a display of scientific toys, and a salesman came up to us. He showed us how everything worked, and then asked Hank how the march was going and wished us luck. There are so many other incidents of friendliness and helpfulness I could cite if I had the space.

We joined the march at about 11:00. We were lucky we got to march at all. All sorts of people were around us. There were kids from all over the country. One group of older people near us carried a sign proclaiming, "Over 40 for Peace." A man in a gray suit wore a sandwich sign say-

ing, "BEM Business Executives Move for Peace." Some people wore arm bands, saying "40,000 + How Many More?"

Again Mobe marshalls lined the parade route. Policemen stood along side of them, talking and laughing. Some gave peace signs and raised a fist in a black power salute, and were cheered by the marchers. Marchers started chants of "Peace Now, Peace Now", and "One, Two, Three, Four, Tricky Dick, End the War". Others can't be printed. The Beatles' "Give Peace a Chance" was sung at intervals. At one point, a clergyman, carrying a sign saying "Rockville Center Supports Peace", and his family started the Battle Hymn of the Republic. Many joined in, lending a serious, religious air to the march. That hymn has always done something to me.

After getting to something to eat and finding a bathroom, we headed back to the Monument. As the four of us got there, Earl Scruggs was playing. We missed Pete Seeger and I am really sorry we did, from what I have heard from others. We sat on the wet, cold ground and listened. SDS members were on the hill at the bottom of the Monument with Viet Cong flags, trying to get supporters. They weren't succeeding.

Some people were wrapped in blankets, sleeping. Others nuzzled around small fires. Signs were still in evidence. The one I felt significant was a caricature of Nixon with the words, "Is This Face Worth Saving?" I saw one boy from my high school and talked to him, but I don't see any kids from Juniata. The rally ended with the cast of HAIR. Groups of people joined hands and danced around. One group of about twenty danced around a minister with an American flag. With the Monument in the background, it was a beautiful picture. Walking back to the van, we passed four M.P.'s wearing peace buttons and talking to demonstrators.

Somewhat, we missed the scumish at the Justice Department. Some of the others from Oklahoma didn't, however, and they came back to the van with streaming eyes. They had gotten caught in it unawares, as many did. Their anger was directed, not at the Police, but at the radicals who caused it. They all agreed the police had to try to control the crowd, and they were glad the clubs had been used sparingly.

We stayed in the same apartment that night. When we left early the next morning, a little old lady was walking past. She looked at us and said, "We are all so sorry it was so cold here for you this weekend" and walked on. She just seemed so typical of the whole weekend in Washington. When the van left for Oklahoma a few hours later, I wanted to go with it. I have never met such wonderful people.

One Life to Live

by Karl Erdlitz
No sooner does the collegian become post-collegian when society mainstreams his mediocrity into the draft, marriage, graduate school or a nine to five occupation. Perhaps the change-over from sheltered educational robotism to practical reality is not a disaster, though for some it's as easy as turning on the Late Show.

What if two people got together and raised enough money for a down payment on a VW microbus and travelled the country for six months or a year? After sixteen years of education (?), why not? Learn about the country first hand rather than from Hometown, U.S.A. Travel broadens the mind by exposing the individual to new ideas and cultures while examining his own (in) abilities to fend his own for six months or a year. There's more to living than textbooks or a nine to five day shift. Celebrate life! Think of it—there'll be no other time you'll ever get around to break-

ing away to see what the U.S. is really like—unless you'd like to wait a few years and drag along your spouse and kids.

With no time limit you could venture through New England, cross the northern country during the summer and cavort your way back along the coast line in the winter. Stay overnight in state parks along the way. Catch up on all the reading and living you always meant to do but never had time for. Sleep in the economical VW bus and either eat at restaurants or cook your own food. Keeping clean would be a direct function of how often you went swimming. Grow your hair long or cut it short—it's your life.

Practically about \$500 and a good draft deferment are all that's needed though the people and experiences are worth the trip alone. An individual has but one life to celebrate. . . or succumb to. What's to stop you from doing anything if you really want it?

Harriers Close '69 Season With Loss to Gettysburg

Last Saturday the JC harriers closed their dual meet season by losing to Gettysburg 20-40 on the latter course. Dennis Weidler made it 12

wins in 14 starts as he covered the 3.1-mile course in 27:17.

Denny's victory was the only bright spot in the Juniata effort as six Gettysburg runners crossed the finish line together before Aub Shenk finished in 29:32. Kerry Stanley (29:54), Tom Leaver (30:55) and John Civits (32:09) picked up 9th, 10th, and 12th places to complete the JC scoring.

In ending the season with a 6-8 record, the JC harriers showed a marked improvement over last year's 3-7 slate. The 6-8 mark also is JC's best since 1963, which was its last winning season.

Juniata will compete in the MAC championships this afternoon at Fairmount Park, Philadelphia. Dennis Weidler, Aub Shenk, Kerry Stanley, Tom Leaver, Richard Paulhamus, Scott Williams, and Kirk Wilson will represent Coach Russ Trimmer's charges.

Letter to the Editor

To the editor:
I would like to take this opportunity to thank all the faculty and administrators who contributed to the JWSF Bake Sale and Auction. A special thanks to Mrs. Rutstein, Mrs. Hofelt, and other members of the Dames who gave the last minute help we desperately needed to make the affair a success. Over \$125 was collected for Project Concern. Thanks again to all who contributed.

Bruce Morton
for JWSF

Letters Policy

Letters to the editor should be typed and double-spaced and should be submitted no later than 1:30 p.m. Monday. The editors reserve the right to print only non-libelous and responsible content and to edit all letters and commentaries submitted to the Juniatian. The staff also reserves the right to publish all full signatures unless the writer can supply very valid reasons for omitting his name.

When I got back to Juniata, I was dirty, exhausted, and broke, but all I wanted to do was share my experiences with everyone. That is what I have tried to do here. I only hope I have succeeded. I know each person who was in Washington has a different story to tell. This is only one.

Going Home?

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The Juniatian

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Huntingdon, Pa.

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Stauffer Names Ulrich As Quigg's Replacement

Dr. John N. Stauffer, president of Juniata College, announced the appointment of Foster G. Ulrich, Jr. of Lancaster as executive director of development for the College.

Mr. Ulrich will assume his full-time duties at Juniata Jan. 19, 1970, replacing H. Gerald Quigg, who recently left the College. A native of Lancaster, Ulrich is a graduate of Franklin and Marshall College and has been associated with F&M since 1961. He has served as assistant to the president for alumni affairs at F&M since 1967.

In announcing the new appointment, President Stauffer said, "Juniata College is very fortunate to obtain the services of Mr. Ulrich. The College's development program will benefit greatly from his leadership, and we fully anticipate that he will be an exceptionally fine member both of the campus community and of the wider community of Huntingdon."

Esso Gives JC \$5,000 Grant On Contingency

Dr. John N. Stauffer, president of Juniata College, announced that the College has received a presidential contingency grant for undergraduate programs from the Esso Education Foundation.

Funds from the grant, amounting to \$5,000, are to be expended at the President's direction to support various aspects of Juniata's academic program that are not now budgeted.

In acknowledging the grant, President Stauffer expressed his personal appreciation "because of my constant awareness of need for such grants as this to underwrite urgent items for which support is not presently available."

The funds will be used at Juniata in addition to current income from the new Annual Support Fund, which to date has produced nearly \$45,000, for direct costs of the College's educational effort. Dr. Stauffer explained that gifts totaling at least \$100,000 must be obtained for annual support during the present college year.

In presenting the grant to Juniata, Esso Foundation director George M. Buckingham said, "We hope to encourage and facilitate the constructive change that is so vital if our institutions of higher learning are to meet the needs of the present and the challenges of the future."

Similar Esso Education Foundation grants totaling \$477,500 will go to 162 private colleges and universities this year under the Foundation's Presidential Contingency Program. The Foundation also conducts other programs of assistance including one that matches employee contributions to colleges and universities.

Dolnikowski to Serve as Director Of Program of Studies at Marburg

A Juniata College professor and his wife, Mr. and Mrs. George T. Dolnikowski, have been named by Brethren Colleges Abroad, to direct a program of studies in Marburg, West Germany, for two years beginning in July, 1970.

An associate professor of Russian and a member of the Juniata faculty since 1954, Dolnikowski has been granted a two-year leave of absence from the College to assume the position in the Marburg program.

"Because of his interest in the program and his personal experience, Professor Dolnikowski is especially well qualified to assume the directorship at Marburg," according to Dr. Donald M. Rockwell, academic dean at Juniata. "The College is greatly pleased and honored by his having been selected," he said.

The program will involve more than 30 college juniors from six participating American colleges under the auspices of the Church of the Brethren, which established the program in 1962. The couple will serve as counselors, hosts, teachers and academic advisers to the students, at least five of whom will be from Juniata College.

Students under their supervision will attend Philipps-University Marburg/Lahn, the oldest Protestant uni-

Mr. Ulrich will be responsible for directing the over-all development program of Juniata College. His specific duties will include promotion of Juniata's new \$100,000 Annual Support Fund, raising funds for endowment and buildings under the \$10.1-million "Margin of Difference" campaign, and organizing programs of estate planning and retained income giving.

In addition to a B.A. degree in history from Franklin and Marshall, Mr. Ulrich holds a Master's degree in education from Temple University. Following his graduation from F&M in 1957, he served with the U.S. Marine Corps for three years and then taught social studies in the Governor Mifflin Joint Schools in Shillington, near Reading, for two years before joining the F&M administration.

Prior to his becoming assistant to the president for alumni affairs at F&M, Ulrich was assistant director of admissions (1961-64) and assistant dean of students (1964-67). While a student at F&M, he served as president of Chi Phi fraternity and played varsity football and basketball. Earlier, he assisted in coaching football and track while a teacher in Shillington.

He holds the rank of Major in the U.S. Marine Corps Reserve, and is president of the Lancaster Chapter of the Reserve Officers Association. He is a past president of the Lancaster Club of Toastmasters International and also of the Hambright Parent-Teacher Association, and holds membership in the American Alumni Council, the National Association of Student Personnel Administrators, and the Association of College Admissions Counselors.

Task Force Issues Compilation of Group Reports from November Discussion Day

Ed-Note — The following article was submitted by the Task Force. It represents the first look at the group reports from the Discussion Day.

A. Ideas of thoughts recurring most frequently:

1. Desire to participate in decision-making on issues affecting one's life (education).
2. Increased/improved student-faculty communication (on education and on non-educational matters). Discussion Day was seen as a small effort in this direction, but was felt to be a tremendous success, which might be repeated periodically.
3. Need for student counseling service.
4. Greater flexibility and more

student choice in curricular matters.

5. Increased off-campus and/or out-of-the-classroom learning opportunities.

B. Suggestions which could be implemented at once without additional cost, staff, or major change in programs, etc.:

1. Rearrange calendar to end fall semester before Christmas holiday.
2. More class time to be used for "something" other than lectures — discussion, role-playing, simulation, group presentations, student participation in teaching roles, etc. Lecture material to be presented on tape, hand-out, micro-film, bibliography, and/or

reference materials, self-instruction, etc.

3. Continued faculty-student dialogue.
4. Improved public relation/campus communications — particularly on publicity concerning visitors (lecturers, etc.) to campus, and other non-classroom learning opportunities.
5. Student and faculty exchange programs with other colleges.
6. Students should have more information on special programs now available.
7. Budget information should be made available.

C. Grievances and concerns (listed randomly, not in order of frequency):

1. The no-credit first-year language and math requirements.
2. Education should be more "personalized".
3. Need for increased independent study, etc.
4. Professors not excited, or really interested, in what they are doing.
5. Evaluation:
 - a) need more self-evaluation
 - b) repeat work to remove F grade
 - c) discussion of progress

Contd. on page 3

Shoemaker Gallery Exhibit Features Water Colors

A traveling exhibition organized by the Philadelphia Water Color Club is on view in the Shoemaker Galleries at Juniata College.

Selected from the 52nd Annual Members Exhibition, the show includes work in pastels, prints and drawings as well as demonstrating a wide range of techniques in water colors.

The Shoemaker Galleries in the Carnegie Building at Juniata, will be opened on the request of any group wishing to see the exhibit. Arrangements should be made through the Office of Public Information.

The Philadelphia Water Color Club was founded in 1900 and holds its annual exhibitions in the Philadelphia Art Alliance at 251 South 18th Street.



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December 16, 1969

Continuous Registration . . .

Nolan Gives New Procedures

by Paul Keely

In case you haven't noticed by now, registration for next semester's classes is going to be done a little differently this time around. Upperclassmen especially may conceivably be doubting the sanity of any Juniata registrar who thinks he's going to accomplish the monumental task of registration in the brief period of two days. But hold on: "there's a method in his madness."

First-year JC registrar Tom Nolan has brought to his new position a new perspective which he is utilizing in combat against the major problems, difficulties and inconveniences of the traditional course registration system. Not only the efficiency of his own office and that of data processing interest Mr. Nolan, but also the time wasted in the past by faculty and students alike over the seemingly tortoise registration process. No more will students have to while away hours by standing in another line, and never again will students need to track down relentlessly departmental faculty advisors in order to get those necessary signatures of approval for last-minute course changes — if Mr. Nolan's January experiment in Juniata

registration proves successful.

What have we staunch conservatives to fear in light of the impending alterations in procedure? Very little, other than finding something to do with our added leisure time as a result of the likelihood of completing our registration for spring classes in a matter of minutes. Conscientious pre-registration is the all-important factor in an expeditious registration period, emphasizes Mr. Nolan: he wants to eliminate the past tendency for students to pre-register sloppily because they knew they could straighten things out during the course change period in early semester.

So bad was the situation this fall, when some 578 change slips were processed (close to 50% of the student body) with the possibility of one to six changes on each slip, that Mr. Nolan became determined to do something about it. Realizing that some of the changes were necessary ones caused, for instance, by the delayed assignments of laboratory sections, Mr. Nolan has taken care of sectioning labs beforehand in order that times are known in advance.

But the essential factor in cutting down the registration time involves

careful pre-registration, i.e., making certain that the student carries no built-in conflicts in with him when he goes to register in January. The later dates for registration this time reflect the anticipation that students will know better what they want to take, and thus there will be fewer changes. The later the period of registration, the better, says Mr. Nolan, and he expresses the desire to register students eventually as late as the first day of a semester, having no classes that day, of course.

Registration will take place in the Women's Gym this time, continually from 8:30 a.m. until 5 p.m. (even during lunch time), Tuesday, Jan. 6, for all seniors, all juniors and sophomores A-L, and Wednesday, Jan. 7, for sophomores M-Z and all freshmen. Students are to check into the Women's Gym with their yellow schedule cards which will be in their mailboxes Monday, Jan. 5, the day after vacation and the day before registration begins. The yellow card gives proof of faculty advisor approval of student course selections.

In the Women's Gym along the outer walls will be located different department desks, one for each department, color-coded as to division. According to the courses he wishes to schedule, the student will report to the appropriate department desk, which will be manned at all times by some faculty member from that department. Upon indicating, then, the course he intends to schedule, the student will receive an individual course card, upon which he will print his name and the curriculum coding letter for that particular course. Having done so as many times as necessary at as many departmental desks as necessary according to the number of courses and labs he wishes to schedule, the student will then turn in all the registration cards at a central desk, thus completing his registration.

The one big problem, especially for underclassmen, will be course closings. Should a student report to a departmental desk only to discover that the supply of individual cards for a course he wishes to schedule is depleted, that indicates that the course is closed (filled to capacity). The student's next step would then be to consult the faculty member representing his department at that time on the gym floor and have him or her advise and approve the necessary change of schedule. The student would then continue to proceed as before, with the course change having been worked out on the spot.

Students are once more reminded of the extreme importance of entering correct registration numbers (the ones in parentheses) for each course. It is also advised that students heed the innovative inclusion of curriculum coding descriptions in the pamphlet of proposed course offerings this time. Another technical item to consider is that of the change in room designations for Good Hall (G) rather than Academic Building (K) as before.

Mr. Nolan anticipates there being the proverbial "bug" in the new system, but none that his office won't be able to resolve sooner or later. "We're hopeful," he says, and he asks for patience and understanding on the part of both students and faculty, realizing that the backbone of the administration is the wholehearted approval of the faculty, have helped implement the experiment.

As for John Hollinger, JC's former registrar, Mr. Nolan has many frank words of appreciation. Calling him predecessor a "dam good registrar." Mr. Nolan asserts that much of the criticism directed at the registrar's office last year was ill-founded. But Mr. Nolan's new perspective on things (yielded by his 15 years as a faculty member) has undoubtedly infused some life into an age-old profession. After all, a guy who schedules "Great Epoch" during lunch time (12 noon-1 p.m.) in order to relieve congested meal lines can't be all bad!

Pause to Consider . . .

June Allyson never had this problem. According to the 1950-ish scenario, oxforded and raccooned couples either meander across Oller Lawn crooning "Cuddle Up A Little Closer" or cheer frenziedly at the BIG GAME. June's consuming passion is figuring out some master plan whereby she can snag the handsome, athletic, intelligent Greek god manipulated alphabetical order has set beside her in Great Epochs. The heartstrings quiver. . .

The 1960-ish scenario features a small trickle of water wearing down Mt. Everest as the Beatles sing, "Why Don't We Do It In The Road?" This extravaganza could be entitled See Division I Erode: Erode: D.I Erode. Those critics in the audience may question how such things could come to pass. Over the last few years with a half prof (figure that one out) here and a half there, Division I has lost approximately 3½ profs. Forbid that they should brag, but of the 15-27 hours of each student's required courses and English Conference—Division I supplies 9-21 hours of said courses plus English Conference.

From whence cometh the eroder?—good question! ! A voice from on high (rarified) intones. "There will be no Greek." This is not a statement guaranteed to bring the campus to its knees. But it does raise the question—Who owns the voice and where does it come from? Could it be the same one that earlier decreed "All departments will be made equal—forcibly, if necessary"? Figure that one out and Department Chairmen (who are in mystery too) will love you.

The cold facts are these. The Humanities are the foundation of the liberal arts school. The performing arts are its laboratory and not a cultural status symbol. Division I supplies the majority of required courses and administrative positions related to them. This is not Juniata Tech. And poor relations usually have the most when it comes to deferred giving.

June never had to worry beyond the next commercial. We do.

Letters Policy

Letters to the editor should be typed and double-spaced and should be submitted no later than 1:30 p.m. Monday. The editors reserve the right to print only non-libelous and responsible content and to edit all letters and commentaries submitted to the Juniation. The staff also reserves the right to publish all full signatures unless the writer can supply very valid reasons for omitting his name.

Lottery Serves as Semi-Panacea, Volunteers Cure-All

by Paul Keely
So quickly was the whole thing come and gone that many Juniata males are still in the process of waking up to the fact that they've got little if anything to worry about as far as the draft is concerned. The haunting specter of Selective Service, which for so long played havoc with the minds of mortal men between the ages of 19 and 26, was exorcised for those who fared fortunately under the "fickle finger of fate" on the night of the Dec. 1 lottery.

But then there were those who weren't quite so fortunate and found, as a result of the lottery, that they will be serving for certain in some way or another in the armed forces of these United States. At least they're sure, though, of what is expected of them, for there is, finally, that borderline mass of eligible men — those who must "sweat it out" for a while not knowing exactly what will happen to them. The significant part of it all, however, is the fact that nobody is going to have to deal anymore with the possibility of being drafted anytime during the length of that forma-

tive seven-year period as before. The new lottery system by no means constitutes a panacea for all the considerable public disquiet over the draft: President Richard Nixon himself has acknowledged that the lottery is still an inequitable way of doing things, just by virtue of the fact that some men get drafted and some don't. He won't be satisfied, Nixon has said, until the U.S. has a completely volunteer armed force. Because of the continuation of the Vietnam War and its manpower needs, however, the attainment of such an ultimate goal is, for the moment, impeded.

Men of the U.S. may be assured, though, that wider draft reform is to come. For the recently-implemented lottery (signed into law Nov. 26 — the day before Thanksgiving) passed the Senate and the House easily only because an explicit agreement was made for holding extensive draft hearings beginning in February of next year. The lottery, as quickly as it seemingly popped onto the American scene, is but a step in the direction of the all-volunteer army that Nixon

did advocate as a long-term goal during his election campaign.

The new draft reform law which paved the way for the lottery may, according to some, go down as Nixon's best known legislative achievement of 1969. It is the most extensive reform of the Selective Service System since the Korean War, yet it stands only as a modification of the present law (of 1951 vintage), which expires June 30, 1971.

When former President Lyndon Johnson wished to move toward a random selection method in the draft system, Congress responded with the 1967 draft extension bill, a one-sentence provision prohibiting the President from establishing, by Executive order (i.e. without prior Congressional approval), a Selective Service system based on the principle of random selection. Nixon's recent legislation was but a simple alteration removing that ban on a lottery.

Early in his administration Nixon proposed major draft reform legislation, including lottery; but eventually it became evident that the overall reform bill was going nowhere in the Congressional Armed Services Committees. For this reason various people, Nixon aide Peter Flanagan for one, urged merely the simple modification in the existing law. So this past September, Nixon did ask Congress to pass a bill removing the prohibition against establishing the lottery on his own.

But then there were those who feared that institution of the lottery at that time would ruin chances of substantial reforms of draft reform — being the primary advocate in this case. Subsequent agreement among Nixon, Kennedy, and Senate Armed Services Committee chairman John Stennis to debate the matter next year paved the way for passage of Nixon's bill with little opposition. Having signed the bill into law, Nixon then issued the Executive order implementing the draft lottery.

Proposals for the elimination of the draft and the institution of an all-volunteer army will be considered in 1970, but (because of the present war) the more realistic consideration will no doubt be for retention of the draft with major modifications. Some proposals for revision include 1) the elimination of all student and oc-

myth persists in America that women won their rights during the suffrage movement of the 1920's. True, women won the battle for voting rights, but in winning the battle they lost the campaign.

Spending as much time as I do on college campuses, I am continually reminded of the second-class status of women. Almost every campus has different dormitory regulations for women than they do for men. Women have to abide by an 11 p.m. curfew. Men can stay out and study together all night or sneak into the library after hours. Yet women have to compete with men on an equal basis with regard to grades. Women don't get a 30 percent head start on each test. Women came to college as students, not as women, and they should be

treated on an equal student basis with men. And if parents do not treat their sons and daughters to be treated together equally as students on campus, they should keep them at home.

Women work just as hard as men for their degrees; it takes them just as long to earn a doctorate, yet they know in advance they will never make the same salary as men holding the same degree. Women pay the same food prices as men. They pay the same hospital fees and doctor bills. Salaries obviously should also be equal.

Marlene Dixon, writing in the December issue of Ramparts magazine, clearly demonstrates the salary inequity of working women, especially black and then white working women. She says: "Women, regardless of race, are more disadvantaged than are men, including non-white men. White women earn \$2600 less than white men and \$1500 less than non-white men. The brunt of the inequality is carried by 2.5 million non-white women, 94 percent of whom are black. They earn \$3800 less than white men, \$1900 less than non-white men, and \$1200 less than white women."

Miss Dixon provides further documentation of the deprivation and degradation of women. For example the decline in educational achievement at a time when higher education levels are demanded. She says: "In 1962, . . . white women constituted 53 percent of the graduating high school class, only 42 percent of the entering college class were women. Only one in three people who received a B.A. or M.A. in that year was a woman, and only one in ten who received a Ph.D. was a woman. These figures represent a decline in educational achievement for women since 1930s when women received two out of five of the B.A. and M.A. degrees given, and one out of seven of the Ph.D.s. While there has been a dramatic increase in the number of people, including women, who go to college, women have not kept pace with men in terms of educational achievement. Furthermore, women have lost ground in professional employment. In 1960 only 22 percent of the faculty and other professional staff at colleges and universities were women—down from 28 percent in 1949, 27 percent in 1930, 26 percent in 1920. 1960 does beat 1910 with only 20 percent . . . you've come a long way, baby—right back to where you started! In other professional categories: ten percent of all scientists are women, seven percent of all physicians, three percent of all lawyers, and one percent of all engineers."

There is an insidious psychological superiority of men over women which pervades the moral structure of our society. A man can get drunk and lie in the gutter, but for a woman to do the same thing is an outrage. Men consider it a mark of manhood to chalk up sexual conquests, but are outraged if their woman is unfaithful. It takes two people to produce a child. But when population control becomes a problem, it is suggested that women take the pill.

It should be clear to any human heart that a political and social system which does not treat the mother of the nation's children right will not deal justly with anyone. Women have the same physical problem with the oppressor that black people have always had. Black folks can't hide that skin color; it won't rub off. And women have the same physical visibility—they are immediately identifiable as women.

For a long time black folks tried hard to deal with that physical problem, but to no avail. We tried straightening out the hair, styles of dress and so on. Now black people have decided to go back to Nature. You can't improve on Nature. Black people have learned to be proud and accept the natural hair, thick lips, and wide noses. And if white folks can't accept black folks the way Nature put them on this earth, it is just too bad.

Women also have had an obsession with supporting the myth of femininity and trying to improve upon Nature. As society has told women their place is to be pretty and stay behind their men, women have put on the lipstick, rouge, perfume, cosmetics and pretty clothes. But such will not improve their womanhood. I, myself, can put on all the cosmetics in the world, just like a woman, and it will not improve my womanhood one bit. Only Nature can take care of that. Women must be boldly proud of their natural womanhood and demand their rightful status in society. Human beings are human beings first, and sex is secondary.



The above is the first of a series of bi-weekly columns written by Dick Gregory who will be coming to Juniata as part of the Focus Series.



The Juniation

Student Weekly at Juniata College
Huntingdon, Pa.

FOUNDED NOV. 6, 1924

Continuation of "The Echo," established January 1891

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Task Force Issues Compilation of Group Reports

Contd from page 1

6. Advisory system is not adequate — especially for freshman.
7. Lack of respect between faculty and students.
8. Eliminate comps., or have them each year.
9. Need for a chance to have experience in chosen field — especially for non-grad school students.
10. What changes in living arrangements (open dorms, visitation).
11. Too much "busy-work". No time for reading and research in areas of interest.
12. Students don't learn to ask questions!
13. Lack of concern for quality of interpersonal relationships. Some faculty members talked too much on Discussion Day.
15. Students and faculty did not have imaginative alternatives for educational problems.
16. Campus radio, newspaper ought to play more vital role.
17. Arbitrary nature of grades — gets in the way of learning.

18. Education too competitive — need to learn cooperatively.
19. Education too tied to time-limits (4 yr. B.A., etc.)
20. Juniata does not assist students to try to understand themselves.
21. Education here is too much a compromise (tech. and Lib. Arts).
22. Policy is made on basis of abuses by the few (e.g. concern with P/F, and the threat of losing the privilege due to misuse by some).
23. Lock-step system (4 years, 120 credits, 2-3 meetings/weeks, set class length, "sterile classrooms, profs going cation, no time to learn — through the motions" of edu. esp. in class, etc.)
24. Drop prerequisites, requirements, majors, departments (This from science group who said science majors cannot get a liberal education here.)
25. Five courses at one time keeps learning too fragmented and superficial.
26. Real need for full-time com-

- petent professional counselor.
27. (Especially for science majors) A need for courses to help understand the purpose and value of science!
28. Desire for change in grading system. (Science majors asking to be graded on basis of creativity and motivation!) Brown system of not recording failing or unsatisfactory work was mentioned many times. Some groups thought the "unmotivated" student eliminated himself under such a system. Other groups were uncertain about the outcome for some students. (The reader found it interesting in that in all cases the unmotivated student was someone else. Does this mean the motivated students were at Discussion Day; others not? or are the problems always with someone else? Then who is this culprit someone?)
29. Introductory courses spend too much time on terminology and not enough on concepts, purposes, contemporary

- relationships, etc.
- D. Interesting questions raised:**
1. Why don't we plan informal academic activities on weekends, run by students; ex-seniors aid undergrads, extra labs, bull/sessions, discussion sessions, lecture series, field trips, exchange activities with other schools,
 2. How many courses can be digested at once?
 3. Shouldn't introductory courses prepare the student to read advanced material on his own?
 4. Why don't J.C. students learn to use a library?
 5. Why isn't alumni office used as placement resource for summer employment to give students a taste of fields of interest? (This could also be accomplished through an expanded placement office).
 6. Where is education? —lecturing vs teaching? non-interacting by mistakes? etc.
 7. Where students realize the fallacy of the notion that a college degree increased the

potential earning power to the individual, some groups floundered trying to find reasons for education.

8. Why not allow students to take all distribution courses in one area?
9. Why do all courses run for a semester? Why don't profs run a course until they have done what they set out to do, then stop!
10. If no one tells a prof what he is doing wrong or poorly, how will he find out so that he can change or improve?
11. Why not file written periodic evaluations of students, rather flying to employers and grad schools? (Could this be done on tape? micro-tape? other?)

- E. Comments from the readers**
1. Team teaching as students have seen it at Juniata, was regarded as nothing more than
 - a) a sharing of lecture time, or
 - b) an extended panel presentation of opinion.
 2. There were a number of expressions of surprise from the students on the fact that fewer students were apathetic than had been claimed!
 3. Professors are not seen as people who are also learning. Generally they are seen as static store-houses for the stuff of which formal education is somehow fabricated.
 4. There were a number of concerns related to the idea that the more specialized a professor is — the better he knows his stuff — the less able he is, or might be, to communicate with his students.
 5. There was what seemed to this reader to be an alarming recurrence of expressions of fear that a wrong decision might be made, that someone (especially freshmen) might 'make mistakes'. In fact, freshmen seemed to be viewed generally as arriving here like a ream of new paper waiting and ready to be inscribed upon.
 6. Profs are generally seen as not accepting or appreciating student suggestions. (Whether or not this is true is not the point: what matters is that they are perceived this way) Example, many groups apparently worked that D-Day would be another exercise in futility.
 7. Students were generally apprehensive about too radical change occurring too rapidly (without understanding?)
 8. There seemed to be much confusion about evaluation of profs and courses. Generally, evaluation seemed to be desired, with much diversion of opinion about what should be evaluated and how that should be done. Some groups suggested that profs and students should work out together the objectives of the course, then evaluate teaching and learning against those objectives at the end of the courses. Some suggested supplemental evaluation from outside sources such as: (A) other profs in the department; (B) profs and students outside the department; 'experts' from off campus (alumni, other colleges and non-academica) etc. Some science majors questioned whether profs should be required to take courses in how to teach.
 9. Many recorders sensed that their groups were unable to formulate what an education ought to be!



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Cagers Win Tournament at F&M



● John Smith ●
by Larry Carbonetti

The Juniata College Indians' hard-work team ended its first week of competition on a jubilant note as they took first place in the S. Woodrow Sponagle Memorial Basketball Tournament last weekend at Franklin and Marshall College in Lancaster.

Fourth-year head coach Russ Trimmer's cagers won the tournament opener against F&M Friday night by a score of 86-76. A shaky first half saw Juniata suffer a 2-for-15 loss at the foul stripe, giving the Diplomats an eight-point lead. But the Indians charged back in the second half. Led by top scorers Charlie Harvey and Leo Wentz, the Tribe took the lead with about 14 minutes left and were never headed for the duration. They registered 22 for 26 at the foul line.

Saturday night's game with Gettysburg was a different story. The Indians came on strong to build an early lead only to have a Gettysburg rally cut it down to four points at the half, 34-30. The second period was nip and tuck until a burst in the final eight minutes broke it open for Juniata. The Indians won comfortably, 86-74, registering the first tournament victory ever captured by a Juniata basketball team.

Juniata's 6-foot-3 center, John Smith, was named most Valuable Player of the tournament, having scored 19 points against Franklin and Marshall and 27 against Gettysburg. Junior co-captains Charlie Harvey and Leo Wentz also performed well, as did Freshman center Tom Rinaldi, earning high scoring percentages.

The Tournament victory placed Juniata's early season record at 2-1, as the Indians dropped their season opener by a close 84-80 to Indiana University of Pennsylvania.

Harvey	5	5-6	15
Smith	10	7-11	27
McCarthy	3	1-2	7
Leo Wentz	6	2-3	14
Bader	6	1-1	13
Rinaldi	4	2-2	10
Totals	34	18-25	86

Harvey	5	5-6	15
Bucher	4	4-8	12
Thomas	2	1-1	5
Strunk	4	0-0	8
Gettle	10	0-1	20
McGarry	6	0-0	12
Eppeheiner	1	7-7	9
Kershaw	2	4-4	8
Totals	29	16-21	74

Score By Halves:	JUNIATA	34	52-86
	GETTYSBURG	30	44-74
Harvey		6-9	18
Smith		8	3-7
McCarthy		4	0-1
Leo Wentz		6	2-2
Bader		4	5-8
Barnhart		0	0-1
Straley		0	0-1
Rinaldi		3	9-10
Totals		31	24-39
Bierley		10	3-4
Brown		3	1-3
Graham		4	2-4

Bill Hiltner	0	0-0	0
Leonard	3	6-12	12
Farkus	0	0-1	0
Bob Hiltner	5	0-0	10
Moore	3	3-4	9
Trubisz	2	1-2	5
Totals	30	16-30	76

Score By Halves:	JUNIATA	34	52-96
	F&M	42	43-76

Keggers Capture I.M. Soccer Title Led by Smith

by Rick Paulhamus

I.M. Soccer Winner: Keggers, captained by Terry Smith. The Keggers went undefeated throughout the regular seven-game season. Taking a close second was the Water Walkers, captained by Ed Baker, whose only loss was to Smith's team.

This is the first year soccer has been played on the Intramural level at Juniata since 1966. The participation of eight teams indicates a definite interest and will hopefully be continued.

Final Standings

1. Keggers
2. Water Walkers
3. Shin Kickers
4. Tussey-Terraces
5. Grabbers
6. Rugehads
7. Santos '73
8. Kicking Squad.

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Indians Drop Opener to Indiana 84-80

by Gene Galbraith
The Juniata College Indians opened the 1969-70 season by dropping a hard-fought 84-80 battle to Indiana University of Pennsylvania. Juniata was down five points at the midway mark, but the Indians came on strong in the second half, when they led by as much as 7 points at one stage.

Indiana, however, gradually trimmed the lead until they clinched the victory in the last minute on field goals by Gary Gruseck and Dave Smith.

Both teams were equal in field goals with 32, but Indiana hit 20 of 32 shots from the foul stripe, while Juniata managed 16 of 26 free throws.

Juniata shot a torrid 32 for 56 from the field for 57.3%. Indiana connected on 32 of 66 shots for 48.5%. Juniata also led in the rebounding department by a 31-29 edge.

Juniata displayed a balanced scoring attack by placing four men in double figures. Leo Wentz paced the scoring with 19 points. Charley Harvey, Tom Rinaldi and John Smith added 17, 15 and 14 points respectively. Indiana's Lee McCullough led all scorers with 32 points, while Dave Smith contributed 19 markers to the victory.

Indians	FG	F-F	Tot
Donnelly	0	0-0	0
Erney	0	0-0	0
McCullough	11	10-12	32
Mattocks	2	2-4	6
DeMark	5	0-11	11
Smith	8	3-8	19
Gruseck	2	0-0	4
Kerstetter	1	0-0	2
Frank	0	0-0	0
Rusnica	0	0-0	0
Totals	32	20-32	84

Juniata	FG	F-F	Tot
Bader	2	4-7	8
Harvey	7	3-6	17
Smith	5	4-4	14
Leo Wentz	9	1-3	19
McCarthy	1	3-3	5
Rinaldi	7	1-2	15
Griffin	1	0-1	2
Barnhart	0	0-0	0
Totals	32	16-26	80

Score by Halves:	INDIANA	46	38 - 84
	JUNIATA	43	37 - 80

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by Tom Diehl
Sports Editor

The "super gnat" has struck once again. Juniata's defensive back Joel Delewski was named to the MAC Northern College Division All-Star football team several weeks ago. He was the only Tribe member to gain a first-place berth from this season's 5-3 Indian team.

Six other Indians were on the honorable mention list, including Dave Sparks (second leading rusher in the division), end Dan Rackovan, center Jeff Bassett, tackle Dan Browne, defensive lineman Sal Mercadante and defensive back Pete Straup.

Delewski, a 5'9", 160-pounder from Reading, gained his fame at Juniata with his adeptness in returning punts and kickoffs. During his college career, he returned ten punts and kickoffs for touchdowns. He also intercepted 16 passes during his career, including five this season, returning one for a touchdown.

"Joel is a deserving player. He did a good job in the secondary for us, but his real value was in his kick return ability. In that aspect there's nobody in the league to compare with him," commented first-year coach Walt Nadzak.

He added, "Every time Joel got his hands on the ball, he was a threat to go all the way. He forced other teams to change their kicking games and put pressure on their coverage. People kicked away from him many times in respect for his great ability."

Good kick return artists are not easily replaced, so that the loss of Delewski next season could leave its mark on the Indians. He has added vastly to the Juniata football program these past three years, and will be a hard man to replace in the Tribe lineup.

John Smith was chosen the Most Valuable Player in the S. Woodrow Sponagle Tournament for his outstanding play against F&M and Gettysburg. The award is based on a vote by the coaches and members of the press. For his efforts, John received a Hamilton watch.

According to Coach Trimmer, John has been very consistent, but his performance in the second half of the tight contest against Gettysburg was the best individual performance by any Tribe player since his arrival on College Hill. He scored 17 points in the second half, and ended up with 27 for the night, in addition to pulling down ten rebounds.

Smith, a junior majoring in sociology, played high school ball under Jim Smith at Lebanon.

Warrior of the Week—Charlie Harvey

The Juniata College coaching staff chooses a Warrior of the Week throughout the basketball season. The award is given to the player who, in the eyes of the coaches, has shown leadership in practice preparation and has performed consistently well in the games of the week.

The award for December 1-6 goes to Charlie Harvey for his outstanding play in games against Indiana, F&M and Gettysburg. He scored 50 points and 36 rebounds in addition to playing stellar defensive ball. In his third year as a starting player for the Tribe, Harvey is co-captain of the 1969-70 edition.

Charlie played for Coach Don Thorn of Central Dauphin High School and is currently a junior majoring in economics and business administration.

Seven Gridmen Receive MAC Recognition

Seven Juniata College football players have received recognition from the Middle Atlantic Conference Northern College Division for the 1969 All-Star selections.

Joel Delewski, the Juniata senior defensive halfback, was named an all-star defensive back. Delewski set a new all-time college football career record for kick-return touchdowns in his three years at Juniata, combining six punt returns and four kickoff returns for a total of 689 yards for touchdowns. He received 121 kicks for the Indians and returned them for a total of 2,026 yards, which is also a near-recognition among MAC all-stars went to Juniata's sophomore end Dan Rackovan, sophomore tackle Dan Browne, senior center Jeff Bassett, sophomore halfback Dave Sparks, sophomore defensive guard Sal Mercadante, and senior defensive back Pete Straup.

Dave Sparks, who led the MAC Northern Division in rushing for most of the season, finished second in the league with 734 yards in 146 carries, just 19 yards behind Albright College's Dennis Zimmerman. Sparks set two new season rushing records for Juniata, breaking those set by Bill Berrier in 1958. The old record for rushing in Conference games was 601. Sparks' total rushing for the season, including non-Conference games, was 949 yards, breaking Berrier's old record of 736 yards.

Pete Straup extended his all time Juniata records for individual and conference-game interceptions to 18 and 11, respectively. Juniata College ended its season with a record of five wins and three losses under freshman coach Walt Nadzak, having defeated Albright (20-7), Lycoming (21-7), Haverford (48-0), Washington and Jefferson (41-21), and Western Maryland (14-12); and suffering losses to Susquehanna (14-31), Geneva (14-16), and Moravian (18-7).

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Millions in Scholarships Go Begging

With Federal funds more difficult to obtain and banks tightening credit on loans, thousands of college students are wondering where to turn for help in financing their educations.

Part of the answer may be found knowing where to look — and it can help, in some instances, if you, the college student, have participated in rodeos, come from Appalachia or are a woman of Japanese descent from Seattle.

According to Dave Dunn, executive director of Scholarship Search, "Millions of dollars" worth of scholarships, fellowships, grants and student loans, of all types go begging each year."

Dunn's firm at 342 Madison Avenue in New York uses the computer to match college students with varied student aids. He cites the following often-neglected financial rewards that are available, for example, at the University of Arizona.

The school offers six "Vegetable Growers" scholarships for \$500 each. It provides the "Kenneth Gunther" scholarship, worth \$500 annually, to students who have participated in rodeos as a roper.

Other college scholarships are awarded for an incredible variety of reasons. Some hinge on whether students are direct descendants of Union soldiers who served in the Civil War, or are direct descendants of World War I veterans. If a student has proficiency in voice or on the organ; has an interest in the turkey industry; majors in pottery; plans a career in the field of game and wild life management; is a young woman preparing for missionary work or has served as an assistant in the college dining room, he or she is eligible for aid.

The list is endless. Dunn says, noting that many scholarships are based on ethnic backgrounds as well. For instance:

The University of Chicago offers an American Daughters of Sweden one year scholarship to a girl of Swedish ancestry who will include a course of Swedish in her program.

Columbia University awards the Daughters of the Holland Dames Scholarship annually on the basis of ability and need to a young woman of Dutch ancestry.

University of Washington, Seattle, makes available the United Schol-

ship Awards, with variable stipends, for students of American Indian or Spanish-American ancestry. The Woman's Auxiliary Club of Nisei Veterans Scholarship, for \$250, goes to women of Japanese descent who are preferably from Seattle.

"Each year," Dunn continues, "there are millions of dollars in financial aid available to students wishing to further their education. Once utilized, such financial aid may help prevent students from dropping out of college."

"Through Scholarship Search," he says, "students fill out an application which is then processed and matched against the world's largest data base of financial aid sources. A list of financial aid items for which the student is eligible is thus obtained. The list is mailed to the student and includes a minimum of 10 items of aid for a fee of \$20. Many users receive a list of 20 or more items for which they are eligible," Dunn says. "The system locates and supplies a list of the financial aid items, but does not secure them for students. That is up to the student, of course."

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