

Guest editorial

Faculty flunks

On January 20, 1971, Frostburg State College held its monthly group therapy session commonly (quite commonly) known as the College Forum meeting. An unusually-large crowd had gathered; all but one student representative, most all administrators, and surprisingly, enough faculty members to constitute a quorum.

Dr. Grooms called the meeting to order (more or less) with an offer of resignation and some excellent conciliatory remarks aimed at unifying the forum. Unfortunately both the resignation and remarks were ignored by the faculty.

The first order of business was the creation or re-creation of a College Senate. At the previous regular meeting students asked for a Senate to be based on equality; however, Dr. Paul "flash" Hunt quickly rose to offer a substitute motion (whatever that is, nobody seems to know or care). Equality was never even discussed (what the hell, it's only an American tradition and foundation of the country).

Dr. Hunt's motion called for a Senate composed of ten students, president of the forum, five administrators, ten faculty, and four department heads, and no librarians. This adds up to fifteen out of the thirty Senate members being faculty members. This situation is rationalized by a theory Dr. Hunt calls proportion. According to him, the faculty makes up the majority of the college community and therefore should have the largest membership in the College Senate. Obviously 133 faculty members are more than 2100 students. Anyone can see that there are more students than faculty, that is anyone but the faculty.

Well, to get back to the subject, this whole proposal was brought up at the January 20th meeting. An amendment was made to make the Senate a body of equal representation for all three parts of the college community. The amendment was given brief discussion — only three or four people speaking — when "question" was called (screened may be a better word), but instead of the matter coming to a vote (the way it's supposed to), another faculty member rose to add his insipid mumbling aimed at preventing equality.

The motion for equality was defeated. The faculty now calls for the person in power to call for trust — they've got nothing to lose. The faculty, although unwilling to trust the student, is anxious to count on student trust. The faculty obviously isn't ready for equality; but don't worry, faculty — we'll come back when you grow up.

Bob Hoch

Coppers chop commune

(Continued From Last Issue)

mention stuff like that—because in jig time the whole family was back on the desert carrying on as before, going nude, getting high, balling, eating vegetables. (The commune, like so many we know, was not only vegetarian, but violently pro-life. No meat, no killing. When they found rattlesnakes in their adobe havel, a common event, they took more care than I would to remove the snakes without harming them & carry them way out into the desert to release them. I really don't think I'd've done that.)

After the bust the police surveillance increased in intensity. Frequent helicopter overflights, frequent visits from The Man, that sort of thing. This didn't especially interfere with their lifestyle—by then they were used to the cop game — but finally, late one night, a veritable army of cops & sheriffs (and maybe even the U. S. Marines) swept down in dune buggies & copters and rounded up the whole family one more time. Charges: indecent exposure, various degrees of possession, contributing to assorted delinquencies, child endangering (the family included several babies), miscellaneous other shit, and the old standby—Grand Theft —Auto. Off they all went to jail.

Commune Hassles

If that's where it ended, their story would be too ordinary to bother printing. When I lived on the Hog Farm this sort of thing —seldom so extreme—happened constantly. Morningstar, up

north, has had the same experience. Last week's Good Earth bust wasn't much different than what the Manson Family was used to.

Communes are by nature exceptionally susceptible to such actions. They can't help being pretty visible on no matter what Amerikan landscape. They look different, they live differently, they're hard for outsiders to understand, they pose what straights can only see as definite threats to the way things are. Straights who get to know a commune usually become great old friends with it, but most straights don't get that chance, or won't take it, and feel pretty hostile toward communes—if not hostile enough to do anything on their own, still hostile enough to support, approve, or join in on somebody else's action.

Any communes bring this on themselves, for they all tend toward isolationism & clannishness. But I don't really think things would be a lot better for a gregarious, neighborly commune . . . especially not after what happened to the Manson Family.

Sadie Glutz Tells "All"

For during this bust Susan Atkins (Family name: Sadie Glutz), reportedly high on acid, spilled the alleged beans to her cellmate, who promptly passed the word along to someone who would know what to do with it. Instantly the LAPD descended on this boondocks jail and took to hanging on Susan's every word—

Dear Editor,

I want to take the time to say thank you for your editorial dealing with the lack of nine-weeks courses at Frostburg. It's about time some action is taken to get more of these courses into the curriculum. I'm glad State-to-Date has taken the initiative to bring their problem to light since no one else has.

Janet Kogut

Dear Editor,

I wholly agree with your editorial of January 28. It is a shame that a student teacher cannot fill in his schedule due to the meager offerings that the college offers in nine-week courses: more courses should be offered. If Dean Jablon is doing his job, he'll

see to it that the nine-week course becomes a reality in full swing.

Jim McCarthy

Dear Editor,

The business office of F.S.C. has done it again. While trying to help the student in a sincere manner, they seem to forget simple basic services.

Returning to school for registration on January 15, Thursday, I arrived on campus about 4:30 p.m. This happened to be a little late for me to pick up my receipt for room and board, besides my meal ticket. I went to the cafeteria hoping they would trust enough to take my name, and on going to the cafeteria again, I could show them my

meal ticket, thus proving I have paid to eat their food.

In all, I had to miss supper and go over to Fred's Carry Out for my supper. I lost \$1.25 to the school and about a dollar for grease at Fred's. Somewhere the business office blew it, for how much would it cost them to pay one or two people, and have them work until 6:30 p.m. on the days the students are returning to school from semester break, thus enabling them to eat the food they have already paid for.

The question I ask is: Why shouldn't the business office pay me \$1.25 in return for the meal they made me miss due to their banker-like hours on the hill.

Bob Yost

Student advocates discrimination

By Fritz Lee

In the past few months, there have been articles in newspapers indicating a teacher surplus in the United States. Whereas with the respect to numbers, these articles may be true, I am concerned about the quality of the teachers. The teacher's colleges of today turn out teachers, irrespective of quality and on a production line basis, who leave these colleges with a maybe trained intelligence but whose intellectual understanding is almost non-existent. To clarify my use of intellectualism as opposed to intelligence, I shall make use of Richard Hofstadter's definition — "Intellectualism is the critical, creative, and contemplative side of mind . . . intellect examines, ponders, wonders, theorizes, criticizes, imagines

. . . Intelligence is an excellence of mind that is employed within a fairly narrow, immediate, and predictable range; it is a manipulative, adjustive, unfailingly practical quality—one of the most eminent and endearing of the animal virtues." In other words, an intellectual will devise a theoretical program that will take in account the entire social-political spectrum and the intelligent will put the program into practical use.

What seems to me to be the case is that the teachers coming out of these teacher colleges do not have the basic understanding of the academic subjects to be a competent, challenging teacher. They have been trained as if for a trade in a particular area and not educated in the academics so as to be able to provide a fuller understanding of the academic subjects to their students. In short, a teacher would, for example, know "all" about math, but then he could not explain its relationship to philosophy, geography, psychology, and other academic subjects. These teachers, in a very practical and intelligent sense, could not explain its relationship with surveying and other such trades.

This distressing situation exists, in the most part, because of certain actions taken by the teacher colleges. The mistaken actions that I will write about are (1) admitting students that are not college material and (2) presenting and requiring courses of the students in the teacher education program that do not develop the student's intellectual capabilities. To expound on these statements further: the majority of the students that enter the teacher colleges are not true college material. These students do not have the capacity to do college work and they do not have the desire to understand the interrelationship of the academic subjects and thus not having this understanding, they do not have the preparation to stimulate the creative minds of the students that travel far beyond the narrow academic area of that particular teacher. Examples of accepting "non-college material" is the admission requirements for negroes.

Also, in comparison, five state teacher colleges (Madison College, Frostburg State College, California State College, Glassboro State College, and Central Connecticut State College) hover around five hundred for both math and verbal SAT, while such

non-teacher colleges as Columbia University, Princeton University, Washington College, and Harvard University are at least fifty points better and upward to hundred and eight points better on both math and verbal SAT.

Even though this comparison seems extreme, one can readily see that the "lower grade" students go to the teacher colleges while the "higher grade" go to the liberal arts colleges.

Besides the poorer quality of students admitted to these colleges, the colleges themselves have a education program that adheres to the anti-intellectual. In the teacher colleges, the teaching program is divided into two areas, elementary and secondary education.

In the area of elementary education, the prospective teachers are required to take courses such as art, music, and physical education in the elementary school, a method course covering the academic subjects, a single child psychology course, and some basic history, math, English, science, and geography courses which do not reach above the level of a good high school representation. As can be seen these courses offer very little in understanding the complex world of today. Whereas these colleges devote a single method course to the important subject of physical education and they limit the method courses of the academic to a single "catch-all" course seems to be highly anti-intellectual in the field of education. Such courses as methods in reading, psychology of learning, philosophy of education, and the sociology of education are missing. It seems that colleges are on an anti-intellectual path if they leave out such courses.

In the field of secondary education, the prospective teacher is supposed to get a major in his field, take a couple of courses related to his field, and take one psychology course on adolescence, a basic education course, and a method course. Besides not requiring the above mentioned education courses, these colleges do not require courses such as philosophy and math, religion and science, and the history of intellectualism in Western culture. In short, leaving out these courses encourage that these students build a closed mind which they pass on to their students.

My solution to this mess is twofold: (1) restrict the number of

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Stars to prove answer

By Chris Dickson

Where do we go from here
Chaos or community
Can't you see on this and future
Sundays
7,000 Gypsies swirlin' together
And offerin' to the sun in the
name of the weather
Carry 7,000 people past the sun
Gonna hi-jack—Gonna hi-jack
the starship!

This may seem unbelievable—but it is possible. In the words of Paul Kanter's "Hi-Jack", 7,000 people will, in 1990, hi-jack a celestial starship and escape the "chaos" and get it all together in "community" in the vast village of stars. But a group of courageous (courage is the by-word of this project) philosophers and scientists are going to make far-out science fiction story of Kanter's reality: this reality is called "project Plymouth."

In a speech delivered at Springfield College Dr. H. W. Ritchie of Thiokol Chemical Corporation stated that "It appears that a common goal is essential for our survival"; all peoples of this war-torn, hate-filled world should "unite in a common objective—a common goal to colonize new worlds." On this planet we are rapidly exhausting most, if not all, of our natural resources and we are approaching a state of chaotic global anarchy. Population is infringing upon the freedom and rights of all mankind; we are finding that the races and the many contrasting political philosophies cannot live together compatibly; the condition that Winston Churchill called "The Balance of Terror" is steadily worsening. Our highly advanced and sophisticated technology has given us dirty lungs, dirty skies, dirty waterways, and dirty oceans.

It is very possible that this old earth is worn out and that man has lost his capacity to realize his true greatness. Man's

destiny and greatness can only be realized when he packs up his bags and expands to new worlds as did the Portuguese explorers of old.

According to Dr. Ritchie, "You will have people tell you that the colonizing of new worlds in outer space is absolutely impossible. Such pessimism seems to be common, particularly among the experts." While this may be all very well and true, we cannot possibly forget what man has accomplished in air flight in the last seventy or so years since Wilbur and Orville Wright took off in their flying machine at Kitty Hawk in 1903. Charles Lindbergh flew across the Atlantic, and no one said that could be done. The Germans destroyed London with the V-2 during World War II—that wasn't supposed to have worked either. And do you remember when you were young and one of your friends said that you were crazy because you thought that maybe man would someday fly to the moon? "one small step for man, one giant step for mankind."

The time has arrived when we should all seriously consider climbing into our winged Santa Marias and flying off into the universe and what our capabilities would be for achieving true greatness and peace. "Project Plymouth" will uncover many new fields of study and endeavor; "Plymouth" will involve all of the fields in outer space.

"Project Plymouth" is bringing to life the chance that man may have only once in his lifetime to give birth to a great order of life free from strife and confusion. Hopefully, "Project Plymouth" will give man an opportunity to look back into history and examine what he has done wrong so that he may learn from his mistakes and bring a little peace and harmony and understanding to the human race.

Ecology column

Your land — my land

What can we do? First we can look to ourselves. For even as the problem emanates from Man so the solution to our problem must be found at the same source. We saw how the early settler viewed the land and thought its wealth inexhaustible. Freedom could grow in a land like that and it did. There were furs free for the trapping, and gold free for the taking. There were empires of land to be claimed for cattle and the government provided free land to the homesteader. If a neighbor was too near, a man could move on for elbow room. If the land was farmed out there was always good land to be had on west. This restless spirit of independence has continued to our own day, to a time when there are more people, less elbow room and no more west.

Though in 1971 the furs and the gold are no longer abundant and the government is no longer giving away good farm land, that same independent spirit continues in our freedom to buy and freedom to use and freedom to act. "It's a free country isn't it?" is a frequent response when one of these "rights" is questioned. This mentality finds expression in two extreme phrases peculiar to our day—"The free enterprise system," and "Do your own thing."

The goal of the free enterprising business man is to create capital. That is what made our country great—this rugged individualist working in a competitive society. He is free to buy the land and free to use its resources. His measure of success is the profit margin on the account books at year's end. By acquisition, by use and by profit he seeks to build the good life for himself. It's a free country isn't it?

Another individual with no elbow room, caught in the money-

conscious society with its money-colored values and seeing about him a world with problems beyond dimension declares, I want to be free to turn off. That is what is wrong with this country. It is too uptight in rule and regulation and patterns and designs. I want the freedom to buy my own values. It is my life and I want to be free to use it my own way. I want to do my own thing. His measure of success is the number of social restraints broken and civilities disregarded, the number of established ethics overturned and old values flaunted. So with indifference or by negation he attempts to build the good life for himself. It's a free country isn't it?

The familiar verse of John Donne is particularly relevant to our condition

No man is an Island, entire of itself; every man is a piece of the Continent, a part of the main; if a Clod be washed away by the Sea, Europe is the less, as well as if a Promontory were, as well as if a Manor of thy friends or of thine own were. Any man's death diminishes me, because I am involved in Mankind. And therefore never send to know for whom the bell tolls. It tolls for thee.

The business man may be free to cut all the trees on his land, free to strip all of the coal; he may be free to empty his factory waste into the stream which runs through his land; but he is not free to choose the results of his actions and the consequent effects upon his neighbors and upon future generations. He must reject this independent island-like mentality and become involved in mankind.

The indifferent individual intent upon doing his own thing may be free to wear off the grass, free to throw his cans out

of the window and his trash on to the street; he may be free to abuse or destroy his mind or his body but he is not free to choose the results of his actions and the consequent effects upon his neighbors and upon future generations. He must reject his indifferent island-like mentality and become involved in mankind.

From these positions of extreme and through the middle with all its varieties and shades of opinion and attitude; whether one discovers a monumental desecration or just a little everyday carelessness, everyman must take stock and conduct a mental inventory of his "life style" and his relationship with others. For no man is an island entire of itself.—Any man's death diminishes us because we are involved in Mankind. And therefore never send to know for whom the bell tolls. It tolls for us.

JGP

Guilty or not?

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Christ . . . and also Satan. Perfect. And thoroughly wrapped up by Susan Atkins' grand confession. What chief of detectives or district attorney could ask for anything more?

So they dragged him back to L. A. and the papers & media played him to the hilt. They really beat the drums on the Hippy Commune angle: dope, sex, bare asses, dirt, disease & murder. Got so none of the few communes in L. A. dared call themselves communes anymore. Family became a dirty word. And while they were about it, the media carefully brought in long hair, strangely painted cars & busses, hippy clothes, guitars, astrology & occultism, even Scientology, the whole life style, and tied

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Licentiousness blossoms

By Glynn Baugher

Dramatis Personae gave us last weekend a production of William Wycherley's *The Country Wife*, first acted in 1675. To see a Restoration comedy on the boards, rather than just to hear of the licentiousness of plays of that period, is a welcome experience. We would like to see for ourselves whether in a Restoration play "intrigue was plot, and obscenity was wit," as Samuel Johnson pontificated. That intrigue is plot in *The Country Wife* need not be denied: the main plot hinges on Horner's posing as an impotent man—no more than "an arrant French capon"—the better to cuckold the husbands of London.

Such as intrigue may be morally objectionable. (A woman near me gasped several times.) But if the intrigue promises good stage maneuvers, we are less likely than Johnson to object. Such lesser intrigues as Margery Pinchwife's letter-switching and Hardcourt's parson-posing we may accept as stage conventions, though they look like paltry bits of stage flummery.

Nor, perhaps, is the obscenity of the wit the main standard by which we judge Wycher-

ley's comedy today. Banter can be obscene and rather tedious at the same time: witness the constantly mined cuckold jokes. (Admittedly, the audience found them laughable still.) But Wycherley's banter can also be both obscene and sprightly. The china scene contains some flashing double-entendres, which delighted the audience.

Coming to this particular production of *The Country Wife*, I hope it is no very cynical asperity to give it a mixed review.

The main triumphs of the play were Horner, Margery Pinchwife, and My lady Fidget. Michael De Santo as Horner was the very model of a merry rake—in the cant of the Restoration stage, a pretty fellow. De Santo's delivery of his lines showed how an understanding of one's role could extract wit from the machinations of a rouse. His facial expressions were excellently controlled; he reacted as well as acted, and was a pleasure to watch.

Equal to Horner was the country wife, played by Gloria LeRoy. Artfully ignorant, Margery was the right mixture of the country ingenue, well sketched by Miss LeRoy's speech manner-

isms, and the inherent minx. It was a vivid, winning performance in a role that demands attention to detail.

Pamela Bannar had, for the role of My Lady Fidget, the proper figure and, more important, a shrewd portrayal of hypocrisy. With honor constantly in her mouth, and nowhere else, My Lady Fidget is Horner's first great test. Miss Bannar's voice commanded the role. (Should anyone need a good Mrs. Malaprop, she would do handsomely.)

Less fortunate was the casting of Pinchwife. Al Horibogen raced through too many lines with a dearth of expression. His lines sounded memorized, and badly memorized: he muffed far too many lines Saturday night. It is an unsympathetic role, but Horibogen received some of the biggest laughs of the night. However, pratfalls are scarcely appropriate to the character Wycherley wrote.

Deborah Parks did well as Althea, a role that does not furnish so much opportunity as that of Margery. Miss Parks was appropriately attractive, sensible, and high-spirited. Harcourt was played by Louis Van Hollen. The role could have been more vivi-

fied, but Van Hollen was love-struck.

Sparkish, played by Harry Hickman, was entertaining. Though not written as a subtle character, Sparkish would have profited by a bit less exaggeration. His foppery ought to be apparent more from his affected wit than from his rouge. But perhaps this was a concession to the times, and he was funny.

The lesser characters were competent: Dana King as Dorilant, Gary Mallow as Sir Jasper, Judy Jordan as Mrs. Dainty Fidget, Martha Romesburg as Old Lady Squeamish, Kevin Garbelman as the Quack, Jan Lanham as Lucy, and Moneer Zarou. I was struck by Valerie Figiel's smart part as Mrs. Squeamish.

The staging was well handled. Orange girls in the audience—though I noticed no one propositioning them—and gallants and loose dalies in the boxes gave an impression of the Restoration theater. Candlelight and the sliding scene flats were happy—and authentic touches. The audience likes to see the mechanics of the scene. The costuming kept well in mind the value of spectacle in the theater, the dress being splendid, allowably exaggerated,

Student advocates

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students entering colleges; therefore, letting only the truly intellectual ones in, and (2) present courses to the college students that will excite their minds to explore all areas of the academic world. This would mean that a large majority of the students now in the teacher colleges would not be there, thus solving the teacher surplus and the quality of the teachers.

especially one ghastly yellow-green outfit of Sparkish. My only objections to costume: some of the men's wigs looked strangely rat-eaten, and the men needed more skill in handling their hangers.

In sum, the play was mostly entertaining and a venture with hard work behind it. The director might have risked some judicious cutting—for example, in the early scene with Horner, Harcourt, and Dorilant in which witticisms are tortured two dozen ways, the audience not following. I feel sure few people wished the play longer.

But My Lady Fidget had a consummate epilogue delivery, and the fine performances of Horner and Margery were vibrant and memorable.

Bobcats take three straight

By Jim McCarthy
Frostburg State Bobcats boosted their record to 12-13 last week by overwhelming Gallaudet and Bowie State in PIC play and by beating cross state rival Towson State in a non-league contest. Last Wednesday the Bobcats travelled the road as they took on Gallaudet, winning by a score of 82 to 68. It was the Cats' tenth victory in 13 outings, as four of our cagers finished in double figures. Led by Kevin Murphy, Ray Pietras, Bob Maddox, and Jimmy Sklencar—each registering 16, 12, 11, and 10 points respectively, Frostburg went to the lockers with a comfortable 41-27 advantage at halftime, unthreatened by the Bisons. Murphy finished the night with seven goals, while

Pietras and Sklencar had five a piece. FSC meshed 32 markers compared to the losers' 24, and were 18-26 from the free throw line. On Friday night, the Bobcats hosted Towson State in a spirited head-to-head battle and won 49 to 43. Clutch free-throwing by Murphy and guard Oscar Lewis with less than a minute to play propelled FSC on the road to victory. With 45 seconds remaining, and FSC leading by two (45-43), Lewis made both ends of a 1 to 1 situation, giving the Cats the lead by four. Thirty-five seconds later Murphy sealed the win by connecting on a one-to-one try, capping Frostburg's fourth in a row and eleventh victory of the season. Murphy led the Bobcats in

point production with twelve as Maddox pulled down 18 misfires while scoring eight. Two nights later the Bobcats found themselves again in victory row as Bowie tasted defeat by an overwhelming score of 67 to 39, giving the Cats their twelfth victory against three setbacks. Maddox, who was a cog all night under the boards, also showed offensive power by bucketing a game high of 18. Playing the slow-down for most of the night, the Cats controlled the ball for 25 minutes and 38 seconds, and shot at a 47% clip from the floor, compared to Bowie's low 30% average. Ballhawk George Moraz keyed the defense as he held Bowie's top scorer, Isaac Creek, to a mere eleven points. Moraz also added nine to the victory.



Maddox does his thing before overflow crowd.



Even the jump ball went Frostburg's way.

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Pledges begin

After a week of men's fraternities' rush activities, the following pledges have been announced:
Alpha Delta Chi — Thomas H. Blair, Roy L. Dickerson, Robert C. Gaffney, Steven R. Hartley, Mark A. Mandel, Jack C. Mitchell, Joel Shoap, and Richard T. Sterling.
Sigma Tau Gamma — Joseph C. Adams, Peter E. Bergin, Robert J. Booz, James J. Frank, Ronald Lee Harsh, Robert W. McVay, John A. Nelson, Tyler Page, Phillip Rollins, and John Steiner.
Tau Kappa Epsilon—Glenn A. (Pete) Ball, John F. Harvey, Al Kolodziejski, Ed Myslinski, John Perfetti, Jim St. Ledger, and Jim Winlacks.

Including the Gallaudet win, the victory over Bowie upped the Cats' league record to 6-1 record to undefeated D.C. Teachers. Saturday night FSC hosts George Mason in an eight o'clock contest at Compton. Next Tuesday mark your calendar as the Cats again take on D.C. Teachers at home, hoping to avenge an earlier season loss and knocking the Teachers out of first place in the PIC.

BOWIE	G	F	PF	T
Creek	5	1-3	3	11
Davis	0	0-1	3	0
McGhee	2	1-1	3	5
Smith	2	3-4	2	7
Stanley	5	1-4	1	11
Tweedy	1	3-3	3	5
Hunt	0	0-0	2	0
TOTALS	15	9-16	17	39

F S C	G	F	PF	T
Murphy	1	0-1	1	2
Sklencar	3	2-2	2	8
Mundy	0	2-5	1	2
Rannels	2	1-1	2	5
Maddox	8	2-3	3	18
Lewis	3	1-2	2	7
Reading	1	1-1	1	3
Moraz	3	3-9	2	9
Ray Pietras	6	1-3	1	13
TOTALS	27	13-21	15	67

SCORE BY PERIODS:	
F S C	31 — 67
Bowie	10 — 39

Artist Series

Kayal delights audience

By George Rippon
Jacques Kayal et Compagnons provided a great afternoon's entertainment for those who attended that Artist Series concert last Sunday afternoon at 3:15 p.m. A variety of jazz, some toned-down rock, and selected show music songs comprised the baritone vocalist's program repertoire. Kayal's original home was Casablanca, Morocco, where he entertained show business by entertaining wounded American soldiers during World War II. While growing up, Kayal mastered classical piano in Paris, and then came to the U. S. in 1958. He has since been featured vocalist at the Left Bank in New York, the New York Hilton and the Rockefeller Center, as well as the Carillon in Miami Beach. Kayal also has a recording con-

tract with Ambassador Records. The highlights of Kayal's Sunday performance included "It's Impossible," "Time and Love," "Make it Easy on Yourself," and a medley of the Beatles' songs: "Here, There, and Everywhere," "Hey Jude," and "With a little Help from my Friends." Kayal's "Compagnons"—Denny Holgate (piano), Jay Lenhart (bass), and Earl Williams (drums), created nothing short of superb musicianship. Holgate's virtuoso performance as pianist and conductor of the trio deserves special mention. Kayal, himself, performed on the electric piano during the second part of the program. I hope that Mr. Kayal will contract to do more performances at Frostburg, so that more students will have the opportunity to enjoy the talents of one of America's finer male vocalists.

Gymnasts bend Montgomery

By Mike Kelly
In the game against Montgomery College Friday the 29th, the FSC Gymnastic team took Montgomery 83.6 to 60.2. Coach Sargent was real encouraged with Friday's performances, and hopes this win will build confidence after their first three losses of the season.

Tom Samson, an all-around performer, scored in every event with a cumulative score of 30.9. Pat Hollein and John Perfetti, also all-around players, followed with scores of 15.1 and 19.3 respectively, but were handicapped by injuries. Final scores for the meet were:
Floor Exercise
*Tom Samson—first 7.3
Pat Hollein—fourth 3.8
Van Jacobs—fifth 3.5
Charlie Bushrod—third 4.2
Side Horse
Nelson Ng—first 3.9
Pat Hollein—second 3.6
Tom Samson—third 3.3
Steel Rings
Tom Samson—first 5.3
John Perfetti—fifth 3.1
Bob Lowe—third 3.5
Pat Hollein—eighth 2.3
Van Jacobs—fourth 2.9

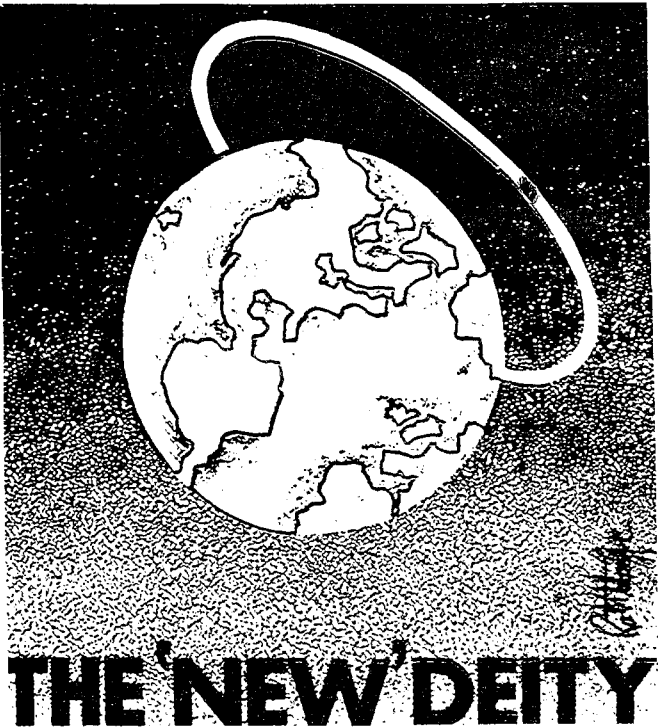
Long Horse Vaulting	
Tom Samson—seventh	4.7
John Perfetti—fourth	6.1
Van Jacobs—second	6.5
Vogtman—third	6.2
Parallel Bars	
Tom Samson—first	6.1
John Perfetti—second	5.6
Pat Hollein—third	3.2
High Bar	
Tom Samson—second	4.2
Pat Hollein—third	3.2
John Perfetti—first	4.5
* Team Captain	

Spotting sports shorts

A former All-America soccer star at Frostburg State College and a past visiting professor at the college will teach in graduate programs being sponsored this summer by the School of Health and Physical Education at Ithica College, Ithica, N. Y. Mr. Roy Sigler, an All-America soccer selection at Frostburg State in 1962 and currently a soccer coach and basketball recruiter for Boston University, will teach in a two-week course titled "Advanced Techniques of Coaching." Teaching a seminar course titled "Psychology of Sport" will be Dr. John E. Kane, head of the department of physical education at St. Mary's College of the University of London, who was a visiting professor at Frostburg State College last year. Both programs are being conducted during Ithica College's intersession, June 28 to July tenth.

Personal Honor

Carl Leverenz, Frostburg's 5'7", 185 pound junior halfback, finished the 1970 football season ranking thirteenth in individual rushing; he averages 4.4 yards per carry in the second division of the NAIA, and has rushed a total of 167 times for 741 yards. Finishing 30th in the nation according to NAIA standards, Carl received honorable mention on the All-American Football Team. He and Maryland State's Conrad Spence were the only Maryland players to be awarded this recognition. Carl is a graduate from Springbrook High School in Silver Spring, Maryland.



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