

THE ALBRIGHTIAN

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SULLIVAN BOOK CASE HEARD BY COMMITTEE

On Friday, February 7, the Student Standing Committee held a hearing to determine what, if any, action should be taken against Barry (Doc) Sullivan for possessing four books illegally removed from the Albright College Library. Sullivan had received a letter from Dean McBride indicating that he should not consider himself a student in good standing for the spring semester pending committee action. At the end of the meeting, the issue was left technically unresolved, although most of the committee members seemed to favor a course of action proposed by Dean McBride.

The meeting was attended by three student committee members: Sue Untermeyer, Mark Altschuler, and Phil Rutledge; two faculty members: Mrs. Jordan and Dr. Birdsall; and several administrators: Dean McBride, Dean Vandersall, Dean Scullion, and Dr. Shirk. Also attending in support of Sullivan were Hank Clinton and Scott Derrick.

The books, according to Dean Vandersall, were found in Sullivan's room during an announced Christmas vacation inspection of the dormitories. Their discovery, he admitted, was not entirely coincidental; apparently the librarians had given him Sullivan's name as a probable offender of library rules. Books that were illegally removed from the library were also found in the possession of three other students. When asked by Scott Derrick why the committee had chosen to act only against Sullivan, Dean Vandersall replied that his

violation was the most flagrant; the other students had improper possession of only one book each. Dean McBride indicated that the question wasn't relevant to the problem at hand; the committee would take action against the other students when and if it was confronted with the necessary evidence.

When asked to defend himself, Sullivan indicated regret that he had removed the books without signing the library cards. All four, he indicated, were needed to complete his research methods paper in sociology. He had accidentally removed them from the library with other textbooks, not conscious that he had failed to sign the library cards. The books remained in his possession for five or six weeks. He realized that the books were borrowed improperly only when another student, Dave Curry, asked to use one of the books in his possession. Because Christmas was approaching, he neglected to return the books, intending to do so over interim.

The crux of the meeting was a discussion between the students and four other members of the committee—Dean Scullion, Dean McBride, Mrs. Jordan, and Dr. Shirk. The latter claimed that because Sullivan's offense was ethically and morally equivalent to stealing and because such acts accounted for significant financial losses to the library, the committee had to act decisively in this case to prevent such incidents from re-occurring. Unless such incidents were halted, Mrs. Jordan explained, she feared that the library would have to adopt the police state measures of the larger university



Sullivan...not a scapegoat.

libraries which search people exiting from the library. The students argued that Sullivan intended to return the books, so his offense shouldn't be classified as theft—there was no malicious intent present. His only real offense, failure to sign a library card, did not call for significant punishment since it was one casually committed by most of the student body. Signing library cards was regarded to be simply a formality by many students if one intended to return the borrowed book. The students argued that Sullivan should not be scapegoated for the sins of a significant part of the campus.

The problem, then, was to find a course of action that would significantly counteract the library problem without personally damaging Sullivan for a common, though unacceptable, offense. The committee rejected both extremes: sweeping the matter under the rug, or removing Sullivan from school and placing a comment on his permanent record. The tentative solution, suggested by Dean McBride, was to appoint Sullivan head of a committee to prevent such incidents from re-occurring. Although some of the students, especially Hank Clinton, thought the punishment was still too severe for the alleged offense, the recommendation seemed to have the tentative approval of most of the committee.

FILES OPEN TO STUDENTS

MRS. JORDAN APPOINTED

BY SHAPP

Consuelo R. Jordan, chairman and associate professor of the Albright College Spanish department and member of the Human Relations Commission of Reading and Berks County has been named by Governor Milton J. Shapp to the Pennsylvania Human Relations Commission.

The appointment, subject to confirmation by the General Assembly, coincides with the period of the next Assembly session.

Mrs. Jordan's selection recognizes her continuing commitment to the improvement of the educational, social and cultural aspects of the lives of Spanish-speaking people in her community. Past president of the Spanish Speaking Council of Reading and Berks County and of the Altrusa Club of Reading, she has served on the boards of directors of Kennedy House, Fellowship House of Reading, Y.W.C.A., Human Relations Council, Reading and Berks County Lung Association, and the Visiting

Nurse Association.

In recent years, Mrs. Jordan has been instrumental in establishing English Classes for Spanish-speaking residents and in directing a study and evaluation for the Reading School District and Model Cities of the English as a Second Language (ESL) Program.

Her work within the community has been further recognized through selection by the Junior League of Reading as one of its fifty "outstanding volunteer women" on the occasion of the organization's 50th Anniversary this year, and by her nomination in 1972 for the B'nai B'rith Americanism Award by the local chapter of the American Association of University Women.

A member of the Albright College faculty for more than 25 years and department chairman since 1966, Mrs. Jordan was recipient in 1971 of the College's Christian R. and Mary F. Lindback Award for "excellence in teaching."

On November 19, 1974 the Buckley Amendment to the Family Educational Rights and Privacy Act of 1974 went into effect. Commonly known as the Sunshine Law, this Act concerns the confidentiality of records. Dean Virginia Scullion says, "The law is very vague." It applies to state and local educational agencies and suggests that these agencies allow a student to see information regarding him. Scullion said that the individual

college must set up guidelines. Dr. Shirk, the college Registrar, will be formulating Albright's policies in regards to this Act. A committee which has consulted with the college attorney has set up some temporary guidelines.

Originally, the student was only allowed to see his official transcript. Now, a student may see his official file—the folder which contains his original application, high school record,

letter of acceptance, notification of financial aid, and high school letters of recommendation. Only current students, not alumni, are allowed to see these records. After five years from the date of graduation, all items of the folder are destroyed save the transcript, high school record, and application which are placed on microfilm. Lastly, the Buckley Amendment gives the schools a forty-five day waiting period for a student who wishes to see his files.

Albright Concerts Fade Into Yesterday

by OGDEN ROGERS

When the lights would come on, the crowd would cheer, and the music would begin. The music has stopped for sometime, however, and it would appear that it will remain muffled for some time to come. Events resulting from the last two concerts have caused legal and monetary difficulties that could take months to clear away. And until the air, and legal problems have been cleared, there will be no more concerts of major rock artists in the George C. Bollman Physical Education Building.

The major difficulties center around the payment for damages that occurred to the gymnasium area during the Aerosmith concert, held the evening of November 24, 1974, and the Mountain concert, held last December 7.

Dave Levin, who handled arrangements for Vulcan Productions, the producers of the Aerosmith concert, has refused to pay some of the money, almost \$150,000, for floor damages as a result of

cigarette burns. His reasons are two fold: Damages that he has been charged for December 7, had since been made worse by the second concert, Mountain, produced by a group of guys who called themselves Gavin Associates. The damage caused by the second concert was so radical, a total of \$6,045.00, that the entire gym floor surface must be sanded and reconditioned. According to CCB sources, "Levin feels that if

cont. on page 7

Statement Of Resignation

"Like characters in an Ionesco play,
we take absurdity unblinking. . .
We need a passion transfusion,
a shot of energy in the veins. . .
(We live in a culture) in which any serious
expression of emotion may be branded
sentimental and old-fashioned."

Joyce Maynard, *Looking Back* — "A Chronicle
of Growing Up Old in the Sixties"

I am resigning my position as editor-in-chief of *The Albrightian*. I was prepared to explain my action by expounding on my dialectical view of history and my perception of the state of existence at Albright College 1975. I will refrain from intellectualizing my vague sense of disorientation with due respect to simplicity.

I will just say that we live in times that are directionless. Our lack of direction seems to stem from a lost sense of outrage. Without a sustained sense of outrage, we can only respond passively to injustice and manipulation. Without a sense of outrage, a student newspaper cannot take on an aura of crusading; it can only reflect the void in which we live. Lamenting the times is foolish; editing a college newspaper in the mid-70's is anachronistic. Youthful idealism has yielded to a collective middle class slumber.

I have not yet answered the question of my resignation. I suppose I could say *The Albrightian* has taken up too much of my time. It's almost spring and there are a lot of golf courses out there waiting to be played. But that isn't really it. Perhaps the best answer I can give is that, like Ralph Ellison's nameless hero in his novel, I have chosen to accept my invisibility.

Mark Altschuler

The Changing Of The Guard

by STEVE STRAND

I went to see the "changing of the guard" at Buckingham Palace on a cloudy day. There was no pagentry.

Many of us are aware of the ever-present fact that Reading is mostly cloudy. Most certainly there are no bright colors, parades, and the like. Quietly, subtly, and carefully as one individual steps out of the limelight, there is another waiting impatiently to take the place of his predecessor.

Reflections are always deep and personal. As I reflect back upon what I have observed during my "turn" at Albright, certain forces, certain select words and phrases stick out. It is not as much what was said as HOW it was said. There was something authentic about those words. There was a real feeling there, a real sensitivity. In all of our day to day impulsive activities these individuals had been there to observe, and often to speak out about what they saw, which was sometimes bad, but just as often, they were perceptive enough to see what was good. Equal time—that's something we could use more of. They were a good alarm clock - they functioned to awaken us, sometimes rudely and sharply, perhaps too quickly, other times carefully, gently, and warmly. For those that can reflect and can remember, sometimes the memories are bitter. But it does good to talk about them for what are memories if we cannot learn

from them. Most assuredly, the efforts of those faces and their words would have been wasted.

As I currently see it, the guard is about to undergo another change. Aside from the fact that each senior will step out of "turn" there is a more immediate instance. It is my belief that a newspaper is a reflection of the editor-in-chief. His thoughts and feelings and naturally his biases as well are reflected in his writers, photographers, and layout people. Mark Altschuler, our present editor, is one of those critical thinkers with a sensitivity and perceptiveness that reminds me of those faces of the past. I've learned a great deal from Mark and the others. Well there is really nothing wrong at all in ushering in the new and saying good-bye to the old. Except that the transition is always most difficult. No matter how "psyched" or gung-ho the new editor, without the ability to really perceive and think about what's going on, there can be trouble. As I've said the newspaper is, in a sense, a reflection of the editor himself, his character so to speak. Falsity and sensationalism will be easily detected. This can be a harrowing experience for this type of editor. For you see it is not unlike the guard, for as he comes to "turn" he must be completely "open" to all sights and smells. Should he divert his attention for a single moment, he can get dragged down like a shot from the dark.

ALBRIGHT COLLEGE SENATE MEETING

FEBRUARY 18 7:00 P.M.

AUDIO-VISUAL ROOM

Students are urged to attend and support the co-ed
dormitory proposal.

REQUIREM:

DEATH OF COMMITMENT

BY JOHN DUFENDACH

It looks as if we mark the end of an era. We, students of Albright, and all our collegiate cohorts throughout the US have participated in the death of a movement that took place in the few years previous to our arrival at college. That movement was symbolized by marches, protests, riots and other forms of physical rebellion. Few, if any of us here today can claim to have been involved in such events. Most of us would consider such tactics as "childish" or "ineffectual" when it comes to actually solving problems. Our parents and teachers would praise us for our mature and responsible attitudes. They are proud now that we have stopped throwing bombs and taking over deans' offices and settled down to the "business" of getting an education.

But let's stop a minute and examine the myth. How much are we affected by the college classes that came before us and how true is the common assumption that today's college students are satisfied and are "making something of themselves"?

We watched the news and read the papers about the kinds of things college kids did while we were in high school. We came to Albright and heard strange and mystical stories of former Albright professors that didn't "fit in". We heard upperclassmen tell of the Great Sit-In of 1972. And we come to Albright and read a reprinted article by a former English prof

and almost get excited enough to talk about it.

How are we so different from the kids that went to college 4-8 years before us? Are we really that much more mature than they? Or has the world become so much more personal and humanized that there's no longer any point to rebellion?

When we look back on our predecessors perhaps we feel the slightest tinge of envy. Yes, ENVY - in that those were people that could at least feel deeply about something. Maybe we could rationally reject their tactics as "counter-productive", but its undeniable - these people seemed to have a sense of conviction - of commitment to a cause that was worth fighting for - and no amount of criticism could ever take that from them.

Envious? Of those discontented hippie radicals? Yes, because we lack the ability to be concerned - to get excited - about anything beyond our petty selves. We wallow indecisively in our collective paranoia about grades, acceptance, and love. And if the milk we drink tastes sour, we lack the gut feeling it takes to spit it out. We bitch, but only to our friends, about how they really ought to be giving us the fresh stuff - Grade A - for the money we're paying, but in the end, we swallow it. And we'll keep on swallowing it because we just want to get those grades and that diploma and get the hell out of here because this place is so screwed-up because of the language requirement and the stupid visitation hours, and Oh,

you'd like me to support the co-ed dorm proposal at the meeting next week, well I'd like to but I've got a lot of work and tests next week and I don't think I can make it, sorry.

And we'll keep this up maybe until our senior year when we'll realize that that diploma means almost nothing in the big, bad world and we can blame Albright for not being a Harvard or a Yale or we can blame society for being so screwed-up. . .

But that won't really be getting at the real problem, will it?

Our parents and the rest of society think that maybe we've taken all the energy that the 60's students directed at societal institutions and have taken to improving our own internal lives. They think that maybe our generation will be able to find the truths that lead to the peace and happiness that they missed.

But the truth is that we are more lost than they could believe. We don't know who we are, where we came from, and worst of all, where we are going. In a group of people with so much opportunity, there is so much inability to cope, to find one's place in the world today. Sure, we could say, like our older brothers and sisters, that it's the world that's at fault. That we as square pegs are right and just, and that society should start adjusting its holes to include us.

But could we even say that with a sense of conviction and true commitment?

COLLEGE STUDENT'S POETRY ANTHOLOGY

The NATIONAL POETRY PRESS

announces its

SPRING COMPETITION

The closing date for the submission of manuscripts by College Students is

April 10

ANY STUDENT attending either junior or senior college is eligible to submit his verse. There is no limitation as to form or theme. Shorter works are preferred by the Board of Judges, because of space limitations.

Each poem must be TYPED or PRINTED on a separate sheet, and must bear the NAME and HOME ADDRESS of the student, and the COLLEGE ADDRESS as well.

MANUSCRIPTS should be sent to the OFFICE OF THE PRESS

NATIONAL POETRY PRESS

3210 Selby Avenue

Los Angeles, Calif.
90034

LETTERS to the EDITOR

COMMENT : COED DORMS

This editorial was written by Susan Wilson, member of the Co-ed Housing Committee that studied the issue. It reflects the opinion of The Albrightian.

The students of Albright have asked again for a co-educational residence hall. They are in the process now of justifying their request to the Senate. Until now it has only been accepted in principle but should it meet with Senate approval this month, the Trustees will review it in March. It has undergone several revisions already, so many that some people have come to feel that it no longer serves its purpose or the students.

The option of the co-ed dormitory is a challenge to be met by the students. To learn to relate honestly, and considerately to other people every day, to adapt and enjoy community life, to understand one's self in terms of others—these are the challenges for college students. Along with new sources of energy and a better economic system, the whole world needs people who are no longer caught up in themselves or in their external image of themselves. The not-so-radical proposal of students learning to overcome their own phoniness and find themselves through living honestly with others is an educational opportunity that we know all too well is needed

today. That is the challenge of a good co-educational residence hall, and the excitement of it. Too many of society's institutions fill a student's role in a situation for him; it is when he fills his own spare time with others, forming his own roles, that he develops. It is not so radical or demanding, but it is different from the present system of segregated dormitories where the guys still visit the girls and the interaction goes through the same old worn-out stereotypical mill. Academics aside, before a student can use all of his well-learned information he'd better understand where he is within himself and his responsibility to his community.

The proposal for co-ed living now before the Senate has undergone several conservative revisions. Change is slow and methodical. Compromise prevents confusion and bitterness. The revisions include restrictions on visitation after hours within the co-ed hall. To some students that suggestion defeats the purpose of the whole proposal. It is a compromise. It does not, however, deny the ideal of having people together in a living, working unit. It needs the backing of the student body, not because it is perfect or because it provides everything they want, but it is an important step toward a true good living experience.

COED DORM PROPOSAL



Bundling Board?

To the Editor:

In recent days some real discrepancies in course designation and emphasis have occurred in the biology department. To begin with there are now five courses on the 200 level. The department has limited biology majors to 12 credits at this level. If one takes both semesters of general biology 201,202 (a prerequisite for almost all other department courses) and Mammalian Anatomy and Physiology, then one cannot take Advanced Mammalian Anatomy and Physiology for department credit. This would exceed the 12 hours at the 200 level. This arrangement effectively prevents the biology major from receiving biology department credit in one of the department's own

courses.

This situation has presented itself by the ridiculous redesignation of Advanced Mammalian Anatomy and Physiology from Bio. 306 to Bio. 206. I fail to see how a course that uses a standard text of the University of Pennsylvania Medical School and Dental School can be placed at the 200 level. The renumbering reflects a lack of responsiveness to the biology major who has to send courses with truly un-descriptive numbers to professional and graduate schools. It is also a slight toward the Nursing Department in lowering the course because of supposedly "watered down content". The content is not

watered down, and having been a member of the college admissions committee, I can assure the biology department that the nurses are more qualified than the regular biology majors in many instances.

I might suggest some responsiveness on the part of the department or the Dean's office to the situation. I might also add that many students in Medical School have told me that their education is lacking in the gross physiology covered by this course. I hope that the department will respond to the needs of the students in this area.

Richard T. Leshner

To the Editor:

I don't know what it is about this institution, but over the past four years (I am a senior) it has become increasingly clear to me that anyone who struggles through Albright in four years has to be an extremely tolerant individual. Not only does one have to put up with the ridiculous course requirements of one's major, but also one must ever more frequently put up with some ludicrous, groundless hassle with the administration. I have experienced this both in an argument with Dean McBride over the interpretation of a problem in a logic course and in the manner in which I could apply a PHEAA scholarship to my tuition. In both cases it seemed that the administration, or authority figure, was completely insensitive to and unwilling to examine the student's point of view.

But this letter is not to air my own personal gripes; rather it is to make known to other Albright students another recent infringement by the powers that be on the rights of their students. I refer to a case involving one Karen Briski. The way I understand the situation, having heard of it only through the grapevine, that Karen, having contracted for a dorm room slated as a single or double, however now living alone as her supposed roommate left Albright, is now being forced to accept a roommate against her wishes.

Now Karen is a senior at Albright, having put in uncounted hours to get through 3 1/2 years here and God knows Albright has taken her money for the privilege. What I want to know is - Since when is it the policy of any university or college to inconvenience the seniors of that school for the sake of its underclassmen? Not that this is all that appears incongruent to me. Why is Karen being forced to accept a roommate when there is a vacant room just one floor above Karen? Moreover, there are many juniors and sophomores also living singly in rooms designated single or double. Why was Karen, or anyone for the matter, arbitrarily appointed as

the one to receive a roommate?

What ever happened to the infamous "waiting list" for rooms? It seems that Dean Tilden has made an extreme exception to that rule. Is it not the case also that Teel Hall is to be an upperclassman dorm? It seems that Deans Tilden and Vandersall have chosen to make this a "special situation" and twist things to their own ends. But why wait till the middle of the school year to raise havoc?

The reasoning behind all this escapes me. As I understand it, all these questions have been asked of either one or both of our good Deans with no valid or reasonable answers forthcoming. Then, to top the whole caper off, they have refused Karen the opportunity to present her case to the judiciary committee. What the hell is going on? For one (and there are others who for various reason) would like to tell Dean Tilden to go pound sand...!

I know Karen Briski and can honestly say that she is one of a very few people on this campus I know of who has really got her head together. I respect and admire her for that. I also feel sure that she is morally stable enough to handle the delicate situation of living in her own dormitory room. (A situation I might add, that is no more "dangerous" than I owning my own car.)

In closing, I would like to request on the behalf of Karen that some action be taken on this at the next Student Union meeting, if only to get some straight answers.

Jeffrey S. Scharlet '75

To the Editor:

Last semester following the production of "Twelfth Night" some props and costumes were taken from the theatre and shop. It would be greatly appreciated if the stolen property were returned. Costumes and material are very expensive and we are trying to build up our stock.

To The Editor:

One often encounters situations which seem totally illogical but, in the interest of sanity, ignores them. I have become aware of a number of such occurrences within the athletic department which have driven me to the extent of sitting down and writing this note.

During first semester, there were three concerts on campus. They went well and were enjoyed by those who attended. To many students, these events added to the campus social life which has often been referred to as less than it could be. The college profited financially and through advertisement of its name. The semester ended with rumors of future artists who were being investigated in addition to rumors of the possible curtailment of all concerts by the athletic department.

The school has taken the initiative as in the past to open the gym on Sundays for student use. I totally support this move and would hope that it could be expanded to Saturdays, when possible and continued throughout the year. The gym, unfortunately, is heavily populated by people outside the Albright Community. This interferes with the students who wish to use their facilities.

On January 26, the weight room was locked and a key was unobtainable. This is totally incomprehensible. Certainly someone would have the forethought to make arrangements to have the equipment accessible.

Many times things are not what they appear to be. This can lead to needless irritation. If there are logical explanations for the above, let the students hear them. If not, hopefully progressive action will be taken.

Graham Parkinson

This year there has been quite a lot of stealing taking place on campus. It's about time that this action by mature people should come to a halt. Any information regarding stolen items would be welcomed.

Thank you,
Domino Players

THE ALBRIGHTIAN

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Campus Center Theatre

Auction of:
properties furniture
doors rocket ship
clothes punch bowl
wagon wheels

Letter From The Past

This is a letter that appeared in *The Albrightian* on March 2, 1973. It was written in response to editor Robert Garlin's editorial, "Philistinism at Albright." We are publishing the letter again.

To the Editor:

We're fakin' it...
we're not really makin' it
Simon and Garfunkel

Around the standardized tables students talk of tests and grades and how to avoid reading books. One does not hear of Kierkegaard, Joyce or Piaget. There is no talk of what we are and what the world might be. A liberal, conciliatory, causal attitude—shallow smiles all around: Albright, all white little girls and junior businessmen boys—faking questions in class, faking statements, faking until one day the fake is real. The plastic person takes his power from the plasticity of those around him. One kind of fake breeds another, and soon you are faking care, and soon you are faking love, but you don't have to know how unreal you are anymore because the others are unreal too and the unreal father authority figures say with their every gesture it's okay. And that is the frustration and tragedy of Albright College for the freshman who comes here still alive, still a little genuine and yearning—no chance to grow, no encouragement to emerge into a deeper and better known self. Because all place permeates, we take on the ways of a place without really knowing, and the freshman can only think, "well this place must be what college is because I am the age of college now and the other with me are and they call this place college." Listen: one bright boy, one girl

who wanted so much authentic life and one who believed man's joy was to learn all the truths that go to make truth—they weep in their rooms.

Yes, Robert Garlin, you are so close to the heart of Albright's philistinism institution-sized, learning as business, classrooms as the offices of business transaction, not so different from high school and not too different from the waiting corporate cubby holes. Among no other student body have I found such a lack of enthusiasm for ideas. It is almost as though there were an unwritten promise among us: we will not speak with seriousness and enthusiasm but always with a giggle or a shrug; we will never discover our individuality, never get excited by our own education, but we will try to do away with anything that requires us to grow beyond where we are now. I think of Oregate y Gasset's characterization of the mass mind which accepts itself as it is and does not seek to better itself, the completely self-satisfied mind. It is a mind which will always pull other minds down to its level rather than generating the effort and care and sustained investigation necessary to improve itself. And it is this mass mind which Albright suffers from, and it is the students themselves who

nourish and perpetuate the anti-intellectual, anti-cultural, anti-work, anti-give-a-damn atmosphere.

Perhaps it is the result of affluence. We have our stereotypes and our blue shadow eyes and our country club skins. We will go into a corporate world which shall value us according to our automated smile adaptability and how we marionette our surfaces. We are beautiful little kids in corvettes. Why should we want to be anything more? Beyond our high school shallowness, Albright shallows us more because we cannot help becoming more aware of what a game is here in this immaculate microcosm. To survive untroubled by reflection seems to be our goal. Thus, we must embrace our shallow, social role playing, grade-getting selves. Our apathy...the vague sense of self betrayal...cynicism...these are the result of our realization that we did not really struggle against the pervasive Albright tone. We walk around and we sit around and we go to the movies but we don't really know what to do. Every day we are doing so much of what is expected in the way expected and it becomes easier and easier and it is so very safe anyway; except we are lonely. We are lonely for someone who is really listening to us and talking to us just because we are two people, and not for reasons of role, grade, and not because this is what you talk in committee meetings and this is what you talk in classrooms and this is what you talk when you go on a "date." And we are lonely for ourselves, or someone we dreamed we were, or the person we wanted to learn and grow to be. We are lonely because we have let ourselves down into the vacuous mass.

Remember this: you have one life in the body your eyes read this from, and you have one life in this place—Albright. Will you let the others live this life for you? Life is that which generates more life. How will you feel the day you look back to see you were just another passive life facsimile? How will you feel in your standardized bedroom, girl...receiving the mechanical care of your standardized husband? Yes, the safest people on earth are the dead. But to die at this young age, to be so paper mache, so satisfied in one's own banality—are the cliché huzzas of your not really known friends worth it?

Go on then, you Albright boy, you made up girl from a magazine, and do away with anything that might require you to sweat and imagine and think yourself into your deepest self. Go on and do just enough to get by. Go on and giggle. Go on saying the same tired but safe phrases. Go on living your parents' projection of who you are.

Go on being a prick tease. Go on being a stud. Go on skim reading, Monarch Note reading, not reading at all. Go on talking in class without commitment or excitement, but only to appear as one who participates. Go on

getting up your face and your hand for a grade. Go on doing minimum in all things, maximum in nothing. And go on bitching at what's wrong with the place outside without ever doing anything about the place inside. Go on ripping yourself off. Go on with your life through the wall bonded corridors of this pseudo mind and when you walk out of here, go into the streets of the silent majorities of death and pretend you learned something, and pretend you cared, or tried or changed. Go on. You will do okay in the open ward of America But remember: one life and always what you do now reverberated through all the life you have yet to live and if you want to live and be and grow you must start now. So go on

faking it. And don't ever listen to anyone who isn't pretty much like you, and don't ever live in a neighborhood that isn't pretty much like the place you always lived in, and don't ever make friends with anyone too different from yourself, and don't ever dream incredible dreams and then work your ass off to make them come true. But stay where you are, who you are, what you are and stay there all your life. Albright will help you. Albright will try to get professors who are not too different from each other or the administrators who hire them, and Albright will try to get a student body of perfect sameness, and Albright will protect you while they take your money (a little more each year) and Albright will never ask you seriously to question the world around you, and Albright will reward you for your docility and for your submissiveness, just as high school did, even as those who pay your way in the future will. Go on and be a bleating flock of sheep stuffing yourself into lethargic adult death on made up things and unreal food. Go on and be the All-American boy and girl because to be them is to be beyond self-individualization, beyond the need to care about art, or philosophy, or anyone but yourself. But remember Thoreau: what if I find at the end of my life...what if I discover I did not live. Most of all, go on in your casual, liberal way, reducing everyone you can to the level of your unquestioning self-satisfaction; and do this in the name of equality. If you are successful, we won't need schools anymore because we'll know how we are all equal and what the student has to say of Kierkegaard or Joyce or Piaget has to be just as

true as what the professor has to say, even if the professor has read all of each man's work and the student none. And Albright is such a nice liberal place. It will let you do this, even as it does this to you. And you will be q and non-q. And you will be perfectly matched then, perfectly reciprocal, the unreal accepted by the unreal, no longer able to distinguish between the authentic and the fake.

Richard Close

POLITICAL PERSPECTIVES

Albright's Grading System: The Great Ripoff



by STEVE SCHWARZ

Americans have come to treat education as a process of homogeneous, crisis-free absorption of information and development of skills, to the detriment of real education.

—Robert Paul Wolff

When I was in third grade, my teacher wrote a comment on my report card stating that 'I complained about everything.' She was right then, and if she knew me now, she would see that I have changed very little in this respect. Growing up in the United States is difficult in that injustice and unfairness are pervasive aspects of our society. There are so many legitimate things to complain about that complaining can become a life-long activity for those so oriented. Albright College is no different from the rest of our society in that there are many legitimate things to complain about; indeed, it seems that Albright has more than its share. This week, I shall deal with the unfairness and irrelevance of grades, which are the foundation of Albright's (and too many other colleges) measurement of achievement.

The first thing that should be noted about letter grades is that they are about as empirically-oriented as a John Birch Society publication. Many, many times the grades given to a particular student reflects prejudice on the part of the professor because that particular student was unwilling to blindly accept the principles and opinions of the professor or textbook. I could quite easily give personal examples of this occurrence, and I know of many other students who can also.

It is also clear that letter grades are about as reliable as a weather forecast in the Farmer's Almanac as a true measure of knowledge. Factors such as emotional problems, jobs, etc. make it harder for certain students to do as well as others. In general, the only major difference between the 'A' student and the 'C' student at Albright is that the 'A' student is willing to spend day after day memorizing and then regurgitating material that in most cases is of little use as far as real mental and emotional development is concerned. I personally find it much more valuable in spending my time reading publications that are of practical interest to me than in studying the textbooks assigned in many of the courses that I have taken. Furthermore, after three and one-half years of college, I have concluded that the most rewarding aspect of college in terms of actual mental and emotional development lies in attempting to talk to and relate with other students—not in regurgitating textbook material. In addition to tedious memorizing, the Albright student that desires 'A's' must become highly skilled at, pardon the expression, 'kissing the ass' of his or her professor. Most of the blame for this must go to the professors themselves, since most of them either expect the student to do this and duly reward them for it, or are too naive to realize that the student is simply partaking in 'ass-kissing' for a good grade.

All in all, it's quite clear that grades at Albright are virtually meaningless in terms of measuring who has obtained the most knowledge and overall development. In many instances you'll find that the student graduating with a 2.0 cum is actually more intelligent and has developed more than a person graduating with a 4.0 cum; these

students simply refused to succumb to an educational process that stifles one's creativity.

As far as the content and structure of many courses at Albright is concerned, there is room for an enormous amount of improvement. The award for the most anti-intellectual format goes to Dean McBride and his logic course. Practically everything that is discussed in class is directly from the textbook; in fact, in one class a student asked Dean McBride a question, and his response was 'Well, what does the book say?' Clearly, this is not a very good way to transmit knowledge, and, unfortunately, Dean McBride isn't the only offender. One of the few innovative approaches to transmitting knowledge to the student is conducted by Dr. Haskell, who has adopted the open-textbook principle, thus eliminating the need to simply memorize and regurgitate what one has memorized; these who have taken Dr. Haskell will generally agree that it is very hard to abuse the privilege of open-textbooks, since his essays tend to be so all-encompassing that a thorough understanding of the subject matter is essential to do well. The open textbook principle frees the student to concentrate on the 'whole' of the subject matter, and not worry about memorizing trivial facts that are shortly forgotten anyway. The open textbook principle is clearly not the complete answer to adding more creativity to the educational process, but it is a step in the right direction.

In conclusion, it can be easily seen that complaining about something that is unfair, outdated, or unjust very rarely yields any substantial results; it merely satisfies one's conscience, which is, in effect, however, almost as important as having achieved results.



Photo by Jeffrey Margolis

Hank Clinton, off the basketball court, into the J-Board.

HANK: FOULED OUT

by MARK ALTSCHULER

Albright has an uncanny knack for rewarding mediocrity and suppressing its native talent. The pseudo-artists write poetry; the poets seclude themselves in silence. The demagogues become student government leaders; the political philosophers bury themselves behind their *New York Times*. The "rod dogs" are recognized as the outstanding athletes. And so it goes, Hank Clinton, one of the best guards on campus, is forced to sit out of formal basketball competition in the Albright gym.

Hank's basketball career at Albright ended when he quit the varsity team on October 25 of last year. After ten days of formal practice, two years of sitting on the varsity bench, and one year as a standout j.v. performer, Hank decided to hang up his proverbial jock. He politely informed basketball coach, Wilbur Renken, that he did not care to sit on the Lion bench in his senior year.

Clinton's decision was not impulsive; he carefully weighed matters for several days, conferred with his father, and then made his decision. Quitting basketball was a traumatic episode. Hank had been playing the game seriously from the time of his initiation into basketball on the playgrounds of South Philly. He had been working out hard since the beginning of last semester to get his 5-8, 150 lb. frame in shape. Hank's decision to quit the game he loves carries depths that he does not reveal.

The next episode in the unfolding drama was an invitation from "Oklahoma,"

one of Albright's weaker intramural teams in the A League, for Hank to join them. Hank checked with Dr. Renken to see if he was eligible for intramural play. Renken informed him that intramural rules prohibited his participation because he had quit the varsity team.

Hank Clinton turned iconoclast for the first intramural game and played despite knowledge of his ineligibility. Hank played under the name of someone else on the team's roster. When questioned, Hank said, "I wasn't wearing a ski mask, they knew it was me on the court. I played to point out the farcical nature of the rule."

Hank next decided to take his case through Albright's judicial system. He felt that the rule that made him ineligible for intramural participation was unjust. Hank went to Dale Vandersall, Dean of Students. Renken decided that Hank's case should be classified as "academic." Robert McBride, Dean of Academic Affairs, reviewed the situation. Suddenly, Hank's case was de-classified as "academic" and he was called before an "Athletic Board" consisting of Renken, John Potsklan, Bill Helm, and Bill Popp. Hank lost his appeal to the Athletic Board. He then took his case to the Student-Faculty Judiciary Board which found that the rule had been applied fairly in Hank's case. Hank finally accepted his fate and has not played intramural basketball this year.

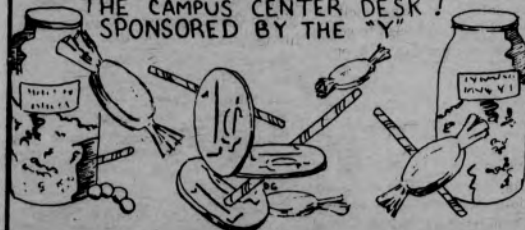
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The Albright College chapter of Alpha Phi Omega, National Service Fraternity, would like to announce that it is now open for membership. Any persons interested may notify the fraternity by leaving a note in the mailroom, Box 108, or by seeing a brother on North Hall's third floor.

Hank Clinton

cont. from page 5

Hank's case raises some larger questions that remain unresolved as of this time. The rule that was applied to him is in the Men's Intramural Program under the Individual Eligibility section, point 2: "Candidates for varsity and junior varsity intercollegiate athletic squads who quit a team or who are dropped from the squad for disciplinary reasons, are not eligible for intramural participation in that sport for one year."

Hank tried to challenge both the applicability and content of the rule. The J-Board decided to take a "strict constructionist" viewpoint and therefore felt they could not overrule the content of a departmental rule. The J-Board charter does not specify whether they can rule on application of rules, content of rules, or both. The question is, if the J-Board refuses to rule on content, where can a student go to challenge a rule's content? It appears the student does not have this option in Albright's current judicial system.

The J-Board supposedly has jurisdiction over all non-academic appeals. According to Clifford Burket, acting J-Board chairman in the Clinton case, "We (the J-Board) took it (Hank's case) by default." Renken objected to the hearing in front of the J-Board. The problem of definition rose clearly in this case. What is academic? What is non-academic? By the time the proper channels were defined for Hank through administrative procedures, the intramural season was well underway.

Hank raised the point at the J-Board hearing as to what constitutes "quitting." He thought the rule was a "punishment, used as a threat to keep guys on the team." Phil Rutledge, a student member of the J-Board, explained that the Board concurred with this point and said, "The J-Board recommended to the Athletic Department that the rule be clarified so that one season prior to the commencement of each sport, a list of dates be published and made available to all prospective candidates for that sport whereby they may quit the varsity team but still be eligible for intramurals in the same sport in the same year." This part of the decision was not communicated to Hank by Dean Vandersall. The Dean merely informed Hank on behalf of the J-Board that the rule was applied fairly in his particular case.

The Hank Clinton case raises a whole series of questions that will have to be answered in order to make Albright's judicial system operate effectively. The



Athletic Board that originally heard Hank's case was an ad hoc committee that is not chartered by the Albright College Senate. There were no women from the Athletic department on the committee. A question as to the legality of this body as a judicial board could easily be raised.

It seems almost tragic that a simple desire on the part of a student should have become such a large issue clouded with unanswered questions. An easy solution to the problem would have been to take a vote among the captains of the "A" League teams. The Albrightian polled several team captains to get their opinions on the Hank Clinton case.

Rick Costenbader, captain of Burr and former JV basketball player said: "Everybody in the league feels Hank should play.

Intramurals are designed for participation and fun. I think the rule is unfair. I like to play against Hank; I like to play against the best."

Mike Sahli, captain of Zeta remarked: "Hank should have been able to play. We're just out there for fun and there are a lot of former JV players out there. The one year wait doesn't make sense for a guy still has the same basketball skills a year later."

Kevin Danik, captain of PTB and former JV basketball player said: "I can see why the rule is there, but it is outdated. Hank quit before they had team pictures, before the season started. The rule is too general; it does not define 'quitting'."

These comments are adverse to Renken's contention that it is the intramural captains themselves who make up the rules. Yes, even the very rule on which Hank was declared ineligible.

Hank Clinton did not play intramural or varsity basketball this year at Albright. It doesn't seem like such a big deal. The big deal is that Hank cannot play at Albright, his home for four years; he has been forced to take his dribbling act someplace else. The big deal is that such a non-controversial issue has become a big deal. It speaks for the times.

Albright States

NATIONAL NEGRO HISTORY WEEK

A Philadelphia musician, studio instructor, and patron of the performing arts will be featured speaker for the Albright College National Negro History Week observance Monday through Friday (Feb. 10-14) Dr. James D. Reppert, English department chairman, announced.

Daniel P. Jones, oboist and tenor saxophonist with the Dan Jones Jazz Troupe and owner of the Dan Jones Studio, will give an illustrated lecture on Ghana and West Africa Friday (Feb. 14) in the Physics Lecture Room in Masters Hall at 3 p.m. The public is invited.

The college's week-long observance will open Monday with an exhibit of Jones' works in the Library Gallery. An accomplished photographer, he has done extensive free-lance photography and has had his works judged in numerous exhibits and contests.

Born in Philadelphia, Mr. Jones has studied at Cheyney State,

the Philadelphia Musical Academy, and Temple University. He also completed special course work at J. F. Kennedy School in Architectural Drafting and Detailing and the Philadelphia College of Art.

Among his professional appearances are concerts performed with classical, chamber, and jazz groups including the Philadelphia Chamber and Civic Orchestras, Garden State Philharmonic, and the Lansdowne Symphony before a variety of community, college and church audiences. Also, he has done several recordings, and has been

featured guest on radio and television.

Published in such magazines and newspapers in the music industry as Downbeat, Philly Talk and Daily Graphic, Mr. Jones was "artist-in-residence" for Pan-African students last year at Temple University.

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Albright Concerts

cont. from page 1

the floor has to be resurfaced anyway, and charged to Gavin Associates, why should Vulcan Productions pay? Levin also had an exclusivity contract with the CCB, which required a notice to his office within 24 hours after the Aerosmith concert. The notice, which was required to terminate the exclusive agreements, was sent to Levin, however, and was signed by Campus Center Board personnel, rather than Dean Kelsey, the college Vice President for Business Affairs, the legal signee. Levin has threatened, according to Mrs. Marcia Mudge, Campus Center Director, to sue for the remiss of contract. However, she maintained, he'd drop all legal proceedings, if the CCB would contract with him to do another concert.

In addition to the floor, Vulcan has been billed for damaged thermostats at a total cost of \$46.00 and damages to the canvas tarp. In total, the bill against Vulcan comes to about \$362.00.

But that's nothing compared to what Gavin Associates is being charged.

The Gavin group, who produced Mountain, in concert here shortly after the Aerosmith concert, has been called by one source in the Business office, "a strictly out of the hat operation." With the two previous concerts, contracts and insurance protection had to be presented to the CCB at least a week before the concert. Gavin showed up with this information the day before the concert.

Anyone at the concert will remember, the m.c.'s announcement that "smoking in the gym is supposed to be against some kind of Fire Regulation," and that there was a general disregard of the ban by both spectators and security policemen hired to enforce it. Anyone who was there might not know however, that the security police attempted to leave, half-way through the concert and, according to Mrs. Mudge "were begged to stay, and the CCB paid them to stay," for the remainder of the concert.

Risers, and other equipment from that concert, was also quite delayed in being picked up, again according to Mrs. Mudge. She said that equipment had to be cleared from the gym for intramural games and that it was late before it was picked up from storage.

Gavin Associates has been reported to have a number of checks, paid for advertising, and radio promotion, bounce at the bank. Agencies that have accounts against the promotions group have been trying to bill the CCB for the debts. Gavin has until today to answer college accounts or court action will have to be instituted.

Athletics Director Wilbur Renken, upon returning to the Gym after a basketball game the night of the concert, called college President Schultz down for the last quarter of the show. Renken said "There was no way any report I could make to the President would have shown the reality of the situation." Schultz is reported to have been alarmed

at the large amount of smoking violation. Renken says, however, that he's in no way against any further concert activity. "Certain conditions have to be met," he said, regarding, proper insurance, and security concerning non-athletic activities. He said damages from outside exhibitions has occurred before, not exclusively limited to concert events.

All this legal action has placed a ban on concert activity sponsored by the CCB until things have cleared up. This means a possible concert by Jackson Brown & Bonnie Raitt, which could have been scheduled for this month, is impossible. Mrs. Mudge declined to comment on the possibility of any more concerts this year. "We scheduled the concerts to offer students a different opportunity," she said, adding that "the Campus Center Board works as hard as possible on these things, and when they run smoothly, I think it's great...but when snags like these develop, I just hope students understand."

It would seem that future concerts, which one source said would be possible perhaps at the end of March, will require tighter security standards, which will be upheld. When asked on the possibility of using a student marshal system as used by other schools, Mrs. Mudge replied, "I'd hate to see students in a police role." Better security policemen, and more informed spectators might be the answer to the problem she stated.

As to the future of Albright Concerts...it's all up in the air.

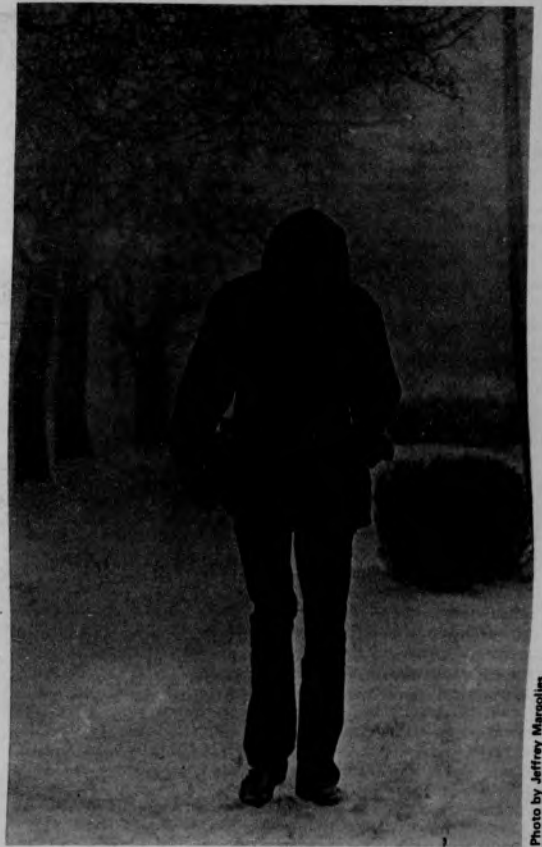


Photo by Jeffrey Margolies

the groundhog was right

ALL CAMPUS ART SHOW

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Author's note: The following series is designed to acquaint members of the Albright community with a few facts and practical suggestions about their health. While the contents will not be terribly technical in nature, I hope both science and non-science people will read it - our bodies are all basically the same.

If there is a word as elusive as "normal", it must be "healthy." We seem to know what we consider abnormal and we can almost always visibly see when someone is unhealthy. But what is positive health?

Health : Toward a Definition

by SUE STEELE

As the Einstein fans would point out - it's all relative. The blind student who has a regular routine that he adheres to is every bit as healthy as Joe Jock who jogs every morning before breakfast. A diabetic can be healthy; so can someone with one kidney; so can the person who depends on a hearing aid to

carry out conversation. Likewise, the person who is 20 and constantly on the go, who perhaps leads the class academically, might be trucking across campus one week and dropping out for the next semester for "health reasons."

People at the college age level

seem to be some of the most unhealthy in America for three reasons: 1) ignorance about our own bodies, 2) lack of regular preventative medical care, and 3) involvement in accidents.

Reflect for a minute about yourself. Do you know if you get enough sleep? When was your last "check-up" - or haven't you gone at all because you "feel fine"? Did you notice that last "close call" you had while driving to the mall because you were upset about flunking lit; you were tense - you were careless?

The body is such a fun thing, really. Standard equipment includes two "locomotors"

which propel it almost anywhere, a strong and synchronized fuel-pump-engine combination that revs up the whole system, sense receptors to tune in to an external environment and, best of all, an analysis system that stores information, integrates it, and is capable of reusing it for years after it has been programmed in.

The body does require a little maintenance, but with the proper care, it is able to perform great amounts of work. If we aim at keeping our bodies, our mental attitudes, and our relationships with the outside world on their best possible performance, we can grow to be what is accepted as healthy.

ALBRIGHT COLLEGE VARSITY BASKETBALL STATISTICS

1974-75 SEASON - 20 GAMES

OVERALL RECORD: 8-12 (2-7 MAC)

	G	FGM-FGA	FG%	FTM-FTA	FT%	PTS.	AVE.
JONES	20	156-275	.567	67-104	.644	379	18.95
SCHERR	20	115-263	.437	48-63	.762	278	13.90
MILLER	20	79-195	.405	16-20	.800	174	8.70
BINDER	20	77-184	.418	18-28	.643	172	8.60
MCCARTHY	19	72-181	.398	11-25	.440	155	8.16
GINGRICH	20	33-74	.446	13-20	.650	79	3.95
KOLODINSKY	17	32-72	.444	2-7	.286	66	3.88
REPSHER	8	5-12	.417	0-0	----	10	1.25
SILKNITTER	7	0-5	.000	3-4	.750	3	.43
McELROY	7	1-4	.250	0-1	.000	2	.29
MOORE	3	0-1	.000	0-0	----	0	.00



new toys on campus



BLUTE

...on Doug Scherr

by BOB BLUTINGER

"If the Lions only had a big man they would really be good." A famous quote around the Albright campus for about the last 12 years. That mobile, agile 6 foot, eight-inch basketball player that is the key to a championship team. Well, once again the Lions are in this very situation.

The man who must attempt to fill this vacancy is Doug Scherr, a sophomore, standing only 6 feet 3 inches. Doug has his work cut out for him every game. For the most part, Albright does not play a team with a center under 6 ft. 6. Watching Doug play, one can see the all out effort that he puts out.

Scherr has a fine turn around jumper which he often uses with much success. After Doug receives the ball on the high post position, he has several options. One, of course, is taking his shot, another is driving and a final option is passing off to a breaking guard or to the opposite forward on the "backdoor" play. His jumper serves a two-fold purpose as it is an effective offensive weapon and it also tends to pull the other teams' center out of the defensive rebounding area.

The disadvantage of Doug's jumper is that he remains out of position for the offensive rebound and he often commits stupid fouls charging into the rebounding area.

Off the defensive backboard, Doug plays like he is 6 foot 6. He is Albright's leading rebounder by far, averaging 8.6 rebounds per game, 3 more than runner-up Dan Jones. Doug fits into the mold of a "Renken center". The coach would rather have a steady, quick big man rather than a slowawkwardone.

Defensively Doug uses intimidation tactics against his usually taller opponent. When Doug is severely mismatched (5-6 inches), he will be forced to front his man and use physical intimidation as well like elbowing, pushing, and shoving.

To a certain extent, physical basketball is legitimate but, occasionally Doug will hurt his team by being too overtly physical. For example, Doug was thrown out of the Scranton game for elbowing a player. I didn't feel he deserved to be thrown out but still, why throw the elbow? Is it worth the risk? They only other complaint I have is that on certain jump balls, after the three second count and the referee's whistle, Doug will continue to grab the ball and often times his opponent will be shaking hands with the dust on the floor. Doug has not been penalized for this yet but the day will come when he will and it may cost the Lions a game.

Anyone who knows Doug realizes that he is a great guy with a good sense of humor. Often times I will kid him after a game about how bad he played and he will threaten to break my neck - all in fun (I hope!).

Doug is a very hot and cold ballplayer. In the St. Joe game he completely outplayed Steve Vassallett, who was on the All-Philadelphia (Big Five) Freshman team last year. The next game against Muhlenberg, Doug had his problems.

If there is any word to describe Doug it would have to be "hustle". Anytime a ball is loose on the floor Doug will dive on it in a very similar fashion to the way Howie Crow dives on a fumble on the gridiron. Doug is often asked to go the whole 40 minutes. This is difficult for any player but particularly tough for a center who must go from one end of the court to another.

Doug rarely gets in foul trouble which is a tribute to his defense. Possibly his intimidation play does work.

It is strange how Doug first got the opportunity to play. Last year the Lions were coasting along with senior Bob Semkow at center. Then one game Semkow got the flu. I, along with everyone else, though

Bob Gingrich would move to center and Dan Jones would start at forward. However, one of the players informed me that Scherr would be starting.

Here was a player who was starting JV and just suiting up for the varsity. He had no varsity experience at all. Dr. Renken decided to gamble and it paid off. He found himself with a potential four-year starter.

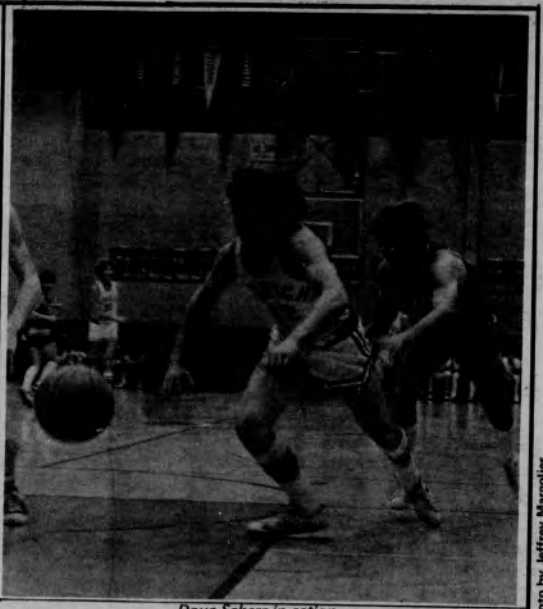
"If the Lions only had a big man, they would really be good." But you can't import a player who is 6 foot 6. He must have talent. Doug has talent and is capable of outplaying opponents taller than he is. The Lions managed to go 19-9 last year and came within one game of going to the national finals with Doug at center.

He gave a valiant effort in the heartbreaking loss to Bloomsburg. John Willis was a hell of a ballplayer, possibly and All-American. Doug did an admirable job before getting into foul trouble.

The loudest cheers in the Bollman Center last year were for Doug Scherr. I think they could be eclipsed this year if Ace Silknitter ever hits a bucket. No one expected anything from him. He came off the bench to do a hell of a job.

The year as a starter, he is the team's second leading scorer, averaging 13.6 points per game. He also has very few turnovers which is unusual for a big man who constantly handles the ball on the post position. This type of player is very susceptible to 3 second violations, bad passes, and the shuffling of the feet. However, Doug, using his good basketball sense, is able to avoid them.

All in all, Doug Scherr is an excellent game of basketball for the Lions. He hustles and is very aggressive. With more experience he cannot help but get better. With some smarter playing on his part, he could change the image of the small center.



Doug Scherr in action

Photo by Jeffrey Margopolis

Come Back After 3 Losses LIONS BEAT F & M

After their consecutive losses, the Albright Lions bounced back to defeat Franklin and Marshall 75-73. Leading the way for the Lions was Dan Jones, with a game high 32 points which included a basket with 6 seconds left to win the game. Doug Scherr added 19 points and 11 rebounds while Steve Miller netted 14. Junior guard Rich Binder while held to but 2 points, played an excellent floor game contributing 11 assists and 5 steals. His last assist was the feed to Jones for the winning basket.

While Albright will not be challenging for a playoff berth in the MAC Northern Division Championships this year, it has been an interesting season with a promise of many more successful seasons to follow, to review some of the past games we find: Opening up the New Year 13 January, the Lions dropped a pair of games. The first game saw Albright lose to a team they had defeated earlier; the Susquehanna Cagers turning the tables taking a 72-70 decision. Pacing the Lions was soph Dan Jones, team scoring leader who hit for 29 points, while junior guard Rick Binder added 15 points. The other contest saw the Wagner Seahawks take a 76-65 victory despite 24 points from Jones and 21 points from Soph center Doug Scherr for the Lions.

for 20 points, while Jones likewise contributed 20 counters and Scherr added 14.

The third week of January action found the Lions again taking 2 out of 3 games. The Bright opened by ripping the Drew Rangers 66-56, behind Dan Jones' 19 points. The Lions followed that up with an upset win over a tough Widner team 61-53; Jones again was the lead scorer with 24 points while Scherr added 10 rebounds. Rounding out the week, the Lions fell to the Moravian Greyhounds 65-63 after blowing a big lead. Doug Scherr paced the Lions with 13 points and 7 rebounds.

The last week of January and early February saw the Lions virtually eliminate themselves from the MAC North race dropping three division games in a row. Albright was downed by the Wilkes Colonels in the first contest 77-60, as the Lions never could get things going, though Doug Scherr was able to contribute 17 points and 7 rebounds and Rich Binder added 12 points and 5 assists. In the second game, poor shooting by the Lions allowed Juniata to gain a 73-69 victory, as Indian forward Don Williams netted 28 points and grabbed 11 rebounds. Scherr again led the Lions with 18 points and 10 rebounds; with Steve Miller adding 16 points, Rich Binder 15, and Dan Jones 10 points and 10 rebounds. The third loss was considered the worst defeat ever by an Albright Basketball team as Philadelphia Textile massacred the Lions 97-53. Textile controlled the boards outrebounding the Bright 63-26. Doug Scherr led all scores with 19 points while Dan Jones chipped in a dozen points in the losing effort.

The Lions are now 8-12 (2-7 in the MAC). This Saturday the Lions travel to meet the Lebanon Valley Flying Dutchmen in a return match. Earlier in the season, the Dutchmen took a 61-56 decision over Albright in the Albright-Invitational Tournament.

The second week of the year saw the Lions take 2 or 3 hoop contests. In the first game, Albright had little trouble in romping past new rival Kutztown State, 69-55. Doug Scherr led the way with 18 points and 11 rebounds, while Dan Jones added 16 points and Rick Binder 10. The second contest saw a low scoring defensive battle with the Lions on top of Delaware Valley 55-46, as Jones pumped in 19 points and grabbed 10 rebounds and Scherr added a dozen points and an equal amount of rebounds. The third game saw the Lions drop a heartbreaker in overtime to Scranton 80-77. Senior guard Steve Miller had his best night of the season hitting

PIZZA PUB
 8th and Elm (Across from Ludens') 10:00 - 10:00 375-1918
 Hoagies..... Subs..... Heroes..... Torpedoes..... Pizza
 ITALIAN COMBINATION SANDWICH \$1.00 - \$1.40
 HAM ON ROLL \$.90 - \$1.25
 With Provolone \$1.25 - \$1.40
 Cheese
 STEAK SANDWICH \$.90 - \$1.25
 With Provolone \$1.00 - \$1.40
 Cheese
 FRESH DOUGH SICILIAN PIZZA
 Small, 9x12 \$2.45 .35 (extras, i.e. mushrooms, pepperoni, etc.)
 Medium, 10x14 \$3.05 .50
 Large, 12x16 \$3.85 .70
