

# STUDENT APATHY MAY PUT COCKER CONCERT IN FINANCIAL PERIL

By Maurice Gross

Joe Cocker is coming to Albright College! Isn't it amazing that little Albright can get one of the hottest rock names in show business today to perform in the graciously appointed Albright Fieldhouse? I think it is

absolutely amazing! The only trouble that poor old Joe (and the Campus Center Board) is suffering for lack of attention. Although this concert is as well publicized as our last triumph, The Chicago Concert, it is struggling along trying to sell. Why is it that every other stop Cocker makes is completely sold

out? Why not Reading, when Joe Cocker can sell them out in such cities as New York and Philadelphia? What is the cause of Albright's problem. I can't think of any really good reason for this basic problem.

The concert is being held on a Thursday night. This in itself is

an innovative departure from the previous concert schedules of this school year. Thursday night, think of the extra-good prospect that will benefit the concert by holding it on that night. The foremost aid should be the fact that everyone will be here! No one will be going home for the weekend to not be able to at-

tend the doings on Thursday, May 7, 1970. This concert is for Albright students. It should and must be supported by Albright students. But here again we have the age old problem that always plagued our fair college - APATHY. Nobody cares. Nobody wants to take advantage of the services provided by the school's Campus Center Board. Or anything else! Why must it be like this? I don't know. But what I do know is that Joe Cocker puts on an amazing show; it's not worth it to let this chance slip by you, Albrightians. In fact it is up to the students of Albright to support this event, for it appears that the citizenry of Reading is not going to help us out, as they have done in the past.

The musical success of the concert is assured by the presence of Joe Cocker and the Mad Dogs and Englishmen, but financial success depends primarily on you, the Albright college student.

books - The Mechanical Bride, The Gutenberg Galaxy, and Understanding Media. In Understanding Media, he calls for new patterns of thought to cope with new realities. The "medium is the message", found in chapter 1, is one of the most debated and controversial phrases of our times. His shrewd analyses include every form of communications and every extension of ourselves in time and space.

ALBRIGHT COLLEGE

## The Albrightian

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### Marshall McLuhan To Speak May 5



Marshall McLuhan will speak at Albright on May 5th

By Ken Parola

Marshall McLuhan, a philosopher of electronics and a humanist of communications will present a lecture on Thursday, May 5 at the Chapel.

McLuhanism is a new approach to the relations of man and his technologies and a radically fresh concept of our electronic world. Seeing all our new technologies as extensions of our senses, he has examined the implications they hold for the very nature of human society.

Canadian-born McLuhan studied at Manitoba University, and Cambridge, where he received his PhD in English literature. He has taught at the University of Wisconsin, St. Louis U., Assumption U., and St. Michael's College. He is now Director of the Center for Culture and Technology at the University of Toronto. A frequent speaker and panelist both on T.V. and in lecture halls, he has contributed extensively to literary magazines.

McLuhan has written three

### No More Dress Code!

By Nancy Tate

As of Thursday, April 23, the only regulation of dress for the dining hall is that you "wear shoes, cover your body, and don't smell like a locker room" according to Bob Emerick, the mastermind of the great change. Sunday dinner is to maintain a coat and tie atmosphere, with the girls coming in suitable dress. The reasons for the shoe limitation is a state law which recognizes sandals as shoes but not flip-flops.

After many failures in trying to change the dress code, Bob Emerick organized a meeting which lasted only an hour. Those in attendance were Dean Weislogel, Mr. Kelsey, Mr. Dodge, Mr. Van Driel, Jean McPherson, and Bob Emerick. The main reason that finally won over the administration was the fact that dinner to most students is not a special

occasion. It is merely another meal to be eaten and hopefully forgotten. At one time dinner was a served meal, and the dining hall was trying to maintain that sort of atmosphere. Another point that Bob brought out was that the students don't get offended at the way others dress at meals and since meals are for students, why worry? Apparently Bob did not encounter much static in getting the "impossible", and it is hoped

that in the future students will be able to continue their upward trend towards further liberalizing Albright.



Shorts and slacks, appear under new dress regulations I. to r. Larry Brody, Aimee Hunt, Chip Lewis, Glenn Kaplan and Maurice Gross.

### Health Planning Seminar Begins

The second of two community training programs concerned with planning and decision making in health services began last week with an orientation session for the eighteen participants in the United Community Services (U.C.S.) conference room, Central Y.M.C.A., Dr. Edward R. Gilbert, project director, reported.

Co-sponsored by Albright College and U.C.S., the four-week program is funded by an \$11,185.00 grant from the federal Comprehensive Health Planning Act, and is endorsed by eleven governmental and community agencies. Participants in the second session include representatives from community service agencies, Model Cities, and other residential areas of Reading and Berks County.

Objectives of the program, Dr. Gilbert pointed out, are to provide a better understanding of community health services, their

finances, and functions of the various boards and committees; and to make low-income families aware of the variety of services available within the County. Field trips to health related agencies, hospitals, neighborhood health centers and other installations are included in the course of instruction. The program will run through May 20.

Sixteen trainees received certificates of completion following their participation in the initial program conducted last fall. Many of these persons, today, are making valuable contributions in various areas of community health planning through use of the knowledge they received in the program.

Assisting Dr. Gilbert with the planning and instruction are Professor Edgar S. Huffman, Kutztown State College, and John L. Breisch, comprehensive health planning consultant, Pennsylvania Department of Health.



EDITORIALLY SPEAKING....

# Is The Albrightian Board Invalid?

# Quagmire

## LETTERS

### STATIC

Dear Editor,

For months now I have been screaming back at my fellow students when they accused me of apathy, and now I believe it is time for a partial apology on my part. Yes, I am apathetic about a good number of things, but my defense rests in the fact that it is very difficult to become involved in anything around here without also becoming extremely frustrated, and it is difficult to justify that much time being spent on merely being frustrated.

Admittedly, I have become less and less involved on campus since my freshman year, but I remain involved enough at this point to realize that the heart of a good number of the student problems here rests not with the students but within the administration of this college. We hear so much about the fine ideals this college is supposedly to stand for, and then the students find themselves in a situation where anything they attempt to do is thwarted at every turn, barring nothing, including merely trying to remain here to study. And what is more frustrating than all the battles one must fight to accomplish the simplest things is hearing the administration talk about what a big happy family we are when it is hard, in fact to believe that anyone cares about the student at all as long as his bills are paid.

Up to this point I have been rather vague in my accusations. Allow me then to expand upon some of the administrations finer moves at this point. The list is rather extensive, so bear with me.

First there are the matters of finance. This area takes in complaints such as the billing of education students for extra first semester credits. As if it weren't bad enough to have received such an unwarranted charge, the statements arrived over Easter vacation (nearly three months after the first semester ended), and was later retracted without notice to the students, who just might have been interested in knowing. Then there is the matter concerning a large number of students who are presently without their state scholarships because nobody apparently thought to check whether those who had registered automobiles really had the cars here permanently or were simply trying to do the right thing by registering the cars for two or three days. Evidently temporary car registration has not crossed anyone's mind here this year, even though such thoughtfulness and foresight might have saved a number of students quite a lot of anguish, time, and money.

Then there is the matter of a running battle that seems to be going on between the registrar and certain department heads; a battle which, I am sorry to say, is invariably lost by the students. If the policies are so complex that nobody is able to keep them straight, as would seem to be the case, I would suggest that the registrar cease to give so many students such quick and

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The cow path along the front of East Hall lounge has for a long time been a main concern of many Crowell Hall students. It is their plight to have to tramp that quagmire, in both good and bad weather.

The Albrightian feels that a definite need exists for a macadam walkway at this deteriorating location on campus. The following arguments on this behalf are more than reason enough.

1. The time spent by Crowell's Hall's custodian to keep the stairways clean of dirt and mud could be better spent on the more necessary maintenance of the dormitory.
2. Clothes and shoes are soiled, and too soon ruined by the rain-producing mud.
3. Crowell men during inclement weather, will often detour through East Hall's breezeway, which may possibly be objectionable to the women students of that dormitory.
4. The destruction of the remaining grass below the pathway would be prevented. During a thunder shower, one will either walk on the remaining grass or detour through East Hall.
5. The path itself is clearly visible from 13th Street to all that should travel that road and, therefore, it would be in the college's best interests to correct the situation.

The Albrightian can only wonder why a macadam walkway was not constructed at this site at the same time the macadam walkway between Walton and East Halls was installed last year.

## Conflicting Dates

Editor's Note: It has been brought to the attention of THE ALBRIGHTIAN that the psyche department had scheduled its exam before the Convocation committee scheduled the Dr. Mary Telfer lecture and that they offered makeup exams to those students who opted to attend the lecture. THE ALBRIGHTIAN did not mean last week's editorial comment on this situation as a vendetta against the psyche department itself, but rather cited the incident

as an example of the need for some kind of centralizing system to avoid similar conflicts in the future.

A recent example of this need is the scheduling of the awards banquet for the same night as the Joe Cocker concert. In addition the faculty banquet is scheduled at the same time as Fraternity Weekend precluding the attendance of Fraternity advisors at one of the events.

In the wake of the folding of THE ALBRIGHTIAN last year, President Schultz formed an ad hoc committee, with student faculty parity, to study the organization of the campus newspaper. After lengthy meetings, discussions, and compromises, the committee proposed that a Board of 7 students be chosen to select an editor or editors and then later to field complaints about the paper from the campus community. By a 2/3 vote, they were to have the power to recommend the dismissal of the editor to Council. Two or three students on the Board were to be active participants in THE ALBRIGHTIAN. THE ALBRIGHTIAN Governing Board was also to be a self perpetuating body, that is, to solicit applications for, interview candidates for, and replace members who vacated their positions on the Board by resignation, graduation, or any other means.

A constitution was written for THE ALBRIGHTIAN Governing Board by the ad hoc committee in rough form. This was tentatively approved by Student Council with the understanding that the present Board would finalize this document.

The Executive Board of Student Council then solicited applications for the seven positions on THE ALBRIGHTIAN Governing Board, conducted interviews and justly appointed its members.

The Governing Board, under forced circumstances, solicited applications for, interviewed candidates for and selected an editor-in-chief very late in the school year. Noting the handicaps placed on the new editor by this late selection, the Board made note to try to select an editor earlier in the year.

THE ALBRIGHTIAN Governing Board has failed to finalize a constitution for that body. They have failed in their function of fielding complaints about THE ALBRIGHTIAN, as 95% of the complaints are handled through this office. They allowed three months to elapse without replacing two of the members who resigned.

Now that another member is resigning and two others are graduating the Board solicited applications to fill the 5 vacant positions. The new members were chosen without proper interviewing procedures. There are only 2 issues of THE ALBRIGHTIAN left this year, and at the time of this writing a new editor has not been selected. This is already not enough time to allow the new editor to "learn the ropes."

In addition to the above, the organization should not be recognized as an official body as they do not have either a faculty advisor or constitution.

THE ALBRIGHTIAN feels that such a board is necessary to select an editor-in-chief of the paper and to institute removal proceedings in the rare instances of an abuse of authority. The responsibility of fielding complaints does not exist functionally and should be dropped.

THE ALBRIGHTIAN feels that the present ALBRIGHTIAN Governing Board has not adequately fulfilled its responsibilities. Therefore, THE ALBRIGHTIAN respectfully requests that Student Council declare the present Governing Board invalid, form a committee to revamp the structure of the Board, finalize its constitution and by-laws, and request a faculty advisor. In the interests of the continuity of THE ALBRIGHTIAN, it is further suggested that Student Council establish some rational method of selecting an editor for next year.

### Camp Counselors:

Boys Camp, Berkshire Mts., Mass needs qualified personnel over 20 yrs. in the following areas: Swimming, Waterskiing, Sailing, Small Crafts, Scuba, Archery,

Trampoline, Tennis, Basketball, Write Camp Lenox, 37 Wood La., Port Wash. N.Y. 11050 516-627-6417



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fect the opinion of the columnist. No photograph, article or portion thereof, may be reproduced, without the expressed written consent of the Editor-in-Chief.

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# A Second Book of Genesis A Sequel Chapter

*In the end there was earth and it was with form and beauty. And man walked upon these lands of the earth, the meadows and the trees. And he said 'Let us build our dwellings in this place of beauty.' And he built cities and covered the earth with concrete and steel, and the meadows were gone. And man said, 'It is good.'*

*On the second day man looked upon the waters of the earth. And man said, 'Let us put our waste into the waters, that the dirt will be washed away.' And man did, and the waters became polluted and foul in their smell. And man said, 'It is good.'*

*On the third day, man looked upon the forests of the earth and saw they were beautiful. And man said, 'Let us cut the timber for our homes and grind the fuel for our use.' And man did, and the lands became barren and the trees were gone. And man said, 'It is good.'*

*On the fourth day man saw that animals were in abundance, and ran in the fields and played in the sun. And man said, 'Let us cage these animals for our amusement and kill them for our sport.' And man did, and there were no more animals on the face of the earth. And man said, 'It is good.'*

*On the fifth day man breathed the air of the earth. And man said, 'Let us dispose of our waste into the air where the winds shall blow them away. And man did, and the earth became heavy with dust and choked and burned. And man said, 'It is good.'*

*On the sixth day man saw himself, and seeing the many languages and tongues, he feared and hated. And man said, 'Let us build great machines and destroy these, lest they destroy us.' And man built great machines and the earth was fired with the rage of great wars. And man said, 'It is good.'*

*On the seventh day man rested from his labors. And the earth was still, for man no longer dwelt upon the earth. And it was good.*

# Student Council Finances

By Craig Sansonetti

The power of Student Council to influence the tenor of student activity on the Albright campus is based largely on its ability to fund student organizations and to distribute money to worthwhile special programs. Through its funding, Council determines what organizations and activities are deserving of resources on the basis of their value to the campus as a whole. Evidently if Council is to be able to play the role of shaping the campus atmosphere, it must be fully free to allocate funds according to its own judgment.

In the past Council was theoretically free to determine the allocation of funds; however, the very process by which Council received its resources was contradictory to this theoretical freedom. Funds are allocated to Student Council by the college from student comprehensive fees. Under the present system Council has no claim to funds but operates only by the grace of the college. By the terms of an agreement made between Joe Ricci (Council Treasurer for 1968-69) and Mr. Kelsey, Student Council must present its budget to justify its allocation. This ties the level of Council funding very closely to the requests of its funded organizations.

This year the question of how

free Council really is has been forcefully raised. Does Council have the right to cut or eliminate the funding of traditional organizations whose relevance has declined without having its own resources cut? Can Council reserve large blocks of funds for use in its own activities and special programs or is its financial function merely to act as a conduit for other organizations?

Now is the time for Council and the college administration to reach a new understanding on the nature of Council's financial operation. Council should be funded at a basic rate per student independent of its decision to fund or not to fund any campus organization. Presentation of a budget should not be required to justify Council's receipt of funds though a budget should be submitted for bookkeeping purposes. Council must be free to set priorities without fear of intervention if it is to be functional in its dealings with campus activities.

Further, it is vital that Student Council be protected from an arbitrary lowering of its per student allocation. The rate of allocation should not be set at a fixed dollar level since flexibility is necessary to compensate for changing needs and price levels. However, it should be understood that reduction can be deemed necessary only for

economic reasons, not because of Student Council's use of funds, and that the economic reasons should be clearly set forth.

As for increases of Council funds, Council should retain the right to petition the college for a higher per student rate of funding when it finds its funds insufficient to provide important services to the students. Such requests would be a matter of negotiation between Council and administration. Council's allocation should automatically increase proportionally with tuition increases since Council, like the college, is seriously affected by rising costs. A static level of allocation under such circumstances would be equivalent to a reduction of Council's funds.

Student Council, for its part, has an important obligation to the students to ensure that its funds are productively spent. Given greater responsibility in allocation of funds, Council must accept the role of guarding against misuse by itself and its funded organizations. In recognition of this, Council must admit liability for deficits incurred by it or the campus organizations it funds.

If Council is to have greater freedom to establish priorities in student activities and programs, then it is more important than ever before that it operate democratically. Traditional priorities should not be lightly changed without evaluation in which all facets of student opinion are represented. For some important issues a direct measure of student views through polling or referendum may be in order. Council should guard, however, against abrogating its responsibility and diluting its power by frequent recourse to the student body. It is elected to perform a representative function and should not hesitate to do so.

For its own guidance in allocations it is important that Student Council establish consistent criteria to be employed in considering requests for funds. In allocation to campus organizations, a primary consideration should be the number of students actively and productively involved. Naturally organizations with wide appeal have better claim to funds than small interest groups. Contribution to campus life should also be an important criterion. In allocation to special activities and off-campus groups, Council should carefully weigh the extent to which they increase the opportunities available to Albright students. Charity is not a part of Council's responsibility, for its funds are derived from students and should be used in their interest. Finally, Council should weigh all requests for allocation against long-range needs. In the past it has had a tendency to operate hand-to-mouth, allocating all of its funds at the beginning of the year and reserving little for use in unexpected opportunities. Council should in the future attempt to maintain larger reserves of unallocated funds to preserve its flexibility of response to student needs.

# INSTANT REPLAY

Slowly joining the electronics age, Albright acquired an instant replay device in the form of a Presidential Contingency Grant from the Esso Foundation.

President Schultz said that the new device would prove beneficial for several students. Pros-

pective teachers may improve their poise, posture, and mannerisms with the aid of the replay. The audio-visual department will be enhanced by the live demonstration techniques. The president also announced that it may be used for various special affairs on campus.

# LETTERS TO THE EDITOR

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misleading answers, and desist from handing the department heads misinformation as well. Students are patient enough to wait for answers, provided those that they receive may be counted upon, but to hand a student false or misleading information is both unfair and

costly, and to think that students will stand for that kind of treatment forever is simply stupid.

The third category deals with the general attitude of the administration, but more specifically with that of the dining hall administration. This again is a question of whether the school really cares for either the feelings of its students or for its own outward appearance, or if these are just so many pretty words also. It seemed to me a

show indeed when the guest lecturer for Religion and Life Week, a Hebrew scholar, was offered a choice of ham or a shrimp substitute for dinner in our dining hall. The knowledge that both of these foods are forbidden under Jewish law is widespread enough that the gesture seemed a blatant insult to both the Jewish students of this college and to Dr. Friedman. I was not only insulted, but felt ashamed and embarrassed as well. Then there was the matter of the serving of pork on the first night of Passover, and countless other similar gestures which all seem rather consistently designed to serve notice upon the Jewish student that his rights as an individual who chooses to retain even a part of his tradition are negligible in the eyes of the "good Christian" administration of the college dining hall.

Perhaps much of this may seem petty to those with "a college to run", but I hardly think so. True, I am only one student, but there are many others with similar complaints, and I would

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RCOBB



# WEISLOGEL TO HEAD PLACEMENT SERVICE

By Barry Comen

The job of Director of Placement has now fallen into the hands of Albright College's Dean of Students, Dean Weislogel. He has assumed this position after the resignation of Mr. Greaser who held the positions of Head of the Placement Service and Director of Financial Aide. The new Director of Financial Aide is the Assistant Director of Ad-

missions Mr. Cambell with Denise Knapp as an administrative assistant.

Before leaving Albright Mr. Greaser had conducted all the senior interviews. Dean Weislogel is now following up on his work. The placement work at Albright is diversified. Dr. R. Smith, chairman of the Education Department is in charge of getting jobs for teachers; Dr. Bell, head of the Biology Department takes care of aiding students in applying to Medical and Dental Schools; Dr. Kissler, History Department chairman is in charge of students entering Graduate Schools; and Dean Weislogel presently takes care of placement in Industry, Business, and the Military.

In order to get a better idea on what Albright seniors do after graduation; Dean Weislogel has



compiled a survey that will be given to each senior. The survey will be in two parts; one which has information about ones years at Albright, the second asking your plans after graduation. All information asked is held in confidence.

Once the results are compiled it will give the school information to tell applicants on "what Albright can do for you." It is hoped that it will prove to be an important selling point that will attract better students. It will take several years to get accurate results from this survey.

## Dress Regulations

The following notice was issued by Louis Weislogel, Dean of Students:

Because a pleasant eating atmosphere depends so much upon the total impression of the dress and behavior of many individual

people, the Dining Hall people have tried hard to maintain standards of good taste and appropriateness of attire. This has required interpretations and rules about what is and what isn't appropriate - not easy when clothing styles change constantly. It has been contended

that the results have reduced the morale in the Dining Hall instead of raising it.

Therefore, a committee meeting of Student Council members, Women's Dormitory Organization representatives, Food Service Administrators and College Administrators was held to discuss the issue and as a result the following dress policy will go into effect as of this date.

### DRESS REGULATIONS

At Albright responsibility for dress and grooming is given to the individual. It is expected that students will respect this privilege and exercise good taste and appropriateness of attire for each occasion.

At such time as Albright students no longer desire to keep this responsibility, the college reserves the right to set down those dress and grooming requirements it deems necessary to maintain a desirable atmosphere on campus.

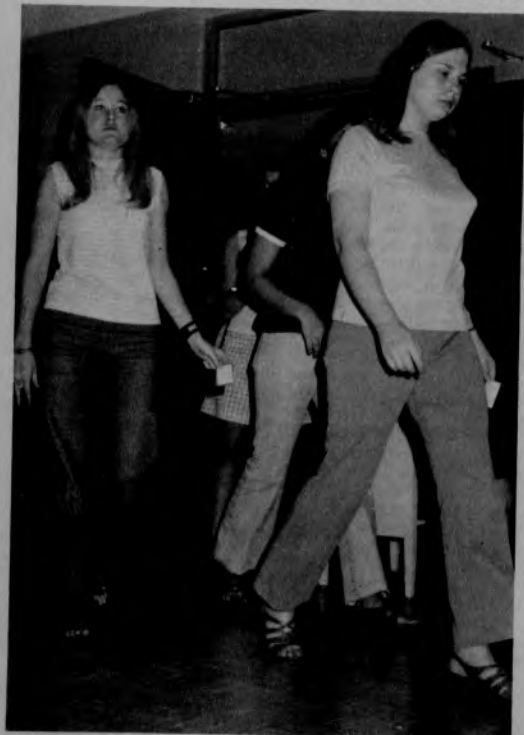
### DINING HALL

For weekday breakfast, lunch and dinner, classroom attire is permissible for men and women.

For Sunday and special dinners, the standard is coat and tie for men and comparable dress for women.

Students are expected to have a neat and clean appearance at all meals.

Louis F. Weislogel  
Dean of Students



Karen Shropshir and Karen Bomba take advantage of the new dining hall dress regulations.

# A Time For Quiet Protest Duddy Stresses Reexamination of Values

By Bob Clark

Wednesday, April 22, commonly referred to as Earth Day, was a nation-wide observance of this country's ecological problems. It was not a moratorium or a big pep rally, but rather a teach-in. It was a time designated for quiet protest with the emphasis on education and of making people aware of what and how far progressed our pollution problems really are.

On campus, students and faculty examined with over forty off-campus resource people, detailed facts concerning this nation's environmental crisis. The objectives of the ENACT program were two-fold, Bob Spegal, Program chairman, pointed out, "We're anxious to make people aware of the conditions which exist in Reading and Berks County; and to exert our influence upon government to enforce existing laws and encourage its writing more stringent environmental control measures." A "cleaner environment," period!

The program itself began with a keynote address in the chapel shortly after 10:00 A.M., with the day's remaining classes cancelled after that hour. Patrick J. Duddy, Assistant Professor of Biology at Kutztown State College, presented the sixty minute address, presenting an overview on pollution and environmental control. Panel discussions held in the afternoon elaborated on the air, water, land, population, and legal aspects of pollution. Guerilla Theater presented their own show using Selwyn Pond for a stage. Films were shown in the Campus Center Theater and in the Science lecture hall, and displays were on exhibit in the main portion of the Campus

Center, among which was included a full-sized internal combustion engine. The day was brought to a close with an evening panel discussion in South Lounge, concerning local pollution problems.

In his presentation, Duddy categorized all peoples as one of three types: (1) those who realize how badly polluted this country is and want to do something about it, (2) those who simply do not know of the crisis, and (3) those who are aware of the crisis and "couldn't care less."

"Man," he continued, "is the greatest destroyer this earth has ever known." Man has and is, "altering the environment continuously. And at the expense of what?" Man has never looked ahead to the future to speculate on what the natural toll may be and how it will ultimately affect him. It is only man who is not in harmony with Nature.

More technology is not the answer, said Duddy. To successfully grapple with our problems

will require a "complete change in our values system." Duddy then went on to list a few examples of man's manhandling of the environment. Many large cities, especially New York, literally dump raw sewage into their rivers, simply because the disposal plants are not adequate enough to process all of it. The overflow, then, goes directly into the water body. The Hudson River is an "open cesspool". And everything that is put into the rivers eventually ends up in the ocean. "And I know of no way to flush the ocean. Again, we have not asked: At the expense of what?"

Duddy continued, telling his audience of 300 (+) about the depletion of Lake Ontario's oxygen (a local lake and Reading water source). It seems that local farmers too heavily fertilize their fields, the excess of which ultimately winds up in Lake Ontario. This causes the plants at the Lake's bottom to die and decay, which requires oxygen from the water. As a result, fish die. "...At the expense of what?"

One can see toilet flushing emptying into the Pocono lakes. Temperature changes in water bodies of only a few degrees, thermal pollution, killing the fish and plants outright, producing blue-green algae that die, releasing poisons into the water. And the Bald Eagle for all practical purposes, is sterile.

"Air and water pollution can't be separated," stressed Duddy. Today more people than ever are consuming oxygen and in turn releasing CO2. And while this number is growing, more and more green plants are being uprooted to make way for concrete and steel. Similarly, the oceans, which accounts for 90% of the world's photosynthesis, are being polluted. "When the oceans go, we're done for."

"The most hideous type of pollution we have ever invented is radiation pollution. Duddy went on to relate that circumpolar winds carry fall-out to Alaska which will precipitate out of the atmosphere in the rain and be deposited on lichen. Lichen happens to be the main diet of the caribou, which in turn, are the main diet of the Eskimo. This radio-active fall-out has deposited itself in the Eskimo's bodies to the point where they are becoming sterile. Someone who has never hurt anyone is paying our toll; "Alaska may one day be a biological desert." Again we have not asked: "At the expense of what?"

Duddy pointed out that every animal species, except man, has some system of natural birth control. Man's population increase, contrasted with that of animals, is practically vertical. "Don't be fooled by the word

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# Philosopher Edwin A. Burt

## Lectures At Albright

By Gary Drizin

On Tuesday morning, April 28, numerous students and faculty benefited from a most thought provoking lecture by Dr. Edwin A. Burt. Dr. Burt, a renowned philosopher, spoke on the topic of the future of philosophy.

Dr. Burt began his speech by professing that philosophy changes. He suggested that there are three stages in the cycle of philosophical thought. First, there must be a creative surge of contemplation. This is a brief period which lasts possibly one or two generations. Next there is a period of consolidation, which may last several centuries, that systemizes all areas of human concern. Lastly, a time arises when the people get tired of the philosophy, since it is all worked out, and there is a concentration on minor details rather than the "big questions." At this point,

people begin to grope around for new directions, and the cycle begins anew.

An example of this cyclic phenomenon was the period of Greek philosophy. It began with the new ideas of Socrates, Plato, and Aristotle, and continued into an era of consolidation in which the philosophy was systemized to all areas of human concern. Finally the philosophy evolved during medieval times into a concentration on minor questions, as how many angels could fit on the head of a needle. There arose a groping around for new ideas and a recycling soon emerged.

Today, Dr. Burt noted, man is in the stage of groping for new ideas and new directions to lead him into the future; having the qualities of the third stage of the philosophy cycle, it was proposed that a new cycle may be coming, characterized by a surge of creative thought.

Specifically, what philosophical changes would arise from the metaphysical thoughts of the past? Dr. Burt stated that in the past, philosophers professed the belief that the search for the final truth of the universe and everything in it was the goal of life. This goal was the proper and single reason for being. It could be attained by careful investigation and reflection.

The major transformation between past thought and present belief is an altered conception of what knowledge and truth is. Today, it is felt that knowledge is in constant growth and revision and these processes will continue, however no final truth will ever be reached. Improvement can be made on what has been taken to be knowledge, but the quest for scientific truth is open-ended.

Since there are no pervasive principles which will always be correct, what role will the philosopher play in the future of mankind? Dr. Burt proposed that the philosopher of today and in the future must be able to understand and continually grow in understanding. A philosopher can no longer master the facts of science but he can understand what the scientist is doing. He can understand what the artist is trying to express. He can understand the ideas of the theologian. He can understand the views of the statesman. Through his understanding, the philosopher can show how the ideas of these various "metiers" are related, and can contribute towards man's thought as a whole.

In concluding the lecture, Dr. Burt expressed that the philosopher must be able to share the insights he has attained to create a better understanding of life and the Universe.



## Interum in India

Mr. William Marlow of Albright's religion department is in the process of organizing a unique new Interum program - a trip to India.

Students participating in this program will have the opportunity to study Indian art, history, religion, or sociology in depth, or to study the Indian culture in a panoramic sense. The academic center for the course will be the University of Bangalore in the South of India. However numerous side trips will be made to museums, temples and other cultural centers. One noted feature of interest will be the observance of Republic Day which celebrates the independence of India with shows, dances, exhibits and works of art. The students will be right in the thick of the celebration - Delhi, the capital of India.

Air India will provide all flight accommodations with a stop over of two days in London (going) and Rome (returning), as well as flights to Hyderabad and Delhi. The participants will travel by train from Bombay to Bangalore for a deeper appreciation of the Indian people and their way of life. Food and water on this 34 hour train trip will be provided at various stations along the route by friends of Mr. Marlow, which he made in India on a previous three year visit to that country.



Students will live in hostels in India and will receive three credits for the course. There are no prerequisites, however a minimum of ten students must participate in the program. The cost of the program will be from \$850 to \$900. Anyone interested in the program should contact Mr. Marlow even if awed by the financial obligation. Efforts will be made by the participants to raise part of the expenses.

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## LETTERS

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say to our administration that if students do not begin to see that this college really cares about them as individuals, and if we do not begin to receive some reliable answers and see some viable action within our seemingly indifferent and thoughtless administration, there will be no reason to wonder at student unrest.

Sincerely,

Joan Weisfeld

## Evaluations

Section II C

### "Protection Against Improper Disclosure"

Information about students views, beliefs, and political associations which professors acquire in the course of their work as instructors, advisers and counselors should be considered confidential. Protection against improper disclosure is a serious professional obligation. Judgments of ability and character may be provided under appropriate circumstances, normally with the knowledge or consent of the student.

### Letter to the Editor:

I welcome Mr. Yonke's comment on my letter, and will clarify my stand. Every evaluator has bases which he uses, and I respect his statement of his primary responsibility: "to assess impartially and objectively a student's academic performance in [his] classes."

I view my role quite differently. I often write evaluations, and have done so for years, of my



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Welcome  
Back  
Dr. Gable



# LETTERS TO THE EDITOR

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impressions of a student. So long as I state the source of my judgment (the student himself, the academic records, my acquaintance with him in or out of class, etc.), I need not have the student in class at all. The reader of my evaluations knows thereby the degree and type of my acquaintance with the student.

Secondly, members of medical and dental school admissions committees feel they have, in most cases, adequate material in the academic record: (1) transcript, (2) standardized test scores (GRE, SAT, MCAT), to evaluate academic potential. (Whether I feel this is adequate or not is another point). What they desire, but very often lack, is specific material on what personality characteristics, background, and other humanistic qualities the applicant displays. These are undoubtedly the things upon which many committee members place high values. Admittedly, opinions on these qualities are less reliable (in the statistical sense) than grades or standardized test scores. My primary responsibility as an evaluator is to present, as adequately as I can, basic character and personality traits, giving the factual bases for my statements. This supplements the data from the academic record. I must occasionally give material which could be classified as "information on views and beliefs." Omission of such material, which section IIC at least implies by stating it should be confidential, may in the long run prove detrimental to both evaluator and evaluatee, especially when the information on views and beliefs is commendable and laudatory.

If the written comments by an evaluator merely echo the academic record, and give no evidence that the evaluator has gotten to know the student as a person, it will probably add little to what an admissions com-

mittee already knows. Blame for this, if indeed it can be placed, is not solely that of the evaluator; the student may not have chosen an evaluator who knows him well, or who will write extensively of him.

Third, outside of mathematics, I do not believe there is anything like a truly impartial or objective evaluation. All of us have our own prejudices, biases, and feelings, and attempt to objectify these in letter grades and test scores. Objectivity is a goal worth striving for, but which is never reached in evaluations.

While I regard character and personality evaluation of prime importance, each student presents a difference circumstance. There are cases wherein the academic record deserves comment, such as lack of correlation between grades and standardized test scores, a sudden drop in grades one semester (perhaps coupled to some traumatic experience), and the other basic academic qualities which letter grades simply do not convey. Coupled to these qualities may be information on values, views, and beliefs, which should not be censored if they are factual. In my previous letter I stated "an individual's whole personality and character should be considered" in making an evaluation. I never implied that the individual's whole character could be described.

Fourth, in an evaluation the student deserves to be represented by truthful statements. What are facts should be stated as such, and a generalization drawn from them. Sweeping generalizations without basic

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College Press Service

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'rate,'" he continued, there are

320,000 births each day and approximately 170,000 deaths.

The balance, or the number we add to the total world population each day, is 150,000. "And these figures I'm giving you are conservative." Two of the 3.6 billion people on this world don't live like we do," he added.

Duddy compared the population explosion to a malignant cancer; comparatively, we will reproduce ourselves out of existence, unless we do something about it. We can not live without Nature.

The most logical solution to the problem then, suggested Duddy, is to do something about the birth rate. "It is about time we did something about contraception." He admitted the religious implications involved but stressed that something must be done. He suggested that this contraceptive be for men rather than women. Women are much more delicate than men in this area; its high time we stopped fooling around with their organs.

The answer, Duddy felt, will have to come from the youth through education. But, he warned, we must work through the system. We have to change our values, simply change our values!"



John McCahill, Co-Ordinator and Robert Spegal, Program Chairman pose with other committee chairmen of Earth Day activities.

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# Albright Spring Sports Review



Paul Lehatto receives Baton from teammate in relay race.



Albright javelin thrower shows his form.

READING, PA., April 21  
**BASEBALL (2-2)** — Wet grounds cancelled the Albright-Muhlenberg game and held the Lions to action in their doubleheader with Moravian Saturday. Pitcher Terry Rhodes, Temple, Pa., won his own game with a home run in the last inning for a 4-3 victory in the opener. Moravian took the nightcap, 6-1, with the loss going to Mark Porter, Westmont, N.J. Three games are ahead for Coach John Potsklan's Lions this week including Susquehanna, home today; LaSalle, Friday; and PMC Colleges Saturday.

**TRACK (4-2)** — Albright's 13-man squad, which calls itself the "Baker's Dozen" own a 4-2 record. Last week Franklin and Marshall topped the Red and White, 82-62. Albright rebounded to score 71 points and defeat Gettysburg, 62, and Johns Hopkins, 37, in a triangular meet. Paul Lehatto, Tamaqua, Pa., 100 and 220, and Dave Boyles, Carlisle, Pa., 120 high hurdles and high jump, posted doubles against F. and M. In the triangular meet Lehatto scored a triple in the 100, 220 and long jump and anchored Albright's winning mile and 440 relay units. Jim Kuhn, Wernersville, Pa. won the shot put and discus events, hiking his Albright record in the shot put to 49-11½. Coach Bill Popp's squad, set to run against Bucknell Monday, was idled by rain. They face Wagner and Muhlenberg in a triangular test at Muhlenberg Wednesday before competing in the Penn Relays Friday and Saturday.

**GOLF (3-4)** — In his first season as coach, Dr. Wilbur G. (Will) Renken, former tennis coach, has seen his golfers come up to 3-4 in wins and losses. The Lions finished at 2-9 in 1969. Lafayette topped Albright, 5-2 (Univ. Rules), before the Lions won No. Three at the expense of LaSalle, 9½-8½, although losing to Haverford, 12½-5½, in the triangular match. Mike Heller, Reading, Pa., and Russ Swisher, Birdsboro, Pa. each had a win against Lafayette. Heller posted a 70, and John Kalina, Reading, Pa., was next with a 73 as they got double victories against LaSalle and Haverford. The Lions meet Penn and Franklin and Marshall in triangular competition Tuesday at ... and M. A triangular match with Delaware Valley and Muhlenberg was cancelled yesterday.

**TENNIS (1-5)** — The week's summary was no wins and three losses for the Lion netmen as they lost to Gettysburg, 9-0; West Chester, 9-0; and Moravian, 8-1. Ben McCormick, Williamsport, Pa., and Peter Jespersen, Oslo, Norway, accounted for the lone Albright point. A schedule of three matches promises a busy week in tennis for the Red & White; coached by Louis Weislogel, they meet Elizabethtown here Tuesday, go to Lafayette Thursday and take on Upsala at home Friday.

**ALBRIGHT RESULTS**

**Baseball (2-2)**  
 Upsala 9, Albright 1 (Loser, Terry Rhodes)  
 Albright 6, Scranton 0 (Winner, Mark Porter)



Dave Boyles gets off winning broad jump.

Albright 4, Moravian 3 (Winner, Rhodes, 1-1)  
 Moravian 6, Albright 1 (Loser, Porter, 1-1)

Temple 12, Albright 6  
 Albright 9½, Lebanon Valley 8½  
 Albright 9½, Moravian 8½  
 Lafayette 5, Albright 2  
 Albright 9½, LaSalle 8½  
 Haverford 12½, Albright 5½

**Track and Field (4-2)**  
 Lycoming 98, Albright 53, Haverford 30

Albright 98, Lebanon Valley 56  
 Franklin & Marshall 82, Albright 62  
 Albright 71, Gettysburg 62  
 Johns Hopkins 37

**Golf (3-4)**  
 St. Joseph's 13½, Albright 4½

**Tennis (1-5)**  
 Albright 5, Scranton 4  
 Franklin & Marshall 9, Albright 0  
 Susquehanna 8, Albright 1  
 Gettysburg 9, Albright 0  
 West Chester 9, Albright 0  
 Moravian 8, Albright 1

## LETTERS ...

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factual statements or observations are often ineffectual in conveying the impression that the evaluator knows the evaluatee well. Opinions should be identified as such.

So-called "objective" lists of criteria are valuable, but do not make the evaluatee's strengths stand out unless stated in prose. If the evaluator suspects something detrimental about a student, then he should not even mention this unless he has final factual proof of it. To state "his behavior seemed questionable, but I was never able to convince myself if he was cheating or not", is unfair to the student, and may reflect something of the personality of the evaluator if it recurs.

I hope the above clarifies why I feel the views and beliefs clause of Section II C is inadequate and should be eliminated.

Yours sincerely,

Edwin L. Bell  
 Chairman, Dept of Biology



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# Ehrlich on Earth Day.. War, Imperialism, Racism All Involved

**BOWLING GREEN, Ohio—(CPS)—**"The Vietnam war and racism are both involved in the population-resource-environment crisis," Stanford University population biologist Paul R. Ehrlich told an "Earth Day" audience April 22 at Bowling Green State University.

"Any politician who thinks that the ecological movement will attract students away from those sticky issues is living in a dream world," Prof. Ehrlich declared. He is well known for his best selling paperback, "The Population Bomb."

"A major determinant of U. S. foreign policy around the world is the need for cheap raw materials to supply our industries. Like most of the other overdeveloped countries we are resource-poor."

"In order to keep our wasteful economic system going we in essence are stealing natural resources from our children and from the poor people of the world," Prof. Ehrlich said. "Our children can do nothing about it, but the other people of the world might be able to."

"It helps, therefore, to be strong militarily if we wish to compete with other overdeveloped countries, such as those of western Europe, the Soviet Union, and Japan, in a game of global thievery."

"In an unprecedented atrocity the United States is murdering the people of Vietnam and destroying the ecology of that country primarily to protect American interests in the natural resources of southeast Asia," said Prof. Ehrlich. "Hitler may have been a much more efficient and heartless murderer, but he lacked the technology—especially the herbicides—with which we have been destroying the environmental fabric of Vietnam."

"The story is disgustingly similar in Latin America, the Middle East, and elsewhere where we often intervene, openly or secretly, to see to it that the economic interests of the United States take precedence over the interests of the human beings of the area."

"As the world population gets larger, the per capita availability of resources will shrink, and the world will continue to deteriorate. There will be more intervention by overdeveloped countries in response to real or imagined threats to their monopoly on the material basis of affluence."

"Squabbling about ecological disasters will also increase, and small wars will become more and more common," Prof. Ehrlich predicted. "Sooner or later they will lead to the thermonuclear war that is being prepared for so vigorously by scientists who have sold their souls to the military-industrial complexes of their countries."

"Racism is involved in the crisis in a different way," Ehrlich went on. "We cannot expect members of minorities, or the poor, or any other group which is not given a fair shake in our society to cooperate in an effort to save our civilization—unless we can make it their civilization too."

"The same goes for the poor and non-white nations of the world. Unless we make it clear that the

rewards of saving the world will be honestly shared, they would be stupid to cooperate with us."

"The battle to save our planet is not just a battle for population control and environmental sanity," Prof. Ehrlich concluded. "It is also a battle against exploitation, against war, and against racism. That is, it is a battle for equity, peace and justice—Without which the world would hardly be worth saving!"



Beth Thomas, Chris Coombe and Pam Clouser all freshmen soak up the sun by East Hall  
Photo by Robert Clark

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