

The Albrightian

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No. 9

Council Confronted: Convocation Behavior Fault Of Students Or Programs?

Dean Robert E. McBride and Chaplain William Marlow addressed Student Council Tuesday on the question of the convocation program, its failings and the failings of the student body.

Chaplain Marlow expressed a desire to open communication between the Convocation Planning Committee and the student body in regard to the student's failure to respond favorably to the convocation program. It is hoped that through this intercourse between the students and the Committee an understanding can be reached as to the responsibility of the Committee on the one hand, and the student body on the other.

To this end, a written statement of policy will be developed through a joint effort of both groups, and be subsequently presented to the students. This reaction by Dean McBride and Chaplain Marlow was a result of the behavior of the student body at the Frances Alenikoff and Senator Clark presentations. Chaplain Marlow indicated that the performers considered the actions of the student body at the Tuesday program to be the most insulting expression they had ever received.

Dean McBride further commented that he feels he and other members of the administration are being forced by the student body into playing fundamentally distasteful roles. He indicated that he does not believe it to be his place to maintain decorum from a group of individuals who should be mature enough not to need this type of policeman action.

Finally, both men stated that they hope in the written communication to analyze within the context of the present convocation structure exactly what the purpose of the program should be, what the responsibility of the student body should be, and exactly what the responsibility of the convocation committee should be.

NEW COMMITTEE SEEKS IMPROVED ACADEMIC SETTING

From the rank of sub-committee last year in which little was accomplished, the present academic committee was formed. Its main purpose is the improvement of the academic environment at Albright. The committee consists of five members chosen on the merit to honestly and effectively represent the students. The members are: Leslie Mardenborough (chairman); Chris Goldman, Andy Hess, Barbara Carr, and Judy Gregory.

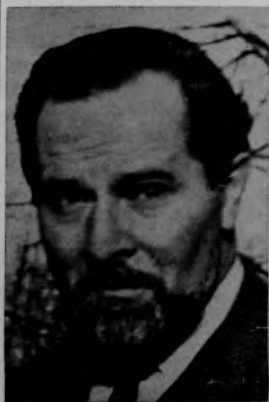
Meeting at least twice a month, the committee's chief task is the doing of intense research or fact-finding needed to adequately present suggestions for student approval or disapproval. If accepted, the idea is then presented to Dean Robert E. McBride who acts as the faculty representative to the committee until the formation of the newly created Student-Faculty Council.

As its first official action, the (Continued on Page 5)

MAN OF ALL MEDIA

Alexander Scourby Coming Tuesday

The noted actor of stage, screen, radio and television, Alexander Scourby, comes to Albright College on Tuesday, November 14, 1967.



Hailed by the critics for his distinguished performances, Alexander Scourby is a man of all media. On Broadway he has acted with John Gielgud ("Crime and Punishment"), Maurice Evans "Hamlet," "Richard II," "Henry IV, Part I" and Uta Hagen ("St. Joan"). He also gave notable performances in two Sidney Kingley plays, "Detective Story" and "Darkness At Noon" (a dramatization of Arthur Koestler's novel).

Off-Broadway has seen him as King Claudius in "Hamlet," with Siobhan McKenna in "St. Joan," and opposite Uta Hagen in "A Month in the Country." On the West Coast, he starred in "The Sea Gull" for the Theatre Group of Los Angeles.

Hollywood claimed him for such films as "Giant," "The Silver Chalice," "Ransom," "The Glory Brigade" and "The Big Heat."

Scourby has appeared as a guest star for such series as "The Man From U.N.C.L.E." and "The Defenders."

He has narrated such NBC-TV Project 20 programs as "He Is Risen," "The Coming of Christ" and "The Law and the Prophets." His one-hour narrations of National Geographic TV color specials have also won "rave" reviews.

Mr. Scourby has also recorded the entire Bible, both Old and New Testaments, for the American Bible Society.

Platform audiences all across America are now discovering what magazine critics and reviewers of his recordings have been saying for years: "Few can match Scourby's ability to place the instrument of a magnificent voice in the service of his material."

Hungarian Film Scheduled Tonight

"Professor Hannibal," a seriocomic film produced in Hungary, will be shown by the Film Classics Club this Friday night, November 10, at 8:30 in the new Campus Center Theater.

The film, with English subtitles to accompany the Hungarian dialogue, concerns the issue of academic freedom as seen in the struggle of a schoolmaster in Hungary in the 1980's to defy the authorities in defense of his principles.

Single admission to the film will be 75 cents.

LINDA HEFFERAN CROWNED QUEEN

by David Andrews

Albright crowned Linda D. Hefferan, '69, Homecoming Queen last Friday night at the Ivy Ball. Linda, a nursing student, cheerleader and member of Pi Alpha Tau sorority, reigned over the many festivities that are a part of homecoming.

The queen was escorted at the

Ivy Ball by Mark Bippes, '69. Linda is pinned to David Riesterer, '67, a Marine presently in Pensacola, Florida for flight training.

The queen's court accompanied Linda during her reign as queen. They are: Linda Fay Updegrave, '68; Victoria Wu, '69; Denise T. Nappe, '68 and Diana C. D'Allesio, '70.

Saturday's activities started with registration and an exhibition of books written by alumni and faculty members of Albright. A noon "hill-billy" luncheon was served with music provided by the Misty Valley Boys.

The Campus Center complex and East Hall were formally dedicated at a small ceremony. Participating in the datestone setting were Dr. George C. Bollman, president of the board of trustees; Mrs. Leonard Van Driel, president of the Alumni association; Dr. Arthur L. Schultz, president of Albright College and W. Allen McKenney, '68, Student Council president. President Schultz commented briefly about the new structures' roles in campus life and offered the statement of dedication.

A float parade and a marching demonstration by Albright's band were highlights of the halftime activities at the Albright-Lebanon Valley game.

The Daywomen's Association merited first place in the float competition with their "Casper the Friendly Ghost and Wendy" entry. Second place went to Pi Tau Beta fraternity's entry. Albright won the game 14-7.

Michael Grant, '71 and Robert Petrucci, '70 received awards for outstanding performances in the game. The presentation of the awards was part of the post-game activities which were high-lighted by a songfest competition.

Pi Alpha Tau sorority was awarded first place for its rendition of "To Dream the Impossible Dream." Second was the Independent Women's Association singing "Feelin' Groovy." Leading the men's competition was Pi Tau Beta fraternity.

The weekend's activities were concluded with a concert by "The Lettermen," a nationally-known vocal group. The concert was held Saturday night in the fieldhouse.

The homecoming committee consisted of Mrs. Good, Mrs. Ernest F. Hartline, Mrs. James N. Trexler, Barbara M. Young, Mrs. J. Homer Wonder, the Rev. Max E. Nuscher, Fredrick W. Norton, W. Alan Seifarth and student chairman, Gary Lowe, '68.

Songfest judges along with Mrs. Good were: Donald J. Kuszyk, Boyertown Area High School; William J. Mills and Cary E. Shaner, Conrad Weiser High School. All three are music instructors at their respective schools.

In all, over 400 alumni and their families attended Homecoming Weekend at Albright.



JUDICIARY BOARD POWER DEFINED

The significance of the Judiciary Board and of the Faculty Committee on Student Affairs was re-emphasized by Professor Philip A. Eyrich at this week's Student Council meeting.

Constituting what Prof. Eyrich termed "a major breakthrough," the Judiciary Board will have the power to mete out punishments for all non-academic offenses and for major in-dormitory infractions.

Previously, the authority was in the hands of the Dean of Students Louis F. Scislogel, who was guided in his decisions by an advisory committee of faculty and administrative members. Under the new system the Dean of Students will act as a non-voting chairman (except in the case of a tie) and will administer the punishment prescribed by the Board.

The Board will consist of five faculty members and/or administrators and five students. These five students will be chosen from among interested members of the student body who advise Council of their desire to serve on the Board. In this way the student body will have an equal voice with the administrators in deciding the disciplinary actions to be taken.

The student offender will have the chance to appear before the Board to present his position. The Board may then question the student further on the facts of the case as well.

Penalties for minor in-dormitory infractions, however, will still be given by the dormitory councils.

The Faculty Committee on Student Affairs will operate with four students acting in an advisory, non-voting capacity. These students will also be chosen by Council to aid the faculty in understanding the students' viewpoints when considering problems that come before it.

EDITORIALLY SPEAKING . . .

CONVOCATION BEHAVIOR

Chaplain William Marlow and Dean Robert McBride approached Student Council on Tuesday concerning the behavior of the students at the convocation of a week before. Their idea was to arrange joint administration-student communication to investigate how both the convocation system and the student body failed during that program.

The Albrightian feels that the administration and the convocation system should bear no responsibility for the general atmosphere and occurrences of that program. Chaplain Marlow and Dean McBride, in being generous by showing a willingness to divide the blame between the system and the student body, are also being too lenient and too patient with a student body that deserves neither leniency nor patience.

Over the last few years, *The Albrightian* has watched major advancements take place in the convocation organization, and a great improvement in scheduling worthwhile programs. We feel, however, that in the same time span, the student body has not shown a corresponding improvement in maturity and in a willingness to accept new experiences and stimulation.

MID-TERM GRADES

With the prospect of mid-term grades looming in the very near future, it is appropriate for us to examine these academic tid-bits of apprehension and confusion. Mid-term grading seems to be firmly entrenched in today's college structure but the purpose of the marks is often lost in the scholarly shuffle.

It has been constantly impressed upon us that mid-terms are merely a guide which is never recorded on permanent records. The grades are intended to give the student an idea of his present standing in a course so improvement can be made if necessary. Regardless of this honorable aim, the mid-terms still apply a great deal of psychological pressure of the student.

After many years of grading, the average student becomes apprehensive at any type of evaluation and becomes more concerned with bolstering grades than acquiring the basics of the subject. At any rate, students know it doesn't count, the faculty knows it doesn't count, but parents don't know. They never quite comprehend this simple fact and the college makes no mention of it when mailing out the often ominous slips.

However, *The Albrightian* still feels that mid-term grading is a necessary evil but the method could be changed in such a manner as to lessen the pressure and fulfill the purpose more effectively. The grades are most important for freshmen who are still making the adjustment to college and need to keep acutely aware of their progress. The grades are also helpful to sophomores who may still be hanging on by their fingernails.

To these students, the grades should be issued as usual but an extra step should be taken. Several colleges are now engaged in "Operation Rescue" in hopes of combating the high attrition rate in the first years. Albright should launch such an intensive program to aid those students who show signs of failing. A battery of conferences with professors, advisors, and upperclass "tutors" should be scheduled from the first indication of weakness.

For upperclassmen, the situation comes into a different light. Although the grades still serve as an ego booster or a desperation stimuli, they often impede the progress of the student and professor. Juniors and seniors are generally adjusted to college courses and are well aware of their shortcomings. The grades often force the professor to schedule examinations or papers at inopportune times simply to meet the deadline. Especially in seminar courses, the grading is a non-essential hindrance.

A simple alternative would be to issue warnings if a student is in danger of receiving below-average grades. If nothing else, it would eliminate the ambiguity of the grades: some professors undergrade as an added incentive while others tend to overgrade since the marks have no real meaning.

Let us hope that the administration will reevaluate the present practice and adopt a system which will be more meaningful in the future.

Students:

When was the last time you saw your little brother or sister? Chances are that many of the friendships, which began to develop through the Adelphi Big-Little Brother-Sister Program, have subsided because of the pressures of studying.

In order to further the purposes of Adelphi and perhaps raise the school spirit, we would like to suggest that those students who were matched up this past summer try to attend the game to be played this Saturday against Upsala, TOGETHER.

The first section north of the reserved sections on the home side would be an ideal place to sit and cheer the Lions on to their fourth victory.

Adelphi, as well as the football team and coaches, would appreciate all the support that you may be willing to give this idea.

Thank you
Bip & Jane
Adelphi Co-Chairmen

W. U. S. Activities
Next Week

The YM-YWCA will sponsor W.U.S. Week on November 13-20. The week of fund raising activities will begin on Monday night with the Penny Mile. The group or organization with the longest row of pennies will win a prize and the pennies will be donated to the fund.

The World University Service or W.U.S. is an international student organization which has been in existence for 47 years and now has 60 countries participating in its programs.

W.U.S. provides increasing opportunities for education in the world today. It provides educational opportunities that meet the needs and particular problems of the countries which it serves. It is strictly a student-to-student organization and receives no funds or aid from sources outside the college campus or university. Funds are collected from colleges and universities throughout the world and redistributed to areas in which there is the greatest need. Funds are given on the basis of need and the country's ability to provide part of the funds.

W.U.S. works in four major areas of need. These are listed as: accommodation, health needs, nutrition and food, and refugee aid. This year hunger and nutrition are the major emphasis of the W.U.S. program.

Tuesday Nov. 14 students can buy time on the radio station and have anything they request played. Cost—\$5 an hour. A good idea for halls to get together on.

Thursday evening students will be asked to give up their meal in the college dining hall for the Sacrificial Meal. Last year this project brought in over \$400. Registration for the meal will begin Thursday Nov. 9 and continue until noon the following Thursday. The cost of each meal that is sacrificed goes to W.U.S.

Saturday night the Turtle Trot and Faculty auction will be held in the field house. Turtles from nearby colleges and Albright will enter the race and prizes will be given to the three "fastest" turtles. First prize—\$75, Second prize—\$50, third prize—\$25. Entry blanks may be obtained at the campus center desk.

Monday night W.U.S. week will close with the annual sports night.

Lights, Camera, Action!

by Alan Soble

How does one go about judging the words and deeds of others? Should you accept the actions and statements of others as being the "truth" behind their personality? Recently, the idea was offered to me that what people do and say is worthless in determining exactly what the attitudes and opinions of these people are.

The basis behind this conclusion is that people behave not how they are inherently driven to behave, but rather they behave in a manner which they think is suitable to and acceptable by others. Therefore, it was further suggested, you can learn more about a person by examining what he does not do and what he does not say.

Taking this idea for its literal meaning, you now might conclude that the world and all the humans on it are fakes. But this is an extreme interpretation, although it is not entirely without foundation, and perhaps sometime we can discuss it. A more realistic and practical interpretation, however, is that you can no longer make value judgments on what people present to your superficial inspection.

One of the most popular Albright pastimes is gossiping. I suppose we can blame the obsession we have with this activity on the smallness of the school and the great amount of material existing which is gossippable. Realizing the fullest implications of the idea expressed above, you see that it becomes the responsibility of every one of us to dig into a person beneath the surface of his shiny exterior before we can use his name in participating in the Albright "game."

What I basically wanted to say here is that people tend to judge too much on hasty superficialities and generalities. No matter how widespread and ingrained this behavior may be, it is still not acceptable in a college situation. This point may be obvious to some, but it is certainly overlooked by the majority.

W.U.S. week Nov. 13-20

Schedule of events:

Mon. 13 Penny mile begins Campus Center
Tues. 14 Radio Program
Wed. 15 Deadline to register for Sports night
Thurs. 16 Sacrificial meal
1st practice for sports night Field house
Sat. 18 Turtle trot, Faculty Auction 7:00 Field House
Mon. 20 Sports Night

Letters To The Editor

Dear Editor:

I am not often tempted to venture a letter on a subject of such mean consequence. However, when one is confronted with human folly accentuated to the nth degree, I believe it a healthy emotional release to pen a letter to the editor. More particularly, I'm referring to the regulation requiring the use of I.D. cards at "Checkpoint Choosy" in the Dining Hall.

In one instance, unaccompanied by my good friend, the I.D. card (due to my apparently incompatible with my absentmindedness), I was barred admission by the lady manning the post even though she was acutely aware that I was a genuine Son of Albright. Even after I had offered her the customary 85 cents to sample the "haute cuisine," she valiantly stood her ground and ultimately plunged me into a headlong retreat toward the dorm in search of my missing friend. Thoroughly impressed by the fortitude and perseverance of the particular lady in question, I've long since excused her but not the rule. What better example of crass legalism and betrayal of the humanistic ideal! What marvelous parental solicitude!

This particular rule serves to illustrate the compelling need for urbanity at Albright College. I would urge the administration to liberalize itself from the pious pretense of the "Family Way" at Albright College. Albright can be as impersonal as any mutiuniversity. Every student realizes the full extent of his alienation from his parent Albright.

In conclusion, let us be a little more human, a little more urbane, and little less pious.

Kamal Wadhwa '70

Dear Editor,

I understand that Mrs. Gable has decided to make diapers available to some of the members of the Albright community who cannot control themselves. I suggest these individuals also be given "teddy bears" to take to bed with them, since they seem unable to control themselves at the sight of a bared male chest or of female thighs. Evidently some of our peers are unsure of their sexuality, and upon viewing the regalia of artists feel compelled to project their uncertainty vocally.

Responses to artistic performances are often appropriate, many were at the convocation on Oct. 31 . . . but a few were so grossly inappropriate that the event was marred for most of the audience and for the artists themselves. Enthusiasm is one thing; uncouthness is another matter.

As students we have acquired a certain amount of freedom, I believe more is in order, however freedom demands responsibility, dignity, and maturity. The actions of a few show these are lacking in certain sectors of Albright College, but the revulsion of most students at the stupidity of a few demonstrates that there is some maturity here.

I suggest that repeat disturbances can be prevented if programs begin on time and if introductions be kept short and concise. Further, a certain amount of reading skill is a necessary part of introducing an artistic presentation. With these things lacking who can wonder that the baser emotions of the students were aroused.

Jay M. Resaler '69



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MOST WHITE STUDENTS CREDIT ALBRIGHT RELATIONS AS GOOD

The large majority of the white students whom *The Albrightian* interviewed were optimistic. Over two-thirds of the group regarded the question concerning race relations on campus in this respect: the situation is very good, with little or no tension; there is no racial discrimination and the white and Negro students maintain good rapport; the Negro has been accepted in all phases of the social and academic realms of the school; this acceptance is based on the personal merit of the Negro students; there is no race relations problem on the Albright campus.

These answers tend to show the general feeling of contentment that the white student has in regard to any racial tension. It was generally agreed, however, that the Negro students were handicapped in their own social life because of the small number of Negro students on campus. "Social problems might exist but I don't feel this is due to any Albright policy," answered one white student, who seemed to be freeing the administration from any charges of using an unfair "quota" system. A good portion of these optimistic white students felt that the answer to any improvement had its basis on a personal level. "The administration can set up no policy regulating personal feelings on the issue. We are the ones in contact with each other." "The problem is individual integrity..." There was also this feeling: "... the administration fully recognizes any Negro that applies who is worthy of an Albright education." Ultimately, the question revolved around this point: "By increasing the number of Negro students, and especially by making the guy to girl ratio more even, the social problem should almost cure itself."

There was, however, a percentage of the students interviewed who could not accept the status quo of the race relation situation at Albright. Generally, they answered: "The race relation situation is certainly not the best." "It's no different from anyplace else." "... there is prejudice here. It is subtle..." "The racial situation at Albright is terrible, thanks to the majority of the white students and the administration."

But even the "negative" responses could not agree overall. At one extreme was this statement: "I notice the outright bigotry and prejudice displayed toward the Negro student. Of course, since the majority of the students are WASPs and from the upper middle class, this is not too surprising." This student continues by citing examples of personal experiences in which he noted the prejudice.

Another white opinion out of the "negative" responses: "It is a subtle, 'enlightened' prejudice, but it does exist. I have

The following material was collected and compiled by *The Albrightian* in an attempt to analyze race relations on the Albright campus and to promote discussion of that issue. It was intended that, in the course of seeking opinion, all the Negro students on campus and an equal number of white students would be interviewed. These three questions were asked of all 32 students interviewed: How would you view the race relation situation here at Albright? What kind of race relation situation did you expect to find here at Albright? What can you recommend to improve, if necessary, the race relation situation here at Albright?

heard such as 'Too bad he's a Negro, he's really tuff-looking.' The attitude seems to go something like this: 'The Negro stu-

based my opinion on several statements that I have overheard here at Albright aren't like the rest of them (i.e. the slum-dwellers).' There is no direct confrontation with the problem—it is simply ignored."

A third viewpoint was taken by two of the interviewees. They felt that the race relation problem at Albright was a product of the failure of both the white and Negro students to reach out to each other. "The Negroes and the whites acknowledge each other, exchange a

(Continued on Page 4)

Racial Relations: Improvement Needed

The problem of racial relations and prejudice is too complex and involved to be discussed with any real authority by a publication such as *The Albrightian*. Even Sociologists, Psychologists and Historians find it difficult to analyze the situation with convincing depth. It is not, therefore, *The Albrightian's* intention to reach any philosophical conclusions on the racial situation at Albright but rather to advocate the necessity for frank and open discussion on the subject.

As indicated by *The Albrightian's* survey, the majority of the white students did not feel that a racial problem existed at Albright, but the fact that many of the Negroes felt very strongly that an air of prejudice was present, proves that a problem does exist. The white students' unawareness of the situation is an indication of the evasive quality of the issue. We can no longer ignore the problem or say it does not exist, because it does.

What can Albright do about the situation? Everyone knows that you cannot legislate morality and deep-rooted prejudice cannot be eliminated with the stroke of a pen. However, there are some steps which can be taken to improve the present situation but they can only be successful if the administration and students are willing and eager for improvement.

First, an all-out effort must be made to recruit more Negro students. Claims have been made that the administration places a 10 percent quota on Negroes but this criticism is completely not feasible due to the simple fact that only 17 Negroes presently attend Albright. Even if there was a quota, at least 100 should be on campus. The main justification for the small number of Negro students is that most Negroes prefer the large urban universities or predominantly Negro colleges to the small liberal arts type. This is compounded by the fact that many Negroes do not meet the qualifications for a school such as Albright.

This theory, however, is discredited by Harold Howe II, the U. S. Commissioner of Education, who says, "a society that prides itself on equality of opportunity must somehow learn to accommodate those children who are least likely to collect adequate credentials but may have the unrealized potential to succeed in demanding tasks." A recent article stated that no more than 10 to 15 percent of all Negro high school seniors can score 400 or better on the Verbal portion of the College Board Examinations.

Howe goes on to say that colleges will have to offer these students "special support services after they get there."

"This is going to demand some major adjustments on the part of institutions—not a lowering of standards, but the introduction of flexibility. If a student comes from a deprived background, the college has to read that into his record and learn to identify his talent and ability even though his test scores do not show it in conventional ways."

If finance is a question on the lack of Negro students, the administration should explore the field of Negro educational aid programs such as NSSFNS which will furnish funds for Negroes going into higher education.

Another obvious lack at Albright is in the area of Negro faculty members. The administration should make a concerted effort to hire qualified Negroes in teaching positions.

Another matter under fire is in the area of housing. Negro students are invariably roomed with other Negroes (this is usually the case with other minorities also). The point in this reasoning is to make the adjustment to college life easier by matching students with similar backgrounds and interests. However, the administration should strongly consider relaxing this practice to help allow better diffusion of the races. College students are no longer babies who need to be sheltered from the realities of life. A broadminded liberal approach must be taken.

These are just a few suggestions for relieving the racial tension which may be superficially buried. The problem is by no means restricted to the Albright campus. It is a problem in our society. But this is a new generation with new ideas and the situation will come to the surface one way or another. The Albright "community" must make a concerted effort to bring it to the surface in the right way—before it is too late.

Negroes Speak on Racial Problem; Ambivalent Attitude Expressed

In response to an analysis of the racial situation here at Albright College, the Negro on this campus expressed an ambivalent attitude as to whether the situation is a favorable or unfavorable one. The prevalent concept is that a covert prejudice exists which lies insidiously beneath the surface of the Albright exterior.

The most frequently expressed antagonism concerned the social situation. The Negro feels that he is unable to bridge the chasm which separates him socially from the white students. An attitude of acceptance in an academic context was indicated almost without exception.

When asked their view of the race relation situation here at Albright, a typical response was that of a student who expressed a "feeling of insidiousness, of covert prejudice. The prejudice of the white student is a result of his ignorance. He doesn't even realize his prejudice." Invariably, the students would comment on the shallowness of their relationships with the white students on the campus. "They just don't try to understand you as you really are," was an often lament of the Negro individual. "And that very word was what they felt was at the center of the difficulty, for most students were not ready to accept them as individuals, and to judge each of them on their own particular merit."

"I just feel so much alone," commented one student, "there just isn't enough interaction between the white students and the Negro on this campus." But another Negro expressed a feeling of almost total contentment with the Albright situation. "I heard as a frosh that prejudice existed on the campus," stated one coed, "but I still haven't experienced any of it." A few of the students quite frankly expected the attitude of the whites on the campus to be conducive to a tensionless and satisfying existence, and feel that they have not been disappointed. "The Negroes have to go out and make their own friends, and not expect others to take the initiative," commented a freshman.

It is a feeling of alienation in the white community which disturbs the Negro most deeply. Most of the Negroes on the Albright campus have come from a middle class background, and quite frankly expected that the situation here would be as favorable as at home. Certainly, they do not deny the presence of hypocrisy in either situation, but they have assimilated the hypocrisy within the context of their existence. "I expected the mixing between the races would be pretty smooth," commented one student, "and by and large it has been." But these students are accustomed to the integration process, and the contradictions which might disturb others never enters their consciousness.

Another student stressed the concepts of social relationships as being the key to a successful existence in any white community. Because this individual claims to have developed such relationships, she is essentially satisfied with the college. But one Negro spoke for quite a few others when she said that "I get tired of trying to be friendly with the white people." This student describes the friendliness as strictly a facade which doesn't even last beyond the first month of the semester. The complaint is that the Albright white student rejects the Negro as a human being and accepts him only as a "Negro". And finally, because of this attitude, human relationships are necessarily impossible, for there are no real relations anywhere on campus.

The problem, then, as some Negroes view it, is that the Albright difficulty is not even only a Negro one, but rather a human one.

The fraternities on the campus were indicted by one student as being a significant contributor to the white-Negro alienation. In their eagerness to establish brotherhood among themselves, the fraternities have been accused of forgetting the important fact of brotherhood among all men. This same student expected that the Negro student would have no difficulty adjusting to college because of the liberal atmosphere which they would encounter here. But the attitudes of Albright were described by this person as being most applicable to a sixteenth century living situation. And more important, there was no hope expressed that the situation could ever be improved.

The question naturally arises as to how these students can be so sure that a prejudice exists which only they experience. But the Negro student has ample evidence of a covert prejudice here at the college. The triteness of many questions, ("What does it feel like to be a Negro?"), and the remarks of some students who suppose themselves to be in a strictly white situation betrays the hatred which so many of the Negroes described as "insidious."

Even these students who claim to be satisfied with the situation could not deny the shallowness of the Negro-white relationships. Too often, some Negroes said, the reason for the relationship was to fulfill a liberal requirement to "know" a Negro. "As a result, the student

(Continued on Page 4)

Statistics of the Negro college student in U. S.

4.6 percent of all college students in U. S. are Negro but 50 percent of the Negro students attend all-Negro Southern colleges.

Estimated number of college students by race and region in 1966

	Mideast	Total U. S.
white	781,112	4,232,098
Negro	30,226	207,316
other	6,542	51,855

2.78 percent of student body in mideastern private institutions which do not offer graduate degrees is Negro.

WHITE STUDENTS . . .

(Continued from Page 3)

few words, perhaps even walk each other to class if they happen to be going in the same direction, and then immediately revert back to their own little cliques. I never realized how much of a mutual problem was race relations until I came to Albright. I thought it was mostly failure on the part of the whites, but then I realized that the Negro population on campus isn't making the slightest effort either." And this comment was made: "Some Negro students still insult the whites and therefore accomplish nothing more than Nat Turner did."

In a summation, then, of the answers to the first question, it must be said that the majority of the white students considered the situation at Albright to be fairly healthy, and that the racial minorities have been assimilated into the student body with little or no tension. There was, however, the less than one-third percent that voiced discontent, and that could base their discontent on personal experiences with actual bigotry.

In response to the second question, concerning what kind of racial atmosphere the students expected, the most common response, received from about two-thirds of the students, was the standard reply about college being the place where the intellectual atmosphere created an acceptance of minorities.

The rest generally thought that college would be similar to their high school or they had no thoughts concerning what Albright would be like in this respect at all. "I had no idea what college would be like, so I was prepared for anything." "I didn't really give it any thought." "I was basically unconcerned and expected the situation to be like the one at home, where the Negroes have been accepted into the white community."

One opinion, however, varied radically from these two previous positions. Concerning what he thought Albright had in store for him, he answered, "I was tricked into believing, by looking through the catalog, that Albright was well integrated. I now know otherwise."

Part of the reason why some of the students didn't know what to expect was that they had never come in contact with Negro students prior to Albright. "I have never been associated with members of another race closely." "Since I grew up in a community where Negroes are restricted to tenements in the slum district of central city, I had very little actual contact with any Negro person before coming to Albright. With anticipation, I awaited my college experience as a liberation from the bigoted racial superiority that was instilled in me as a child." "I came from a small community that was overwhelmingly white in population. In my sheltered naiveté, I did not expect a 'race relations situation.'"

To return to the replies that made up the greatest segment, these statements are representative: "The race relation situation is just about what I expected it to be at a small, liberal arts college." "I expected college students to be mature and intelligent in their association with members of another race."

The final question, that of matters of improvement at Albright College in respect to the racial sit-

uation, was answered with suggestions even from those students who didn't conclude that a racial problem existed. "There is always room for improvement, even in the best situation." "There is always room for improvement in relationships between persons, people and races. Prejudice is a hard problem to eliminate, but it can be done."

Specifically, one group of suggestions received one-third of the white support, one other group of suggestions received another third, while the remaining third represented various other measures.

Most important seemed to be the need for a larger percentage of Negro students on the campus. "As conditions are now, the Albright Negro has obvious social disadvantages, basically because dating is limited due to their fewness in number." But even though the students agreed on an increased number of Negroes, they qualified their position with these comments: "This action must be taken through the administration and can only occur when fully qualified applicants apply." "The acceptance of Negroes should not only be dependent on their athletic ability. They should be given an equal opportunity for a scholastic acceptance."

The other major suggestion was based on an improvement of personal relationships between all people, and a corresponding improvement of personal relations between the white students and the Negroes. "A situation like race relations is stirred by group movements but ultimately is decided by individual action. The determining factor in human relationships is the personality . . ." "Once the administration grants us the privilege of coming here it becomes our business to promote amiable relationships." One white student expressed this opinion: "I'm sick and tired of being told by certain Negroes here that I am not mature enough to understand the problem. Shutting me out is not the solution by any means."

This comment leads to the suggestion that there should be more dialogue and conversation concerning racial matters between the white and the Negro students. "The problem is getting the students concerned and involved." "An open discussion of racial problems at Albright among the Negroes and the white students would erase many of the feelings that prevent racial communication."

One of the white students expanded the suggestion of increased communication to include the field of academics. "The suggestion for a current affairs and problems seminar for freshmen (in the interim semester of the 4-1-4 plan) sounds good." This student continues by stating that four courses per semester instead of five would release the students from the constant obsession with grades and give the opportunity to think creatively and act effectively in all phases of life.

Two other opinions for improvement round out the survey. One student thought that nothing was possible to improve the conditions, unless the entire student attitude changed from its present apathy, carelessness, and indifference. "Students here seem to have an opinion on nothing and feeling for no one except themselves."

And finally was voiced this view: "The racial situation is so hopeless at Albright that there is little to do. I now feel that the Negro's only solution to the racial issue in society at large is open rebellion by the Negro. Peaceful ways have been tried, but they have for the most part failed. The only way for the Negro to achieve his equality is to show the WASP power structure the only method it knows and understands—violence."

In conclusion, it appears that the majority of the white students feel that the racial situation can be strengthened by an increase in the number of Negroes at Albright, and by an increase in the dialogue on pertinent issues between the races.

NEGROES SPEAK . . .

(Continued from Page 3)

doesn't want to know an individual, he wants to know a stereotype," complained a Negro coed.

A natural sequel to the question of Albright's present situation was exactly what the Negro expected before he came here. Again, those students whose background was middleclass and generally integrated supposed that a similar situation existed here at Albright. One thing they were not prepared for, however, was the lack of social interaction between the Negroes and whites. Almost unanimously, the Negro expressed a feeling of exasperation with the present social situation, a situation which they blame primarily on the lack of enough Negroes on campus.

Many Negroes who had attended an all-Negro high school were determined that they would not repeat the experience in college. But, most also feel that they would not want to repeat the Albright experience. Being Negro in an almost exclusively white community has proved to them to be an unsatisfactory living experience. Most feel that a more representative sample of Negroes is necessary for adequate personality developments.

The Negro student without exception did not object to interracial dating. But also almost without exception, the Negro felt that such dating would result in open hostility at worse, or overt antagonism at best on our campus. As one Negro youth put it, "Albright people are too backward and prejudiced to accept interracial dating." Many of the Negroes blamed such an attitude on the type of students matriculating at Albright. "The typical Albright student who would react negatively to interracial dating was considered to come from a small town rural area; Berks County was considered a prime offender when it came to prejudice."

One student considered the possibility of bringing more Negroes to the campus as being untenable. Her reasons were that such action would lead to open student revolt. The Albright student was condemned as being unwilling to discuss the Negro condition in an essentially frank and intelligent manner. Because of this it was felt that the tension which exists in the social situation could not be relieved.

The Negro was disturbed too with an attitude which one expressed as "the white student doesn't want you to react as a human being, he wants you to react as a Negro." And so, it is not any one large difference of opinion separating the white from the black, but instead the situation must be blamed on the cumulative effect

of many small annoyances.

Even a social situation as innocuous as a college dance was cited by the Negroes as exemplifying the provincialism of the students. Rarely, if ever at all, are the Negro girls asked to dance by the white males. The reasons are many and varied, but they center upon the lack of true fellowship as human beings between the Negro and whites.

Another factor cited by the Negro as contributing to the lack of communication between the races is a matter of will. "If the Negro and white are thrown together and told to interact, they do," complained one female, "but they never do this by their own volition." The concept of the Negro identity was never considered a problem by the students. Invariably they stated that they found little difficulty maintaining their black consciousness in a white community. The Negro, even at Albright where there are so few of them, desires to maintain themselves in somewhat of a cliché situation. Like other groups, they feel more comfortable when together. Some suggested this as possible evidence of the presence of a definite tension between the white and black students.

The final question asked of the Negroes was what they would suggest as possible measures to improve the situation. One view claims that there is nothing that can be done to alter the situation. This individual quoted a faculty member as referring to a Negro as being "too caught up in the racial situation." This Negro disputes the basic concepts which could lead to such a statement as indicative of a basically ignorant personality. The Negro admits to being caught up in the racial situation, but views this as the only possible manner in which he could exist since he is reminded of his "Negroness" 24 hours of every day.

Another Negro student also felt that the situation couldn't be improved because it would demand changing the character of all the people involved in the Albright community. Furthermore, this student felt that the administration would be unwilling to disrupt the placidity of life here at the college. This, she felt, eliminated the possibility of bringing a truly significant number of Negroes to the college.

One prevalent response to the question of improving relations between the whites and the Negroes was to bring more Negroes to the campus. It is felt that such an action would enable the Negro to assert his own identity more freely, as well as to give him a group to fall back on if the white community rejects him.

An elaboration of this idea to bring Negroes to the campus was offered by Leslie Mardenborough, a senior student at Albright. She suggests the hiring of an individual to recruit Negro students and teachers for the college. It is her belief that a more representative percentage of the population, approxi-

mately ten percent, should be composed of Negro students. And, more important, these students should not necessarily be chosen from the middle class society, but from the ghettos of the urban areas as well. This larger number of negro students will give the Albright community an increased opportunity to learn about Negroes.

Miss Mardenborough does not deny the possibility of conflict if a larger number of Negroes were integrated into the campus community, but feels that it is a necessary facet of one's education nonetheless. Certainly, the idea of bringing more Negroes to Albright was the most frequently expressed suggestion to the improving of the negro problem here at Albright.

Former Chemistry Chairman Dies

Dr. Dwight L. Scoles, 83, former chairman of the Chemistry Department at Albright and Professor Emeritus died last Tuesday in the Laurel Nursing Home. He was named head of the department in 1945 at Albright after teaching Chemistry at Constantople in Turkey and Long Island University.

Dr. Scoles received his bachelor of science degree at Berea College in 1914, master of science at Iowa State College in 1920, and Ph.D. at Columbia University in 1923.

He retired from Albright in 1949 but continued as a part-time professor until 1954.

Dr. Scoles had received recognition in "Chemical Who's Who," "America Men of Science," "Who's Who in American Science," "Who's Who in American Education," "Who Who in New York," and the "National Encyclopedia of American Biography."

Among his writings are "The Behavior of Cobaltous Hydroxide" and "A Boiling Stirring Rod to Prevent Bumping," published by the Journal of the American Chemical Society.

STUDENTS ATTEND CONFERENCE

Six Albright Students attended the Eighteenth Annual Eastern Pre-medical Conference, Saturday, November 4, 1967, in Philadelphia, Penna. The all-day conference was sponsored by the LaSalle College Chapter of Alpha Epsilon Delta, International Pre-medical Honor Society, the Woman's Medical College of Pennsylvania, and the Eastern Pennsylvania Psychiatric Institute.

College and University student representatives from over seventy colleges in Pennsylvania, New Jersey, Delaware, Maryland, and Washington, D.C. registered for the program's events held at the Woman's Medical College and the Psychiatric Institute. The day's program included tours of both institutions, and a symposium on Medical Education.

The Students who attended were Paul Balbresky, Larry Goldstein, Ralph Horwitz, Rick Kriebel, Howard Pinsky, and Herbert Rogove.

I, _____, wish to submit my name in application for a position on the Judiciary Board of Albright College.

My Qualifications for the position are as follows: _____

PLEASE PLACE THE APPLICATION IN THE STUDENT COUNCIL Box, No. 110.

HOMECOMING VICTORY

Albright Trims Lebanon Valley, 14 - 7

by Steve Serbin

The Lions roared one step closer to a winning season last week by downing Lebanon Valley 14-7 before an enthusiastic Homecoming crowd. Albright jumped out in front in the first quarter when halfback Denny Zimmerman nabbed a flat pass and scampered 75 yards for the score. Lebanon Valley, unable to cope with the Lions' stiff defense, failed to retaliate in the first half.

The Dutchmen finally drew blood in third quarter with their only sustained drive of the contest, but Bob Petrucelli, who sparked the Red and White in a fourth quarter surge, bulled his way for the deciding tally late in the game.

A determined and ever improving Albright defense yielded just 175 yards in Saturday's battle. The sturdy front wall beguiled the Dutchmen a mere 80 yards on the ground in 34 attempts, and kept L.V. quarterback Bruce Decker on his toes, or his posterior, all afternoon with a hearty pass rush. The secondary, once a glaring soft spot, relinquished a meager 95 yards and 12 completions, despite the fact that Decker went to the air 36 times during the contest. Of special note on the defensive unit are Nick Smith, outstanding lineman of the game, Wayne Rogers, who batted down two enemy aerials, and Ted Agurkis and Herb Nauss, both of whom rattled a few teeth.

Despite an excessive share of costly fumbles, interceptions and botched field goals, the Lions did grind out 150 yards rushing and 125 yards in the air. Zimmerman, who shouldered the brunt of the ground attack in the first half, gained 54 yards in 21 carries, but Bob Petrucelli, whose second half effort netted 51 yards in 16 attempts, earned the award for most valuable back of the game.



Sophomore halfback Bob Petrucelli is finally stopped by two Lebanon Valley defenders in Albright's fourth quarter march to the goal. Lions won, 14-7. (Albrightian photo)

Lions Face Upsala Tomorrow

The Lions will face Upsala College tomorrow in the last home game of this season.

Coach John Hooper's Vikings pulled a 42-41 come-from-behind victory over Albright last year at East Orange, N.J. During that game the Lions led, 41-40, in the third quarter only to lose when Jack Fertig kicked the deciding point after officials ruled Ken Severino had held the ball long enough in the end zone on a forward pass that tied the score, 41-41, in the fourth quarter.

The player to watch tomorrow is Viking halfback, Richie Davis. Last year he scored 76 points and maintained his rushing average of better than five yards per carry.

So far this year, Davis has made 363 of Upsala's 699 yards rushing, caught 18 passes, and scored 30 points.

ALBRIGHT STATISTICS (Seven Games)

	Individual Rushing			
	Carries	Yards Gained	Yards Lost	Net Yards
Dennis Zimmerman	157	501	8	493
Tom Bowersox	53	145	7	138
Bob Petrucelli	34	118	3	115
Steve George	38	106	23	83
Charles Golembiewski	6	19	1	18
James Swartz	2	8	4	4
Mark Manara	1	3	0	3
Tom Davis	1	0	0	0
John Longanecker	71	146	213	-67
Totals: Albright	363	1046	259	787
Opponents	337	1243	291	952

	Forward Passing				
	Att.	Comp.	Yards	Int.	TDs
John Longanecker	135	53	790	12	7
John Ryder	1	1	12	0	0
Dennis Zimmerman	1	0	0	0	0
Totals: Albright	137	54	802	12	7
Opponents	203	65	789	9	6



Fullback Tom Bowersox

with his brilliant touchdown late in the contest.

Lion signal caller John Longanecker went to the air only 14 times, completing 6 of his attempts. Planker Steve George pulled in 4 for 36 yards, but Zimmerman traded quantity for quality, taking his lone reception all the way from the Albright 25 yard line to score the Red and White's opening six pointer.

The Lions face Upsala at home this Saturday in a grid battle they should and must win to avoid a losing record.

COMMITTEE . . .

(Continued from Page 1)

committee has persuaded Dean McBride to appear before the Student Council to discuss the 4-1-4 Plan. Future plans call for the presentation of all the aspects of 4-1-4 at Albright—the pros and cons of the

Plan for the students after it has been fully researched by the Committee. The Academic Committee feels that the Plan has not been fully discussed in sufficient detail for the students to vote upon the issue. Another goal of the academic committee is the presentation of a "pass-fail" plan as instituted in other colleges. This plan calls for the letter form of grading to be substituted by a simple form of fail—pass grading designation. Also, the formation of an inter-disciplinary seminar will be discussed in which several different departments would work together for the promotion of academic improvement.

In order to inform the student body of its existence, the Academic Committee will publish a newsletter describing the purposes of the committee this week.

THINCLADS' SPIRIT 'STILL STRONG'

"With two meets left Albright's Cross Country team still has the same strong spirit it has exhibited all season," said Captain Arnie Laiken. Although the team has claim to only one victory, the top five winners are freshmen and coach George Mack has a good nucleus for future teams with Alan Adelman, Bob Dingle, and Dan Pfeiffer consistently handing in good times.

The harriers will run against PMC tomorrow morning and will compete in the Middle Atlantic Conference championships at Fairmount Park on November 17.

PLAYER PROFILE

Kearns' Consistent Performance Bolsters Albright Offense

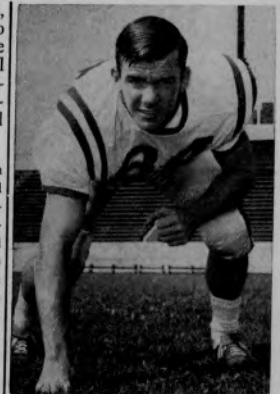
One of the most consistent and valuable performers on the Albright College football team this year, and in the past three years, has been our starting right end, senior Jim Kearns.

Jim was born in Wilkes-Barre, Pennsylvania, later moving to New Cumberland, where he played four years of high school football for Cedar Cliff, alternating at halfback and end, employed mainly for his exceptional blocking abilities.

As a freshman at Albright, Jim lettered in football, and later joined the APO fraternity. He is a premed student, pursuing the premed program here at Albright, and is a member of the Skull and Bones society. One of Jim's main concerns now is graduate school, and he has been visiting various schools lately, but will not have concrete plans for several more months.

However, Jim's major interest is still sports, especially, of course, football; as he feels that these activities help to keep him in shape, enable him to make close friends, and most of all, help him in developing the mature ability to responsibly budget his time.

Along these lines, Jim has turned down summer desk jobs for the more difficult life of a construction worker; in this manner, he also prepares himself for the rough football season.



End Jim Kearns

Standing 6', and weighing 185, Jim Kearns is a great asset to Albright's passing game (he has caught 4 touchdown passes in this season alone), as well as our running attack. Looking ahead to the upcoming contest against Upsala, Jim feels that this may be one of our roughest games, but that the team now has the momentum from two successive victories to enable us to win and even our record at 4-4.

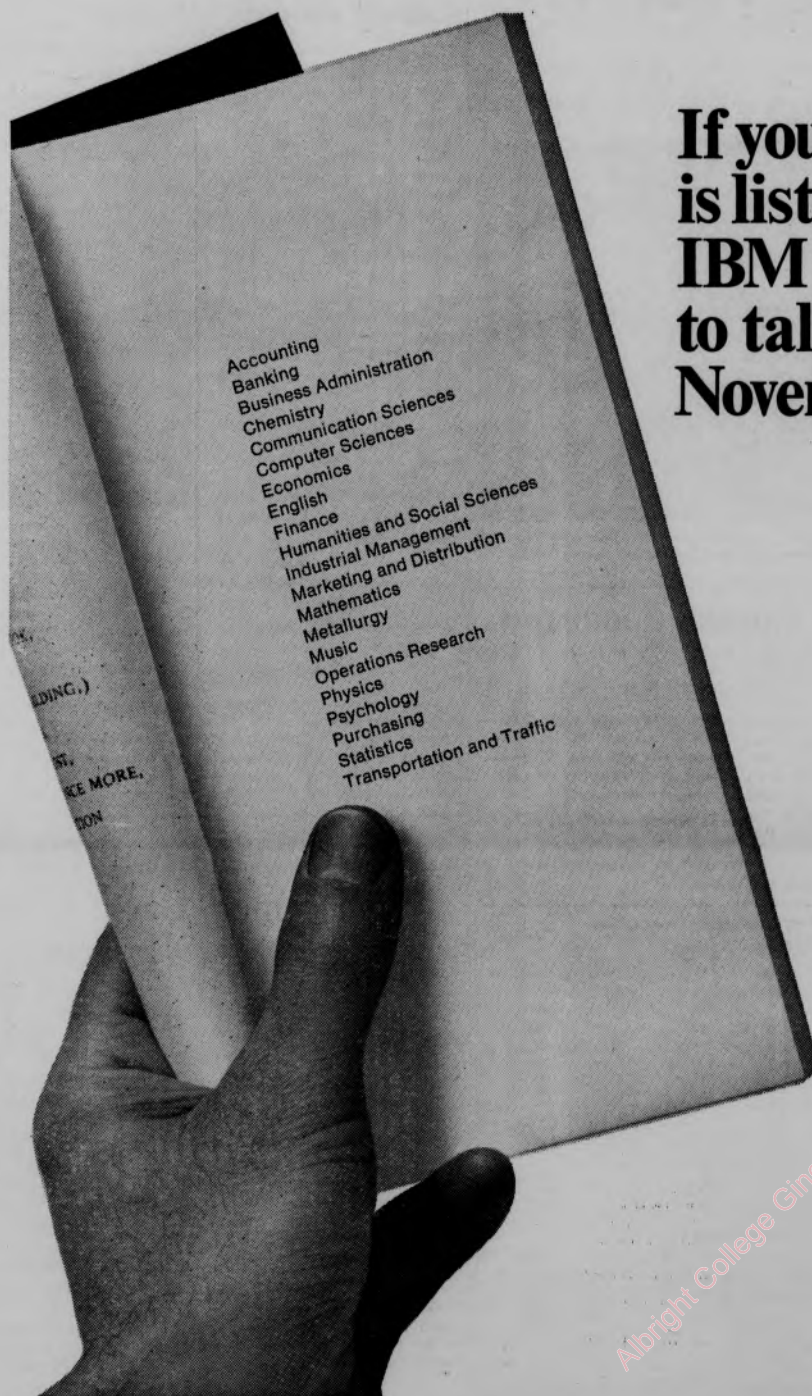
Petrucelli, Grant Take Homecoming Game Kudos



Halfback Bob Petrucelli receives the Haps Benfer Trophy from David A. Link, editor-in-chief of THE ALBRIGHTIAN. The annual trophy goes to the outstanding back of the Homecoming game, based on the selections of the press and scouts. Last year's recipient was Dennis Zimmerman. (Albrightian photo)



Freshman End Mike Grant receives the Dick Riffle trophy from Ed Cammerotta, President of the Varsity Club. The trophy goes to the outstanding lineman of the Homecoming game. Last year's recipient was Paul Chalet '67. (Albrightian photo)



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