

THE ALBRIGHTIAN

May 15, 2003

The Voice of Albright College

Volume 94, Issue 4

SENIOR SPOTLIGHT

James Richard Bastian

Birthday: May 19, 1981

Hometown: Allentown, PA

Major: Accounting

Activities/Honors: Alpha Phi Omega Service Fraternity, Concert Choir

What will you miss most about Albright?

The interaction with the other students on a day-to-day basis

What is one thing you would change about Albright?

The communications between the faculty and other departments. It really stinks.

What are you "famous" last words for Albright?

Well, I know a lot of people would say 'freak' you, but my famous last words instead are, "it's been fun."

What would you like to be doing ten years from now?

Living in the Caribbean, working somewhere. Anywhere but here sounds nice. Just as long as I'm not living in a van down by the river.

Which Albright professor(s) influenced you most?

Adlai Binger

If you could leave anything to Albright, what would it be?

To make a change that serves no purpose or defeats the purpose

If you were stranded on a desert island and you could choose anyone in the world to be stuck with, who would it be and why?

McGyver, because he'd find a way off the island.

How do you feel you've changed in the last four years?

I've grown more aware of what's going on around me, learned how to be responsible, and I've gotten lazier too.

If you had 3 wishes, what would they be?

1. To start college over again with a clean slate
2. Be a NASCAR driver
3. Allow natural selection to take over.

Chanel Blackwell

Hometown: Flemington, NJ

Birthday: November 16, 1981

Activities/Honors: African American Society; President, Gospel Ensemble; Treasurer, Xion Step Team, Head Resident Assistant; Krause Hall

What will you miss most about Albright?

I will miss all of the friends that I met as a student at Albright College. We shared good and bad times over the past four years, and we were able to get through any challenges. Some of my closest friends from Albright live near Philadelphia but I will miss seeing them every day for the past four years.

What is one thing you would change about Albright?

I wouldn't change anything. I enjoyed all of my four years here. I was active, held positions in every organization I was in, and I learned a lot

What are you "famous" last words for Albright?

"I know I can be what I wanna be. If I work hard at it, I'll be what I wanna be" -Nas

What would you like to be doing ten years from now?

Ten years from now I would like to be the head buyer for a major upscale department store. I would like to be married with two kids.

Which Albright professor(s) influenced you most?

Although I never had a class with this professor, I would have to say that Dr. Ingram-Wallace has influenced me the most. Dr. Ingram-Wallace is the Gospel Ensemble's advisor and she has been a very influential and spiritual person in my life. She has a genuine concern for all of her students and she has been a strong supporter for me.

If you were stranded on a desert island and you could choose anyone in the world to be stuck with, who would it be and why?

I would be stranded with actor Morris Chestnut. He is a great actor, and he's gorgeous.

How do you feel you've changed in the last four years?

I've changed dramatically over the last four years. Before coming to Albright, I was quiet, shy, and kept to myself. I've become more outgoing, and a better public speaker.

If you had 3 wishes, what would they be?

1. To live a happy, healthy life.
2. To be financially secure
3. To always be stylish

Shawn Calkins

Birthday: 3/20/81

Major: Criminology

Activities: Pi Kappa Phi, Orientation Steering Committee (Academic Co-chair), Class Officer (President 2003), Honorary Degree Selection Committee, Intramural Sports participant, Swim Team (2000, 2001), HaHaHaZORT:

Honors: The Steve Elmarzouky Multicultural Award (Sociology), 2 semesters on Dean's List.

What will you miss most about Albright?

I'm really going to miss the comfortable atmosphere of the college and the people I got to know and the relationships that I've developed with them.

What is one thing you would change about Albright?

I would want to make the application of rules and regulations by security more consistent so that the students don't get angry when something happens to them that might have been let go at another time.

What are you "famous" last words for Albright?

"Life moves pretty fast. If you don't stop and look around once in a while, you could miss it." -Ferris Bueller

What would you like to be doing ten years from now?

I hope to be working for some federal law enforcement agency

Which Albright professor(s) influenced you most?

Carla Abodalo

If you could leave anything to Albright, what would it be?

The rest of my tuition payments

If you were stranded on a desert island and you could choose anyone in the world to be stuck with, who would it be and why?

I think I would choose my roommate, Rich Carrione. If all else failed us, I'm sure we'd have a good time anyway.

How do you feel you've changed in the last four years?

I think I've matured and opened up my eyes to different things and different perspectives. If anything, I would say that I have become a better person because of it.

If you had 3 wishes, what would they be?

1. I would wish for success in whatever I do.
2. I would wish for an endless supply of money and cars.
3. I would ask for more wishes and keep on going...



Faculty Corner

Archie Perrin
Faculty Advisor

Professor Richard Androne has graciously accepted the first article in a new series called "Faculty Corner". The purpose of the series is to acquaint students with the intellectual interests of the Faculty whether or not they have studied with a particular professor. The Faculty at Albright College has a great number of intellectual interests and areas of expertise.

This series will, I hope, unearth some of these for public knowledge. While I will be soliciting articles from various professors (especially from new faculty members), any professor may submit an article "intellectually" introducing himself or herself, and these will be eventually published in the series. Please note: Faculty Corner. The article should be about two hundred words long.

The Thief of Baghdad

Those of you who like old films may remember Sir Alexander Korda's classic *The Thief of Baghdad* of 1940. In the somewhat lurid Technicolor of the period, and with once-celebrated special effects, the film depicted a young boy dashing through a fantasy world drawn from *The Arabian Nights*. Somewhat oddly, *The Thief of Baghdad* reappeared on late night television after the war in Iraq began in March, the old stylized images of Baghdad alternating with pictures of the real city under siege as one flipped to the news channels during commercials. The ironies deepened with the commencement of looting in April, when real thievery on an almost incomprehensible scale quickly engulfed the modest exaggerations of legend. Poor Ali Baba and his forty thieves!

While the immediate human dimensions of the war have been uppermost in my mind, as a scholar and a teacher of English 270, "The Classical Heritage," I have been both horrified and fascinated by the looting of the National Museum of Iraq and, to a lesser extent because there has been less information, about the looting and burning of the National Library. Looting in the National Museum began to come to the world's attention on April 11, and the television and print media started to show scenes of smashed pottery, broken display cases, and empty shelves. Finger pointing in the media, and among politicians and "spokespersons," began even before the looting was over. Who was "The Thief of Baghdad"? U. S. troops had not stopped the looting and, clearly, the thefts and destruction would not have taken place without the war. Rather lamely, our official talking heads insisted that "the Iraqi people" had done the looting. We had not stolen any artifacts, but the fact that we had guarded oil wells so carefully while allowing the museums to be emptied reinforced the beliefs of some Iraqis, and among them many of the more well-educated, that we were there to steal something else.

By Sunday, April 13, *The New York Times* was reporting that 170,000 artifacts from

7,000 years of human history had been carried away, and some examples were given, but there was a strange lack of specificity about many areas of the collection. A frustrated museum official tried to demonstrate the losses in an old catalog from a show of the museum's greatest treasures that had traveled to Japan in 1988. It seems that the museum had been closed for much of the 1990s, and some of the artifacts may have been stored elsewhere. There was also the possibility that samples of the more famous antiquities had been used to adorn Saddam Hussein's palaces. If so, they may have been looted before attention turned to the museum—or carried off even earlier by knaves whose faces adorn the now-famous pack of cards. In the week following the looting, evidence began to emerge that art thieves with inside information, hidden by the mob chaos, may have zeroed in on at least some of the centerpieces of the collection.

Offers of help in calculating the losses and fixing the fragments of what was left poured in from Mesopotamia experts around the world. One could not help noting, however, that these experts tend to be clustered around the great museum collections of Mesopotamian art and artifacts in Berlin, Paris, London, Istanbul, Chicago, and Philadelphia. Indeed, although the National Museum of Iraq had a celebrated collection of precious and very ancient artifacts excavated in what is now Iraq, it became clear to those who cared to look beneath the current tragedy that the country had already been looted on a huge scale long before Iraq, as a modern nation, was established by the British in 1921. It is too simple to label as thieves all of the archaeologists and their financial backers of the nineteenth and early twentieth centuries. This was the grandest period of the profession with Mesopotamian archaeology the jewel in its crown, but as John Tierney put it in *The New York Times* for Sunday, April 20, "the great collections of Iraqi materials . . . would be illegal to create today." We lament the recent

The Smell of the Mushroom Farm

(formerly "From the Editor's Desk")

Dan Ruedy
Editor-in-Chief

While sending the final proof of our annual Senior Spotlight issue to the printer, I am pleased to close the door on this semester's publication operations. Though this paper still has much potential left unfulfilled, I'd like to boast that its subject matter has engaged a substantial portion of its

occasional harder hitting aspects. Albeit there have been a few oversights, including the apparent misinterpretation of a recent OP/Ed article addressing Greek athletes as an article concerning those Greek nationality, as opposed those involved in a fraternity or sorority.

I'd like to thank all the students, faculty, and

administration who made a contribution of support, the critique from the students who astutely noted that this publication "sucked", and especially the efforts of the office staff. The Albrightian will return to regular publication next semester.

Sincerely,

Dan Ruedy
Editor In-Chief



THE ALBRIGHTIAN

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Dr. Richard Androne
is a professor of English at
Albright College

SENIOR SPOTLIGHT

Jacqueline Dale Gearhart

Birthday: August 28

Hometown: Darnstown, MD

Major: Psych-bio

Activities/Honors: Alpha Delta Pi, POPs, SGA, Varsity Swimming, the CUE, Albright College Panhellenic Association

What will you miss most about Albright?

My friends, and the helpfulness of the professors.

What is one thing you would change about Albright?

I would change the apathy of the students because so many complain that they don't like it here or they don't care. They don't appreciate the opportunities in front of them.

What are you "famous" last words for Albright?

Make the most of this experience and focus on the good aspects of life here instead of wasting time being preoccupied with the unimportant things. Four years fly by too fast to be anything but happy.

What would you like to be doing ten years from now?

I would like to be out of med/grad school

and doing medical research.

If you could leave anything to Albright, what would it be?

I would like to leave Albright my student loans so I wouldn't have to pay them.

How do you feel you've changed in the last four years?

I've become more outgoing, improved leadership skills, and become more focused on my future career.



Christopher Steven Soskin

Hometown: Willingsboro, NJ

Birthday: December 14

Activities/Honors: Captain of Albright Hockey Team, WXAC DJ, Brother of Kappa Delta Phi (Social Chair), Intramural Sports Star, Albright Crew

What will you miss most about Albright?

My brothers, sneaking into the caf, "long lunch," drunken softball games, mixers, formals, 1:00 classes

What is one thing you would change about Albright?

Allow kegs on campus, bring back parties in the Woods, don't let the LCB vampires, Reading police and anyone else in who does your job for you.

What are you "famous" last words for Albright?

"Freak' you, 'freak' you, 'freak' you, 'freak' you, you're cool, 'freak' you, I'm out."

What would you like to be doing ten years from now?

Working as a psychologist in a center for teens with substance abuse.

Which Albright professor(s) influenced you most?

Dr. Richard Androne and Dr. Julia Haberle. They taught me that you can go to a professor with problems unrelated to class, and they practice the professions they preach.

If you could leave anything to Albright, what would it be?

My ability to be social, the right to drink a keg in public, and my tuition bill.

If you were stranded on a desert island and you could choose anyone in the world to be stuck with, who would it be and why?

Brooke Burke, for proactive purposes only of course.

How do you feel you've changed in the last four years?

I've opened my mind up to so many different worlds I didn't even know about in high school, from music to cultures, alcohols, religions and majors, but especially music.

If you had 3 wishes, what would they be?

1. To be able to immediately repay my student loans or destroy all evidence that I have student loans.
2. Every episode of the Simpsons on DVD
3. More cowbell.



Scott "Bronco" Poroski

Hometown: Flemington, NJ

Birthday: May 22, 1981

Activities/Honors: Football, Rugby, Kappa Delta Phi, Albright Crew

What will you miss most about Albright?

Hanging out with my brothers, getting loaded on the weekends and chugging glasses of Tabasco sauce.

What is one thing you would change about Albright?

With the party regulations, it's a wonder Albright has students.

What are you "famous" last words for Albright?

You haven't seen the last of Bronco. I'll be back.

What would you like to be doing ten years from now?

I'll be the star of a TV miniseries, have my own record label, and I will be dubbed the "biggest porn star of the century".

Which Albright professor(s) influenced you most?

Each professor had their own individual impact and style that effected my studies here.

If you could leave anything to Albright, what would it be?

A Dixie cup,

'nuff said.

If you were stranded on a desert island and you could choose anyone in the world to be stuck with, who would it be and why?

A life-sized picture of my favorite person in the world: myself.

How do you feel you've changed in the last four years?

I'm not as destructive, hot-headed or egotistical.

In these past four years, I've learned the values of friendship and how much the mean to me.

If you had 3 wishes, what would they be?

1. Students allowed to bring pets to Albright.

2. A statue of myself in a Speedo to replace Jacob Albright.

3. For my late friend Devin Papp to know how much he truly meant to Albright and how much I cherished him being my brother.

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The Albrightian would like to say "congratulations" to all of the Class of 2003!

COMMENTARY

Interdisciplinary Studies at a More Universal Albright

Naoya Akabane
The Albrightian

President

Henry Zimon has a vision for Albright College to make it into a greater institution of higher education, perhaps even a university. While a liberal arts college focuses upon a general education, the university demands a different variety of courses. Whether Albright becomes a university or not, President Zimon is correct that it must become a greater and more universal institution. One of the great strengths of Albright has always been its interdisciplinary focus where students can design an academic course suited to their interests. Unfortunately, a problem has arisen challenging the realization of President Zimon's vision.

A more universal Albright must be designed so that *the world* is brought to Albright. The key challenge is in knowing, putting together, and understanding this world. As an international student, I cannot overstate the complexities and seemingly infinite nature of this world. The world is far too much for anyone to grasp. Local or provincial understandings are simply regressive and the administration must act more forcefully to encourage these educational goals. Certain key programs and professors help Albright to reach for this universality.

Interdisciplinary studies help students to know different things, to mix them together, and to reach for a higher understanding of this larger world. The importance of moving in this direction is fundamental to an institution seeking to survive in a more competitive and invasive world. Albright cannot achieve the goal of a more universal education by becoming more provincial or narrow. The horizons of all students must be broadened and a greater program of interdisciplinary studies is the key that opens this door. While some parts of the administration are working to open this door, other parts are working to close it. This struggle puts Albright's student in danger.

The nature of this

conflict is difficult to understand for it is being fought behind closed doors. The arguments certainly seem to be false fronts. The students have expressed a strong desire to solve this issue through a particular means. The administration seems to have a genuine split or to be engaging in that bureaucratic art of double-speak. If it is a split, then the time for resolving it is running out. If, however, it is double-speak, then a far more dangerous challenge will be brought to this institution. Students will feel betrayed. This sense has already begun to increase.

Dr. Stineback, Albright's Provost, is an administrator in a tough spot. Unfortunately, Dr. Stineback's arguments are not resonating with the student population. Let me clarify the nature of the student's plan. A visiting professor, Dr. Brent Lollis, is soon to leave Albright. In an overwhelming and self-generated response, letters, phone calls, and meetings of support have demonstrated to the administration that there is an excellent way to enrich

Albright's interdisciplinary nature. Before this professor leaves, and this time is nearly upon us, the administration should find some way of retaining him. Unfortunately, Dr. Stineback seems unable to move on this student request. It is simply unclear why this is the case. Meanwhile, the students are becoming increasingly organized and this will eventually represent a serious problem for a divided administration hiding behind false doors.

Numerous faculty, alumni and students are participating in this hope of retaining Dr. Lollis. Their argument is that Dr. Lollis is uniquely capable of helping in this development. Around 200 students have already signed a petition asking the administration to move forward on this issue. A large number of these students and alumni have sent Dr. Stineback letters requesting a positive decision. Many students have also requested, and many have already had, meetings with Dr. Stineback. Although many students have considered meeting with President Zimon, it is felt at this time felt more appropriate to continue meetings at lower

administrative levels. Few parents have been involved in this issue to date. Many parents will inevitably be informed about the situation and may prefer for their children to study elsewhere.

The issue of whether to move forward with keeping Dr. Lollis has, however, become unusually complex because of what appear to be bureaucratic issues. The administrative argument given is a budgetary one. In other words, keeping Dr. Lollis may be difficult given financial considerations. However, this argument has become increasingly difficult to maintain. In fact, it no longer makes sense and is widely understood as a bureaucratic fiction. Why this fiction? Although not yet clear, it is becoming increasingly clear that a political aspect to the administrations argument is involved. Dr. Stineback appears to think that the best method to use on this issue is a "pocket veto" where the decision can wait until June, or later when many of the students and faculty have left. Although this may make a certain bureaucratic sense, it is not giving students and faculty a proper voice in this deliberation.

Procrastination of the decision seems increasingly like student opinion does not matter. Perhaps it does not. But if it does not, then serious questions arise as to why student opinion is irrelevant. If student opinion does not matter, whose opinion does matter? Perhaps it is thought that students will forget. Whether students forget or not - and there is growing evidence to doubt that they will - it is an inappropriate way of treating students. Yet students are not the only ones being treated in an unfortunate manner. At an alumni gathering on May 3rd, various alumni gather to remember Albright. These alumni, as concerned supporters of the institution, are not, however, only interested in remembering. They are also interested in knowing how Albright is doing in the present and we want to tell them. Information management, while perhaps necessary in the Middle East, is perhaps not appropriate for the alumni. It is disrespectful and treats alumni as financial instruments than

as thinking and capable beings.

Ignoring student opinion is not fit for a liberal arts college where students are said to come first. Another hard bureaucratic strategy perhaps being considered is that of attrition. Attrition is the elimination of opposition by means of time. The international student community is especially disheartened and treated this way. This community is very important to Albright's financial well-being. The same is true for the alumni. They cannot be disheartened that they are not being recognized for their true value.

Accordingly, it may seem worth returning to the "budgetary" issue. In the short term, perhaps there is an additional cost to the college, but should no the vision determine the budget rather than the other way around. In the long term there will be costs to proceeding with the "pocket veto." In accounting there is a term known as "good will." Good will is added to the bottom line with respect to what a co-operation is worth. It is reputation. Albright has substantial good will with its students, faculty and alumni. Why should this good will be threatened? Isn't this a more serious issue?

It may seem odd that so little has been said of Dr. Lollis himself. Part of the reason for this is that students feel that what can be said of Dr. Lollis should be said in person. One can easily ask any of the hundreds of concerned students. Nevertheless, a little background might be helpful. He has taught basic courses in American Government, Constitutional Law, The Presidency and Research Methods. He has also, and more important to the overall argument of a "universal education" taught courses in Globalization, Modernism, International Law and Family Politics. The latter courses focus upon getting the student to see the issue from more than one perspective, but also to not simply come to a rest within a sea of moral relativism, but to learn to judge more reflectively. And, perhaps, this is a part of the political problem. This method is, by its nature, unsettling, disturbing to a few, but absolutely essential to any universal liberal arts

education. A universal education cannot be, by definition, a predetermined and limited education. Dr. Lollis's interdisciplinary talents must be recognized.

Or is the political issue the way Dr. Lollis treats his students? Dr. Lollis puts students interests first. He speaks at great length to them, trying to understand and recommend good and reasonable courses of action. The queues outside his office are often extraordinarily long. To put the interest of a student first is not a small matter. Institutions understandably want to put their interest above those of its members. Students need good advice, but advice which is tailored to their own lives, not some ideological or bureaucratic institution. Who takes up for the student? Students have not had as much experience voicing their interests. Most parents and faculty would clearly be supportive of students learning better how to organize and voice their interests. It is a critical life skill.

In the end, although many reasons have been offered by the administration as to why its position is reasonable and appropriate, the simple fact that a very large proportion of the student body, numerous professors, and an increasing number of alumni have all found the administration's position incoherent and conflicting. If the administration wants to solve this problem, it should do so honestly and responsibly by respecting its students, faculty and alumni. A universal and interdisciplinary education is absolutely critical if Albright is to remain secure in an ever more worldly environment. The administration have a chance to make a significant contribution to the college in retaining Dr. Lollis.

Naoya Akabane
is a senior columnist for
The Albrightian