

# The Albrightian

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NUMBER THIRTEEN



Members of the Joan Kerr Dance Troupe

## DANCE TROUPE TO APPEAR

The Albright Community will be treated to a very special event, tonight. The Joan Kerr Company, a renowned contemporary dance troupe, will perform its unique repertoire of modern dance in the Campus Center Theatre.

The three year old company, which mainly caters to the Philadelphia School system, has appeared on TV., in New York, and with the Philadelphia Orchestra.

The Joan Kerr Dance Company will perform a full length concert of modern dance. The program includes fully costumed ballets ranging from highly dramatic works to comic and carnival dances.

## CCB CONTINUING COFFEEHOUSES

The Campus Center Board continues its successful CoffeeHouse Circuit January 24, 25, 26 in the CC Lounge with the vocalist Mary Smith. A winner of the Sound of Youth U.S.A. contest, Mary has met with critics acclaim on the circuit and in concert.

The 20 year old Flint Michigan native sings in a variety of styles, from a soft song by Joni Mitchell to the full bodied soul of a song like "Season of the Witch." With a recording on the Decca label under her belt, Mary Smith should provide an evening of exciting professional entertainment.

By BRUCE SEAMAN

In one of the most exciting innovations Albright has ever seen, the "free university" concept will be implemented during this month, and February, running the entire second semester.

Although many students have worked on this project, the organization of this idea is the brainchild of Ken Parola and Barbara Schreck. Barb has done most of the work, and the ALBRIGHTIAN strongly encourages all students, faculty, administrators, and community people to read the following list of course offerings, and explanations.

In brief, a "free university" is an educational experiment in which people simply get together and participate in courses usually not offered in the degree oriented universities. Anyone can teach; anyone can be a student; and the requirements are completely up to the student. On most campuses, and this idea is far from new, arts and crafts courses tend to predominate. The Albright courses also include some academic type seminars.

In addition to the information provided in this article, Barb is sending out another reminder through the mails about the course offerings—who to see, and when the meetings might be held. The Albright Student Council has decided to finance whatever costs may accrue in this program, and unless the course requires unusual expenses, the student will be free of costs for xeroxed readings and other materials. Where times are indefinite, check the bulletin board near the dining hall, or contact the people listed.

### COURSES WITH TEACHER AND ENOUGH STUDENTS TO FORM COURSE

1. Bridge  
Teacher: Rod Von Ohlsen and Bill Budd  
Time: Has begun during the interim  
Information: See Rod or Bill, Box 841
2. Candle Making  
Teacher: Bev McGuire, with 17 students already signed up  
Time: Probably February  
Information: Bev, Box 857
3. Embroidery  
Teacher: Beth Painter—five students so far  
Time: Probably February  
Information: Barb Schreck
4. The Art of Guitar Playing  
Teacher: Group teaching, led by

## STUDENTS FORM FREE UNIVERSITY

R. Scott Hoffer—7 students now  
Information: Scott Hoffer, Box 592

5. Gymnastics  
Teachers: Peggy Jack and John Paulson, 12 students now  
Time: Teachers available Jan. but probably February beginning  
Information: Peggy, Box 585, John, Box 1015

6. Knitting  
Teacher: Group, led by Leslie Grossman  
Time: The five already interested are available starting Jan., but undecided  
Information: Leslie, Box 540

7. A Discussion of Literature  
Teachers: Group seminar rap session, no teacher  
Time: Probably February  
Information: Linda Schwarz, Box 1131

8. Macrame—a technique for decorating furniture  
Teacher: Barb Blauvelt and four others, 14 signed up already  
Time: Beginning after interim  
Information: Barb, Box 127

9. Sewing  
Teachers: Beth Painter and Hannah Stratton  
Time: Beginning after interim  
Information: Hannah, Box 1167

10. Tie-Dying  
Teacher: Jane Earp  
Time: Hopefully beginning interim  
Information: Jane, Box 411

11. Cosmetics  
Teacher: Mark Rauzon, 7 students now  
Time: Definitely after interim  
Information: Not available until after interim

12. Photography  
Teacher: Rich Stanley, with help from Jerry Nevins, 10 student already  
Time: Definitely after interim  
Information: Not available until after interim

13. The Psychology of Literature  
Teacher: Rod Von Ohlsen  
Time: Beginning in February  
Information: Rod, Box 841

14. The Feasibility of Alternative Economic Systems for the USA  
Teachers: Bruce Seaman and Jaap Van Liere, in cooperation with the Economics department, students already from college and community  
Time: First meeting in the Sub, February 8 at 7:30 P.M.  
Information: See related article this ALBRIGHTIAN issue

### COURSES WITH TEACHER BUT LACK OF STUDENTS

1. Batik—a method of dyeing designs on cloth by coating with removable wax the parts not to be dyed. See Jane Earp, Box 411 during interim.
2. A Study of Any Aspect of Horses—See Jenny Riggs, Box 1230
3. Rocketry—See Mark Book-binder, Box 214
4. Rug Making—See Jan Nedal, Box 852
5. Bird Watching—Mark Rauzon will be back in February
6. Mushroom Collecting—Mark Rauzon

### COURSES WITH SOME STUDENT INTEREST BUT EITHER NO TEACHER OR NEEDED PARTICIPANTS

- For all of the following, see Genia Wolowec, since Barb Schreck is absent during interim. Genia, 308 Crowell Hall.
1. Art, Drawing and Painting
  2. Black Magic
  3. Camping and Hiking
  4. Chinese Cooking
  5. European Cooking
  6. Consciously and Environmentally Integrated Life Styles
  7. Crochet
  8. Crafts
  9. Current Events
  10. High School and Grade School Education: Problems and Future
  11. Frisbee Throwing
  12. Harmonica Playing
  13. I Ching
  14. Musical Ensemble
  15. Psychic Phenomena
  16. Raising Plants
  17. Skiing
  18. Wood Carving
  19. Yoga
  20. Environmental Problems
  21. (believe it or not) Sky Diving

### UP AND COMING FEATURES

The next ALBRIGHTIAN will be distributed on Wednesday, January 26. We are attempting to feature some of the more innovative of the interim courses, and will be presenting "results and progress reports" on such courses as "Psychic Phenomena", "The Future of Politics", "Survival into the Seventies", "Food Additives", any of the off-campus courses that have returned, "The Nature of Scientific Revolutions", and many others.

Also scheduled to appear in the next issue is an analysis of the admissions procedures of Albright College — is the Albright student atypical in any way; are the criteria used by the admis-

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# COMMUNITY INVOLVEMENT TOPIC OF PLANNERS

by DAVID SIRKIN

The Long Range Planning Committee for Community Relations, under Dr. Raith, held a long and rather fruitless meeting on January 5. The first thing on the agenda was the revision and approval of the minutes from the last meeting, which was held on December 2 of last year. Following this, they moved to some comments by three guest speakers. The topic of these comments was: "Knowing what Albright College is, what projects can it present to the community?" The first person to speak was Edmund Doherty, Director of the Reading Library. According to him, there are

three main ways in which Albright can better serve the community. The first way was concerned with cultural aspects. Mr. Doherty saw the downfall of the Berks County Art Festival as being the difficulty of incorporating colleges into the festival. The second area had to do with the Spanish speaking community of Reading and various aspirations of this community. Lastly, the need for the young people to get "involved" in the community was touched on. Mr. Doherty was trying to incorporate the Albright College library with the Reading library in the area of government publications. He also attempted to relate the college library with local hospital li-

braries in regard to the needs of the science majors. A third suggestion made was the possibility of having Albright faculty make recommendations to the Reading library in order to increase some of its areas beyond the introductory stages. After a brief discussion, Nolan Rosall, Assistant Director of the Reading Redevelopment Authority, explained how the college is a "relevant" institution within the community. He saw the college being "relevant" academically if its course-work were to deal with urban problems instead of theoretical problems. Seminars were seen to be an important step forward in relation to community relations. Mr. Rosall's se-

cond plan was to get the community into the college itself. This could be done by opening the college library to the community and the gymnasium to the community. He felt that the concept of college should be broadened beyond the student. This open-door policy, as seen by this reporter, would make the campus a public park for any and all who wished to come. Mr. Rosall also stated that many courses now offered at Albright should be opened to those wishing to attend; and that if a person could not afford to pay for the course, the college should only make him pay a minimal charge. His third plan for community involvement concerned

itself with bringing the college out to the community itself. Mr. Rosall felt that the freshmen class did no significant good to the model cities area when it cleaned up the slums. He said, however, that if it were done on a continuing basis, it would be of some benefit to the community. He also suggested tutorial plans in which Albright students would help high school students. The last person to speak was Robert Bartman, a City Hall Planner. He really did not look forward to a lot of great things coming from Albright. He feels that the college student from Albright can not serve the community as well as a high school student. Mr. Bartman noted that if the community were to get involved with the college and vice versa, Albright would have to get away from its "institutionalized approach." Out of eight Albright students, he found only two which were suitable to summer jobs he offered. Once again Mr. Bartman stressed the fact that high school students were more aware to cope with the cities problems than were college students. It is hoped by this reporter that something productive will come out of this committee. Both sides, however, must be willing to bend a little.

## Up and Coming Features

continued from p 1, col. 5

sions people leading to the exclusion of certain talents; and who makes the policies for admission, the trustees and administrators or the admissions staff?

Due to the controversy surrounding the Who's Who Awards, we will try to investigate not only that specific award, but the validity of awards in general. Does Albright's technique for award giving have flaws that reward certain talents over others, for example? If Albright considers certain awards non-important, why does it persist in granting them?

Finally, we hope in the next issue to provide a discussion of "What's Good About Albright?" In this area, we especially encourage non-staff people to contribute as well as the staff.

This newspaper takes more time to assemble than anyone involved cares to remind themselves. It has been all year long a serious attempt to arouse intellectual interest and inform students as to local and worldwide issues.

Because of the relative lack of reliable writers, it often occurs that certain people carry too great a load—too great for their own interests, and those of the student body. WE WANT A BROADER BASE OF WRITING AND REPORTING. This paper is for students and those other elements who want to discuss issues, not hassle over trivial

Therefore the editors hereby openly invite everyone and restate what has been a forgotten principle: THIS PAPER IS TO BE USED BY EVERY SEGMENT OF THE POPULATION FOR THE TRANSMISSION OF NEWS AND COMMENTARY. WE HAVE HAD FACULTY, BUT NOT ENOUGH. WE HAVE HAD OUTSIDE STUDENTS, BUT NOT ENOUGH. If you write anything, please leave it at the office. The editors only will edit signed opinionated articles on the basis of grammar, typos and spelling. We want a literary vehicle. There is too much talent around here to waste on "Let's Make A Deal", and petty grumbling.

## LETTERS TO THE EDITOR

Dear Editor,

The new parking area north of North Hall Dormitory, has been completed. It will accommodate 45 cars. A flood light will illuminate the area during night time hours.

It is hoped that this lot will help to eliminate the on street parking in front of our neighbors homes along Richmond and Linden Streets, a constant complaint received in the Buildings and Grounds office.

Also, it should provide spaces for those students living in North Hall and parking along the driveway in front of the buildings.

Thank you

LeRoy W. Withers

Superintendent of Buildings and Grounds

To the Students:

"Never mind that this year's paper has created more interest than any in years." ("Who Really Bombed Hair?"; December 8, 1971.)

If the above were true, why must the Editor so modestly inform everyone that it is so? Shouldn't statements like that be reserved for the letters from the Editor section? Must every feature article be permeated with such flippant factitious facetiousness?

Is it not possible that THE ALBRIGHTIAN is headed by a "sickeningly negative, over cynical" Editor, "conspiratorially aiming at the demise of Albright College, and in the business of constantly 'flogging dead horses'?"

Is it not possible that the Editor is hyperreactionary and unques-

tionably bigoted in his attitude and editorial thought?

Those are your phrases Mr. Parola, not ours. You have incited yourself!

Seriously,

Bob Clark

### THE ALBRIGHTIAN

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## Barnhouse To Appear Sunday In Reading

Reform Congregation Oheb Shalom's second Adult Education Forum will be held Sunday evening, January 16, 1972 at 8:00 P.M. in the sanctuary. We present Donald Barnhouse, news analyst of WCAU-TV, who will speak on "A Christian Minister Looks at the Middle East."

The public is invited to attend. Refreshments will follow the presentation. There is no charge.

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# NEVER A CHOICE, ALWAYS AN ECHO

by BRUCE A. SEAMAN

A story of a people, and the mediocre leadership that loves it — Featuring Edmund Liberal Hope, Tricky Middle of the Road, William F. Conservative, and Linda Democratic Socialist Alternative. Starring a pathetic cast of millions, represented by John Quincy Public.

Tricky: "John Q., on behalf of all of us, may I welcome you to this symposium on our nation's future. We will begin with introductory remarks and of course you may ask any questions. Edmund, you look like an honest man; you begin."

Edmund: "As you know I am the great white liberal hope for '72 — the man who will put honesty back into government. I'm also ruggedly handsome, which should help me in New England. I am the crusader for civil rights, ardently anti-Vietnam War, very critical of Nixonomics, big on the environment, and ready to spend more money to solve all of our problems."

John Q.: "Excuse me Ed, when did you become so dovish on the war?"

Edmund: "Well, around 1971 — but as David Frye even admits, it was early in 1971."

John Q.: "And if I may ask, what is your grand plan for our economic ills?"

Edmund: "Well, Nixonomics has obviously been a failure. We have a ruined international competitive situation, rising prices, high unemployment, low productivity, and a lousy distribu-

tion of income, and now we're straddled with these controls."

J.Q.: "What would you and the other liberal candidates — Clean Gene, Dynamic George, HHH, Scoop and John V. City have done?"

Ed: "Why, we would have done what Tricky did — but much sooner my friend."

J.Q.: "You mean we're never getting a choice, but always an echo?"

Linda: "Read the literature; listen to the candidates; check their records; and ask yourself."

J. Q.: "Peace for whom, and prosperity for whom? And why are the patriotic POW families so fed up with your meager efforts to end the war and get them home?"

Tricky: "I wasn't finished. I am also big on law and order, as you may know. The police of D.C. did a great job at the Mayday Rallies; and the New York Troopers and Nelson did a swell job quelling those Negroes at Attica."

J.Q.: "But Tricky, almost all of the Mayday arrests were thrown out as illegal, and Attica has proven to have been a grotesque lie. Besides, if you're so big on law and order, why have you been weakening the Federal Gun Control Laws. Tokyo has little crime largely due to their toughness, and that is far from an isolated case."

Tricky: "Don't ask annoying questions. How many Americans are dying in Vietnam now. We still are the leaders of the free

world—right?"

J.Q.: "If freedom includes Greek and Pakistani dictatorships."

Linda Alternative: "Hold everything, my friends. It appears that our two parties, and the minor differences within them are leading us nowhere. We have a political system that forces you to support the corporate powers for money. You must be middle of the road to be respectable. You can only argue about the safe issues of the environment, about who wanted controls on the economy first, or who was against the war the most, while you've all supported it and have voted for war appropriations, even Dynamic George. Who has really spoken up for the liberation struggles of women, homosexuals, Chicanos, and Puerto Ricans? Who has called for an end to exploitation of South America, and freedom for Puerto Rico? Who has questioned American and world technology? Who has questioned whether an entirely new structure for our economy isn't better than minor patchup jobs? Who has mentioned that the legal structure is designed to protect property owners first and foremost and you know who owns most of that. John Q. aren't you getting sick of mass hypocrisy, mediocrity, and buffoonery? Maybe more welfare isn't the answer. Maybe an economic system that allows for a reasonable distribution of income and jobs will be better, rather than keeping the poor de-

pendent on the welfare establishment. Maybe we should stop yelling about unfair competition, and realize that much of that is from our own multinational corporations abroad. Why not ask why we are losing productivity, and see if the workers aren't bored and upset for a reason. Perhaps the Democrats and their worn out New Deal programs are worse than the Republicans "what's good for business is good for everybody idea", when the business rewards are filtered out before going to the rest of us. We need a third party.

J.Q.: "Well, that's certainly a big alternative, and very innovative Ed. By the way, except for being more honest than Tricky, whatever distinction that holds, and more eager to have wage/price controls, more ardently anti-war even though you've been a long time supporter of the war, and accomplice to Hubert and the anti-peace plank of the 1968 Convention, what plans do you have for our future?"

William F.: "That's exactly right, John Q. I'm glad you've seen that the Democratic Party is defunct of alternatives. That of course leaves the Republicans, since we must maintain the dignity of the two party system. We must however, challenge not only the liberal rejects, but Tricky Middle of the Road Slip Into the Same Old Bag While Denying It — he has left us conservatives down. Obviously, more money alone is not the answer. Look at

NYC. Welfare programs have \$3 billion going to maintain a bureaucracy that has a self-interest in keeping the problem. And good heavens, Tricky himself said in 1960 that we can't deal with a country that (1) doesn't respect UN resolutions, (2) holds political prisoners, (3) committed aggression in Korea, and . . . J.Q.: "Excuse me, Bill — was Tricky talking about the United States or China?"

Bill (a bit perturbed): "Why China of course."

J.Q.: "Oh."

William F.: "Now, to continue. We conservatives challenge Tricky Middle of the Road for resorting to a bureaucratic solution to the economy, a sell out of Taiwan, a soft policy on Vietnam, continuation of the welfare extravaganza, and a deterioration of our defense posture."

John Q.: "But, the old Nixon game plank had caused a 4% rise in unemployment, the war in Vietnam is still being fought to win, and with more bombs than you had the chance to see in other years, nobody "loses" a country when the leaders of the country lost it for themselves long ago, and this country still has ridiculous pockets of poverty. Isn't that right Bill?"

Tricky: "Allow me to intervene. As you know, I am the leader of this great nation on the basis of my having a lukewarm place in the hearts of 43% of the American people. I've had a really nice White House wedding, and I rest on my record of peace and prosperity."

## YOUNG VOTERS REPORT

The following articles are the beginning of a series to inform the Albright student about the information being distributed by the Party representatives. We receive many newsletters, and will try to present their contents in a balanced way.

### "Young Democrats Say 3,000,000 Youths Registered"

Approximately 3,000,000 18-20 year olds have registered to vote at a 2.7 to 1 Democratic rate, Robert Weiner, National Youth Registration coordinator for the Young Democrats office at the Democratic National Committee, announced today. These are the results of a survey of Secretaries of State and Voter Registration coordinators across the

country conducted by the Young Democrats' National Headquarters in Washington, D.C.

This total represents 27 per cent of the 11½ million eligible 18-21 year olds with the presidential election coming up in more than ten months. The total registered at this early time surprises many political analysts who had predicted that young persons would not register in large numbers.

Results were obtained from thirty-two states, as well as a breakdown of party registration for fourteen.

### "THE MUSKIE MYTH"

by the Young Republican Committee

Senator Edmund Muskie's campaign for the youth vote is directed by Lanny Davis. Since

Muskie does not have the time to visit many campuses, Davis has been traveling around the country trying to bring the views of the Senator to the new youth vote.

On November 8, Davis spoke to a small group of students at American University in Washington, D.C. During that talk, he expressed disappointment at not seeing more of the candidate.

Davis' conception of the Muskie philosophy is evidence of this; Lanny Davis does not seem to know the man he is working for. Many of Davis' observations stand directly contrary to the facts as the following report shows.

Davis: "... on the basic foreign policy issues, there is no difference between Ed Muskie and George McGovern."

Fact: Muskie favored the seating of Nationalist China as well as the People's Republic of China in the U.N. McGovern expressed disappointment with the two-China policy.

Fact: Muskie campaigned in the past on a platform of "national

defenses second to none" and "dedicated to the principle that America should be kept strong at all costs."

Fact: When LBJ sent troops to the Dominican Republic in 1965, Muskie did not make a statement on the action.

Fact: Although the Greek junta seized power in April, 1967, Muskie did not speak out against the regime until late in 1970.

Fact: Muskie believed in the domino theory in 1966 when he said, "There is no question in my mind but that all of them (Burma, Laos, Thailand, Cambodia) would eventually fall under Chinese domination and control if the United States withdraws or is driven from South Vietnam."

Fact: The Muskie foreign policy reflected by his voting record is a "business as usual" approach to foreign affairs. Between 1961 and 1967 (the Kennedy-Johnson years), Muskie voted against the President's position on foreign policy legislation between 0% and 8% of the time. In 1968, Muskie reached his career high in

voting against a Democratic President on foreign policy matters—17%.

Fact: Until 1969, Muskie voted on Vietnam roll call votes to continue aid. He voted for the Gulf of Tonkin Resolution that enabled the escalation of the war. In 1967, he voted for a resolution supporting President Johnson's policies in Southeast Asia.

Fact: Muskie's speeches until early 1969 showed he supported completely President Johnson's Vietnam policy. During the 1967 election, Muskie favored using a bombing halt as a bargaining chip in the Paris Peace Talks.

Fact: Muskie opposed the Mansfield amendment that would have withdrawn American troops from NATO forces in Europe. McGovern supported this amendment.

Fact: Muskie said the recognition of Cuba is not possible at this time. McGovern not only wants to recognize Cuba, he wants to resume full trade as well.

continued on p 5, col. 3

# FEEDBACK ON FEEDBACK

To the Editors of *Feed-Back* (Spring '72):  
Re: The Home Economics Department

A course and faculty critique has been a long time in coming. The critique is a much needed source of information to both the students and to the faculty. Ideally, students will be able to use it to insure that they receive the most that they can from their education. The faculty will, ideally, use it to see the courses they are teaching (as the majority of students see them) so they may be guided in the light of student needs.

I was very much disappointed in this issue of *Feed-Back*, however, concerning the sampling of the Home Economics Department. My criticism lie not only with *Feed-Back*, but with the student body (in the Home Ec. Dept.) as well. I will first deal with my feelings on *Feed-Back*.

I can see that an honest attempt at presenting the facts was made by the editors. They listed the statistics that were collected from the questionnaires. I found the critiques to be more subjective than objective. This was especially true in the critique of Ms. Kearney. I don't feel that the return of 31 questionnaires out of 56 is a true picture of the class. I feel the student responsible for the questionnaires should have taken the job more seriously than as merely an outlet to voice disapproval of the professor. As editors, you should have tried to maintain complete objectivity. I realize this is extremely difficult, especially when you are placed in the position of having to "find" people who are willing to devote time to any project. Much of what was said about Ms. Kearney was true, subjectively, but absolutely no mention was made of what was good about her so called lack of structure. I personally (and of course this becomes my own subjective opinion) believe that Ms. Kearney wanted the students to work on their own. She obviously knows the material and wanted to present guidelines in which the students could work. I found enough freedom in this course to work in areas of particular concern to me. I have never once had any difficulty in presenting an idea to Ms. Kearney. She was always willing to listen and willing to let me try. If it didn't work out, then something else could be tried. I was not the only student who felt this way. Now as to why the remainder of the 56 did not answer is another question, and brings me to the other criticism, the students (and not just the Home Ec. Department).

Ms. Kearney seems at her best in a small, conversational type class. H.E. 222 was too large for that purpose — however, the class itself seemed unable to accept any type of informality Ms. Kearney tried to include in the class. They wanted to be presen-

ted facts to be taken as notes and later tested upon — a type of recycling of garbage. Ms. Kearney wanted to present many view points and many of the required papers and test questions were subjective — they weren't based upon a right or wrong answer, but rather the student's ability to apply the material presented and come up with a fitting answer.

So, why didn't all the students return the questionnaire? Were they afraid of their own grade, or that nothing would come out of the questionnaire anyway, or did they just forget?

Let me conclude by saying that in general, the students here seem to be of the opinion that they want freedom in education — freedom from irrelevant, structured tests — freedom from professors who do not allow for creativity — freedom to be presented with material that they can criticize, evaluate, and learn from. When faced with these situations, many of the same students reject this freedom because they feel they are not being taught. It is in fact that they are not learning — and that all they want is to be taught. It is true that students need some background on which they can base further study, except that it's beginning to look to me that that is all that many students want.

It is my conclusion, then, to hope that the editors will in the future try to present a more objective critique and rate the faculty in light of their academic philosophy. They should also select their student delegates carefully regarding their own objectivity (certainly someone who hates a professor or is his close personal friend is not a wise selection). Some students may prefer a very structured professor so he feels he is receiving his money's worth in education, but certainly a professor who doesn't feel this way should not have his reputation as a good professor ruined for up-coming classes merely because a particular group of students did not like the teaching method.

Sincerely,

Karla Jones '72

**Feedback!**—the answer to the needs of naive Albright students faithfully electing courses, the book to evaluate rightfully Albright's courses and professors, and the medium to counteract a unilateral dialogue in education! (In other words, the thick paperback we students received late last semester which contained evaluations of the courses offered last spring at Albright.) Did students use it? How did the faculty react to their mirror-images?

Out of eight varied faculty representatives polled, seven had

looked themselves up (Mrs. Elizabeth Able, home economics; Drs. Morgan Heller and Phillip Dougherty, chemistry; Dr. Ronald Green, psychology; Dr. John Hall, biology; Miss Barbara Fahy, history; and Mr. Hammett Worthington-Smith, English.) Only the eighth, Dr. Nancy Dearnay, home economics, hadn't seen the book. All seven had felt their own critiques were quite fair and that the idea behind such a book was commendable. However, they added that for such a book to be valid, all courses offered that semester should have been covered and all students polled. Miss Fahy concluded that such full coverage was possible if the faculty were made responsible to see that each student received a poll sheet, and if the administration would see that each class was covered. Collection and tabulation would still be student responsibility.

All seven of the faculty representatives approved of the statistical questions used. However, because of the tendency of students to read the critiques and ignore the statistics, Drs. Green and Dougherty wished that the critiques would be omitted entirely. Thus, the student would be forced to analyze the statistics for himself. Several of the faculty pointed to cases where the critique and the accompanying statistics for a course were in opposition to one another. The individual student who wrote the critique appeared to be writing from his own biased view, and not that of the class as represented by the statistics. Dr. Heller recommended that a panel of students write the critique to make it more representative of the class. All agreed to this, but Drs. Green and Dougherty still felt that omission of critiques was best while Miss Fahy added that the panel should only draw material for the representative critique from a subjective part of the student answer sheet. However, one student interviewed pointed out that a panel critique would never get written due to time and individual differences. Other students felt that since the results of the first were seen, student enthusiasm for another issue should be easier to drum up.

Dr. Green and Miss Fahy felt that the critiques were overly generous, but as Dr. Green pointed out, such generosity made the few harsh critiques unfortunately stand out. However, Mrs. Able insisted that the critiques were too blunt and Mr. Worthington-Smith insisted that respect should be had for old age because of the tendency to use such critiques as gossip sheets. In contrast, Dr. Dougherty asserted that the critiques were quite to the point and that taking them personally was the fault of the professor.

by MARGIE LIPPETT

## FURTHER INTERVIEWS REVEALED THESE COMMENTS FROM SOME STUDENTS ABOUT FEEDBACK

"What is *Feedback*?"

"I don't think it was necessary because most courses that you have to take to fulfill the requirements of your major are only taught by one professor anyhow."

"I thought it sucked."

"It was a nice idea."

"I didn't like it because most of the evaluations were done by eight or nine people; one class at the most. The individual evaluations should never have been allowed because that is just one person's opinion."

"I liked it. It helped me to decide which professor to take when I elected general requirement courses, such as history."

"Well, I'm a freshman and I didn't know too much about the teachers except what other kids told me and it really helped."

"It wasn't as good as it could have been. I don't think they were fair in some of the ratings but I can appreciate the fact that it was a big job with a lot of work involved. I'd like to see it revised and continued."

Dear Editor:

My concern is with the defamation of Mr. Bogert in the recently published "student regimen" called *Feed-Back*. It is a real abashment to the editors, who take full responsibility for the materials presented within the booklet, to have allowed something of this nature to be printed.

This single critique may be an indication of how the booklet was published. I'm sure if the editors would have taken the time to circulate the critique with the statistics that followed they would have had to notice the discrepancy between the two sources of evaluation. I've reread the critique and the statistics several times, and cannot see how the person who wrote the commentary came up with the conclusions that he did. It certainly does not fulfill the expectations of the student body who sought to have a true evaluation and a consensus of opinion about professors and their courses.

What good is *Feed-Back* if anything that was written was published just for the sake of printing and releasing the publication?

The accusations and conclusions in this critique are absurd! And I might add—false! It is my concern that this critique has proved to be unfortunate and ill-fated for the professor involved. The student writing the critique was evidently neither tactful nor

fair—since his evaluation did not end with the course, but went on into the realm of personality.

The student did not reflect the statistics at all and states that his attitude toward the course was lacking to begin with since the course was used to meet his science requirement. Thus, I'm sure that the student at least gave everyone reading the commentary a true insight into his own academic motivation—but that is the only insight reported!

I would like to add that Mr. Bogert certainly does not lecture over the students' heads if one does the assigned readings and lab work. With regard to the statements about his tests—they are equally unsubstantiated. Mr. Bogert's tests are certainly fair if one does the studying and work required. His essays are not vague, but pertinent to the material covered. According to Mr. Bogert, students did flunk the course (otherwise stated in the critique) even though he gave the students with low grades an opportunity to seek his help.

Even the student's last sentence does not redeem the critique from its ineffectiveness as a consensus of student opinion: "I feel bad about writing a negative critique because I liked Mr. Bogert very much as a person."

Now I ask the Editors of *Feed-Back* if they are willing to take on all the responsibilities for the material written in the booklet or can you honestly say that much of the material was published in haste and, in reality, is a misrepresentation of the courses and their professors? Or, if not a misrepresentation, at least an under-representation which presents one person's obviously biased opinion and therefore does not live up to the purposes for which the evaluations were published to begin with?

Sincerely,

Terry Lentz '73



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Reading, Pa.  
373-6279

# COMPARATIVE LIFE STYLES

Have you ever wondered what's doing at another college — what it's like to live at another school? In a rather light but sometimes poignant approach to campus life, *The Albrightian* presents a five part series on comparative life styles.

The first article is by Paul Kadin, a junior at Smith College, Northampton, Mass.

You know how it is in the morning — the process of extracting your body from the bed, going through unconscious motions of dressing, floating out and toward the fumes of breakfast — universal I guess. Well each morning as I go through the progression I am always shocked back into reality when I enter the dining room as the only male among 40 pajama clad females. For I am a male student at Smith College — a Smithie if you will.

How I became part of the weirdest male/female ratios in the East is a complicated story. But coming from a medium sized city university to the hills and trees of Massachusetts along with 50 other men from various places has been an interesting step. That is not quite being in the land of paradise but not suffering badly either.

If, for any reason, this kid can't make it for breakfast, he encounters his gender opposites as he walks down the tree lined paths toward classes. One gets passed by collections of two or three females moving briskly in the mountain air or by the hundreds and hundreds of screaming bicycles carrying their loads to the small and almost intimate classes. As you are being passed you in turn pass the whole gamut of architectural design that makes up the Smith campus. It's

pretty, compact, but not a really beautiful place. Northampton, Mass. is a veritable hole in the earth and the activities it offers vary accordingly. But the Smith girls press onward. For you see they are remarkably sophisticated — in some instances they are the first to agree to that. But with 2600 girls it is ridiculous to generalize, there are simply all kinds of human beings here. And I find that to be a good thing. There's much cohesion within classes (sophomore, junior, etc., that is) and I sense a real community. The system of living, consisting of 40 autonomous houses each with their own dining facilities tries to parallel a sorority idea, succeeding in some, failing in others.

But most impressive to chauvinists is that these girls are really smart. Really smart. Just think of the top girl in your high

school. Well it seems like they are all here. And these people don't study to be housewives either. Although a diamond is a prized thing senior year, there are an awful lot taking med and law boards this year. I don't think I'll ever get over the intimidation of being the only guy in a class — sort of like the inside of a fishbowl. I'm less conscious of it now and I think the girls are generally unobsessed with their coeds, too.

Evidence for this lack of interest is seen on weekends — which usually begin Thursday afternoon. Carloads of femininity are shipped to such places as Yale, Williams, Boston, Dartmouth and Columbus, Ohio. The decrease in pressure from the outpouring of bodies seems to suck in males from Amherst, Trinity and anywhere else. At any Smith mixer you see people you

know and haven't seen in five years. It's a nice place for a girl who wants to study during the week and socialize on weekends. Real natural, huh.

The life of the male Smithie is what he makes of it — not different from any school perhaps. The excellence of the school has exposed me to some fine courses and fascinating teachers. Maybe I've been lucky, but I think not. The girls must know it's not luck, too. Coeducation was voted down. I've found Smith to be a place devoted to the Woman and it has changed my ideas about the role men have placed upon them.

But as the hormones go, so goes the nation. And as I walk out this morning down the path to economics class (is that snow I see falling?) and the cute blonde passes, smiles and says "Hi" it still kills me.

## Unique Economics Course In Free University

by BRUCE A. SEAMAN

Beginning on February 8, at 7:30 PM in the Sub, Jaap Van Liere and I will organize what we hope to be a giant, continuing rap session on the feasibility of alternative economic systems for the USA. We will lead discussion rather than teach. Because the materials to be read and discussed are so incredibly diverse and many non-economic, we need all the help we can get from anyone interested in the social sciences or those aspects of the physical sciences dealing with the nature of man. As is the true nature of economics, this course will be philosophical and very much to the point about certain questions that economics courses rarely attack.

The course is open to absolutely everyone—ardent capitalist, undecided, or ardent socialist or communist. It is an objective investigation—not an ideological assault. Many of the questions we will deal with were the direct result of inquiries following the article in the ALBRIGHTIAN—“Is Socialism Impossible for America?” No great economics background is needed, and we already have the entire economics faculty “taking” the course, plus some administrative secretaries, and Reading Times reporters.

If there is any overriding virtue to this attempt it is that we have managed to assemble a rather good bibliography of diverse sources, in all fields, relating to the question of—“can a distinctly different economic system be applied to America.” Readings that are concise, pointed and by respected authors will be provided free from as many as 100 books and many pamphlets. The “class” will democratically decide which topics to emphasize and how much reading they can afford to do.

Right now we foresee trying to answer some very fundamental questions: (1) What is the nature of private property (2) how should we define socialism and capitalism (3) what are some of the most interesting models of other systems—especially studying Yugoslavia and China, (4) can these systems be applied in America—what is the role of the individual, the state, the factory? The list could be almost endless as we get into techniques for change, the importance of value “revolutions” and the role of politics. Anyone taking this course cannot help but get a greater understanding of the nature of economic inquiry and the excitement that can surround these questions.

If you are interested please see Jaap or me, Box 1254. In a week, we will have the completed bibliography (as complete as an open ended inquiry can be), and a “syllabus” of what we want to do, available for anyone interested. “Classes” will be held at professors homes, in the sub and the lounges, and at my apartment. Jimmie Kramer's is also an inevitable spot. For further info on the entire free university, see the related article in this ALBRIGHTIAN.

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Fact: McGovern was against the war in Vietnam as far back as 1963. Muskie still supported the war in 1968 when he argued for the Vietnam plank at the convention. During the campaign Muskie said he would not criticize U.S. policy because it would hurt efforts to gain peace in Vietnam.

Fact: McGovern sponsored several bills designed to set a withdrawal date for Southeast Asia. Muskie did eventually vote for these bills although he hedged about his support prior to the votes on these bills.

Davis: “Muskie, it seems to me, on every step, every task, every possible opportunity on the floor of the Senate, on the platform, has rejected those (false) premises (that led to present foreign policy) and has shown this by his votes to reject them. That's what encourages me so much. If he were President we'd have a completely different foreign policy.” (Davis said these false premises were such things as the domino theory, supporting weak dictatorships because they are part of the free world, supporting Portugal and Spain in colonial policies in Africa because they are part of NATO, going into the Dominican Republic in 1965.)

by ALAN GOLDBERG

Reading's entry to city politics made its debut last Wednesday in the long antiquated city hall building. The curtain rose on the new city council amidst confusing political diplomacy and memorable sophistry.

The political scene in Reading, after wading through the mire of trivialities, seemed to be a sophisticated extension of the basic political feud between Democrats and Republicans. The five man council, headed by Republican Mayor Shirk, is mainly a Democratic one. The only break in the Democratic camp of William P. Leonardziak, Douglass Palm, and Joseph Kuzminski, is Republican councilman Earl R. Patterson.

Though there were few important issues on the agenda, there seemed to be plenty of fuel for the beginning of what may turn out to be a political bonfire. The well publicized model cities program was one of the more pressing problems. Barry Miller, the young executive director of model cities, represented the organization in an attempt to acquire funds for the continuation of the program. With his government contract expired, Mr. Miller proved to be prime bait for the experienced councilman Joseph Kuzminski. However, after the long contemptuous questioning by Kuzminski, the motion in favor of model cities was passed!

Perhaps the most important issue, and the key to the political feuding, came as somewhat of a surprise. In a seemingly comical presentation, former fireman Charlie Clouser arose to tell the people of Reading what they should know about the Reading fire department. As Mister Clouser's soliloquy developed, it became apparent that it was anything but a comical situation.

## Reading Politics

Mr. Clouser, questioning the danger to fireman on the job and citing wasted time, made four concrete proposals: (1) the removal of beds from the fire stations; (2) the placement of drivers on three eight hour shifts; (3) reduction of the number of fire companies from 14 to eight; (4) the establishment of city residency requirements on municipal employees.

The last proposal brought a strong rebuttal from councilman Patterson. Patterson believed that requiring city employees to live in Reading would be opening a Pandora's box. Councilman Palm replied that he was strongly for a Reading residency requirement and would work toward its materialization. This battle created a schism that is likely to shape up as one of the more important issues in Reading politics.

## THE FACTS ABOUT WOMAN'S MEDICAL ASSISTANCE

The New York State Abortion Act provides for the performance of abortions by licensed physicians in accredited hospitals and their affiliated out-patient clinics, up to and including the twenty-fourth week of pregnancy. There is no residency required for a therapeutic abortion and for those seventeen years or older, parental consent is not necessary.

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Chicago ..... 312-922-0777  
Detroit ..... 313-961-1775  
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Seven days a week.

Please, don't delay! There is no need in today's world for illegal or expensive abortions.

# ALBRIGHT GOES DUTCH IN HARDWOOD SCRAPS

by SAM MAMET

The Albright Lions opened up their new year with a tottering 60-58 win over the tenacious Wilkes College Colonels in a buzzer bomb affair. With one second left Pottstown High's Ray Ricketts popped a shot from the key off a Bob Gingrich pass to cinch the win and avert O-Time. Said Rick, "I felt bad the whole night. I could not get excited about the game. I don't know why. When I took that shot I think I redeemed myself. I just followed through and it went in." The play which set up the winning bucket was an option play where the center (Semkow) fakes to the guard for an open shot. The play ate up 14 seconds when Ricketts finally let loose to break the 58-58 deadlock. However, the story has to mention the lousy foul shooting of the Big Red—a weak 8 for 24 from the line (33%) and an equally pathetic 26 for 62 from the field. It was a game, "We got away with..." thought Will Renken. Considering the Wilkes Barre, Pa. club was without the services of All-MAC contender Dave Kurosky (6'5", 205 lbs.) due to early foul trouble the "Bright was awful lucky. The record bulged to 6-2 overall and record to 3-0 in the MAC North. Next case was Lebanon Valley, and did those Dutchmen fly...

"I predicted that it would be a four point game either way on the bus coming down here..." that was what Roger Gaeckler said after the game last Saturday night at Bollman Center. He's the head coach of the Flying Dutch boys who conquered the Lions in the best game played to date 65-61. It was a seesaw tussle

the entire night as the biggest bulge either team could handle was five points. That happened several times the second half and the last time LV owned the large lead they kept hold. The Lions popped the first half open with a 31-30 hold. But, the lanky LVman proved too much in the second half for the Will Renken team. Paced by the hot shooting of Junior Don Johnson (forward, 6'2", 175 pounds) who had 19 markers and topped all scorers and junior Kris Linde, who had 18 points, the Annville, Pa. squad outmuscled the Lions from the field and inside as well. Their basic defense was geared to stop Paul Mellini and Ray Ricketts (who combined for 31 points) from penetrating to the hoop. "We wanted to take the fast break away from them as often as possible..." said Gaeckler. The key point of the game might have been when the big man on the court, Bill Ammons, a 6'9", 210 pounder from Lebanon, Pa., folded up with five fouls. He was hot all night with 18 points and some tough bounds. Ammons, who without question will be one of the toughest centers in the league in years to come as he's only a freshman. But, it seemed the MAC Southern team got better..." It seemed to me that they were more effective without that big man... They just wore be down..." said Lions' guard Ray Ricketts.

The bonus line saw a lot more action for the Big Red last week as the squad shot a cool 13 for 19. A sight better than the Wilkes game. The Lions have a tough road ahead of them with several key away games, so Dr. Schultz those predictions better get sharper.



Ray Ricketts is one of the reasons the Lions are doing so well this year in the MAC. The former Pottstown High backcourt ace is averaging 14 a clip.

## Weisz Leads Lionettes

by MARK ALTSCHULER

Two years ago, girls' basketball only slightly resembled what the civilized world recognized as basketball. There were six players on the court, the guards were really forwards, and nobody knew what was going on except the girls. Last year, the rules were changed and everybody knew what was going on — except the girls. Albright suffered through a dismal 1-8 season.

This year, the new coach of the Lionesses if James Weisz (a bit of Women's Lib in reverse), a German teacher at Albright. He is taking over the position previously held by Miss Frances Brown. Mr. Weisz only has experience coaching boys and finds his new position challenging. Weisz says, "Girls are much more sensitive," which necessitates him to alter his style. Like all coaches, he has a tendency to yell at his players.

Mr. Weisz notes that the girls are "completely enthusiastic" and "always give 100 per cent." They run at every practice without complaining or loafing. He gains satisfaction from seeing the development of physical fitness and basic skills.

Since the first week of practice from the end of November the girls have been taught basic fundamentals. They play a 1-2-2 zone or a man-to-man defense or run a pattern offense. Two girls have already been injured in practice. Coach Weisz is impressed with the teamwork. He says that he has enough good players to field "two good teams." The first game is on January 19th and the starting lineup should be: Guard — Brenda Leary (fr.), Guard — Jean Billingsley (sr.)-captain, Center — Nancy Heteyi (fr.), Forward — Heidi Nace (jr.), Forward — Janet McIlvaine (sr.).

Coach Weisz promises that the Albrightettes "will improve on last year's record." Regardless of

the team's record, 5 girls and one guy together should prove interesting.

## OPTIMISM BREEDS VICTORY

### FOR WAGNER COACH

by SAM MAMET

Chester Sellitto, head basketball man at Wagner College, saw jitters run through the Locomotive College Warriors last week. His Seahawk club surprised the Williamsport, Pa. squad 113-90 and pulled off one of the biggest surprises in the MAC North to date. He's optimistic as all get out since that win, "That was the best game we played in three years... I don't think if we beat you guys we can take the division..."

That's big talk for a coach who only has a 3-7 mark so far and paced his team sixth in the Lutheran Brotherhood Invitational in Minneapolis, Minn. Yet, the team hustles and runs when they hit the hardwoods.

They are a young club with only two seniors on the squad and one is out indefinitely with a twisted knee. So, Sellitto has had to go several sophoms and a few frosh to fill the void. He starts three sophoms and his center

Tom Miller, a 6-6, 185 pounder, is to Sellitto one of the best in the league. Miller, only a freshman, is averaging 16 points a clip and yanking off 13 boards a tilt.

The Green and White use a quick break offense and run all the time. Sellitto employs a zone defense commenting that the "...man to man is kind of weak here and our press is not strong either..."

Wagner has been chalking up 75 points a game while its foes shoot for 87 markers a scrap.

The Lions are looking to continue their win streak in the MAC North (currently tied with Philly Textile for the top spot) and hope to jolt Sellitto's wisdom.

It'll be a long ride up for the Lions tomorrow, but it might be a quick one back if all goes well. Maybe the Lions can give the Wagner men a lesson in optimism they'll never forget.

## GRAPPLERS

### GROPE FOR POINT

Albright Lions' grappler captain Greg Weaver was upset last Saturday afternoon at Bollman Center by Ursinus' Bill Eubanks, 4-3, and the Collegeville, Pa. squad went on to tip the 'B' men 25-24 before 150.

The head coached Harry Humphries group got news from freshmen Garden Steers John Juliano (177) and Bill Thornton (190). Decisions came from Rick Bowen (134) and Ray Borda (142). Heavyweight junior Joe Louth won by forfeit.

The Lions host the Delaware Blue Hens tomorrow afternoon at 2 p.m. in Bollman Center. The Lions will be shooting for the second win of the season. The Big Red then has a layoff until the end of the month when the grapplers host the first and only tri-meet of the wrestling slate. PMC and Muhlenberg Colleges will be barreling in on the 29th at 2 P.M. at Bollman Center.

## WOMEN'S VARSITY BASKETBALL

Jan. 19	A	Reading Hospital (7 P.M.)
Jan. 20	A	Susquehanna (4 P.M.)
Jan. 25	H	Lafayette (4 P.M.)
Feb. 2	A	Muhlenberg (4 P.M.)
Feb. 8	H	Kutztown (7:15 P.M.)
Feb. 16	H	Millersville (3:30 P.M.)
Feb. 22	A	Elizabethtown (6:30 P.M.)
Feb. 23	H	Wilkes (3:30 P.M.)
Mar. 1	H	Lebanon Valley (6:30 P.M.)

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