

# THE ALBRIGHTIAN

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Number 9

## MCBRIDE RESIGNS FROM SENATE

Albright College's Senate, a committee designed in the tradition of allowing students a say in their education, has recently undergone a change. Dean McBride, the Academic Dean of the college, has resigned, and a replacement to be nominated by President Schultz has yet to be announced. McBride's decision stems from the basic organization of this committee; a committee, he feels, that has "potential as an excellent communicatory body between the students and the faculty and administration."

One aspect of Dean McBride's choice to resign is his "own personal schedule," where he feels that he is "most essential to the academic program," and that the "Senate has added to this burden." But, more importantly, he feels that this committee "has not fulfilled its potential." The Senate, comprised of 4 faculty members, 4 students, and 4 administrative personnel, was originally designed as a central governing body on campus. It would decide all major issues in the academic, social, and administrative areas. However, the "history of the Senate is one of preoccupation with insignificant issues." In recent years, a single decision of importance has come out of this committee; they passed the co-ed housing proposal, later rejected by the trustees. Dean McBride states, "the Senate needs an honest appraisal; it is bypassed by almost every major constituency of Albright except by the students."

A major criticism of his is that the Senate meets only 4 times annually. By meeting this infrequently, its powers are limited. McBride's recommendations are an agenda to report to students, and thus to supply them with honest answers, and to redefine the powers and jurisdiction of the Senate. President Schultz, in a recent report to the faculty, has asked that the "role of the committee be reevaluated." In the constitution of the Senate, the powers relegated to it are "ambiguously stated," and thus, the "level of the Senate seems not to be a wise use of time." However, McBride reinforces the fact that the Senate has the "potential for decision making in student life, and hopefully it will be rejuvenated."

Perhaps the major factor surrounding the Dean's decision to resign is that the Senate "will never be given power in the area of curricular affairs," that area in which he would be able to most effectively contribute his talents. He feels the Senate should have strong recommending powers to the faculty in the academic program. At present, the faculty is in control of the academic affairs, superseded only by the trustees. Students should have some involvement in this area, but the "voice through the regular committees responsible for this action is spasmodic." An ideal body designed to regulate academic affairs would be similar to the Senate but "time allowed at the occasional Senate meetings does not allow for the asking of academic questions." Thus, the curricular area is ignored by this committee, and it would be "non-productive for me (Dean McBride) to serve on it."



Dean McBride discusses his decision



## ALBRIGHTIANS

## TO ATTEND

## CONFERENCES

## NOTICE!

THE REGISTRAR HAS ANNOUNCED THAT A NEW SCHEDULE WILL BE ADOPTED IN THE SPRING SEMESTER. THE REVISED FORMAT WILL CONSIST OF 50 MINUTE PERIODS ON MONDAY, WEDNESDAY, FRIDAY (8:00-8:50, 9:00-9:50) AND 80 MINUTE TUESDAY THURSDAY CLASSES: THIS INFORMATION WILL BE FURTHER EXPLAINED IN THE REGISTRAR'S PACKET. IN ADDITION, SPRING SEMESTER FINAL EXAM SCHEDULES WILL BE PROVIDED AT THAT TIME AS WELL.

Virginia Scullion, Associate Dean of Students and advisor to Albright's Orientation programs, and Sue Hutchinson ('77), co-chairperson for Orientation '76, will be representing the College at the National Orientation Director's Conference in Cleveland, Ohio, November 16-19th.

The challenge of designing and implementing orientation programs to fit the needs of the academic institution and its student population is the charge given to each director and staff. This theme - Meeting the Challenge - will be the focal point of the conference.

Main topics to be emphasized will be the challenges presented by 1. higher education, its current trends and expected changes; 2. target populations, the needs and characteristics of students and parents; and 3. all facets of orientation programming within the constraints provided by

individual institutions and their student populations.

Attending a nation wide conference with a different emphasis will be Joel Kramer ('76), former Student Union Chairperson, and Charles Reese ('76), Editor-in-Chief of THE ALBRIGHTIAN. Messrs. Kramer and Reese will fly to the nation's capital to attend the BUSINESS TOMORROW III CONFERENCE held from November 16-18th. The

conference is sponsored by the Foundation for Student Communication a student operated, non-profit, education organization based at Princeton University. The Foundation publishes BUSINESS TODAY magazine and supports the biennial BUSINESS TOMORROW conferences. BUSINESS TODAY is the nation's largest student publication with circulation of 200,000.

Selected as two of only 100 students to be in attendance at the national gathering, the two Albright seniors will join with various representatives from business and government in an effort to promote better communication and interaction between the three communities. Special areas of concern earmarked for discussion at the conference include: government's role in the regulation of big business, the energy crisis and industrial responsibility, and the interaction of business and international politics. Guest speakers at the BUSINESS TOMORROW II meeting are from many diverse backgrounds, and include: Roy Chapin, Chairman of American Motors; Lewis A. Engman, Chairman of the Federal Trade Commission; William D. Ruckelshaus, former Acting Director of the F.B.I. and Deputy Attorney General; James E. Lee, President of Gulf Oil, and Howard K. Smith, of ABC News.

## READER'S THEATRE FESTIVAL

Last weekend Albrightians Jane Eckman, Ron Goins, Jon Klippel, Gene Kuterbach, Norm Sunshine, and Beth Mc Feeley represented the college in its fifth year attendance at the Readers Theatre Festival held at Kutztown College. The students, under the advisement of Mrs. Shirk, had the opportunity to witness some excellent presentations in Readers Theatre as visiting schools from as far as Kentucky and Michigan came to make their contributions to the "celebration."

The featured reader and critic for the festival was Dr. Kenneth Crannell of Emerson College, Rhode Island, an expert in the field of oral literary interpretation. Dr. Crannell absorbed the audience Friday evening with a reading from *Flowers for Algernon*, a tender diary of a mental deficient scientifically turned genius, only

to relapse into his former state. Dr. Crannell also showed his expertise in the way of individual critiques after each performance. Albright presented an adaptation of Salinger's *The Catcher in the Rye*, and found the criticism offered to be most valuable as far as readers theatre concepts, and to understanding literature as well.

The basic tenets of readers theatre involve the oral interpretation of different literary genre, performed by one or more readers, using few props, merely suggestive costuming, and scripts are often held to further convey the idea that the main focus is on the literature, not the reader's vocal quality or appearance. Readers theatre offers more freedom to the performer than conventional theatre as there are no barriers of age, sex or race. The idea is to

bring a piece of literature alive by utilizing your individual voice, facial expression, and body movement to suggest the author's intent. Fine examples of this kind of suggesting were explicated at last weekend's gathering, which included many speech and drama concentration schools, such as Mansfield State, Monmouth College, Western Kentucky University, Eastern Michigan University, Emerson College, Clarion State, Brooklyn College, Hofstra University, Towson State, and of course, Kutztown.

For anyone interested in this aspect of the theatre, Albright offers an interim in readers theatre every two years, taught by Mrs. Shirk. The course provides an excellent chance to brush up on not only your dramatic skills, but your speaking talents as well.

Potskkan Honored For  
100th Career Victory

The faculty and administration of Albright College honored head football coach John Potskkan for his 100th career victory on November 4th. The faculty presented the veteran taskmaster, now in his twenty-first year at the Lion helm, a plaque which reads: "In appreciation of 100 football victories and your impact on Albright College life."

Potskkan got to the century mark on November 1, when his Lions defeated Albany State (N.Y.) 28-8. The Great Danes just happen to be coached by Bob Ford, who used to be an assistant backfield coach at Albright under Potskkan.

The current record stands at 101-82-4. In 21 years that's 9 winning seasons, 11 losers and a 5-5 mark in 1973 for a winning percentage of .538. Throw out the first four seasons (the years until the players he recruited became seniors) and the percentage jumps to a .623 mark. Count just the last four years and you find a 25-10

record. Anyway you look at it, it's a lot of victories.

"Yes, I guess it's a lot of wins," offered Potskkan, "but I didn't win any of the games, the players did. I'm fortunate to have had so many fine players."

That's the kind of man John Potskkan happens to be. Never takes the credit, but quick to take the blame. A man always respected by the athletes he coached and the people he worked with, and always will be.

Potskkan's first win was a 20-0 decision over Franklin & Marshall in 1955. Best record came in 1960 when his team went 9-0-0. Since then he has had a 7-0-1 mark in 1961, and three once-beaten (8-1) records in 1964, 1968, and 1972. Five of his teams either shared or won outright on MAC Championships.

His colleagues honored him November 4th at the college. It was most fitting, most deserving.

## DOMINO PLAYERS/HERSHEY REPERTOIRE COMPANY

all evening performances will be at 8:00  
Curtain time for Sunday Matinee is 2:30

- November 20 Domino Players --- *Canterbury Capers*
- November 21 Hershey Players --- *The Dumbwaiter*  
*Widow Fair*
- November 22 Hershey Players --- *The Price*
- November 23 Domino Players --- matinee and evening  
performances of  
*Canterbury Capers*
- November 24 Domino Players --- *Canterbury Capers*

Students may pick up reserve tickets with ID cards at the campus center desk.  
For community members, Adult tickets will be \$2.50, students \$1.00.

## WAIT!

Don't go to Donny's or Pizza Italia for your supper this Sunday----

Buy a hoagie from Alpha Phi Omega!

They will be delivered to your door this Sunday the 17th between 3:00 and 6:00 in the afternoon.

Don't wait, get your hoagie now!

Orders will be taken by any brother.

Cost: \$1.00



# THE ISSUES AND THE COMMENTARY

*"Albright College is a community of people, happenings, and adventures in learning that affords students the opportunity to participate in a distinctive educational experience."*

*"Albright encourages the development of disciplined minds capable of logical analysis, sensitive to the concerns of fellow man, critical of moral environment, and individually creative."*

BULLETIN OF ALBRIGHT COLLEGE 1975/76

It is becoming increasingly apparent that there exists a growing concern of students and faculty that the quality of the Albright education is less than those goals quoted above.

From a broad base — one going beyond the boundary of class and major — there comes a strong feeling of resentment of these claims, and the clamoring for revision.

The cause of these dissatisfactions is unclear, yet certainly lies on both sides of the podium, the joint responsibility of student and professor. After discussing the problem with various segments of the student population, the faculty, and the administration, THE ALBRIGHTIAN believes that it is time that the myth of a quality education be dealt with realistically.

In an effort to provide some organizational direction the Editorial Staff offers the following course of action...

1) that Dean Robert McBride, in his capacity as Chairman of the Curriculum Committee, provide a clear cut statement of the objectives and mechanics of the Curricular Review planned by this committee.

2) that the Curriculum Committee develop sufficient means for student input into this Curricular Review. This input should not only come from the student members of the Curriculum Committee but also from a consensus of student opinion regarding each department.

3) that the Student Union assume the responsibility and establish Student Evaluating Groups within each department of the College. These groups would then serve as a forum gathering the consensus of student feeling toward the courses offered and teaching methods applied. This representative evaluation should be compiled for presentation initially by an appointed student departmental spokesperson before the Student Union and then during the departmental Curricular Review by the Curriculum Committee.

The process, however, is a lengthy one. To effectively evaluate all departments of the College in this manner, it is estimated that the Review process will take a period of three years. Meanwhile we must realize that it ultimately remains the student's obligation to create his own learning experience: to ask questions if confused, to press for answers that are not apparent, to work for an understanding beyond the lecture notes, to think beyond the boundary of the textbooks,...to raise new ideas...and perhaps attain something of that "distinctive educational experience."

THE EDITORS

## A GRAPHIC REPRESENTATION OF THE SUGGESTED PROPOSAL FOR CURRICULAR REVIEW

CURRICULUM COMMITTEE DECIDES ON METHOD OF STUDENT INPUT

MCBRIDE PROVIDES OVERVIEW OF CURRICULUM COMMITTEE'S OBJECTIVES AND THE PROCEDURES FOR THE REVIEW PROCESS

DEPARTMENTAL EVALUATION BEGINS IN THE CURRICULUM COMMITTEE

REPORT OF THE CURRICULUM COMMITTEE TO ALL CONSTITUENCIES OF THE COLLEGE

STUDENT UNION APPOINTS STUDENT EVALUATION GROUPS (S.E.G.) CHAIRPERSON TO COORDINATE STUDENT DEPARTMENTAL EVALUATIONS

S.E.G. COMMITTEES MEET IN THEIR RESPECTIVE DEPARTMENTS

S.E.G. CONSENSUS COMPILED

S.E.G. CHAIRPERSON REPORTS TO THE STUDENT UNION

STUDENT UNION REFERS S.E.G. REPORT TO THE CURRICULUM COMMITTEE

## THE ALBRIGHTIAN

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## Student Union Speaks Out

by ROBERT KEEFER

On November 4th the Student Union held a special open forum in the main lounge of the campus center. This was to be a special time for students to come to the Union and voice their opinions. In fact, it was an attempt by the Union to come to students, to make ourselves more accessible to our constituents. The event was publicized before hand in THE ALBRIGHTIAN and was announced several times in the dining hall.

The forum was, to say the least, a failure. Only a very few non-members attended the meeting. This, of course, defeated the purpose of having a forum. This was not really all that surprising to Union members who have witnessed student disinterest time and time again. The question comes to my mind, are the students of Albright College really that

content that they would not show up at a special meeting to voice their grievances?

It would seem to me that they are. Consider for a moment the number of infractions of the alcoholic beverage policy on campus with the number of people who are actually persecuted for it. If all the infractions of visitation hours were made public, it's my guess that the majority of us would be on the list at one time or another. So what change in social policy does the Albright student have to fight for?

How about academic change? The student input into the various academic committees has been almost totally ignored. Students seem to enjoy complaining too much to try to change anything.

If I sound tired, it's because I am. I'm tired of hearing people complain about this policy or that piece of red tape, always tearing down, but never trying to build, never any suggestions of alternatives.

I personally like it here; in fact, I like it alot. I realize that Albright isn't perfect, and I can compile a list of complaints just as fast as the next person. But I knew this wasn't heaven before I got here. If you want change, you're probably going to have to go after it. There is an effort among a small minority of students in various groups to really get somethings done (I think that Student Union and the Resident Students Association are two good examples.) As a body, we do have power. Now we must use it. But you'd rather watch TV, right?

## Library Policy Announced

The Albright College Library plans to implement immediately the action of the Albright College Senate taken at its May 20, 1975, meeting concerning the unauthorized possession and/or mutilation of library materials.

There will be a fine of \$25 per item plus all costs which can be attributed to searching for, recovering, and replacing the missing or mutilated item; for providing interim service; and for presenting the library case should there be an appeal of the case of the Judiciary Board. Costs shall include the items specified but shall not be limited to these should other costs arise which can be reasonably

attributed to the offense. Costs may include labors, services, and materials.

The Senate action also provides for a 1-week period of amnesty. Dr. Mary E. Stillman, Albright Librarian, has announced that the amnesty is now in effect and will end November 22. To take advantage of the amnesty, students and faculty need only deposit materials at the charging desk or in the book drop at the library entrance. She also noted that the amnesty does not permit the unauthorized removal of materials during this period but merely provides for the return of such materials as are currently in the possession of students and faculty.

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## Cold Turkey:

## WITHDRAWAL FROM ALBRIGHT

by Monica D'Auria

If a student is planning on withdrawing from Albright, he or she must first go through what is known as an Exit Interview. In this procedure, the student must fill out an Exit Interview form, stating such things as their extracurricular activities, an academic evaluation of Albright, if Albright was their first choice, and their reason for withdrawing. After the form is filled out by the student, the Registrar then fills out such information as the student's class standing, class rank, cumulative average, if the student is receiving financial aid, their advisor, area of concentration, and other information. The student then has the Exit Interview with either Dean Scullion, Dean Tilden, Dean Vandersall, or Dr. Shirk. Most Exit Interviews are conducted by Dean Scullion. She talks to the student, and tries to get the student's opinion on a variety of subjects, such as the Academic Evaluation. She also tries to give the student an idea of what it will be like once they have withdrawn from Albright-- what to expect, possibilities on what they can do. Some students exiting do return to Albright, either as part-time students or full-time students the following semester or year. The most frequent withdrawals occur during the months of December (at the end of the first semester) and May (at the end of the year). Four fifths of those students exiting are freshmen or sophomores, with freshmen withdrawals not at all uncommon during the

month of September. Two fifths of the exiting students were receiving some kind of financial aid, and only about 10% of the exiting students withdrew because of financial reasons. One third of the students withdrawing had a cumulative index of below 2.001, and one fourth were between 2.001 and 2.500. None of the exiting students were on social probation. One half indicated that they did not participate in any extracurricular activities, one half also indicated that Albright was their first choice. Three fourths of the exiting students lived on campus.

There were a great variety of reasons why students withdrew. Almost one fourth of the students withdrawing because they were transferring to other schools. Almost one half of those transferring transferred to state-supported schools. Only 10% of those withdrawing were because of financial reasons. One out of ten students had no particular area of concentration. Almost one half of the students indicated that Albright was very satisfactory academically, while 8% indicated that it was highly satisfactory. Almost one half of the exiting students indicated that their pre-attendance contact with Albright portrayed the college accurately. 56% of those exiting were females, 44% were males. 40% of the students withdrawing had selected Applied Economics, Biology, Home Economics, and Nursing as areas of concentration. 5% of those students exiting were in the first decile for class rank.

To the Editor,  
I would like to extend Congratulations! to a wonderful group of men--the Albright Football Team and Coaching Staff!

As a student at Albright last year, I watched as the football team suffered heart aches after numerous near-wins. But, the spirit which is the nucleus of a superb team, was still glowing faintly.

This year, I had the pleasure of witnessing the Lions as they once again became the king of the jungle. Although Albany State outnumbered the team and possessed faster players, Albright with its consistency, determination, and intelligence outmaneuvered the Great Danes.

This year I am a student of Union College. But, I have not felt the pride and loyalty which I experienced today as I watched Albright take its well-deserved victory. I love Albright and always will find a spot in my heart for the beautiful family of people which it contains.

In closing, again I add my congratulations and promise my unending support of Albright. No matter where my education leads me.

Sincerely,  
Diana Leyden

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## LETTERS TO THE EDITOR

To the Editor:

Three weeks ago I wrote a Student Union article that dealt with my image and criticisms of our administration. When the paper came out I was happily surprised at how many people agreed with me -- even to the point of coming up to tell me personally. It seems as though the student body is finally starting to come alive, maybe because of the new freshman and transfers spirit and interest. Well, exactly two days after the paper was out I received a note from the Registrars Office, who just wanted to inform me that it had 'suddenly' came to their attention that I had not fulfilled certain requirements and as such they would not be able to process my new dual major request or allow my status to go any farther than a junior despite the fact that my two advisors (faculty) had been working our feasible alternatives. I would have to put a request thru the Student Standing Committee, another step in the process to overcome the student mind!

The Registrar's office also seems to like to chastize students who come in to 'ask questions about policy.' Recently a friend of mine went to Dr. Gark to ask why a \$5.00 fee had been charged to them after adding a night course during the period for night school registration. He sharply told them that they had been here for four years and should know the school policy by now; that being a charge for each schedule and that last year (the year before) your first schedule change was free -- as I have receipts to verify.

This is the specific point I tried to reach in my last letter and Dean Tilden (or other administrators) saw fit to refute. When we also question policy we are told, in so many words, to not worry about it. Dean Tilden asked me in the last issue, 'Has anyone on the administrative staff actually discouraged you from questioning college policy?' -- My answer is YES -- and there are endless examples of this everyday.

Last year a case of college visitation infractions came up before the Deans office, the Judiciary Board, and eventually even our highly 'esteemed' president. The people involved told me then and again just yesterday, that they were asked (told?) time and time again that they should just drop it. However they elected to carry on, even threatening to take it to an outside court. The result of their pressuring the god-like organization in the big white building -- to have a more severe punishment brought down on their heads. I again say YES. We are discouraged from questioning policy that controls our every move.

To illustrate again, several weeks ago I parked in the parking lot adjacent to the clay tennis courts (god forbid!) and subsequently received a ticket for doing so. Alright so I did something wrong, but the idiot who filled out the ticket did it improperly and incorrectly. So I went to talk to Mr. Withers about it, leaving the car where it was so I could show him that the ticket was invalid. They have procedures for such things I think they should properly follow. First of all he wouldn't talk to me and when he finally did he berated me and handled the situation like he was talking to a three year old. To attempt to follow this out I went to the Dean's office (Deans office to find out more and by this time I got out to my car someone had instructed (in his words) a worker to again ticket my car. I think I am slowly (because of my inferior intelligence) beginning to realize what is happening to/ and around me.

Yes Dean, I think that we are discouraged, stopped, and/or berated when we do question college policy and I think it starts at the very top and works it's way to the bottom echelon.

When students come in they are like little square pegs and before

Continued on Page 5



## mainstreamin'

by edgen rogers

dear ken, i was reading the voice this morning and there was an article on where the "freak school" like bard were going. one of your alumni looking back i guess. anyway it reminded me of conversations past and where albright stands in the present.

it is unbelievably autumn here. it will soon be time for the cold rains and the colors on mt. penn will fall away to a sterile kind of grey. last weekend was filled with perhaps albright's only "collegy" tradition...the pretzel bowl. it was a grand spectacle: high school bands in all shapes and colors, filled with little majorettes that would march, at once gayly and then stoically, torn, i guess, between their duty to themselves and duty to the band. the best part of the game is the shrimers though. little fezzes appear atop rotund men. they dress like clowns, like arabs, like nazis... and all in a cause nobody could deny: crippled children. young college men go out on a beautiful day and play a crippling sport. for crippled children, while guys dressed like arabs and nazis stand at attention to the anniversary waltz. i gazed up from the stands and looked at the campus, old selwyn hall peeking above the autumn trees. i know the hearts beneath the fezzes must be in the right place. it just seemed that the symbols were all screwed up. one little twirler fainted during the "star spangled banner."

the article i read said that bard and goddard and franconia et. al. are no longer the haven for the poets with high s.a.t.'s and low cumulative averages. it said for you 68 hundred a year people are starting to study. if wonder if this means they are learning something, or just look like they are. tuition here at albright went up again. almost nobody knew about it, like last year, and the year before. and the year before. the hidden trustees are approachable only at the dinner table, where a few of "select few" of the student body try vainly to make an uncollected student voice heard. They turned down the coed dorms last year because they felt it might hurt their capital gains program. Now they are raising tuitions again when some of that massive fund raising energy might go to building minds instead of buildings.

the article i read quoted a professor at bard saying, "students are becoming docile and receptive." here at albright i could agree with that. the goal of the 60's and early 70's are coming back again and again like ghosts that strangle us into passivity. the innovations of the interim program, that grew in demand for innovative teaching, has come to mean a laid back time when one can drink a hell of a lot more, and still try to pick up an easy a. our committee structure has everybody baffled: "who do i see to find out who i see about doing something?" there are so many margins drawn around so few people. i don't understand why under 2000 people should become so committeeized. that's why we're getting docile, one of the most reasonable men on campus just go out of some of the structure. perhaps that's what we all should do. yes, ken, students have become docile and receptive, we just keep taking it and taking it: the old

in out. so, tell me of bard, ken. tell me the article is a lie and that english majors don't have to go to med school. the article said that bard is always three years ahead of what's going on, on campus. are people there really more interested in raising cums, instead of consciousness?

## THROUGH THE EYES OF AN ACTRESS

by MEG SELLERS

"A Canterbury Caper", a play adapted from fice of Chaucer's well-known *Canterbury Tales*, is being presented on November 20, 23, and 24 by the Domino Players, under the superior direction of Dr. Lynn Morrow. Containing the Miller's Tale, the Prioress's Tale, the Wife of Bath's Tale, the Pardoner's Tale and the Nun's Priest's Tale, it is alternately bawdy, frequently funny, serious (not often) satirical and bloodthirsty.

The only props are three ladders—which become beds, seats, trees and bars—and

pillows which magically turn into oars, trays, wine bottles, daggers, books, and crowns. We, the players, are not just people, but the stumps, horses, a pair of bellows, trees and bed posts. "Then, of course, there's the scene between the fox, the rooster, and the head hen."

As you can tell, this is not your usual straight-line play. It's an experience. The rest of the cast will echo me there an experience? You can say that again! So please come see it, there are some scenes you won't want to miss!

# Road Protest Tour Planned

The Save-Mt. Penn Committee will sponsor a walking protest tour of the area where a Pagoda road on Mt. Penn is scheduled to be built. It was announced on November 7th.

Alan Roth said the protest will be held Sunday, November 23, at 3 p.m., with persons meeting at Angor and Hill roads.

"We also want to see whether there are any other alternative routes or programs that can be made to help alleviate the parking problems at the Pagoda," he said.

Mr. Roth said petition asking city council not to build the

road are circulated.

"They say the road is being built for the traffic flow for the bicentennial of the nation but it will not be completed until 1977, plus it will cost the city in excess of \$20,000 for materials," said Mr. Roth.

"It seems that the majority of people of Reading are forgetting the late C.F. Earl's reason for willing a great sum of money to our city for the purchase of land on Mt. Penn for preserving what little wilderness and recreational facilities we have left for all to enjoy and learn by," he continued.

"We feel if the citizens of Reading don't want the mountain left in its natural state that it was meant for, then give it back to the Earl estate to become private property," he said.

Those interested in signing petitions should contact Mr. Roth or the 365th Engineer Battalion, U.S. Army Reserve, 12th and Bern Streets, urging the battalion not to participate in the project. Mr. Roth said.

Petitions can be found on Albright's campus at the Library and the Campus Center Desk.

## STUDENTS GRADING ALBRIGHT

by JOHN DUFENDACH

Everyone that has ever taken a course at Albright has paused for at least one moment probably the moment before the decision to pull an all-nighter to ask the question: "Is this really what I wanted out of college?" This fundamental question is usually followed by supporting ones, such as "What has what I'm supposed to be learning got to do with my real life?" and "How do these profs get away with using tests and papers to evaluate what we have learned about a subject?" And if it is already too late to study or a mental rest is due, we may fantasize about how, if we were to run a college, we'd start with only students who were concerned enough about their education to participate in the selection of their teachers, development of the curricula, and policy-making decisions of their college life; and only with faculty that were confident enough about their knowledge of their discipline, their teaching abilities, and their ability to interact with students and other faculty that they would be willing to affirm the students' right to determine their own education.

Returning to reality, we know that Albright is not such a Utopia, nor has it become such an educational Eden before we all leave here. Student stagnation, faculty flatulence, administrative apathy, and "absentee Trusteeship":

sometimes it seems as if the only thing keeping this place together is that we all need to go somewhere after we wake up in the morning.

But then there are other times: like when someone asks a question, and in the silence between query and response everyone realizes that it is their question also, and that they too participate in the search for the answer; when a teacher lays down his role and communicates his own uncertainties; when a group of students can spontaneously assemble to gripe about a course's shortcomings or teacher's inconsistencies and end up educating themselves by dissecting the tensions involved in the issue.

What I'd like to discuss here has a lot to do with that type of education. If we ever had to catalog it and write up a syllabus, the whole idea would be destroyed. It transcends all areas of concentration and all academic disciplines, but is intimately concerned with them. It has to do with students evaluating their education -- not to relieve repressed academic hostilities, but with the intention of improving the system for themselves and for those that will follow.

For the past few years, the only trace that can be seen of students evaluating their education has been in the form

of a Faculty Evaluation survey, issued by the Faculty Evaluation Committee. The survey is passed out at the last meeting of a class and is assessed by the committee and used in making decisions about faculty appointments. Some interesting points about the surveys are that 1.) the majority of Albright's teachers rate above average, 2.) its use can be questioned in classes where the questions it asks do not apply (e.g. need we wonder why Morgan Heller's Organic course rates low in class discussion?) and 3.) there are NO STUDENTS INVOLVED in the construction of the questionnaire, hence the norm for a "good teacher" is determined by the teachers that compose the survey. This survey remains in use because it has been met with considerably less criticism than have any other previous faculty evaluation instruments.

Perhaps it is time that students became involved in their own evaluations, besides answering questions put to them by faculty about faculty. As common sense reveals, a survey made up of certain questions can only evaluate faculty in certain ways -- ways that may not adequately express a student's opinions about a teacher.

However, faculty evaluation should not be all that is involved in a student's evaluation of his/her education. Apart from the competencies of individual faculty, we must scrutinize and evaluate courses and their relevance to specific departments. For too long, we have allowed faculty to assume that a consistently high enrollment in a course justifies its existence in the department. Many times we end up taking courses because they are the only ones open that will fill a requirement. If students were to contribute to the curriculum development, perhaps courses would appear that would make General Requirement courses a pleasure, rather than a burden.

Luckily, the faculty and

Continued on Page 5





## Halbright Herbivores Speak Out:

## LETTUCE RAISIN TOGETHER

by MELISSA ARNOID

In response to an Albrightian questionnaire, five Albright students explained their reasons for their personal switch to vegetarianism. These students were juniors and seniors with varieties of majors: Mike Boni Psychology, '77; Jeff Lipsius, Psychology, '76; Glenn Schweizer Urban Affairs, '76; Wendy Frising-Nursing, '77; and Linda Taddiken-Social Welfare, '76.

Mike listed his diet as consisting mostly of peanut butter, fish, vegetables, grains, dairy, and eggs. Jeff explained that his diet includes peanut butter and jelly, starches, cooked vegetables, salad, milk, and yogurt. Glenn consumes grains, beans, cheeses, milk, peanut butter, fruit, nuts, seeds, breads, juices herb tea, oils, bean sprouts, while Wendy generally eats vegetables, starches, sweets, and some fish. Whole grains (rice, millet, rye, etc.) legumes (dried beans, peas, lentils), vegetables, bread, a variety of dairy products (including eggs) serve as the basis for Linda's diet. She also notes that Italian and Chinese foods fit in with her vegetarian dietary plan.

To compensate for the lack of meat, Jeff Lipsius, a convert to the camp of vegetarianism since September, 1974, eats a lot of peanut butter, and drinks a lot of milk. Yet, Linda Taddiken supports that there is an endless list of foods to supply the body with the necessary protein which includes combinations of cheese dishes, grains, legumes, and dairy products. To fully comprehend the benefits of becoming a

vegetarian, if only a salad, she can eat. For formal dinners and luncheons. Her tactics include requesting ahead of time a "vegetable plate" and she has found most eating spots very accommodating in this respect. Glenn Schweizer and Wendy Frising offered sharply contrasting views on the status of vegetarians at most restaurants. Glenn was surprised at the great number of places that catered to vegetarian. However, Wendy commented, "I haven't come across any non-vegetarian restaurants that make provisions for clients who are vegetarians.

Unless you go to an Italian, Oriental, or seafood restaurant, you're out of luck."

A combination of personal preference and health reasons account for their conversion to vegetarianism. Sensitive to animals, Mike Boni sees no necessity for the practice of eating meat. Linda Taddiken elaborated on this theme, "I have never cherished the idea of eating flesh, but when I got to the point where everytime I ate meat I thought about the animal, I decided it was time to quit." While Glenn became a

vegetarian because his personally can not tolerate the eating or killing of animals, he offers this statistic to support his views: (It takes twenty times the amount of grain to yield one part animal protein. So nineteen parts are wasted) Glenn switched to

vegetarians. Mike Boni and Jeff Lipsius coincide that there is no economic benefit, while Linda Taddiken expresses an opposing view which explains that vegetarianism is indeed a benefit especially if a whole family practices it. Glenn also considers vegetarianism cheaper. Since meat is expensive, Wendy supports Linda's opinion of the economic value of vegetarianism. However, she also names economic disadvantages, such as the costliness of rice, potatoes, spaghetti, and some fresh vegetables.

Maintenance of a healthier, chemical-free diet is the reason Mike and his family subsist via a health food diet. However, he ascertains that it is an impossibility to live on campus and sustain a macrobiotic diet. In addition, Jeff does not usually eat fish or eggs, and also prefers to eat his own "natural brand" of peanut butter. While Glenn also prefers to eat organically grown foods, and foods without preservatives, he admits that problems are posed in their acquisition. Also naming access as a problem to a strict organically-grown food diet, Linda tries to restrain from eating "junk food" (candy, cakes, sweets), but explains that sometimes her "sweet tooth" obstructs this goal. Citing the costliness as a reason for never

trying organic foods, Wendy disclosed that she does not eat eggs, and only divulges in some fish on occasion.

While Jeff Lipsius and Mike Boni mainly partake of peanut butter and jelly sandwiches in the school cafeteria, Wendy Frising eats salad, ice cream, desserts, lettuce, and tomato sandwiches. Linda Taddiken eats all vegetables, salads, fruits, desserts, cheese, and peanut butter. Since Glenn Schweizer resides off-campus, he does not eat in the dining hall facilities.

Benefits abound for the practice of vegetarianism in Jeff Lipsius's mind: personality changes, better health, better physical condition, and a clearer mind. Jeff commented that the only disadvantage was a monotonous diet in the cafeteria. General health improvement scored a plus for vegetarianism, according to Wendy Frising, who points out that meats may be contaminated by various bacteria, may cause illness when cooked improperly, may contain environmental contaminants and are high in cholesterol. Along with weight from starch, "filler foods", Wendy contends that during pregnancy adequate protein intake for the developing child's needs may present complications to a vegetarian. Physical

health improvement also constitutes a benefit in Linda Taddiken's mind, but she also mentions economic savings, and mental and spiritual feelings of improvement and the variety of diet as advantages to the practice. Situations where there are no meat substitutes comprise her evaluation of disadvantages.

As a conclusionary argument Wendy Frising advocated vegetarianism for all Americans in lieu of today's food and space shortage. Possessing the same belief, Linda observed that the good grains fed to cattle could be used to feed a starving world.

Linda Taddiken is currently backing a proposal to institute a change in the cafeteria menu. She fosters the opinion that one meat and one non-meat (this includes no fish also) entree would satisfy all types of culinary tastes.

At Albright College there are an estimated 10 vegetarians (there might be considerably more who have not vocally identified their eating habits). A major problem the vegetarians confront is a basic lack of understanding by the Albright carnivorous society. Perhaps the opinions of the five Albright vegetarians will help clarify the word "vegetarian" to others.



reading of Francis Moore Lappe's book, *Diet for a Small Planet*.

Glenn Schweizer concurs with the view that it is very elementary to obtain the proper protein content with certain combinations of grains, vegetables, and cheese to build a proper amino acid chain.

Most of the five found that their diet was not difficult to maintain while they were at home, however, a few believed that difficulties arise in other places.

Jeff Lipsius, who considers it difficult to maintain, utilizes the consumption of seafood as a last resort. Mike Boni and Linda Taddiken agree on the issue that

cafeteria food poses problems for the vegetarian. Linda, however, explains that most restaurants usually have

vegetarianism in August of 1974 when "the gradual build-up of my feelings toward animals took its toll."

Although the majority considered religious reasons non-applicable in their case, Jeff Lipsius cited spiritual reasons for his conversion to vegetarianism. He stated, "I feel our body is God's gift and we should give it the proper fuel." While his change in eating habits was a result of personal preference, Glenn Schweizer experienced what he considers an understanding of life through meditation (the divine light mission). Meditation enabled him to realize that he could find a peace which included not harming animals. In an analogous situation, Wendy Frising finds it as immoral for her to eat flesh as it would be for most Americans to consume another human being.

There is some disagreement in the ranks in regards to the economic benefits of the practice of

## Grading Albright

Continued from Page 4

administration of Albright have not waited for students to raise a cry for curricular reassessment. A committee for Curriculum Development has been appointed by our Curriculum Committee, calling for an evaluation of the educational approach of all of Albright's departments over the next three years. The first departments to be evaluated will be those of Biology and Sociology, within this first semester (see this issue's editorial for details).

The importance of such an effort is that students have an opportunity to contribute their criticisms for the enrichment of education at this place. But there is much more that must be done before students can begin to have some significant control over their education: faculty evaluation, selection, and promotion must be open to student input, teaching methods and course offerings should be more responsive to student needs... most importantly, we must develop an attitude that views this whole process of student involvement in their own educational process as educationally important in its own right, because it is this process, involving tensions between cherished ideals and frustrating realities, that will typify most of our dealings with life situations long after we leave this place we call Albright.

THE  
PEANUT BAR  
Phone 373-8885  
332 Penn Street, Reading, Pa.

Continued from Page 3

their time to leave comes, nearly all have had those sharp corners knocked off and fit very well into the little round holes prepared for them by the 'community'. I for one will not let this happen. I realize my inborn right to freedom and the pursuit of happiness, the right to redress my grievances and I intend to follow them out here and anywhere else I go till the last possible moment. I will follow the rules per se, I will accept my due punishment, when rightly deserved, but I will never stop trying to change things to the way which is morally and ethically right; and I do not believe it is by stifling or burying a person and their questions.

The 'retoric' which you claimed that I stand for is not of the 60's or 70's. It is a basic principle known to all that study bureaucracies and their inevitable power. I do not say that it is found in your office, or in this school alone. It is a principle that has taken over our government and our lives and I feel that every one should be aware of it.

I thank you, however for your interest in the matter.

P.S. I would like to thank the Student Body for supporting the recent Student Union Open Forum Flop.

Sincerely, Mark Graham

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## The Great Race : The Bensten Connection

When I was hit with the inspiration to write this column, I dashed off several letters to some of the declared Presidential candidates so I could gain access to some of the campaign propaganda that their election committees send out. Within a week, I heard from Senator Lloyd Bensten (pronounced "bensen") of Texas, whose committee received my letter, (by way of his Senate office) answered it, and sent it back to me in the space of 7 days. This led me to believe that his organization is either not being overwhelmed for information or is amazingly efficient. After studying his campaign information I suspect that the first possibility is more likely. Bensten's stuff is very slickly done, and although the smell of petroleum was not apparent on the paper or the envelope, I still sensed its presence.

Who is this guy anyway? Who or what does Lloyd Bensten stand for, behind, or with? Why is he running for President? And beyond that, why is his candidacy being taken seriously, since he has been a senator for only 5 years and is almost completely unknown outside of Texas? My first impression of Bensten is that he is an enormously successful man, so successful at everything he has tried to do that it is almost disturbing.

He was elected a Texas County Judge at age 26 and a congressman at 27. In 1955, he quit Congress because he wanted

to become "independently wealthy." This is curious, since Bensten's father, Lloyd Sr., is worth over \$50 million and owns 60,000 acres of central Texas. I believe it was John D. Rockefeller who said that while amassing \$1 million is difficult, after that, \$2 million is inevitable. Lloyd started his own insurance company backed largely by Lloyd Sr.'s money. In 1972 Lloyd relinquished control of the company in a \$30 million deal, and his own "independently" personal wealth is estimated at \$2.3 million.

Bensten's political history is also very interesting. In November 1963, President Kennedy made his trip to Texas. The results of that trip are well known, but the reasons for it are not. Kennedy was planning on being re-elected and there was a feud in the Texas Democratic Party that Vice-President Johnson was unable to settle. The feud was between liberal Senator Ralph Yarborough and Governor John Connally, and it had gotten so out of hand that it appeared that Yarborough would actually be challenged in the primaries of 1964. The would be challenger was Lloyd Bensten. In the aftermath of November 22nd, LBJ convinced Bensten to postpone his plans, which he did until 1970, when he finally defeated Yarborough after a bitter, brawling campaign. In the 1970 general election, Bensten defeated Republican Congressman George Bush, the man President Ford nominated

last week to become the next Director of the CIA.

So, who is Bensten? A very wealthy Texas businessman/politician who was the protégé of Lyndon Johnson and former Treasury Secretary and Nixon Gang member John Connally. What does he stand for? This is more difficult. The campaign information that I received told me that he is definitely in favor of education and against the judicial victimization of rape victims. Both are admirable if uncontroversial positions. He has been given a 55% rating by the American for Democratic Action, and a 41% rating by the Americans for Conservative Action. His general philosophy, while best described as "moderate," also smacks of political accommodation to everyone, a lack of commitment to anything but to his own rising political fortune, which accordingly has risen. But the facts that he has been successful at everything, that he is rolling in money, that he has a lot of influential supporters and admirers, and an apparently hard-working organization, indicates that he is not just another obsolete political hack who wants to become President. Then again for all I know Bensten might become the laughing-stock of the '76 campaign like Sam Yorty and Wilbur Mills were in '72. But I doubt it. I can't tell whether Bensten repulses or fascinates me, but I don't think he should be ignored.

## LANGUAGE CORNER

### Speaks to Students Abroad

ENTREVISTA DOS

por BECKY REPPERT

Regina Cocking es ciudadana de dos países: los Estados Unidos y Brasil donde vivió por catorce años. Asistió a una escuela americana en Río de Janeiro, la capital del país. Echa de menos a sus amigos, a su familia, y la moda de vida brasileña. Una estudiante del segundo año concentrando en el francés, va a pasar su tercer año en Francia. Regina habla varios idiomas incluyendo el portugués (el idioma nacional del Brasil), el francés, y el español. Sus actividades en campus son "charlar con amigas," ir al cinema, y participar en el Club de Idiomas. Ha visitado la Argentina y Uruguay, que están cerca del Brasil. Siente que las brasileñas son "mas amistosas" que los norteamericanos pero pide que el lector se de cuenta de que ella compara a los brasileños con los estudiantes de Albright.

En una discusión interesante sobre la música, mencionó que la música brasileña "hillbillie" es todavía popular con la gente joven. Los músicos vagabundos tocan en clubes y cafes a veces acordándose de reinos brasileños antiguos y exóticos como Baija que existe hoy como un estado.

INTERVIEW 2

by BECKY REPPERT

Regina Cocking holds a dual citizenship in the United States and Brazil, where she lived for fourteen years. She attended an American school in Rio de Janeiro, the nation's capital. She misses her friends, family, and the Brazilian way of life. A sophomore majoring in French, she plans to spend her junior year in France. Regina speaks several languages including Portuguese (the national language of Brazil), French, and Spanish. Her campus activities are "chatting with friends," going to the movies, and participating in the Language Club. She has been to Argentina and Uruguay, neighboring countries of Brazil. She finds Brazilians "more open" than Americans, but asks that the reader take into consideration she is comparing them to Albright students.

In an interesting discussion about music she mentioned that Brazilian "hillbillie" music is still popular with young people. Wondering musicians play in clubs and cafes, at times reminiscing about ancient and exotic Brazilian Kingdoms like Baija which exists today as a state.

## K.C.'S CORNER

Hello people. On one of those beautiful warm days we were blessed with last week I took a walk into downtown Reading. I didn't trek downtown to shop or check out the girls (not that there are many there), but to take a look for myself at what is believed to be the oldest building in Reading, a log cabin about 100 years old.

While no one is sure what age the building actually is, estimates vary from 85 to 150 years old. It is the only log cabin still to be found in Reading although recently some others were demolished.

Over the years many different businesses and establishments have been housed in this building. Genreal Stores, real estate offices, lending offices, restaurants have all been a part of the background of this cabin.

The property on which the log cabin sets dates back to February of 1753 when a man, one Nicholas Warner got the land (a 60x230 foot lot). However, Warner does not seem to have had use of the land and later records reveal that a John S. Heister received a part of the property.



The historical background of this cabin tends to be sketchy and rather patched together, as is the case with many small tracts of land whose records were not well kept. But without a doubt if you visit this old cabin you'll be amazed at its originality and marvel that it lasted so many years!

Some of you might be wondering how I ever found out about this landmark. I read about it in *Focus* magazine which made a plea to Reading citizens, because all intentions point to the destruction of this cabin for the sake of urban renewal. After reading about the log cabin I thought it would be interesting to see this antique cabin and it was. While there is nothing spectacular about the place it proved to be a nice walk and visit. I found it to be much as I expected, very old looking and need of repair.

I don't seem a shame to raze this cabin but seeing as there is no great historical significance I assume it will fall to urban development and the some history... be forgotten.

If you get the chance and the weather gets nice again, you might find it interesting. It's only about a half hour walk and we can all use the exercise. By the way it can be found (for the time being) at South 4th Street near Cherry St.

Next Week: Parks around Reading

FAMOUS RECIPE FRIED CHICKEN  
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### UPI COLLEGE POLL

#### DIVISION THREE

	Points
1. Wittenberg (Ohio) (8-0)	60
2. Ithaca (N.Y.) (8-0)	56
3. Widener (Pa.) (7-0)	52
4. California Lutheran (7-0)	48
5. Indiana Central (7-1)	40
6. Williams (Mass.) (5-0-1)	34
7. C. W. Post (N.Y.) (6-1)	26
Hope (Mich.) (6-0-1) (tie)	26
9. Albright (Pa.) (6-1)	22
F & M (Pa.) (6-1) (tie)	22



## Lions Capture 25th Pretzel Bowl

Last Saturday there were two reasons for Albright football fans to celebrate. One reason was that the Rajah Temple Shriners celebrated the 25th anniversary of their Pretzel Bowl football classic, which raised an excess of \$600,000 for the Shriners Hospital for Crippled Children in Philadelphia. And Albright fans cheered their Lions on to a close 20-12 victory over the Lebanon Valley Dutchmen.

The pre-game festivities included the introduction of Debra J. Heuther, the Pretzel Bowl Queen. Music was provided by several bands who put on an outstanding performance before the game.

While the bands were being cleared from the field, captains Joe Noonan and Mike Vidulich for Albright and Randy Rupich and Jed Uhrich for Lebanon Valley met at midfield for the toss of the coin. Albright won the toss and elected to receive the ball.

Bill Joeaskie teed the ball up for Lebanon Valley and kicked it to Regis Yoboud who ran it back to the Albright 22 yard line. On the first play from scrimmage, QB Pat Sharp handed off to Dan Daley who ran for a couple of yards before being stopped by the Lebanon Valley defensive unit. Albright, faced with a second and eight situation, called an option play in which Pat Sharp went 76 yards for a touchdown with the help of a fantastic block thrown by Mark D'Andrea. Bill Brown added the extra point and the Albright Lions were quickly off to a 7-0 lead with 14:17 left in the first quarter.

Lebanon Valley could not do a thing with the football mainly because of a tenacious Lion defense led by Ray Granger, Mark Crow, Kevin Kelly, and Tony Trotter. After an exchange of punts, Lebanon Valley QB Bob Kirkhoff fumbled the ball on his own 30 yard line. The Lions Ray Granger came up with the loose football to give the Albright offensive unit good field position.

Albright's offense, which was aided by turnover after turnover all day long, took over the ball with excellent field position. Nine plays later, relying on fine running by Dave Kalodner and Jeff Welch, Dan Daley plunged three yards for Albright's second touchdown of the first quarter.

Bill Brown added the extra point which gave the Lions an impressive 14-0 lead with 3:14 left in the first period of play.

Dave Kurzinsky kicked off to Lebanon Valley's 34 where Bob Kirkhoff, trailing by 14 in the first quarter, had to get his team moving. On the first play he threw a pass that was intercepted by Rod Neary, his fourth of the season, and returned it to the Lebanon Valley 13 yard line.

Albright's offense failed to click as Pat Sharp and Regis Yoboud were temporarily injured on successive plays. Lebanon Valley held and took over the ball on their own 21 yard line. Under a fine ball control drive by Bob Kirkhoff, Lebanon Valley had the ball on Albright's 10 yard line faced with a tough fourth and one situation. Kirkhoff handed off to Frank Tavani but Rod Neary stymied the play with a safety blitz.

Albright took over again but failed to move the ball. After a punt, Lebanon Valley took over on their 48 yard line. Kevin Kelly broke through the tough Lebanon Valley offensive line, composed mainly of seniors, to sack Kirkhoff for a 12 yard loss. On the next play Tom Neary really put the pressure on Kirkhoff. Kirkhoff's pass was intercepted by Mike Sahli, the first of three, and returned it to the Lebanon Valley 32 yard line with 7:20 left in the second period.

Sharp gave the ball to Gallen and Francks to get a first down. Albright was then stopped and so Bill Brown came on to attempt a 22 yard field goal. It was blocked by Ron Gassert of Lebanon Valley and recovered by the Dutchmen on their own 27 yard line. Again Kirkhoff went to the air but Mike Sahli timed the ball perfectly and walked away with his second interception of the afternoon. There was no other scoring in the first half.

First half statistics showed Lebanon Valley with only 28 yards rushing, which isn't exactly the best half the team and its top running back Tavani has had. Defensive standouts included Granger, Kelly, and Crow for Albright and Cosslett Miller for Lebanon Valley.

In the second half the Dutchmen came out flying as they

developed a sustained ground game led by Tavani. They drove 38 yards in 4 plays to score a touchdown. The touchdown was scored by Hussey from a fine 25 yard pass by Kirkhoff. The extra point fake attempt was intercepted by Brown to make the score Albright 14 and Lebanon Valley 6. Albright's offense then tried to get things moving as time ran out in the third quarter.

After an Albright punt, Lebanon Valley marched all the way down field to the Albright 14 yard line. Kirkhoff was faced with a fourth and three play. Hynes, Neary, and Kelly saced the QB to end the Lebanon Valley threat. Albright's offense could not mount any sort of an attack so they punted to the Lebanon Valley 42. Kirkhoff went to the air again hitting Hussey for a 55 yard touchdown pass, his second of the game, making the score Albright 14 and Lebanon Valley 12.

Albright got the ball back but their offense was non-existent as Tavani managed 101 yards rushing in the second half while Albright could only net 42. So yet another Albright punt. With 4 minutes to go in the game the Dutchmen attempted a 38 yard field goal which was no good.

The Lions defense held once again. It seemed as if the defense played the entire second half. Lebanon Valley took over on the 50 yard line following a Lion punt.

With time being a factor Kirkhoff went to the air again hitting the Tight End Kramer for a 30 yard pick up down to the Albright 20. Kirkhoff again put the ball up trying to hit Rick Coleman but Mike Sahli grabbed the ball at the Albright 18 and got all the way down to the Lebanon Valley nine before Frank Tavani stopped both Sahli and the yelling of the crowd. With Albright only having to hold onto the football Francks rambled 9 yards for another Lion score. The final score was Albright 20 Lebanon Valley 12.

MVP awards went to Sahli for Albright with three interceptions and Tavani of Lebanon Valley who rushed for over 100 yards. Other outstanding performances were turned out by Granger, Crow, Kelly Hynes, and Vidulich for Albright and Kirkhoff, Hussey, Cosslett, and Miller for Lebanon Valley.



Graphics by Thiel

## EQUALITY

## OF SPORTS??

Last autumn, the Albright football team went to Juniata to play an away game. The Albright cross-country squad also had an away meet at Juniata. The football team left on Friday for their game on Saturday on what is called an "overnighter." The cross-country squad left at 6:30 Saturday morning, arrived at 9:30 to run at 10:30, and left shortly afterwards in cars. The football team played their game and left later in a bus.

This autumn Juniata came to Albright to play a football game and run a cross-country meet. The meet was held Saturday afternoon before the night football game. While changing after the meet the Albright cross-country team was asked by the cheerleaders to vacate the lockerroom so they could prepare it for the football team.

Someone is running over a prepared course, a number of miles. He is concentrating, straining both physically and mentally. Another person is in the middle of a field with twenty-one others. He has assignments to carry out that require strength and agility. Both of these athletes need courage and stamina. Both need practice and persistence. Both need dedication and self-pride in what they are doing. Both are equal in athletic equality!

Albright College has a system of athletic awards which are accumulated by the earning of points. For a varsity letter in football and basketball an

athlete receives 6 points. Wrestlers, baseball players, track and field and cross-country players receive 5 points for a varsity letter. Tennis and golf athletes receive 4 points for a varsity letter. All junior varsity letter winners are given 3 points. When a student earns 12 points he is entitled to a sweater. If a student athlete accumulates 24 points he is awarded a blanket. And for the very outstanding athletes a watch may be awarded.

A basketball player earning four varsity letters (it happens) can be awarded a blanket. A wrestler who also earns four varsity letters accumulates only 20 points, four short of a blanket. Doesn't a wrestler work as hard as a basketball player? What about the golfer who after four years can earn only 16 points?

For someone looking at this system it would seem to indicate an inequality, perhaps prejudice against certain athletes. While more sweat *might* be manifested by a basketball player, a tennis player goes through just as much discipline and hard core dedication as does the former. It has been suggested that baseball is an "easy sport," but a baseball player must have certain skills unique to his sport as must a football player or a trackman.

Perhaps it is time to take a look at the way athletics as a whole are treated. Is this apparent inequality only on the surface or does it permeate the whole system of athletics at Albright?

To be continued next week

update from

jockettes

Dear Albright,

Monday night we started our own drive, dribble and dunk routine as Mrs. Hunkins initiated the basketball season with an informal organization meeting.

For two weeks, we will work on our own, conditioning and developing latent talents. Then, December 1, we girl wonders will come together in formal practice to produce Albright's best season yet.

The Jockettes

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of the best movies  
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**"HARRY  
& TONTO"**

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# UPSALA IN FOR FINALE

by NICK FOGNANO

The MAC North Champ Albright Lions will conclude their successful '75 season by taking on the Upsala Vikings in an MAC North contest. Although the Lions have already clinched the MAC North title, a victory over Upsala would give them a perfect 6-0 record in the conference and their best overall grid record since the Lions went 8-1 in 1972, winning the MAC North.

The series between the Lions and the Vikings dates back to 1938 when the two teams battled to a scoreless deadlock. The series was discontinued after 1940, but revived in 1966 as the Lion-Viking game has been held every season since. The Lions have the overwhelming edge with a 9-2-1 record over Upsala, the Vikings only victories coming in 1966 and 1969, both only one point victories. The Lion defense has shut out the Vikings in 7 of the contests and held them to 7 points or less in 3 others. In the 12 contests, the Vikings average only 6.5 points per game vs. Albright.

Last season the Lions had no trouble in destroying the Vikes, 42-0 in a game played during a heavy rainstorm. The 'Bright took advantage of 3 intercepted passes and recovered 4 fumbles to put them in control of the game from the beginning to the end. Kevin Daniels led the Albright offense gaining 132 yards on 9 carries and scored two TD's one on a 39-yard scamper. Pat Sharp also had 2 scoring runs in the contest. Judd Wolf scored on a 2 yard plunge and Mike Sahli intercepted a Viking pass returning it 76 yards for another score. The Lions gained 317 yards all on the ground and did not attempt one pass due to the rain.



This season the Vikings are enjoying a winning record, coming into the game with a 5-3 record after two winless seasons in a row. The victories include 20-14 over Swarthmore, 7-0 over Lycoming, 7-6 over Delaware Valley, 7-3 over Susquehanna, and last week 21-8 over Seton Hall. The three losses were to Juniata 27-15, Wilkes 27-8, and Wagner 15-12.

Upsala runs the Delaware Wing-T offense, and Coach Bill Hooper will go with Bob Ryoul at QB.

Before the Seton Hall game, Ryoul was 4th in passing in the MAC North completing 23 of 42 passes for 303 yards and only one interception. He'll be backed up by soph Phil Castagna who has seen some action this year. The running game is fair, the only really impressive back being fullback Ron Forino. Earlier in the season Forino was second in total offense and third in receiving, being a good receiver as well as a fine running back but he has since fallen from the ratings.

The more impressive attack is the Viking passing game as Ryoul has an excellent receiver in senior Tim Dougherty, who last week was third in the Conference in receiving with 12 receptions for 189 yards and 1 TD.

The offense has been poor at times this season as can be seen in the scores of their games this season. Upsala has won three games in which their offense has scored only 7 points in the game. This should reflect the type of defensive unit they have, second in the league and very tough. The key players on this unit are junior defensive tackle Phil Mandato, soph linebacker John Kupfer, and soph defensive back Steve Porter.

Prediction: This is a new improved Upsala ball club coming in, not the 51-0, 42-0 squads we have played the last two years. The Vikings are a young ball club sporting only 3 seniors. The team is improved but on the other hand although they are 5-3, many of their wins are against inferior teams such as Delaware Valley, Susquehanna, Swarthmore, and Seton Hall, their only impressive win coming over a tough Lycoming team, 7-0. When coming up against the better teams like Wilkes and Juniata, Upsala folded, although unlike in past years no opponent has really destroyed the Vikes.

The rushing game is probably one of the worst around, the passing game good with Dougherty and look for the Vikings to be passing much of the game, but Upsala will need more than a Dougherty to beat the Lions. The defense is their strong point and the Lions are going to have to move the ball better than they did against Lebanon Valley. If the Lions can score consistently the defense should easily contain the Upsala offense. Lions by 22.