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ALBRIGHT COLLEGE

# The Albrightian

Before the movie Sat. night, hop aboard the Hayride beginning at 7:00 p.m. from the Campus Center steps. Both events sponsored by the Campus Center Board.

VOL. LXII

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No. 2

## Professors Rate High Despite Student Gripes

Albright College students believe they have a high quality teaching staff. At least that is the general conclusion one gets from reading the results of the student evaluation of teaching. The evaluation took place at the end of the '68-'69 academic year and some of the results were rather surprising.

Despite all the gripes that circulate about one professor's unfair marking system and another's failings as a teacher, the student body's overall opinion of the faculty was highly favorable. For instance, slightly over three-quarters of the students rated their instructors as "above average." Only 14% considered the faculty "below average."

When asked about specifics, the students responded with these figures: 89% thought of their professors as being well informed about their subjects, 80% considered them to be well groomed and 79% thought that friendliness and a positive attitude characterized the Albright faculty. Other traits, such as being well prepared, having good listening ability, being able to instill class enthusiasm, having a sensitivity to questions and a good sense of humor rated in the 70% bracket.

In such categories as expression of thought, expression of opinions relevant to course work and expression of personal opinion, the proportion of students giving a superior rating shrank to the mid-60% range. The faculty fared a bit worse when it came to providing clear explanations and making their classes stimulating and flexible, getting only 58% in the former and 56% in the latter of the students' "superior" rating.

The correlatives of the above percentages on the negative side show that, for example, only 2% of the student body felt their professors were "below average" in information regarding their subjects, 3% in friendliness, 6% in preparation for class and 7% in expression of relevant opinions. Slightly more critical were the 11% who believed the faculty lacked in expression of thought, the 15% who said their instructors found difficulty in presenting clear, precise explanations and the 17% who found a stimulating climate lacking.

In an effort to make all these percentages a bit more understandable, a quantitative system of scoring came into use. In the overall rating section of the evaluation there were seven categories ranging from "outstanding" to "inadequate." By assigning a value of 1.00 to each level, a perfect score of 7.00 was possible. As can be expected, no professor received either a "perfect" score or a totally "inadequate" one. Of the 91 full- and part-time instructors, 65 were rated above 5.00 and 25 below that figure.

Applying the same scoring system to the individual qualities, one sees that the average score was 4.01 on a scale of 5.00.

In addition to the teacher evaluation, there were also questions pertaining to classroom atmosphere, test procedures and classroom preparation. There were even a few self-evaluation questions. On the matter of freedom of expression in the classroom, 93% thought in varying degrees that such freedom existed. The probability of a student's recommending a professor to a friend was 4-to-1 in favor of the instructor. Although a large number of students never tried to see their teachers outside of class, of those that did try only 35% found him readily available. But only 2% said the instructor was unwilling to have such meetings.

Class preparation time was about right according to 70% of the students. Seven percent considered it less and 14% more than it should have been. The students chose classroom activities as the most valuable tool in the educational process over such old standbys as text and outside readings, research and labs. Although 88% of the students thought the assignments were well defined, only about half felt the objectives of course were clearly stated.

About two-thirds said that the testing and grading procedures were adequate and fair. That the tests were returned too slowly was a complaint of 25% of the students. Sixty-nine percent could offer no solutions to the grading problem.

In all, 4,354 questionnaires were returned. By classes, the response from freshmen was highest at 84%. Sophomores and juniors returned 23% each and 19% came from the outgoing senior class. Forty-four percent considered themselves as "above average" students, an opinion that agrees closely with the actual academic standings of students. About 38% said their work output was "average," while 43% believed they were working hard consistently. Seven percent confessed they could be doing more.

All these percentages and quantitative scores tend to cloud and confuse the picture. What they show is that the average Albright student considers the average Albright professor as a cut above the ordinary. The evaluation gave the student body its long-awaited chance to say what was on its collective mind. In its report on the student evaluations, the administration said that the survey "may have positive results on the campus." It went on to say that it was "... gratified by the overall implications of the study which confirms our opinion that the great majority of the teachers are doing a good job..." Finally, it expressed the hope that the negative responses by the students will serve as stimuli for improvement.

## Community Affairs Seminar Headlines Frosh Orientation

This year approximately 319 freshmen arrived on campus to participate in a comprehensive five-day orientation centering on personal adjustment and involvement in contemporary social problems.

The feature of the orientation program was a two-part Community Affairs Seminar developed by resource persons from religious, government and social sectors. This, in addition to a concern for the students' personal adjustment, was included in the orientation program to hopefully create in the new class an awareness of the problems and concerns of contemporary society, and a desire to become involved in community affairs.

Community leaders participating in the orientation program Saturday morning, September 6 were the

Honorable Victor R. H. Yarnell, Mayor of the city of Reading, Lynn B. Daniels, executive director of Economic Opportunity Council of Reading and Berks County, Donald F. Garret, executive director of the Southwest Christian Ministry, the Reverend Paul Hoh, assistant to the president of the Northeastern Pennsylvania Synod, Mrs. Geneva Johnson, assistant director United Community Services of Berks County, Dr. John Moxon, president of the Carpenter Technology Corp. and an Albright trustee, and Samuel T. Richardson, Director of the Department for Behavioral Change in racial attitudes for the Y.M.C.A. of Reading and Berks County.

The Community Affairs Seminar was scheduled from 9:00-10:15 a.m. and from 10:30-11:45 a.m. at various places on campus in a miniature Residence-In-

Learning fashion.

In an informal atmosphere, Dr. Moxon compared the student to an apprentice and college, the place where culture unfolds to them. Students, he explained, must learn to express themselves, both verbally and on paper. The knowledge they gain, students must learn to transmit and how to apply to society. Summarizing his stress on the importance of formal education, Dr. Moxon stated that education is the accumulated experiences of man and this provides the running start of accumulated knowledge of man.

Setting a participatory mood, Richardson broke away from the stress on formal education. It was his feeling that formal education is only beneficial when applied to practical situations in society, and he geared his students to thoughts on the social problems such as race, poverty, and unemployment.

The Reverend Hoh, commenting on social conditions, stated that people must become more aware and involved in the struggle for change. Speaking directly to the students, he declared that colleges must become relevant and must make its students aware of conditions as they exist.

While being of great informative value to the new freshmen, Geneva Johnson established an instant rapport, arousing interest and stimulating questions. The topics of interest, falling under the urban crisis were financial support of the cities, segregation, racism, and poverty. Although the Black problem became an important issue of discussion, Geneva discussed the pathetic human situation. Aside from the black crisis, she pointed out the lack of interest in people as the major illness of American society.

She spoke on a society obsessed with things — material objects — rather than human values. People, especially the older generation (our parents) are so hung up on "things" that they can't be concerned with human problems. Seemingly, she has a lot of faith and praise for the younger generation, we, the students, and our concern, involvement and deep feelings for our fellow man.

Garret, speaking on the changing role of the church, was effective in recruiting a number of students for tutoring programs, research, and help in child care centers. Churches, he said, are conscious about the problem of society and are beginning to establish beneficial programs. "I can't say the churches have done anything earthshaking... but we have set up programs such as for clothing distribution, all in a material sense." Working with the church and community, Garret feels we should understand ourselves, what we should be

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Confused parents of Frosh mill in Campus Center Lounge at start of orientation.

## STATISTICS OF PASS/FAIL

David P. Andrews, News Editor

Albright College administrators undertook a study of its Pass/Fail system to determine its effect on the campus. The study was in two parts: 1) a compilation of statistics, and 2) a canvassing of the students enrolled in the program. Now that the results are in, the students can examine them and, perhaps, change

their minds one way or the other about Pass/Fail.

First, there are the cold hard facts. Three-hundred and twenty-eight students were enrolled in the program last year, 86 for both semesters, bringing the total to 414. Of these, 400 received a "P" and 14 an "F." This works out to about 3% who failed, compared to the overall average of 2% for the entire student body. While 19% of those on P/F in the first semester and 10% in the second were on the Dean's List, the averages for all students were 28% and 18% for first and second semesters, respectively. These apparently negative aspects were offset by the fact that those on P/F ended up with a slightly higher cumulative average. The figures are 2.54 for the P/F students against 2.39 for the entire school. A great many students (80%) used the P/F system for their general requirements courses.

The second phase of the study involved sending questionnaires to those enrolled in the Pass/Fail program. A 41% response was received. The answers indicated that 60% elected P/F in order to concentrate on their other subjects. Such other motives as fear of a poor grade, desire to experiment, and fear of

(Continued on Page Three)

## Student Council Representatives

Candidates for the office of Student Council representative should pick up their petitions from Mrs. Gansel in the Administration building. Each candidate must return his petition, signed by ten of the constituents he wishes to represent, by Friday, September 19. Elections will be held Monday evening, September 22 in the resident halls, fraternity and sorority houses.

Albright Court, Selwyn Hall, Smith Hall, Walton Hall, and East Hall will each elect three representatives. Teel Hall, fraternities, and sororities will each elect one representative. Daymen will elect four representatives and daywomen will elect two.

## A LETTER FROM THE SANDBOX

by Todd Richards

### THE PRINCIPLE

Man as a thinking and rational being has the right to determine how he should live. On the college campus, this principle demands that the power structure recognize that the students have the right to govern their own lives. For this principle to manifest itself on the individual level, the administration must no longer regard students as children, but as maturing and responsible individuals. Only then can a relationship based on a mutual faith, trust, and confidence exist.

### AN ATTEMPT TO REALIZE THE PRINCIPLE

On Sunday, April 13, 1969, the students of Albright College began a four day occupation of their library. On Monday, April 14, they presented a list of twenty-three demands to the administration. Many of these demands were so fundamental, it seemed ridiculous that the students should have had to ask for them, much less occupy their library to obtain them.

But these demands were more than just a list of personal, and to some extent, trivial concerns. They were a first attempt by the Albright student to gain some measure of responsibility for, and control of, his life. They were also the first step in an expanding awareness of the world situation. Once he received these demands the Albright student could be released from his own immediate frustrations and could be able to devote himself to combating more universal problems such as racism, war, and poverty.

The demands were presented to the administration in a spirit of maturity and responsibility. Implicit in these demands was the hope that the administration would recognize this spirit and respond positively with a new faith and trust in its students. This faith and trust could be demonstrated by the three possible responses to each demand:

1. A definite yes, calling for an immediate implementation of the demand.
2. A yes, but with time allotted to iron out the legal and other intricacies inherent in the demand.
3. A recommended yes by the administration.

### THE BETRAYAL OF THE PRINCIPLE

On Thursday, April 17, the administration's Ad Hoc Committee responded to the student demands. However, instead of responding in the spirit in which they were addressed, the Ad Hoc Committee responded as a parent to his infant child. Instead of granting the demands, the Ad Hoc Committee avoided the issue by throwing out an assortment of bones.

This action by the Ad Hoc Committee was, in itself, a stark betrayal of the principle. The most serious and most damaging betrayal that Thursday, however, was committed by the student body. The majority of students voted to accept the Ad Hoc Committee's recommendations. This was perhaps the most interesting phenomenon of the entire week. People who for four days had demonstrated to realize a principle and thus, be recognized as responsible and maturing persons, had suddenly turned and voted to betray the principle and themselves.

The most important question to be answered is why this occurred.

On Sunday night, it appeared that 800 students had occupied the library to declare a new maturity and responsibility. Unanimously, they shouted to continue their protest until their demands were granted and the principle behind them realized. Unfortunately, by Thursday, it was apparent that most of the people who sat in the library were motivated by reasons quite different from a principle. The physical demands, which were but a manifestation of the principle, were, to many, the only goal of the sit in. Others remained in the library only because of the novelty of the situation or because of the thrill of thinking themselves student revolutionaries.

The reaction of these students to the Ad Hoc Committee's report should have been expected. At the critical instant, they abandoned principle, gathered up their bones, and went away, pleased with themselves.

Another group of students never participated in the sit in, some because they opposed the method and some because they opposed the principle. This latter group was the saddest of all. Not only did they doubt their ability to govern their own lives, but also managed to keep down those who didn't lack this ability.

The final result of the demonstration was a double failure. The administration, after evaluating its students, decided that they were neither ready nor had the right to govern their own lives. However tragic this evaluation was, the real tragedy occurred when a majority of the students accepted this evaluation. By this action they proved they had not understood why they were in the library. It was clear that until they understood the real principle behind the demonstration, the Albright students would never overcome their personal limitations and selfish wants and would remain blind to the more universal concerns that exist and continue to grow more horrible.

So, this is a letter to all students—girls here for husbands, men here to get the diploma that will open the doors to suburbs and playboy clubs—faculty members, and administrators. Perhaps we can learn from our failures and be stirred to a greater effort. And, yes, this letter is to the trustees also. They have stated that those who are dissatisfied with Albright should leave. But I am saying now, and I hope I am speaking for all of us sincerely committed to the goal of change, we are not about to leave. There is too much wrong with Albright and this country for us to cop out. This change we are working for is a one way street, and we are not turning back. The only way we will leave Albright is if we are forced

## Letters

### Operations Aspirations

Dear Editor

September 5, 1969

To the student body of Albright College care of the Albrightian:

I would like to thank the editors of the Albrightian for their article on Operation Aspiration. This program, which started rather timidly in 1968 with 21 students, has grown into an extended and increasingly effective motivational force for 60 high school students.

The fall program of Aspiration consists of two parts. On Saturday mornings the students will meet for a varied schedule of speakers. This aspect is arranged by the staff, although we welcome your suggestions. In it, we concentrate on enrichment.

The second part, the individual tutoring, is also essential. We hope to have each Aspiration student tutored weekly in the high school subjects in which he or she needs help. This will involve approximately one hour a week on the part of Albright students, arranged at a convenient time for both students. Soon, you will receive a letter asking you to be a tutor. Please consider seriously what we are doing and try to find an hour per week that you can spare to help.

If you have any further questions please contact me at Box 700.

Thank you.

Sincerely,  
Stephanie Lovinger  
Staff of Operation  
Aspiration

### Woodward Appointed Assistant English Prof

Jeffrey H. Woodward, West Chester, Pa., a candidate for the doctor of philosophy degree in English at the University of Pennsylvania, has been appointed assistant professor of English at Albright College. The announcement was made by Dr. Arthur L. Schultz, president.

A native of Cincinnati, Ohio, Woodward is a graduate of Berkshire Preparatory School, Scheffield, Mass. He received the bachelor of arts degree in English from Yale University, New Haven, Conn., and the master of arts in English from the University of Pennsylvania, where he held an assistantship in the department of English from 1965-68.

Woodward's area of specialization is 19th and 20th Century American Literature, and 19th Century British Literature. His doctoral dissertation is entitled "The F. Scott Fitzgerald Legend".

Previous to returning to graduate school, Woodward was an insurance underwriter for Chubb and Sons, Inc., New York and Philadelphia, and for Lukens, Savage and Washburn, Philadelphia.

Active in YMCA committee work in inter-group relations, Woodward served on the Yale Broadcasting Corporation staff, the Yale Blood Drive, and the University's fair housing committee as an undergraduate.

to leave. To the questions of methods, I can only say demonstrations and violence are a thing of the past. We are much smarter and much more subtle now.

For the moment I can only urge you who might read this letter to look within yourselves, then out at the world. Then whatever your convictions might be, act on them.

## Editorially Speaking . . .

### EDITORIAL POLICY OF THE ALBRIGHTIAN

Concerning the editorial policy of the Albrightian, we feel it is our duty as a college newspaper to:

1. Be a focal point for unity among the student body, while acting as a communication media for students, faculty, and administration.
2. Be a stimulus for thought.
3. Help to set the policies and directions of the college.
4. Escape the physical and academic boundaries of the campus with an expanding awareness of a complex, changing world.

## Mayor Yarnell Speaks to Frosh

The Honorable Victor Yarnell, Mayor of Reading, participated last Saturday, September 6th, in the Community Affairs Seminar. This Seminar was a valiant effort on the part of the Orientation Committee to educate the Frosh on the problems and programs of the greater Reading Community.

It was truly unfortunate that Mayor Yarnell spoke to the Freshmen and not to the Upperclassmen as the Freshmen were unable to fully appreciate the political double-talk. In what little dialogue there was, the Mayor expertly manipulated his answers away from the question. Then after injecting a few minutes of rambling, he would return to the questioning partly with, "Would you repeat the question again, please?" In summation, one might say that the Freshmen heard only a very fine—ENGLISH AC-CENT.

## Frosh React to Polohovich

The opening speeches made by members of the Student Body and the Administration during Freshman Orientation have been closely examined by the Class of '73, and it is this reporter's opinion that the comments presented here are a good example of the feelings of the entering class towards Albright and its constituents.

In Alex Polohovich's speech to the Freshman class, the opinions varied: one person remarked that the speech ". . . pertained to his own life at Albright too much, and not enough to the overall picture of college life. I wonder if Alex is proud of only a 1.75 average or if he is asking for sympathy."

One girl who was interviewed thought that Alex was indifferent and bland. She added that he appeared to be "positive in his own actions, but negative towards Albright." She went on to say that the image of the avante-garde Revo-

lutionary, which Polohovich projects is a good example of college politics around the country.

However, of those who did not feel so strongly against Polohovich's speech, one person remarked that he appeared "to be a conscientious, sincere and sensible leader." It is a pleasure to note that with such opinions, Alex has established himself among the majority of the Freshman Class. As what we don't know.

Concerning President Arthur L. Schultz's speech, which appeared to many as a personal rebuttal to Polohovich's speech, Albright's President did not offer much of a progressive platform in either education or religion. To one person, he appeared to be "stagnant and negative to change, as though he was merely trying to keep the peace." However, the majority of those interviewed, agreed that President Schultz made a sincere attempt to welcome the Freshmen to Albright.

## The Albrightian

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**The Sportsman Speaks:**

# Wise Scribe Reveals Future Lion's Tales

by Ron Rasansky, Sports Editor

Writing a column gives the author certain privileges, one of which is the right to play Zeus on occasions. And since this is the beginning of the sport's year and such an occasion, and since Zeus knows what's in store for the future of mortals, this writer will now proceed with a series of predictions from the Oracle of Okeechobee.

**Concerning the football team:**

The record for the coming season will be 7-2 with losses to Wagner and Springfield. If too many injuries occur, the squad will also bow to Gettysburg and possibly Moravian. Denny Zimmerman will continue to set new rushing marks, and the fans will continue to call over 50% of the plays from the stands.

Concerning the Cross-country team: The team will show continued improvement and may approach the .500 mark in dual meet competition. The team will take up rifery and attempt to gun down Athletic Director Wilbur Renken. Dr. Renken has scheduled a meet October 18, away at Lehigh. Not only is the contest a gross mismatch, it is also the same time as the Homecoming game with Wagner and will cause the boys to miss the concert.

Concerning the basketball team: By playing St. Joe's, LaSalle and Elizabethtown in the first week, the squad will be awarded the Lion's Tooth for bravery. This year's season will never end soon enough. A lack of size and depth in the forecourt will make each game more like a crusade. Albright will live and die by the press. Coach Renken will continue to get coaching help from the "Spirit Section", and will take their advice and win.

Concerning the Wrestling team: New Coach Dale Vandersall will inject a new spirit into the matmen and this year's veteran squad will greatly benefit from the change in command. The team will improve last season's dismal dual meet record. More student support and better conditioning are the reasons for an optimistic outlook.

Concerning additions to the Athletic Program: Due to its tremendous popularity, the sport of Roller Derby will be added to the Winter Intramural schedule. A track will be installed in the field house with the opening set for February 29. This will give the football players a chance to stay in shape. Teams of 7 members will register at a later date, with the faculty squad favored to win the league crown.

Concerning the Sports Page: Denny Zimmerman will be named as an Athlete of the Week.

Concerning the student body: THE ALBRIGHTIAN will offer a prize to the person who most closely predicts the scores of all the Albright football games. Entries are to be submitted to Box 885 by Thursday, September 18.

Well, I'm tired of sitting on the throne. The Oracle has returned to the depths of the Podunk caverns to work on another totempole. He will emerge again in the Spring. Till then, he sincerely hopes that the Bluebird of Success pays a visit to all members of the Albright Athletic scene.

## Cheerleaders Provide Spirit For A Winner

Spirit is what we've got and it's ever contagious! It's a fresh spirit, nothing stale about it, and the cheerleaders intend to back each of Albright's teams for a lion's share of the victories this year. The newcomers to the Albright campus should soon sense a rise of enthusiasm among the returning Albrightians, for the new-found student power means student support for every facet of campus life. The lion's teams must be supported and only the students have what it takes to spur them on. For a start, a rally behind the football team is needed. Last year's M.A.C. champs must have their fellow students, led by the cheerleaders, out to the games. This year's cheerleaders will be better than ever with the benefits from having attended a summer national collegiate cheering clinic. The experience adds a new dimension to their performance. The mix of these winning ingredients is sure to produce a victorious squad this football season and another M.A.C. championship. The spirit, the fresh spirit, of every Albrightian is the key. Come out and yell—for the LIONS!!!

## ORIENTATION . . .

doing and decide upon our responsibility to the church.

At this point he tied in the college students and their growing concern with the world around them. College and college curriculums should be made more relevant—practical and theoretical—to the



community around them.

Informal student group discussions followed the program in the afternoon, and ended the freshman community affairs seminar.

The orientation committee deserves commendation for their hard work and a sincere attempt in involving the new class in community affairs, and those problems of society beyond the activities and hassles of college life.

# Lion's First Five Games Hold Key to League Title Defense

Entering his fifteenth year at the helm, Coach John Potsklan had only one worry on his mind. Would he have enough depth to carry Albright to another MAC North football championship? Starting tackle Nick Smith was nursing an ailing right knee and the opening game was still two weeks away. But as the coach placed his feet up on

the chair, he was smiling, because after the first five games the Lions' season is all downhill.

The team opens against Lycoming at Williamsport. The Warriors are in the process of rebuilding and are not expected to challenge for the league title. They can score, but the defense yielded a league high of

187 points.

The next four games are another story. First on the list is Juniata. Last year the Lions won 14-7 in a game in which the Albright defense provided the big play—a blocked punt. The Indians feature a new coach and will revert to a ground attack after losing star quarterback Don Weiss. The defense remains intact and should improve. Albright holds a slight edge because this is Juniata's first game using a new system.

Springfield has to rate a heavy favorite in the Parent's Night clash. The Chiefs are optimistic and have everyone back from last year's team which was a 30-7 victor in the game at Springfield. Physically they outsize the Lions by a huge margin and outnumber them 2-1.

Gettysburg is still smarting from last season's 21-20 loss to Albright. However, the Bullets also feature a big team physically. A new coach and a return to grind 'em out football should help the team. Tim Brennan returns to lead the attack. The Albright defense will have to be at its best, if the Lions are to beat the Bullets for the third year in a row, something the Lions have yet to do since the series began in 1913.

The game of the season is fittingly the Homecoming game against Wagner. The Seahawks had a 3-6 mark last year but were 3-1 in conference play



Tailback Dennis Zimmerman hopes to duplicate last year's rushing feats.

The deans did admit, however, that they would still be inclined to accept students with a solid "pass" record.

The second note is from Dartmouth College. That school decided to limit its P/F system to non-major elective courses. The reason given was that only 3% took non-required courses.

The Pass/Fail system is obviously still in the experimental stages. It is through studies such as Albright's that the program will be strengthened and reach its full potential.



COACH JOHN POTSKLAN

with a team dominated by sophomores. With additions from a star-studded freshmen squad, Wagner must rate as one of the favorites along with Albright, Juniata and Wilkes for the conference championship. This year the Seahawks will have speed in the backfield to go with a physically big team that has a 90 man roster.

If the Lions can win two of the three games with Springfield, Gettysburg, and Wagner, they will be well on their way toward duplicating last year's record of 8-1, 7-0 in the MAC Northern Division. Barring too many injuries they should be in the thick of each contest.

The remainder of the schedule includes Drexel, Moravian, Lebanon Valley, and Upsala. All are conference games as well as traditional rivalries. All are small schools and are in the process of rebuilding and change.

As the coach took his feet down, he put away his crystal ball. He knew that if he got through the first five games with a winning mark, Albright was a good bet to wear the championship crown for another year.

## Pass Fail . . .

adverse effects on one's index were also given. Very few students used Pass/Fail as a means for taking courses outside their field of concentration. Since so many used the P/F option for their required courses, it comes as no surprise that 90% would have taken the same courses on the regular grading system.

When asked about work performed, about 63% of the students said they worked just as hard on their P/F courses as on their regular ones. Twenty-nine percent did only the minimum and 7% did more than in their normal courses. Most students maintained a normal amount of interest in their P/F subject. Only 7% of the P/F students encountered what they considered discrimination by teachers against themselves for being in that program. About 75% indicated they would take other courses on a P/F basis and 90% felt the system made a positive contribution to Albright's academic program.

Two sidelights to this subject recently appeared in the Chronicle of Higher Education. One article indicated that graduate school deans on the whole would require "additional evaluation," such as graduate record examination scores" from students who had subjects on P/F.

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## U. OF P. DEAN ORIENTS FROSH

Gerald L. Robinson, dean of residential life at the University of Pennsylvania was keynote speaker at the opening dinner in the

### DR. MATZ RESIGNS

READING, PA., September 5—Dr. E. Luke Matz, 58, professor and chairman of the department of sociology at Albright College for the past eleven years, has submitted his resignation effective immediately, Dr. Arthur L. Schultz, president has reported.

In accepting Dr. Matz's resignation, President Schultz expressed regret on learning of his decision to leave Albright College. "His commitment to the college and to his profession," Dr. Schultz pointed out, "has done much to strengthen our academic program in sociology and extend Albright's involvement in various related community and social agency concerns." While Dr. Matz has expressed no definite plans at the moment, Dr. Schultz added, his faculty and administrative colleagues wish for him continuing future success.



DR. E. LUKE MATZ

Dr. Matz, a native of Hamburg, Pennsylvania, received the bachelor of science degree, magna cum laude, from Ithaca (N. Y.) College, the master of science degree from the University of Pennsylvania, and the doctor of philosophy degree in sociology from Ohio State University, Columbus, where he held a teaching assistantship.

Previous to his Albright appointment, Dr. Matz was a member of the faculty of Marshall College, Huntington, W. Va., and for sixteen years taught at the secondary level. He served also as a Danforth Fellow in 1959.

Active on numerous community and social agency planning groups, Dr. Matz was an executive officer of the Planned Parenthood Center for Berks County. An accomplished musician, he was leading basso with the Philadelphia Opera Company and has served as church soloist and minister of music, in addition to his concert and oratorio work. He is included in the 1969 edition of a national publication recognizing community leadership.

His professional affiliations include, A Fellow of the American Sociological Association, and the Society for Applied Anthropology; American Academy of Political and Social Science; Eastern Sociological Society; Pennsylvania Sociological Society; of which he is a past president; and the Council on Social Work Education. Also, he is listed in *Who's Who in America Men in Science* and *Who's Who in the East*.

Campus Center dining hall, Thursday night, September 4. Graduated from Lehigh with both his B.S. and Masters degrees and formerly the vice dean of student affairs at Penn, Robinson spoke under the general theme "YOU AND YOUR COLLEGE"—as part of the orientation Community Affairs Seminar.

"Institutions of higher learning are very imperfect. In fact there are tremendous inadequacies in each college and university," Robinson went on to explain that these inadequacies seem even more critical because students coming into this new college community were often misinformed and disillusioned about the college experience and rewards one should reap.

He continued his speech by touching on reasons why the collegiate environment isn't perfect. One of the most important points made concerned the stress of the student coming into a new environment. "Adding to the stress that our young college students feel is discomfort from the lack of confidence in an adult world where three national heroes have been assassinated, we find ourselves locked in the unpopular conflict."

Robinson also felt it was amazing, that in spite of the many roadblocks so many young people complete their college education on time and make some sort of satisfactory adjustment to college life. He pointed out that often those at the college staff level seem oblivious to the stress and coping problems of college youth.

"In my mind true education only comes thru sharing and not by simple dissemination of material." He emphasized the joint effort of students and college administration in effective education. Robinson further stressed this point: "Faculty and administration must accept the fact that students are indeed partners in the educational effort and not a receptacle into which knowledge is poured and that as partners, students must be given the opportunity to contribute when and where they can to the improvement of both our educational program and society at large. That also means that students must have a clear understanding of their goals, how these goals relate to, or conflict with the goals of higher education, and be willing to do their homework when it comes to making specific proposals for change." This, in effect, as Robinson put it, means hard work for the students but also a better understanding of educational policies. Finally, it is up to the student to reap the "good harvest" which to Robinson means finding out who you really are, what you really desire to be in life and to expand your thinking and your minds in the learning process itself.

In an optimistic note Robinson looked forward to a continuing partnership-relationship of students and administration citing that each could learn from the other, and he hoped that we students would make the effort to work with them in improving our environment and our system of functioning.

### ROSH HASHANAH

A Happy and Prosperous Rosh Hashanah to All Jewish Students, Faculty, Staff and Alumni.

—From THE ALBRIGHTIAN

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## Head Named for Nursing Program

READING, PA.—The former director of Nursing Education at Lancaster (Pa.) General Hospital School of Nursing has been named chairman of the new four-year baccalaureate degree program in nursing offered by Albright College for the first time this September.

In announcing the appointment of Miss Rena Mae Lawrence, Lancaster, to the new post, Dr. Arthur L. Schultz, president, indicated that the college was most fortunate to secure a person of Miss Lawrence's academic and professional caliber to provide the planning and direction required in the new program.

The four-year curricula is designed to meet the requirements established by the American Nurses Association and the National League for Nursing, and ultimately will replace the cooperative five-year program which has been offered by Albright and The Reading Hospital since 1948.

Miss Lawrence attended Lebanon (Pa.) public schools and received the nursing diploma from the Harrisburg (Pa.) School of Nursing. She was graduated from Lebanon Valley College with the bachelor of science degree in nursing and received the master of science degree in nursing from the University of Maryland, where she served as special lecturer and presently is completing graduate work in the same field.

A Captain in the Army Nurse Corps and active in the 99th Field Hospital, U. S. Army Reserve, Lancaster, Miss Lawrence has extensive experience in psychiatric, practical, medical-surgical, and coronary nursing. Since 1967, she has served various nursing and supervisory capacities at Mercy Hospital, Baltimore, Md.

Previously she served appointments at Harrisburg State Hospital, Veterans' Administration Hospital and Good Samaritan Hospital, Lebanon, South Baltimore (Md.) General Hospital, and Harrisburg Hospital School of Nursing and the University of Maryland School of Nursing where she was instructor and special guest lecturer.

Miss Lawrence has been active in professional and community health organizations, serving numerous executive and committee assignments including chairman for national defense nursing for the District and Pennsylvania Nurses' Associations, and representative for that committee to the Pennsylvania Medical Association. She also has served as guest lecturer on various levels of Civil Defense emergency mass care for nurses.

Miss Lawrence is active in the American Nurses' Association, the National League for Nursing, the American Heart Association, and is a member of Sigma Theta Tau, honorary society for nurses.

### Very Becoming . . .

Members of the class of '73 did their own thing at the opening assembly in the chapel, Friday, September 5th. After a brief skit "A Celebration of Becoming-Beginning-Happening" prepared by members of the Orientation Committee, approximately 319 freshmen made their splash on orientation to the strains of the Iron Butterfly. In the presentation freshmen were invited to color their personality on a huge canvas on the chapel stage.