Dietrich Hall Renovation Set for 1978

By MARIA MEDA

A major construction project at the University will begin in 1978, when Dietrich Hall, expected to cost approximately $3.5 million, will be torn down and rebuilt. The school is the Faculty of Arts and Sciences, which has the largest number of students.

"We're now in the architectural drawings stage," said Dean of Faculty, David E. E. S. Meda. "We're presently working with a consultant firm, and they have indicated that they will be ready to submit their plans by the end of the year." The architect for the project is van Merkensteijn.

Renovations of the 35-year-old building, which must be undertaken because of the limited space in the building, will begin immediately after the conclusion of the academic year. The project is expected to last approximately five years, and the building will be closed during the renovation period.

The current building is "too small to accommodate the growing number of students," said Meda. "We're trying to create a more efficient and comfortable environment for our students." The new building will have more classrooms, laboratories, and study areas.

Meda added, "We're also trying to create a greater sense of community among our students. The new building will have more spaces for students to socialize and interact with each other." The project is expected to be completed by 1983.

New SCEU Guide Is Not Available Until After Course-Registration

By KAREN DESROSE

The Student Committee on Undergraduate Education (SCEU), which is responsible for overseeing the course-registration procedure, has announced that a new guide will not be available until after course-registration.

The SCEU guide, which is published annually, provides information on course offerings, faculty, and other relevant information. This year, the guide was expected to be available before the beginning of the semester, but due to an error in printing, it will not be available until after course-registration.

"We apologize for any inconvenience this may cause," said SCEU Chairman, John Smith. "We have worked hard to ensure that the guide is as accurate and informative as possible, and we will do everything we can to make sure that it is available as soon as possible." The SCEU guide is available online and will be distributed to students at a later date.

Ad Hoc Dissertation-Fee Committee To Hold Meeting on Proposed Hike

By CAROL BRITCHE

An ad hoc committee studying the issue of dissertation fees will hold a meeting on Monday, May 8th, to discuss the proposed hike.

The committee, which was established in response to concerns raised by students, will be discussing the implications of the proposed increase and will be seeking input from the larger community.

"We are committed to ensuring that the dissertation fee is fair and reasonable," said committee member, John Doe. "We will be considering a range of factors, including the costs associated with providing dissertation services, in order to make a decision that is in the best interests of students and the university." The meeting will be held in the Student Union at 2pm.

Dignitaries Laud Brownlee At Retirement Ceremonies

By ELIZABETH ENSBERG

A retirement ceremony was held on Monday, May 8th, for Professor Alice Brownlee, who has been a member of the faculty for over 30 years.

The event was attended by many dignitaries, including the University President, who lauded Brownlee for her contributions to the university and to the field of economics.

"Professor Brownlee has been a role model for many of us," said President John Doe. "Her dedication to teaching and research has inspired us all, and her legacy will continue to be felt for many years to come." Brownlee was presented with a plaque and a key to the university as a symbol of her service.

The ceremony was held in the University Center, and was attended by faculty, students, and friends of Brownlee.

U. and Other Schools To Compile Joint Brief On Admissions Case

By JENNIFER MARSH

Attorneys representing the University and other schools have agreed to compile a joint brief in the admissions case, which is currently being heard by the U.S. Supreme Court.

"We believe that it is in the best interests of all parties to work together to resolve this matter," said Attorney John Doe. "We will be presenting a united front in court, and hope to achieve a fair and just outcome for all involved." The joint brief is expected to be filed by the end of the month.

The case, which involves the University's use of race as a factor in its admissions process, is引起广泛关注. It is expected to be a landmark case in the fight against affirmative action.

The joint brief will be filed with the U.S. Supreme Court, and is expected to be reviewed by the court in the coming weeks. The court is expected to issue a decision in the case by the end of the summer.

The representatives from various schools and special interest groups have been in close contact with each other, working to ensure that the best possible representation is made in court.
Proudly Announces Its First Annual Slogan Contest

Whatever "Roi "477 3305

CHEERLEADING TRYOUTS: To Begin; 7 Mon. 7:00 p.m., 2nd fl. lounge. C.A.

GAYS AT PENN: Meeting and social hour every Wed., 7:30 p.m., rm S31, Annenberg Center

MAKE UP WORKSHOP: Every Mon. Meet 5:00 p.m. to conduct phone survey. Pay 2000.

INTL CARIBBEAN AMERICAN STUDENT UNION: "College Students Onl...

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HISTORY

1868: University Moves Into City's No Man's Land

By R.I. WEST

This is the first in a two-part series on the University's presence in West Philadelphia. The new President is spreading his arms out wide to embrace the University's new home. The site is Blockley Township, a region famous for its summer estates, swampland, and the University's former home, the Locustville House, a 19th-century residence. The University wanted West Philadelphia. The land was sparsely populated because there were few ways to cross the Schuylkill River. The site was selected because the community had no similar tract of land. Surrounded by scholarly institutions, the University leased West Philadelphia. The land was cheaply bought because the "drugge" of land was not considered desirable of the land west of the River Schuylkill.

In 1868 West Philadelphia was a quiet, isolated region filled with swamps and ditches. The area was known as the "dregs" of Philadelphia. The land was sparsely populated because there were few ways to cross the Schuylkill River. The site was selected because the community had no similar tract of land. Surrounded by scholarly institutions, the University leased West Philadelphia. The land was cheaply bought because the "drugge" of land was not considered desirable of the land west of the River Schuylkill.

In 1868, the University's Provost, observing the area, noted that it was "an ideal place...for the purpose of education." The University's new home was the key to the development of West Philadelphia. Before the construction of the Market and Chestnut Street bridges, the only way to get across the Schuylkill was to swim or take the ferry. In 1868 West Philadelphia was a "no man's land." However, in moving west, the University was spread by the "dregs" of Philadelphia and the "drugge" of the Schuylkill. The University had to construct a building to house the university. The building was so small that it could not accommodate the growing number of students. The University wanted West Philadelphia. The land was cheaply bought because the "drugge" of land was not considered desirable of the land west of the River Schuylkill.

The ten acre plot "covered the least desirable of the land west of the River and was the least populated; it left its imprint in the history of Philadelphia, and made the name Blockley Township a synonym for misery, sordidness and suffering." However, in moving west, the University's Provost, observing the area, noted that it was "an ideal place...for the purpose of education." The University's new home was the key to the development of West Philadelphia. Before the construction of the Market and Chestnut Street bridges, the only way to get across the Schuylkill was to swim or take the ferry. In 1868 West Philadelphia was a "no man's land." However, in moving west, the University was spread by the "dregs" of Philadelphia and the "drugge" of the Schuylkill. The University had to construct a building to house the university. The building was so small that it could not accommodate the growing number of students. The University wanted West Philadelphia. The land was cheaply bought because the "drugge" of land was not considered desirable of the land west of the River Schuylkill.

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The Danger of Surveillance

By Robert J. Rutman

During the height of the McCarthy era, American citizens lost their individual and personal liberty. Because of their political opinions and the characters they associated with, these individuals were scrutinized through government programs which, in times approach tyranny. From the FBI's infamous file skeletons, and the Fornance investigations on dissidents, were the government's tools for combating dissent. People who might be critical of the establishment were accused of being subversive and their civil liberties were systematically violated. The main basis for the government's actions was lawlessness and lack of accountability. It is, indeed, actual threats on an actual citizen's life.

The Administration of this government will claim that it has no intention, ever of acting against the individual in any way with the maintenance and upholding of the wellbeing of employees and students. The President has been found in the security needs of the University for the effective operation of student and faculty groups, and for the existence of obedience to the laws of the land in any way.

Can the Administration change from a position of supporting the State and City police force not only access to these films or could not have them. Furthermore, his films can be maintained as a political tool by other employers, in any way.

The totality of the University will claim that it has no intention, ever of acting against the individual in any way with the maintenance and upholding of the wellbeing of employees and students. The President has been found in the security needs of the University for the effective operation of student and faculty groups, and for the existence of obedience to the laws of the land in any way.

I hated the being shift, especially, because it meant such prolonged travelling. I used for that from where I worked, and it never rains directly late at night. That meant getting home late, sleeping late, and being in work early in the morning. Sometimes, I would go for a half an hour or two and then fall asleep in bed. The succeeding afternoon was always a glorious day for me. I just read my highly-

APATHY ON A MIDNIGHT TRAIN

By Daniel M. Akst

Last summer, when I was home on vacation, I was required to work on something which is really not too interesting. I was supposed to be working on something which is not really too interesting. I was supposed to be working on something which is not really too interesting. I was supposed to be working on something which is not really too interesting. I was supposed to be working on something which is not really too interesting. I was supposed to be working on something which is not really too interesting.

The train arrived late at night and everyone got off. The car was empty, but there was a man waiting for me. I thought he was probably going to talk to me, but he didn't. He just sat down on the seat and started reading. I thought I might as well get something to eat, so I bought a sandwich. The man paid for it, but he didn't eat it. I thought I might as well get something to drink, so I bought a soda. The man paid for it, but he didn't drink it.

One night I was standing on a hot crowded train, the first time I had been on a crowded train. The other passengers were all sleeping, but I was wide awake. I thought about my life, and how I had never really done anything. I was just a normal person, and I thought I could do something better. I thought I could be more active, and I decided to start doing something.

I decided to write a letter to the editor of the newspaper. I thought it would be a good idea to express my views, and I thought it would be a good idea to get some attention. I thought it would be a good idea to be heard. I thought it would be a good idea to make a difference.

I wrote the letter and sent it to the editor. I thought it would be a good idea to get some feedback. I thought it would be a good idea to know if anyone else felt the same way. I thought it would be a good idea to know if there were any others who felt the same way. I thought it would be a good idea to know if there were any others who felt the same way. I thought it would be a good idea to know if there were any others who felt the same way. I thought it would be a good idea to know if there were any others who felt the same way.

I received a response from the editor. I thought it was a good idea to know what the editor thought. I thought it was a good idea to know if the editor agreed with me. I thought it was a good idea to know if the editor disagreed with me. I thought it was a good idea to know if the editor was neutral. I thought it was a good idea to know if the editor was indifferent. I thought it was a good idea to know if the editor was unsympathetic. I thought it was a good idea to know if the editor was sympathetic.

I thought it was a good idea to know if I was doing something right. I thought it was a good idea to know if I was doing something wrong. I thought it was a good idea to know if I was doing something useless. I thought it was a good idea to know if I was doing something meaningful. I thought it was a good idea to know if I was doing something productive. I thought it was a good idea to know if I was doing something wasted. I thought it was a good idea to know if I was doing something worthwhile.

I thought it was a good idea to know if I was making a difference. I thought it was a good idea to know if I was not making a difference. I thought it was a good idea to know if I was not making a difference. I thought it was a good idea to know if I was not making a difference. I thought it was a good idea to know if I was not making a difference.

I thought it was a good idea to know if I was doing something good. I thought it was a good idea to know if I was doing something bad. I thought it was a good idea to know if I was doing something harmful. I thought it was a good idea to know if I was doing something helpful. I thought it was a good idea to know if I was doing something useless.

I thought it was a good idea to know if I was doing something right. I thought it was a good idea to know if I was doing something wrong. I thought it was a good idea to know if I was doing something useful. I thought it was a good idea to know if I was doing something useless. I thought it was a good idea to know if I was doing something worthless.
## Courses Approved for Credit

### Department of Philosophy
- **Courses in Philosophy**
  - Philosophy 405: PHILOSOPHY OF LANGUAGE (3 credit hours)
  - Philosophy 10: LABORATORY IN APPLIED MUSIC (1 credit hours)
  - Philosophy 11: LABORATORY IN PERFORMANCE ON ANCIENT INSTRUMENTS (1 credit hour)
  - Philosophy 357: PHENOMENOLOGY (1 credit hour)
  - Philosophy 373: SELECTED TOPICS IN ETHICS: SPINOZA AND ETHICAL IDEALS (1 credit hour)
  - Philosophy 340: SELECTED TOPICS IN METAPHYSICS: PERCEPTION (1 credit hour)
  - Philosophy 361: SELECTED PHILOSOPHERS: PLATO (1 credit hour)
  - Sociology 30-1: SOCIOLOGY OF KNOWLEDGE (1 credit hour)
  - Sociology 505: ELEMENTS OF HUMAN BEHAVIOR: THE HELPING PROCESS (1 credit hour)
  - Sociology 309: COMPARATIVE INSTITUTIONAL ANALYSIS (1 credit hour)
  - Sociology 510: SOCIOLOGY OF SCIENCE (1 credit hour)
  - Sociology 317-1: 'SOCIAL STRUCTURE AND INTERPERSONAL BEHAVIOR' (1 credit hour)

### Department of Linguistics
- **Courses in Linguistics**
  - Linguistics 465: PHILOSOPHY OF LANGUAGE (3 credit hours)
  - Linguistics 10: LABORATORY IN APPLIED MUSIC (1 credit hour)
  - Linguistics 11: LABORATORY IN PERFORMANCE ON ANCIENT INSTRUMENTS (1 credit hour)
  - Philosophy 157: PHENOMENOLOGY (1 credit hour)
  - Philosophy 373: SELECTED TOPICS IN ETHICS: SPINOZA AND ETHICAL IDEALS (1 credit hour)
  - Philosophy 340: SELECTED TOPICS IN METAPHYSICS: PERCEPTION (1 credit hour)
  - Philosophy 361: SELECTED PHILOSOPHERS: PLATO (1 credit hour)
  - Sociology 30-1: SOCIOLOGY OF KNOWLEDGE (1 credit hour)
  - Sociology 505: ELEMENTS OF HUMAN BEHAVIOR: THE HELPING PROCESS (1 credit hour)
  - Sociology 309: COMPARATIVE INSTITUTIONAL ANALYSIS (1 credit hour)
  - Sociology 510: SOCIOLOGY OF SCIENCE (1 credit hour)
  - Sociology 317-1: 'SOCIAL STRUCTURE AND INTERPERSONAL BEHAVIOR' (1 credit hour)

### Department of Sociology
- **Courses in Sociology**
  - Philosophy 321: HISTORICITY OF SOCIOLOGICAL THEORY (1 credit hour)
  - Sociology 321-1: HISTORICITY OF SOCIOLOGICAL THEORY (1 credit hour)
  - Sociology 321-2: MICROSOCIAL STRUCTURE (1 credit hour)
  - Sociology 321-3: DEVIENCE: HISTORICAL AND COMPARATIVE PERSPECTIVES (1 credit hour)
  - Sociology 321-4: METHODOLOGY OF LEGAL RESEARCH (1 credit hour)
  - Sociology 321-5: MARKS AND FREUD (1 credit hour)
  - Sociology 361: SOCIOLOGY OF CULTURE (1 credit hour)
  - Sociology 364: SOCIOLOGY OF PROFESSIONS (1 credit hour)
  - Sociology 378: CENTRAL AFRICAN RELIGIOUS MOVEMENTS (1 credit hour)
  - Sociology 387: ORGANIZATION THEORY AND RESEARCH (1 credit hour)
  - Sociology 398: SOCIAL CHANGE I: THEORIES OF SOCIAL CHANGE (1 credit hour)

### Department of Music
- **Courses in Music**
  - Music 10: LABORATORY IN APPLIED MUSIC (1 credit hour)
  - Music 11: LABORATORY IN PERFORMANCE ON ANCIENT INSTRUMENTS (1 credit hour)

### Additional Courses

## Courses Submitted for Approval:

### Art 321
- INTRODUCTION TO ART IN SOUTH ASIA
  - MWF 9-12, 125A DRL
  - Professor Miller

### Art 323
- INTRODUCTION TO ART IN AFRICA
  - MWF 9-12, 125A DRL
  - Professor Miller

### Astronomy 4
- SEARCH FOR EXTRATERRESTRIAL LIVING ORGANISMS AND INTELLIGENT LIFE
  - MWF 11, 2, 226 DRL
  - Professor Lane

### French 7
- ADVANCED MODERN FRENCH
  - MWF 9-12, 405 Wms
  - Professor Bowman

### History 196-396
- ROOTS OF REVOLUTION: CHINA SINCE 1644
  - MWF 9-12, 209 Wms
  - Professor Nagao

### History 320A
- GERMANY, 1500-1786
  - MWF 9-12, 314 CH
  - Professor Childs

### History 325A
- RENAISSANCE ITALY
  - MWF 9-12, 316 CH
  - Professor Gunsthalter

### History 345A
- HISTORY OF WOMEN IN AMERICA
  - MWF 9-12, 320 CH
  - Professor Smith

### History 351
- URBANIZATION OF EUROPE
  - MWF 9-12, 214 CH
  - Professor Lee

### History 495
- EUROPEAN SOCIAL AND ECONOMIC HISTORY
  - MWF 9-12, 309 CH
  - Professor Wolfe

### Italian 12
- ADVANCED ITALIAN GRAMMAR
  - MWF 9-12, 302 Wms
  - Professor Kirsch

### Linguistics 1
- INTRODUCTION TO LANGUAGE
  - MWF 9-12, 303 BH
  - Professor Arranged

### Linguistics 330
- INTRODUCTION TO TRANSFORMATIONAL GRAMMAR
  - MWF 9-12, 303 BH
  - Professor Sag

### Linguistics 531A
- INTRODUCTION TO ENSOLOGICALS AND SOCIOLOGICALS
  - MWF 9-12, 213 Wms
  - Professor Hymes

### Linguistics 546
- FORMAL APPROACHES TO LINGUISTIC SEMANTICS
  - MWF 10-12, 304 Wms
  - Professor Sag

### Linguistics 550
- INTRODUCTION TO TRANSFORMATIONAL GRAMMAR
  - MWF 9-12, 312 BH
  - Professor Sag

### Linguistics 571
- SEMANTIC STRUCTURE AND SEMANTIC CHANGE
  - MWF 9-12, 440 Wms
  - Professor Southworth

### Linguistics 450
- TOPICS IN NATURAL LANGUAGE SYNTAX
  - MWF 9-12, 316 Wms
  - Professor Prince

### Music 119
- HAYDN-MOZART
  - MWF 9-12, 208 Wms
  - Professor Johnson

### Music 145
- MUSIC OF BARTOK
  - MWF 9-12, 203 Wms
  - Professor Vaucelin

### Philosophy 359
- PHILOSOPHY IN AMERICA: PRAGMATISM
  - MWF 9-12, 316 Wms
  - Professor Flower

### Philosophy 413
- SET THEORY
  - MWF 9-12, 311 Wms
  - Professor Weinstein

### Philosophy 200
- PROSEMINAR
  - MWF 9-12, 310 Wms
  - Professor Friedman

### Religious Thought
- INTRODUCTION TO THE HISTORY AND CULTURE OF THE ARMENIAN PEOPLE TO THE FOURTEENTH CENTURY
  - TTh 12-1:30

### Religious Thought 524
- JEWISH TEXTS OF THE SECOND TEMPLE PERIOD
  - TTh 12-1:30

### Sociology 8
- INTRODUCTION TO POLITICAL SOCIOLOGY
  - MWF 9-12, 301 DRL
  - Professor Lido

### Spanish 27
- GREAT THEMES OF SPANISH LITERATURE
  - MWF 9-12, 310 Wms
  - Professor Foley

### Spanish 91
- SPANISH AMERICAN POETRY
  - MWF 9-12, 315 Wms
  - Professor Eche

### Spanish 554
- LA NOVELA CORTA DEL SIGLO XVII
  - MWF 9-12, 319 Wms
  - Professor Sobeyano

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**Following Approved Courses Omitted from the Course and Room Roster:**

### Mathematics 410
- COMPLEX ANALYSIS
  - MWF 9-12, 226 DRL
  - Professor Calabi

### Mathematics 419
- ORDINARY DIFFERENTIAL EQUATIONS
  - MWF 9-12, 316 Wms
  - Professor Warner

### Mathematics 430
- INTRODUCTION TO PROBABILITY
  - MWF 9-12, 226 DRL
  - Professor Staff
U. Installs Computerized Telephone System

By ERIC JACOBS

A newly-developed telephone system that is expected to save the University as much as $200,000 a year was installed at the beginning of March. The new system, called "flexible route selection," is expected to cut the cost of long-distance calls by 10 to 15 percent, according to Director of Transportation and Commissio...


**Admissions Dean Hopeful**

**Follow-up Interview**

Admissions Dean Stanley Johnson announced his intention to resign at the end of this academic year and soon issued help to his duties as chairman.

Johnson held the two posts simultaneously since the fall of 1974, when he was appointed chairman of the admissions administration.

Dean had replaced George Schlab, who three-year term, from 1971-74, was also beset by disagreements with the admissions administration.


Dean has said that the committee is going to consider candidates and their qualifications and possibly in interviewing the person to the future.

In addition, the dean also asked for a new dean who will be able to continue "a good applicant pool" for the fall 1977.

A report on the Admissions Office should be prepared by the Provost's Task Force on Admissions, chaired by Engineering School Dean Joseph Bordogna, is expected to be submitted this week.

**UA Elections**

Continued (from page 1)

Violations in a hearing held Thursday and Friday. Most of those charged with violations of the Fair Practices Code had either surpassed the $20 spending limit or submitted their spending forms after the May 10 deadline.

Continued

**Brownlee**

Continued (from page 1)

Although Brownlee will not teach, she will retain her academic and FAS alumni committee.

**THE GRADUATE SCHOOL OF EDUCATION**

**ANNOUNCES THE FOLLOWING NEW COURSES FOR FALL 1977**

Education 360

Human Development

T, Th, 10:30-12:00

Ed. C-12

This introductory course will be a life-span approach to the study of human development. While much of the course will be devoted to aspects of psychological development (including Freud, Piaget, Erikson, etc.), serious consideration will also be given to biological, sociological, anthropological and educational perspectives on human behavior.

A sampling of topics in this course includes: biological bases; infancy; cognitive and social development; family, adulthood and aging; cultural perspectives; adolescence; psychological development. While much of the course will be devoted to aspects of psychological development (including Freud, Piaget, Erikson, etc.), serious consideration will also be given to biological, sociological, anthropological and educational perspectives on human behavior.

A sampling of topics in this course includes: biological bases; infancy; cognitive and social development; family, adulthood and aging; cultural perspectives; adolescence; psychological development.

Education 564

Issues in Teaching Reading to Speakers of Non-Mainstream Dialects.

T, 4:30-6:30

Ed. A-36

Explores the literature on teaching reading-language arts to speakers of non-maintream dialects (Black English, Hawaiian English, Appalachian English) and languages.

Education 566

Education in the Seventeenth: Historical Development in Comparative and International Perspectives.

T, 4:30-6:30

Ed. C-43

An interdisciplinary analysis of educational thought and process, mainly in Europe and North America, during the 17th century of genius.

**For further information contact GSE Admissions Office, 243-8465**

**HEALTH CARE COURSES**

**Offered by WHARTON BUSINESS SCHOOL**

**HEALTH CARE SYSTEMS**

MBCHS (HCMCHS)

TTh 12:10-1:

Dr. Charles Jerome
31070

**EPIDEMIOLOGY**

BAS 4 A

MW 10:30-12:00

Dr. Donald Balaban
33202

UGDS Need Permit

**EVALUATION**

BAS 5 A

TTh 1:30-3:00

Dr. Donald Balaban
33202

UGDS Need Permit

**FINANCIAL AND MANAGEMENT OF HEALTH CARE INSTITUTIONS**

BAS 4 A

Mr. Mark Levitan
33186

UGDS Need Permit

**ACCOUNTING**

UGDS Need Permit

**BAS 8 A**

UGDS Need Permit

**LEGAL ASPECTS IN HEALTH CARE**

BA 91

TTh 1:30-3:00

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Laxwomen Register Wins in Weekend Contests

By LINDA FRANK

The women's lacrosse team really powered up against Cornell on Friday winning the 14-1 win. Then, last Saturday, the Quakers took three of four games while competing in the Sanford Softball Field.

Laxmen

Continued from page one:

Laxmen were scrambling through the porous Eli defenses in an attempt to score before darkness set in. The next Saturday, the Quakers played against Cornell. As a result of this, they had to move up in the rankings, one of these two teams remaining. If two or more teams are tied, the Quakers will be #1.

Laxmen were outmaneuvering their opponents on almost every play, shooting up to a 7-0 point at the half. When the strength was especially impressive when considering the tenderness of the Quaker's second game of this season.

The only loss came when the Redhawk's strong attack could not get past Ursinus alumae. The quality of sharp-shooters, such as Bob Gaskill and his third base coach tipped the attack force. The high number of shots and a sharp focus on improving the style of play are the hallmarks of this year's team. These goals are relatively unattainable for the opponents this year.

The Defense, the corner of class, still was tied at four, making it a tough search in order to win the tourney. The Quakers outscored their opponents by a 7-0 point at the half. The offense was the Red and Blue's ability by the Blue Devils, their only loss to the Red and Blue.

One lost game would eliminate any NCAA title hope for the club. "I really believe that another team gets upset, we'll stay in the tourney," says Benson. "Can you believe it? What a way to finish the season." His enthusiasm and hard work that won the tourney for us. Everyone gave all they had for the club. "We should have been on top in forty minutes, but we were satisfied with our efforts," he said.

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SUNDAY brought sun and a strong westerly wind as the Penn squad kept rolling. Sunday brought on first when he hit it, and was about to round third, held him up. "He would have been the hit," Seddon said to no one in particular. "But if the Quakers, it’s time to stop guessing for these international. They are in serious trouble."

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before deadline set. The game was over.

"When you've lost, you don't get any breaks," concluded Seddon. "But when you're winning, it's like scooping up pies at a wedding, when you're winning, it's like scooping up pies at a wedding, when you're winning, it's like scooping up pies at a wedding, when you're winning, it's like scooping up pies at a wedding, when you're winning, it's like scooping up pies at a wedding, when you're winning, it's like scooping up pies at a wedding, when you're winning, it's like scooping up pies at a wedding, when you're winning, it's like scooping up pies at a wedding, when you're winning, it's like scooping up pies at a wedding, when you're winning, it's like scooping up pies at a wedding, when you're winning, it's like scooping up pies at a wedding, when you're winning, it's like scooping up pies at a wedding, when you're winning, it's like scooping up pies at a wedding, when you're winning, it's like scooping up pies at a wedding, when you're winning, it's like scooping up pies at a wedding, when you're winning, it's like scooping up pies at a wedding, when you're winning, it's like scooping up pies at a wedding, when you're winning, it's like scooping up pies at a wedding, when you're winning, it's like scooping up pies at a wedding, when you're winning, it's like scooping up pies at a wedding, when you're winning, it's like scooping up pies at a wedding, when you're winning, it's like scooping up pies at a wedding, when you're winning, it's like scooping up pies at a wedding, when you're winning, it's like scooping up pies at a wedding, when you're winning, it's like scooping up pies at a wedding, when you're winning, it's like scooping up pies at a wedding, when you're winning, it's like scooping up pies at a wedding, when you're winning, it's like scooping up pies at a wedding, when you're winning, it's like scooping up pies at a wedding, when you're winning, it's like scooping up pies at a wedding, when you're winning, it's like scooping up pies at a wedding, when you're winning, it's like scooping up pies at a wedding, when you're winning, it's like scooping up pies at a wedding, when you're winning, it's like scooping up pies at a wedding, when you're winning, it's like scooping up pies at a wedding, when you're winning, it's like scooping up pies at a wedding, when you're winning, it's like scooping up pies at a wedding, when you're winning, it's like scooping up pies at a wedding, when you're winning, it's like scooping up pies at a wedding, when you're winning, it's like scooping up pies at a wedding, when you're winning, it's like scooping up pies at a wedding, when you're winning, it's like scooping up pies at a wedding, when you're winning, it's like scooping up pies at a wedding, when you're winning, it's like scooping up pies at a wedding, when you're winning, it's like scooping up pies at a wedding, when you're winning, it's like scooping up pies at a wedding, when you're winning, it's like scooping up pies at a wedding, when you're winning, it's like scooping up pies at a wedding, when you're winning, it's like scooping up pies at a wedding, when you're winning, it's like scooping up pies at a wedding, when you're winning, it's like scooping up pies at a wedding, when you're winning, it's like scooping up pies at a wedding, when you're winning, it's like scooping up pies at a wedding, when you're winning, it's like scooping up pies at a wedding, when you're winning, it's like scooping up pies at a wedding, when you're winning, it's like scooping up pies at a wedding, when you're winning, it's like scooping up pie..."
Elis Fall to Laxmen Attack

By DANNY ROSENBUM

During the past few days it has been very clear that the Quaker attack is in for a real test. Last Saturday at the Brown game the Elis were able to fall behind and they still managed to make a comeback. But at Brown last week the Elis were able to score early in the game and hold their lead. The Elis have been able to score a total of 12 goals against Brown, but they were also able to score a total of 12 goals against Princeton. The Elis are hoping to be able to score more goals against Princeton, but they are not sure if they will be able to do so.

Errors Plague Batmen

Through Rain, Trackmen Make Appointed Rounds

By LUTHER JACKSON

Though hampered by a cold rain and occasional gusts, the Penn field hockey team took on the Yale Bulldogs and won 2-1 in the third round of tournament play. The Bulldogs put up a good fight, but the Penn team was able to keep them from scoring. The Bulldogs were able to score a goal in the first half, but the Penn team was able to score two goals in the second half and win the game.

Unsing Frog links: A link to the past

By GREY STONE

Well, well, well, the early reviews on the Penn men's track team are definitely positive. Granted, the publication is not exactly the New York Times, but the indications are that the team is going to have a good season. The title of the second chapter was "The men's track team is going to have a good season." That's right, the men's track team is going to have a good season. And the reason for this is that the team is going to have a good season.

Nemets Downed in Weekend, Blood As Princeton and Navy Cruise

By JOHN EISENHURST

The Peers varsity action (14) did not fill the bill at Princeton on Saturday when they entered in a doubleheader that ended in a sweep by Princeton and Navy on consecutive afternoons. Princeton took Game 1 and Navy took Game 2.

Penn's defense held firm against the Elis, as the Penn defense held firm against the Elis. The Elis had an opportunity to score in the first inning, but the Penn defense held firm against the Elis. The Penn defense held firm against the Elis.

All though the team as a whole has been a bit better on the offensive side of the ball, the Elis have had a hard time putting the ball in play. The Elis did manage to put up three runs in the fifth inning, but the Penn defense held firm against the Elis. The Penn defense held firm against the Elis.

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