

THE ALBRIGHTIAN

ALBRIGHT COLLEGE

READING, PA.

MARCH 5, 1982

MDA Marathon Exceeds \$6,000 Goal

It was Sunday, February 28 and only four hours and fifteen minutes remained in Albright's third annual Muscular Dystrophy Association dance marathon. This seemed like a short time to acquire the \$1,500 needed to reach the goal of \$6,000. In the end, the Albright community rallied around the flag to raise the final tally to \$6,613, better than \$1,000 higher than last year's total.

This comeback seems incredible at first glance, almost dishonest, but a number of last minute donations did the job. Foremost of these was the Campus Christian Fellowship (CCF)-sponsored sacrificial meal to be held at dinner on March 4. The student body's support of this idea was well expressed as CCF was able to donate \$500 Zeta's spaghetti dinner (at the Nativity Lutheran Church) pulled in a sizable \$150 and the last minute popularity of the ice cream booth (a source of dinner for some students) also contributed to the final surge.

Naturally, the biggest contributors to the MDA cause were the dancers and the 23 booths set up in South Lounge. According to Marathon Coordinator Jeanne Anne McAllister, the yearly event is really growing. This year, 98 dancers participated (bringing in a sum of \$2,500) compared with 18 dancers two years ago at the first marathon. Ninety-two of the participants were able to finish the grueling 48-hour ordeal. Laurie Hopkins and Mary Henik won first place honors, raising \$324.01 among friends and neighbors at home. The number of campus organization-sponsored booths has also grown significantly in the last three years. Coordinating so many efforts is one of the most difficult parts of the marathon, McAllister stated, but was well worth it considering the booths amassed \$3,000.

Based on last year's costs, SGA allocated \$1,200 to be used in obtaining materials and providing publicity. Committees were



The End The efforts of dancers, campus organizations and loyal supporters came together to help lift the MDA Marathon weekend total to over \$6,000. Ninety-two of the ninety-eight dancers were still on their feet when the marathon concluded on Sunday night. Photo by Wade Petriak

formed to comb the Reading area, seeking donations of food and drink for the dancers during their breaks. Because there were so many of them, and they had seven breaks a day, donated supplies were insufficient for this task. Some food was bought and Mr. Jackson who was awarded at the closing ceremonies for his help, filled the remaining nutrient gaps.

Bluestone's All You Can Eat, while contributing to its own publicity, was also a major influence on the success of the marathon.

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Brockman Assumes Responsibilities Of Career Development And Placement Office

by Cara Romasco

The recent departure of Randy Miller, who was the Director of Career Development and Placement, in addition to his other duties, has been the cause of student concern. The vacancy of this position prompted Dean Vandersall and Dean Scullion to briefly assume Miller's responsibilities, but to provide the best possible assistance to students with career concerns. Ms. Judy Brockman has been hired on a part-time basis to maintain the strong career development and placement program at the college.

Ms. Brockman completed her graduate internship here at Albright. While working with Dean Scullion, she assisted with various types of counselling, including career counselling. In May, she will receive a Masters of Education degree in counselling and higher education from Kutztown State College.

The typical situations Ms. Brockman handles in her new position chiefly entail working with juniors and seniors and advising them about their career-related concerns. Presently, she

is working on acquiring internships for students in their major areas. She spends a great deal of time meeting with corporate recruiters and trying to place students with them. Ms. Brockman is also in charge of coordinating the Nursing Career Day, which will be held on March 5. Approximately 39 hospitals will be sending representatives to meet with students anticipating a career in nursing.

It seems that Ms. Brockman has her work cut out for her. She is involved in re-organizing the magnitude of career information which seems to be scattered all over the campus. The main

bulletin board inside the Counseling Center has been established as the place where all lists and notices for part-time jobs, graduate school opportunities and internships can be found. She feels that a problem of the current system is the unavailability of consistent information to the students. Eventually, Ms. Brockman would like to assemble a career library and possibly help develop a Career Development Center, very similar to the Counseling Center. She feels that such a center is necessary and would take some of the strain off of

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It was three days and nights of eating, drinking, gambling, and plenty of dancing. See photo spread on pages ten and eleven.

Photo by Alan Koontz

Editorial

Lessons Are Never Learned

How would you react if you were paid \$.40 an hour to work in a field all day? Would you be angered if your employers' profits were realized several thousand miles away, never to benefit you? And suppose you were offered a chance, albeit modest and questionable, to rid yourself of the people who have taken your land and virtually enslaved you. Well, you'd be foolish to subject yourself to these miserable conditions, and you'd probably revolt in any way you could. This is the situation in El Salvador, where workers have reacted angrily to American corporate dominance and military horrors. They're turned to Cuba and the U.S.S.R., two nations whose economic systems have serious faults but ensure some semblance of equality. And while the actual assistance offered by the Cubans and the Soviets is in dispute, one thing is certain- President Reagan is eager to waste millions of tax dollars, and possibly untold lives, to keep the people of El Salvador in poverty.

A great many people are unaware of the underlying reasons for American involvement in El Salvador. Some see it as another political/ideological battleground for Soviet and American interests. Others view the revolutionaries (who are really nothing else than workers) as troublemakers; they see a quick military fix (like that of Vietnam?) as the only solution to the uprisings. But the real story is that American-made weapons are being used to slaughter children, clergy leaders, and laborers alike. This is where cham-

pions of the capitalist cause start shouting that the guerillas in El Salvador are being generously supplied with communist-made weaponry. But only government-originated evidence seems to show this, as Catholic leaders, Amnesty International, etc., have witnessed very little infiltration of Cuban arms. And even if our political leaders are telling the truth for a change, is it wrong to assist 99% of a population's struggle to gain decent living standards from a handful of industrialists, most of whom don't even know what El Salvador looks like!

Polls showing less than 10% of the American people to be in favor of military intervention in El Salvador sharply contradict with recent policy- one that has sent hundreds of advisors to "advise" the military junta. Also, scores of religious leaders have urged Reagan (supposedly a devout Christian) to allow peace to exist in El Salvador. And it most certainly would, if workers were treated and paid as decently as Americans wish to be. Finally, since America's interests in El Salvador are even stronger than they were in Vietnam (i.e. more economic and less ideological), don't be surprised if Reagan sees nothing less than partial military action as the best vehicle for keeping the workers of El Salvador "in line." More than 57,000 young men died in a war that was fought 10,000 miles from home. Who knows how many lives will be wasted to fight a war with even more selfish and barbaric causes, but only 3,000 miles away?

-Nick Gugie



THE ALBRIGHTIAN

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Letters

The opinions expressed in the following letters do not necessarily reflect the opinions of The Albrighian.

During the month of February, the Albright food service, headed by Mr. Robert Jackson, sponsored two "special" dinners. One such meal was the Valentine's Day dinner, and the other was Country and Western night. On each of these nights, a five band was present in the cafeteria. These bands, though they add a bit of atmosphere to the meal, must be looked at from a viewpoint of practicality.

First, any atmosphere that was added to the meal was more than cancelled by the overly swelled line, created by the stage's presence in the middle of the cafeteria. Not only did it take a long time to get into the cafeteria, but getting out was equally difficult.

More importantly, however, was that these bands were paid for,

to quote Mr Jackson directly, "From the food service budget," the same budget that pays for our food. This money should have been used to upgrade the quality of our food instead of paying for live entertainment.

I don't know if these "fun" nights were the brainchild of Mr. Jackson or whether he just organized them under the impetus of administration, but frankly, someone has to decide whether we want occasional live entertainment or good food. Not a penny should be spent on live entertainment because to put it bluntly, Mr. Jackson's food sucks eggs.

Respectfully,
Mark Liwoch '84

Dear Editor,

At this time, I would like to address articles regarding the status of the alcohol policy which appeared in the *Reading Eagle* and *Reading Times*, March 2 and 3.

The initial article in the March 2 *Reading Eagle* used survey information published in the February 28 issue of *The Albrighian*. Once the *Reading* press had the information, Dean Vandersall and I tried to clarify what was fact and clear up any rumors.

Personally, at this point in our discussions regarding alcohol policy, I feel it should have remained the business of the college, for

up to now our discussions involved what direction to take regarding a change in policy and have not resulted in a definite proposal. The college has been very open and honest in its dialogue regarding alcohol. Any change, although it will not encourage alcohol use, will allow for the of-age (21) individual's right to choose. The change would be patterned after the state law regarding alcohol.

Thank you for your time,
Sincerely,
Brian Stello '82
Chairperson, Student Government Association

To the Albright Community:

Where were you when we needed your support? Where were you when you could have donated your time to a worthy cause rather than to Jack Daniels or St. Pauli Girl? More important, why did you go home when there was something really going on on-campus?

This is the third year that Albright sponsored a dance marathon, and the third year that I supported it with my own time and money. I am now an alumna and went to school to support this charitable event. And what did you do? You left campus, deciding that another weekend with your hometown honies and high-school cronies was better.

Enough lambasting and waste of my energies bailing you guys out. You know who you are. I also want to yell at the professors,

faculty and administrators who did not come out to support their students by not cheering them on or donating spare change or, of particular importance, adjusting exam schedules so that they did not fall the week after the exhausting weekend.

However, I applaud each and every one who worked to organize, support and dance for muscular dystrophy...every booth-tender, penny counter and every swollen toe and aching knee.

I'm proud to have tried to accomplish the feat of a dance marathon a third time. I gave all I could. If you were not one to support the cause this weekend, it's never too late. Fighting muscular dystrophy and any other disease or disorder is a constant effort. Give now.

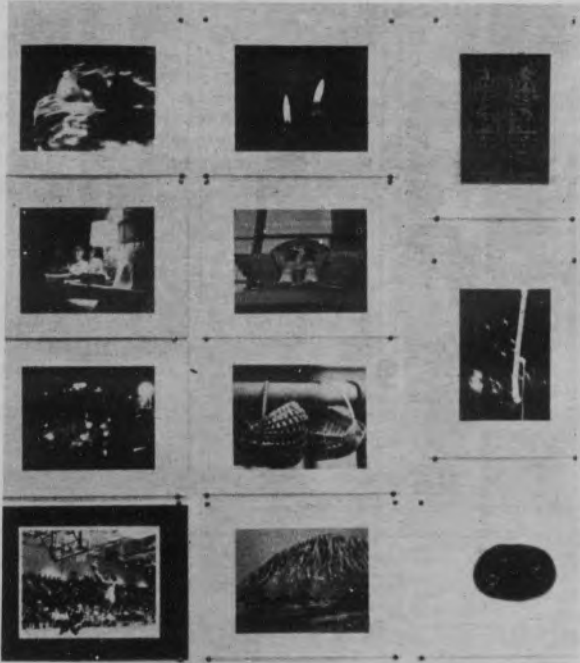
Cheryl Stocks '81



Commentary

The Artistic Ghetto

by Wade Petrilak



Webster's Dictionary says that art is "human creativity." But a question arises: Is one kind of human creativity better than another? A walk through the Student Art Show in the Freedman Gallery would suggest that photography is not on the same creative level as other, more established forms of art.

Photography is no less an art form than painting or sculpture, yet it has not been afforded the same exhibition privileges as these other works. While other entries in the Student Show are separated and highlighted, the entire collection of photographs is crammed into an area roughly 4 feet by 30 feet. The thirty-odd prints are so tightly positioned that some are literally bumped against each other. The paintings on the opposite wall are spaced apart and arranged in such a way as to give each painting its own undistracted and individual presence. Their photographic cousins are jammed into rows. The final insult can be seen at the far right end of the photo display. When the gallery installers discovered they had two extra feet of hanging space on the backboard, they decided to hang several small drawings rather than use this precious little room to spread the crowded photos a bit more. And so the gallery does not even give the photogra-

phy exhibit its own distinct area of display.

Albright College does not have any kind of major concentration in either art photography or photojournalism. The courses that are offered are limited by facilities and lack of full time instructors. But Albright is a liberal arts institution and claims to regard the ability to think and reason its most profound aim. It is unfortunate that students' ideas about art are dictated by the bigoted notion that certain artistic media make better art than others. Creative expression can manifest itself in endless ways, none less valid than any other. To proffer the belief that photographs reveal nothing about the world around it and our perceptions of it is a dangerously narrow dogma. Hands that hold a camera and the mind's eye that chooses the image and commits it to film create no less a work of true artistic expression than any sculptor working in stone.

Not every photographer is an artist nor will ever be one. But there are those truly perceptive individuals in whose possession a simple camera can become a great instrument of seeing. It is a crime to think that this or any method of creativity can be so easily dismissed as art of the second order. Photography is as much an art form as both painting and sculpture. It is unfortunate it could not be treated with the same respect.

Financial Aid Forum Draws Concerned Students



Lauri Bechtel and Jack Miller want students to write their congressmen to protest federal budget cuts. Photo by Wade Petrilak

ued Thursday and Friday from 11:00 a.m. to 5:00 p.m. in the Campus Center. There was a turn out of 150 students who participated in the letter writing program. Shelia Angst commented that about 200 letters were sent out by Friday. Students are urged to keep writing to fight for their right to financial aid.

Ms. Angst also commented that these cuts in financial aid could affect at least 965 awards to Albright students. Aid comes through Pell (Basic) Grants, Supplemental Educational Opportunity Grants, College Work Study, National Direct Student Loans, and state grants under the State Student Incentive Grant program. Presently, Albright administers in excess of \$4.5 million in various state and federally-funded aid to approximately 85% of its 1400 students.

On the subject of graduate schools, Ms. Angst commented that about 35% of our seniors who plan to enter graduate or medical schools next year face the elimination of graduate borrowing through the Guaranteed Student Loan Program. She added that the capable and qualified students that are denied access to graduate schools, due to lack of funds, may jeopardize the stability of our country. She stated that our future rests in the brains of America's youth.

Steve Stine and Rhonda Browne also spoke at the program about what financial aid means to them. Rhonda Browne advocated her right to financial aid by telling of her hard work at Albright and saying how unjust it would be to not be accepted to a graduate school because of lack of funds.

It is strongly suggested that all students who are concerned about their education should write to their senators and representatives.



President Ruffer believes the Reagan budget cuts will hamper access to a college education. Photo by Mark Tafuri

By saying that it is an infraction of your rights as a U.S. citizen to be denied a proper education because of lack of wealth, you may sway the proceedings in Washington. During the first two weeks of March the Senate and House of Representatives will decide whether to keep the financial aid

programs going, or to throw them out.

WXAC

91.3 FM

By Dennis Moore

On Wednesday, February 24, a discussion of the proposed reductions in President Reagan's budget through 1983 was presented by the Financial Aid Office. It dealt with students' ability to receive financial aid and consequently the budget cuts' effects on students' education.

Students were urged to write to their state senators and district representatives and state their views on the cuts in financial aid, urging their congressmen to vote against further recessions, and to support the 1982 reconciliation budget levels for student aid programs. Students were also urged to encourage their congressmen to

vote against the massive 1983 budget cuts in student aid programs. These cuts would reduce the programs by 50% and eliminate access to higher education for many students throughout the country.

Among the speakers at the financial aid forum were Director of Financial Aid Shelia Angst and President Ruffer, who, in a recent letter to Albright parents, expressed his concern over the impending legislation. "President Reagan's 1983 1984 budget proposes a significant change in direction regarding access to higher education which I believe to be contrary to the best interests of the nation," he said.

The financial aid forum contin-

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Greeks Visit Atlantic City For Inter-Fraternal Conference

Last Friday, representatives from Albright's social fraternities and sororities, along with Dean Dale J. Vandersall, participated in the Northeast Inter-Fraternal Conference, held in Atlantic City. This weekend event, attracting over 800 students from Michigan to South Carolina (compared to just 85 last year) featured lectures, speakers, and workshops. The students who attended the conference were: Mark Burton (Pi Tau Beta), Brian Denny (Zeta Omega Epsilon), Jeff Joyce (Alpha Pi Omega), Mike McLaughlin (Tau Kappa Epsilon), Mary Houck and Maureen Cahill (Phi Beta Mu), Debbie Stocks and Joanne Pippin (Pi Alpha Tau), Laurie Zern and Connie Oxenreider (Delta Chi Upsilon), and

Kate Emenheiser (Chi Lambda Rho).

The weekend's events commenced at Friday's dinner, at which T. J. Schmitz, executive vice-president of TKE, spoke on "Striving For Excellence." Saturday's and Sunday's activities included talks on improving fraternity structure, leadership, community service, and several other topics. Albright's fraternities won an award for having the best fraternity system among Eastern colleges with six or fewer fraternities. Of course, the 11 students and Dean Vandersall did not forget to visit Atlantic City's casinos, making the weekend one of both business and pleasure. Mike McLaughlin, TKE president, said, "It was beneficial as well as a

good time. I hope it will inspire our inter-fraternal council to become more active." Phi Beta Mu corresponding secretary Mary Houck added, "It was a good weekend. We met a lot of people, learned a good deal, and had a good time."

It was generally felt that the conference was quite successful, and the students feel it will inspire more cooperation and activity among Albright's fraternities and sororities. Dean Vandersall (who inadvertently left the fraternities' award in his hotel room!), summarized the weekend: "There is no single event on this campus that involves more people in a meaningful service-oriented experience. Congratulations on a job well done!"

SGA Report

The Student Government Association finds itself continually active in campus affairs, and feels the student body should be kept informed of its decisions and concerns. In an effort to better communicate SGA's business to the campus at large, *The Albrightian* has allowed it this space.

The following items of business were discussed or decided upon during the meeting of March 3, 1982:

1. All-Campus Day has been set for Saturday, May 1. Two bands—High Strung and Baxter—have been tentatively scheduled.
 2. A concert committee will be formed to present Crystal Ship to the Campus on April 22, the first night of Spring Fever Weekend.
 3. SGA elections will be held April 27 and 28.
 4. SGA, through the action of Doug Sprague and the Academic Standing Committee, saw a proposal to change the grading system to a +/- system tabled.
 5. SGA was informed that the Q/NQ system is in the process of being changed to one that would allow six Q/NQ choices above those courses that are only Q/NQ. The grade option will be preserved in some way.
 6. SGA will begin research on the library—it's funding, hours, book selection, and procedures.
 7. The IDS requirement was reduced to one course per student, and it is retroactive for all students.
 8. In conjunction with the financial aid office, SGA will sponsor a Call-Your-Congressman Day, Wednesday, March 10, in association with a national effort to stop cuts in financial aid.
- Anyone wishing to comment on these items or any other business should respond to campus box 110.

Brockman

continued from front page

the Counselling Center's need to perform career counselling as well as personal and academic counselling. Currently, however, time and space are hindrances to this project.

Ms. Brockman is concentrating on increasing her contact with faculty and students. She is involved with more than the mechanics of her job, and has a definite interest in the students. Ms. Brockman describes Albright

students as friendly, helpful, bright and motivated. In fact, this motivation is what helps students as do well in the very competitive job market.

Ms. Brockman's office is presently located in the Counselling Center. She is available to meet with students, on Tuesdays and Wednesdays from 8:30 a.m. to 4:30 p.m., and on Fridays from 8:30 a.m. to 3:30 p.m., to discuss any career-related concerns or interests.

Have Something to Say?

Advertise in . . .

The Albrightian

Krause Receives Unwelcome Visitors

by Hedda Schupak

On Sunday, at about 8:30 p.m., Albright Security received a call concerning some intruders on the third floor of Krause Hall. Upon receiving the call, the security office immediately dispatched two men to the scene, where they saw four trespassers trying to get into the lounge. The intruders saw Security coming, and tried to escape. One succeeded, but Security apprehended the other three. The three refused to give the name of

their friend, at which point the Security officers called Security Director Stratton Marmarou at home. He told them that if the interlopers did not cooperate, they (the officers) were to call the Reading Police Department. When the Reading police arrived, they arrested the intruders.

The five girls who made the call to security were asked to give their version of what happened that evening. They said they saw the four trespassers roaming the hall on the third floor, trying doors. The girls stopped the

"visitors" outside room 318, and asked them why they were there. The four said that they had been invited by the girls in 318, but they could not give a name. One of the residents questioned claims that the interlopers were feigning drunkenness. She says she knew they were faking because she overheard one of them saying "She thinks we're drunk."

There has been no repeat of the incident, and Marmarou praised the Reading Police Department for responding so quickly to the call.

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RAs Investigate Court Fire Bills

by Kim Coles

The issue of Albright Court's newly installed fire alarm system, and the dorm damage bill that resulted from the equipment being tampered with, continues to create controversy. As the school year progresses and the dorm damage bill increases, the issue is becoming of the utmost concern to the students directly involved,

the residents of Albright Court. They express concern over the cases of the charges and fear that the total dorm damage will be at the end of the year.

Jim Cunningham, second floor RA, expressing the view of many of the concerned students in Court, says that the students have many questions concerning the fire equipment damage bill that they would like answered. They feel

these questions have not yet been answered to their satisfaction. One issue in question concerns the amount charged to the building when a fire extinguisher cover is broken. So far this year, the dorm has been charged \$1600 for damage to eight of the covers. In particular, they question why they are charged \$200 each time a cover is replaced when the cost to the school for replacing one is only \$51. According to Christina Nye, any damage to fire equipment results in a \$200 charge to the dorm, which is to serve as a deterrent against further damage. Furthermore, she points out that in the past, if the student doing the damage was caught, he was charged only for the replacement of the damaged structure. However, this policy may be changing in the future so that the student who is caught will be charged the \$200 amount to serve as a more effective deterrent.

Cunningham believes that students are taking measures to prevent damage to the fire extinguisher covers. He points to the incidence of a cracked (but not broken) cover that was taped by some of the students to prevent breakage. They later found that the cover had been replaced and that the dorm had been charged for the replacement. The students

START

MEDICAL TECHNOLOGY CAREER NIGHT

On Wednesday, March 10, at 6:30 in the South Lounge, the following alumni will speak on their jobs in medical technology.

Marion Bashore—Med. Tech. Microbiology—Reading Hospital and Medical Center

Sandra Luppold—Clinical Technical Rep.—Difco Laboratories

Carole Robb—Med. Tech. Chemistry—Paoli Memorial Hospital

Jean Wade—Ed. Coordinator—St. Joseph Hospital

Monica Xander—Assist. Chemistry Supervisor—Paoli Memorial Hospital

PLAN TO ATTEND THE MEDICAL TECH. CAREER NIGHT
(Sponsored by the alumni office)

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DSA vs. Residents Is There A Problem

by Jim Derham

Virtually everybody who is acquainted with the Day Students Association (DSA) will describe it as being "close." Following this, however, the agreement ends. Some students will claim that the DSA members are "anti-social," "clique," and "not involved enough in campus activities." DSA members would respond that they are "family-like," the victims of "prejudice," and that even at that, such "problems are greatly exaggerated."

In the first conversation with Brian Stello, a former member of the DSA and the current Student Government Association president, he said that the day student-resident relations have improved much in the past few years and that students are now in a "feeling out" period. He does believe, however, that the day students tend to spend too much time in the Pine Room, which is located beneath Selwyn Hall and is the traditional meeting place for those in the DSA. Stello main-

tained that with the exception of attending classes, many day students' "whole existence is the Pine Room." However, he accredited any differences between day students and resident students to the fact that, "both groups are made up of different people and they will always have different concerns."

Charles Bogdan, president of the DSA, described the Pine Room as "a place for day students to go where they can feel like part of the Albright community." In response to the allegation that the DSA is anti-social, Bogdan laughed and said, "That's false. We're very close-knit, but in no way exclusive."

However, in a second conversation, Brian Stello claimed that last year he had encouraged greater involvement in campus activities among DSA members. "Some got offended, I guess," he stated. Stello did not rejoin the DSA this year. "A lot of them consider me a traitor," he added. Stello did wish to stress that he has no problem with the DSA as an organiza-

tion. He described it as being "close knit and well organized," but that he does have "some conflict with some individuals."

Thomas Shope, the DSA's Student Government representative, stated, "I have no personal problems with Stello, but others feel that after being very involved in DSA he then moved on to SGA and the CCB (the Campus Center Board). People feel that maybe he's given up. Personally, I think it's his own business. If he wants to be a member, fine. If not, fine."

In reference to the possibility of day students' being anti-social, Shope admitted that "A lot of the day students spend most of their time in the Pine Room and the Sub, and don't really mingle." However, he also pointed to the fact that "Some DSA members are resident students. What's more, we have a lot in common."

The problems which could arise from a campus government organization, such as the DSA, being a clique is that students could become hesitant about joining and



The Pine Room in Selwyn Hall is the headquarters of the DSA.

Photo by Wade Petrilak

thus be under-represented. The DSA representative is the commuting student's only form of representation to SGA, and one must be a "member in good standing" (which entails the payment of five dollars in dues) in order to vote for the representative. Shope, however, points out that one must not be socially involved with other DSA members in order to vote. Furthermore, he said, "Non-DSA members can approach me personally with their opinions, al-

though not many do."

Only one of the DSA members interviewed ever encountered a direct day student-resident student conflict. Thus, open confrontation is not the problem. However, there does exist an anti-day student attitude among some resident students. This is the problem, and one which should be addressed for the sake of a more unified Albright College.



The Freedman Gallery is exhibiting student art through March 7.

Photo by Doon Chulpaiboon

Art Show Exhibits Students' Best Works

by Gail Hansen

If you haven't gone already, go see the Albright Student Art Show! You only have until March 7 and it is well worth your while. Art professor Harry Koursaros says he was "Very pleased with the show. It does credit to the students who are exhibiting and the art program on campus." In another raving review, art professor Tom Watecke adds that "All those involved should be proud of the exhibit—it's of high quality." Also, Watecke was encouraged by the large number of entries by the art concentrators. He said that Albright has "Very strong art majors. It's nice that the art concentrators made up a large percentage of the show; however, I wish that students who have taken courses

in past years would have exhibited some of their fine work." Judith Tannenbaum, the gallery director, said that all those involved were very dedicated and that from creation to display everyone was committed all the way. She was very pleased with their eagerness to lend their time and energy for hanging the show.

Students made up a large percentage of the viewing public. Koursaros said that the turnout was "Very, very good. Students are very interested in what other students do, more so than special exhibitions. Whether they make the objects or not, they identify with the other students - To them it's more reachable. The goal is to get everybody engaged in a creative act." Furthermore, Watecke said student body enthusiasm was sizable, "it's nice to see other students curious and supportive. Students spend a lot of time viewing the works."

The standouts are the sculptures accompanied by an extremely diverse array of clay pieces, ceramics and paintings. The boomerangs add a unique, asymmetrical balance to make the show eccentrically original. The weakest areas, as far as depth and diversity are concerned, were graphics, drawings and photography. This is probably due to the fact that the photography and drawing classes were not prepared for the show at this early date. Come and experience all the ritual of a professional exhibition enhanced with the creative aesthetic display of your peers.

Taking Chances

by Kimberlee Crawford

Pirates
Rickie Lee Jones

Pop radio music has bled its sticky poison from overplay over the airways so that what once was listenable has filtered into predictable pre-packaged noise. Acts signing record contracts like ABBA and Neil Diamond must not only fit the confectionary standards of the Top 40, but must also be physically attractive and have an image and personality which the public will emulate. Many of Australia's new "In" acts like Air Supply, Rick Springfield, and Olivia Newton-John fall prey to the standard. Every gimmick from Devo's plastic J.F.K.-style hair to video disc productions by performers-turned-actors are sold as souvenirs and "new ways to experience musical acts." Patrons who support this marketing approach aren't buying music anymore. They're deluding the quality and originality of albums with each new related purchase.

There's no need to resign to a life of oldies on the stereo and a permanent dial location at KYW news radio. *Pirates*, by Rickie Lee Jones, is an exceptional work and a terrific alternative to the popular singed and sophomoric sound we hear from "funk boxes" and teen boutiques.

Rickie Lee debuted in '79 with her stirring album named after herself which was publically and critically applauded. One cut from this album, "Chuck E.'s in Love," hit the charts with the street-talk lyrics she has carried over to *Pirates*, with creative improvements. The beautiful child-woman tone of her strong voice ignores stuffy standards and forms her own updated "scattin'" sound. She makes vocal leaps on *Pirates* and worries less about the crowd-pleasing vibrato which perverts the unruffled, wispy-lispy sound which is her own. Weaned on be-bop and blues, she sneaks around that jivey

cornerstone to her own personal breezy melancholy. As a songwriter, Rickie Lee lets us see a backstreet world of movement and meaning:

"Once Johnny the King made a spit ring
and all the skid kids saw a very, very proud man
and he examined here in his finger
and she lay there like a baby in his hand
and climb up the rooftop docks
looked out on the crostown seas
and he wraps his jacket across her shoulders
and he falls and hugs and holds her on his knees"
-We Belong Together

Each song has the character of individualistic ecstasy, hysteria and resolution. It's jumpy, snappy, yet disturbing with the tremor of a howling grey gutter. Some instrumentation is sassy with enthusiasm like *Woody and Dutch* and some quakes with a timorous heat like *Traces on the Western Slopes* with sensitive improvisation which is constantly aware of lyrical travel.

Rickie Lee is eccentric, non-commercial and unafraid to leave America's present musical dustbowl. She gives the listener a hint of music's ambulant self:

"but who's qualified to retrieve
the soul's enduring song?
from the grottos of her eyes
and the clashing of the stars—
who's the thin thread of light
that keeps you strangled in the scenery
that follows my voice—
can you see me?
then follow my voice"
Traces of the Western Slopes

Her cache-cache moodiness and sidewalk wisdom brews the best sound in any neighborhood.

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Dr. James D. Reppert

He Stresses The Importance Of Individuality



"If you look in my high school year book I put down teaching as my goal, maybe even...dream...dream...dream a professor."

Photo by Alan Koontz

Junior Brian Belson speaks candidly with Dr. James Reppert, professor of English, about his experiences before college and as an Albright educator.

by Brian Belson

BB: How long have you been a teacher?

JR: "33 years."

BB: How long at Albright?

JR: "30 years."

BB: What other jobs have you held, other than teaching?

JR: "Well, other than teaching elsewhere and tutorial work I hardly know where to begin, truck driver, I worked in the music business doing repair service and sales of juke boxes. I worked on a farm. I worked on a construction crew in Texas until attending Wisconsin University. I guess one of the more interesting work experiences was Bethlehem steel. It had a big impact on my life."

BB: Was there something at Bethlehem Steel that triggered your labor beliefs?

JR: "I was raised that way, my whole family were laborers. Those early labor struggles were for the basic social legislation that you grew under. The idea was to feed people enough food so that they wouldn't drop dead from starvation, very direct, for very extreme cases. Over the years it's grown into a vast bureaucracy indeed. I grew up in that atmosphere, so organizing labor, here and in the south, was a very natural development."

BB: When did you start to read as heavily as you now do?

JR: "My father had a news agency. In those days there were three loads of different daily papers. We got 36 at our store. From the time I was 11 until I went to Bethlehem, at 17, about six years, I had a newsstand, my father set me up and I also had a big downtown route. I made pretty good money. What it meant in terms of my readership was that I learned to read standing up, and fast. Now I did read junk, I read anything, it wasn't censored or selected. So I think this is good, it shows unrestricted reading. The second thing it did was that since I had to go to work, I passed the Allentown Library twice a day. Well, I took to stopping in the library. I would jump in there and catch some books. By that

time I liked to read, I read all the junk that they had. Like most widely read people I know, I had a wide background in junk. Parents ought to know this, if you want your children to read, and love to read, make sure they have loads of junk to read. Anything, what's important is to get the reading habit, you will quickly find enough "good" books. I've been a reader ever since."

BB: Did you have a mentor to guide your reading, perhaps your father?

JR: "My father was illiterate, I'm the only person (in his family) to go to high school. I liked school, I always did. It seemed to me such a comfortable relief from the realities of street life. A lot of times it was rough going, stand in the rain, you didn't have a nickel. I liked school because it seemed to me that teachers were nice people, they didn't know from nothing. As far as reading they were hopeless, they wouldn't know a book if they fell over one. It was a nice, safe, warm refuge, and in there, here was these incredibly naive people who didn't have the faintest idea of the real world."

BB: At high school was your poverty a burden?

JR: "No, that's one thing that's interesting about the 30's, it was a great leveler. There was no disgrace in being poor, everybody was poor. People were more helpful, nobody had anything at all, everyone shared."

BB: Where and how did you arrive at your definition of a teacher?

JR: "In a combination of ways. I liked school. I liked to listen to these delightful old ladies and these dear sweet old crocks just moaning on. I didn't believe a word they said, you know, but I liked them none the less. I had a paper route, for example, in which I would deliver papers to the hookers, the hustlers, the whores, and I practically lived in that pool room for a while. Every kind of drifter and guys that sold phoney watches would come in. It's that world that I compared to the world presented in school. It wasn't unkind, I wasn't mugged or beaten. I was well treated. They teach you real life skills. If you look in my high school yearbook I put down

teaching as my goal, maybe even...dream...dream...dream a professor. It seemed impossible to me that life could be so kind that you could sit around wearing a white shirt and get passed for reading books. I'm not sure I believed it, nothing could be that good, that people would pay you to read books. But I said "that's for me."

BB: Did you go into the Army right after high school?

JR: No, I started college when I was 17. I worked at the mill and got enough money to buy me a year of education. I started at Muhlenberg College because of our immigrant family, none of whom had been educated. We all, including my hick self, we were so dumb and green we actually thought that you had to go to the University of Michigan and I remember saying, 'Boy those people that live in Michigan, they're lucky, 'cause they can go to Michigan and I have to go to Muhlenberg.' Well as it turns out, Muhlenberg wasn't a bad school, but it's incredible to you that anybody could be so green."

BB: Didn't you have guidance counselors?

JR: "No. Well if they had them I never saw them. Nobody ever did any guidance counseling with me. Probably if they had I would never have been able to get into college because the prospects didn't look too good. I had to pay my own bills. We didn't have any money, in fact we were in debt. I made enough money on bootleg steel, because the Navy had built open hearth blast furnaces and we were supposed to be making electric ship channels. We did, but we worked overtime, using the Navy furnaces, and made construction steel that we sold bootleg by the ton. I got paid by the ton, not the hour. That meant I could make 95 dollars a week. Now, the average wage for a man out of the central labor pool in the mill was for starters, like myself, \$22.50 and for an experienced worker who might have been there a while might be as high as 37 dollars. So that will give you some idea of what that kind of money was. We took no lunch hour, because we were making too much money to sit around and eat and they ran, ran on the job. When you're paid by the ton, how much you can ship out fast without getting caught, you run. We made a bundle and that's how I got to college. But I don't think any counselor would have recommended it, you see."

BB: What was your major at Muhlenberg?

JR: "Well I thought to go with the flow as we say today. It seemed to me that I didn't care what my major was, and I'm genuine in that. Well for one thing I wouldn't have known. I was too dumb probably. But it did seem to make sense to me to go with the strength of the school and the best people, go and study

with them, and then whatever that added up to, that's your major. So I wound up majoring in German: That being a somewhat German area and Muhlenberg is a Lutheran College, the first in the U.S. and proud of it. They had some pretty heavy-weight German-type scholars in there. So that's what I did. I was a German major. I never did major in English. Never. Probably a good idea; you can always read in English. Of course we didn't have the type of language courses you have. There was no conversation, no tape, of course they hadn't been invented yet. It was all reading. So that's very limited. On the other hand, I'll say this for our instructors, they certainly had us reading. We read German newspapers quite glibly, and our reading rates got up to about 22 pages an hour. We read a lot. The emphasis in college was, before the war, chapel every day and bible study was required. It was sort of an elm-shaded, very quiet, small place. Of course, after the war it was totally different. A great kind of education. A lot of attention, we read all primary texts, all in original language. We read latin in latin, greek in greek, and read German in German."

BB: Were you at Muhlenberg for only a year?

JR: "I was there, actually I was drafted in my sophomore year, then 3 years in the army, then I came back and finished there."

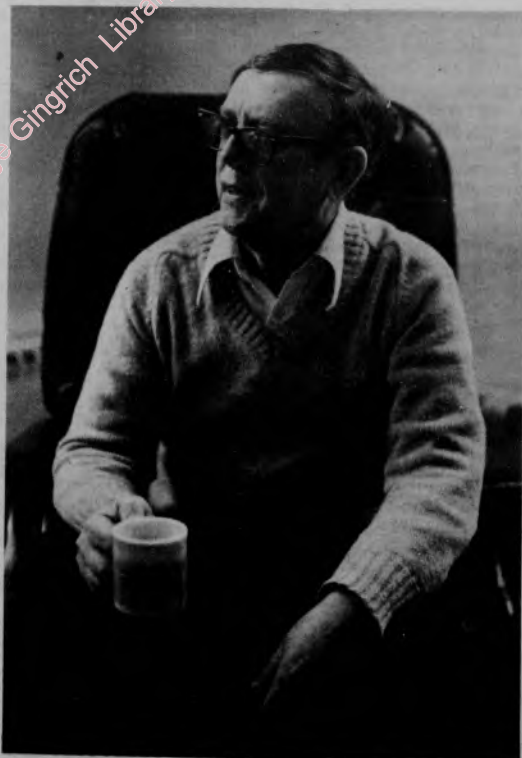
BB: Did you have any reservations about fighting in the war when you were drafted?

JR: "None whatsoever, but the only thing I was worried a-

bout was that it would be over before I got there."

BB: Full of Patriotism, correct?

JR: "No none at all. I don't know what you would call it, but that word has been so bantered about, it makes me nervous. It doesn't really represent the mood we were in. I genuinely thought we were under attack, I really did. And, I don't know how much of this you know, but the Japanese had hit us in the Atooi Islands, and were on their way into Alaska. We thought, at any minute, they were certainly going to succeed in taking Alaska and cross our Northern border and be down on us. There was nothing to stop them, just big empty space. Well, then the Japanese with mini-sub appeared, and came into San Diego harbor, shelled the oil refineries; and set them on fire. All this happening after we had taken our lumps at Pearl Harbor. And after we were losing everywhere you turned around, I'm looking at this and I think — maybe next week the West Coast would go down or, we were more concerned or worried about the attack from the North. (Pauses) I was afraid they'd get there before I would. 'Hurry Up, Do Something! The country's falling apart. We are losing the war! We are under attack, this is terrible!' So I never had any moral scruples about it, but I'd be very reluctant to say I was a big patriotic John Wayne-type of guy—I was scared. It wasn't that I felt heroic about it. You might possibly feel the same way — You don't especially want to go into a war. Also the propa-



"I was a German major. I never did major in English. Never. Probably a good idea; you can always read in English."

Photo by Wade Petrilak

Reppert



"I've always kept five or six things going at once. I've done that since the newsstand days." Photo by Alan Koontz

ganda about the "Yellow Devil" was pretty effective. It looked like the Japanese were terribly powerful."

BB: *Has the atmosphere at Albright changed?*

JR: "Oh sure. How could it not, the school was smaller. Not that people change all that much. I always liked being around young people, I think it's good for you. They are terrific, I like them enormously. They keep you fresh, alive, and on your toes. So, I like people today, but then I liked them then and I like them now. I think that they're exciting, intelligent, active, alert, so people might say 'Are there any differences?' Well, you know, I think you're bigger, stronger, faster. I don't think intelligence changes. The way it manifests itself might. I think that these are just terrific kids."

BB: *The purpose of education has changed, has it not, Dr. Reppert?*

JR: "Well, maybe too much has been made of the new conservatism among the students. Certainly, there's that superficial manifestation of it. To what degree that it has deep roots in the world, I'm not sure. I'll tell you why I say that, right in the teeth of all the evidence to the contrary. That is, it seems to me to be often based (conservatism) on misinformation. That is, the government has lied to them by the things they (students) have not been told. So that shouldn't be counted against the students as a reflection of their intelligence or their motives if your government, your parents, your church, your teachers, your institutions have been telling you year in year out that there's always this big fat mother with a red Cadillac collecting her welfare check. If the government statistics, your own senators have even been telling you this, is it any strange thing that a kid might grow up like thinking, you've got a problem, the very thing I spent my youth for (tolerance). So if time permitted I would give you many examples of disinformation, misinformation, or just a blank where something should have been. Yet, I'm not sure I'm going to come down so hard on student's today."

BB: *Over the years, have students been receptive to what you*

have to say?

JR: "Oh, I've changed over the years. I would regard myself today as more mellow. Having less, perhaps, of the attacking edge. When I was younger, I would just take a sort of a "plague on both your houses" or "damn your eyes" attitude, and was more hostile—certainly more drastic. This led me to probably the peak of my career at the time of the Vietnam War and the war dissent. This was when I was most active, but I'd been in the civil rights movement for 30 years. That probably gave me the training out of the early labor movements. There was a continuity in my life. And I would certainly say that it reached a peak somewhere around 1968. That, in the style of radical chic that we call "confrontation." To this I can never return. So there's a permanent alteration, for me. I will never again be caught carrying a sign where some pig cop can break my nose. I may still remain a radical, or have ideals of reform and carry out programs, but I think we all learned that when the iron fist comes out of the velvet glove—they'll shoot you dead. So we can't do it that way anymore cause they will kill us."

BB: *How can you achieve change?*

JR: "By boring from within. I think it's very important. I can encourage people to make, and I mean make in a very militant way, to make, to force the system to work for you. After all the politicians, and the cops and even our own college administrators and so on, are people who work for us. They're supposed to be helping us through life and establish an ordered society so we can exercise these rights and privileges we're supposed to have. I think that if I would work with a minority group I would emphasize education to get jobs and confidence. To compete for these jobs and push towards those goals but through an orderly process of making yourself more competent than the next guy."

BB: *What advice would you give to students graduating this year?*

JR: "I think they need to hear a little bit about hope. We are in a disaster economy and we're always being told atroc-

ity stories due to the mass media. All the news is murder, rape, fire, famine, and the sorts...rip-offs, environment, corruption everywhere and so on. You get really fed up with that. We don't hear enough about...oh, let's say on health. I don't think I have any advice except...well, two things now that I think of it. Don't take it seriously, including yourself, people here [Albright] you see, are uptight about grades, marginal grade differentiations that in the end don't really mean anything. Getting a job is a two way street, I mean the company has to be worth you, not just 'you are so lucky to be with them.' I would want people to say to themselves, 'Well wait a minute, yes I can, I'm worth something. I'm not going to take all that quite seriously and we're not going to play the game on your turf.'"

BB: *Do you feel more or less influential now than you have in the past?*

JR: "Well, I think I could truthfully say that I have never felt influential. Never. I'm not the right person to ask. I grew up always in a minority position in which nobody listened to us. When we wanted an eight hour work day nobody would listen. We were always told the economy would collapse or that it would pamper the worker. It was always the 'pig worker' and 'unionizing too fast.' So, starting from the time I was a 'little shaver' all the way through, it always seemed to me that nobody was listening. And I never felt that I had any influence. I never changed anybody's mind on an earthly thing. When I became a college teacher I was already in that frame of mind. I do my best, I tirade and challenge but I never felt that I changed anybody's mind and I still don't think so. I think that's a mistake teachers might make. All I've learned is this: If I have had any impact on anybody; it's accidental. It's tangential to what I thought I was doing and it's probably nothing I even said. It was probably something that person observed me doing while I didn't even know I was being watched. It's probably outside the classroom. You might see me walking all by myself, ten o'clock at night, you know, 'there he is again coming out of the library,' and that might just suddenly grab you. 'There is a guy you gotta say likes his books.' You know, 'Old Doc he's just moping along.' That possibly might impress you, then again it might not. But it certainly isn't any great big brilliant lecture, it's more you just watch a man trudging along and doing his thing, if that means anything to you, well..."

BB: *How do you manage to keep time for yourself?*

JR: "I always knew where the back door was, I always made sure of that, even back when I was working on the streets. I always compartmentalized. One part of myself played what I consider pretty good softball. I love the game. I al-

ways kept that part. Now I play golf, I play chess, I keep up my stamp collection. But I don't confuse those things, all those different parts of the self. I think in a stress situation it's good to keep doing what you always do. To give yourself a little reward. Put a few stamps in or something. The other thing that has to be said is that we're a very large family, and I wanted it that way. I just couldn't wait. It seemed absolutely marvelous. Ever since, we've been totally immersed in a swirl of activities. Ten or twelve for dinner, two or three nights a week. Lots of kids roaring in and out of there. I like that very much. I love young people. I adore children. This has been a big part of my life. I like to have them around. I don't much like their music, but I like them around anyway. So that I think there has been a good balance for me. As far as reading, I have to read. I'm a compulsive reader. If I do not read I can't sleep. That's compulsive by this time. So that [reading] I've kept up. I still read a lot."

"This summer I spent exclusively on Oriental and Japanese literature. I read the Chinese classics, especially *Monkey*; that kind of material, because I hadn't been through it. Right now I'm reading in Lynn Thorndike's *History of Magic and Experimental Science* which is in eight volumes, about 1,000 pages each, so it's a very big reading project. I do 30 pages a night in that or whatever I feel like doing."

BB: *Do you read only one book at a time?*

JR: "No, I've always kept five or six things going at once. I've done that since the newsstand days. It was helpful at graduate school to read anywhere from five or six up to 10 or 12 books simultaneously. There's never been a time I can remember that I didn't have a bookmark in at least a dozen books which I think people should have around."

BB: *Do you feel that there are "junk" courses at Albright?*

JR: "Well, there's dead wood everywhere and it would be very surprising if a college, which is after all no more than a mirror of society, did not have it's dead wood; things it might be good to weed out. Over the years, when they've [Albright] been aware of it, there's been a reasonable chance of dropping it from the catalogue."

BB: *How would you prevent students from taking junk courses as the easy way out?*

JR: "There's a devastating answer to that: What's that course doing in the college catalogue if it's junk? If you cannot justify putting it in, then what in the blazes are you backing it for? If it's widely perceived as junk, O.K.,...etcetera."

BB: *Do you feel that the college pays enough attention to the social aspects of our education?*

JR: "No, and I don't know of any college in the country that does. Neither does the church,

the government, the corporation, the businesses, or anything else I can think of. Where were they during the Vietnam War? Name one leading American churchman who stood up on grounds and said this [Vietnam] is wrong, and so on and so forth. Most people who follow the civil rights movement would say we're going backwards. No, I don't think that... a college that can sponsor mud wrestling has really too much to say about social awareness. People do live in mud homes. My daughter's in the Peace Corp, and the little children that can't get in her school stand out in the mud begging for an education; they represent to me the "real world." I take a rather serious view of things that are supposed to be fun and games. I shouldn't pick on mud wrestling too much, it's just one thing. Are we alert of the real world? No, like so many schools we wrap our students up in cocoons, they don't even see the evening news. I am not inclined to blame the students 100 percent for this. If I were a student here I'm not sure I would be in any different condition, so who am I to sling off? If I'm the teacher, and I want to do something about it then I should be the person raising the issue, showing the alternatives; and so on."

BB: *Can we expect colleges and institutions to make us socially aware?*

JR: "Frankly, I don't think so. I think that is going to have to be individualized. The college is a nothing in itself. The college is a mirror. Whatever you do is mirrored in the college. So, if you want the college to have a different image, then we have to make our side of the mirror different."

BB: *Any closing remarks?*

JR: "Well I think... the best I could do right now is to attack some of the mythologies that are hurting our students. The mythology that — if you don't get all A's you're sunk. That's not true. That's absolutely not true. I think that's a message that has to be put out to the students. A bunch of good letters of reference are important. Your judgement, your sense of humor, your humanity, your mental health, your moral wholesomeness, these are as important to you as that A. We don't need doctors that steal exams, who are so self-centered that in forty courses they get forty A's. The second myth is the Don't-major-in-english-or-you're-going-to-sell-hair-oil-in-the-Berkshire-Mall myth. That's not true. You major in English and you'll get five or six job offers, you get splendid placement, scholarship money, fellowships, it's all there. So that's my parting shot: Do your thing, be yourself."

Dave Raymond

Inside The Phillie Phanatic

compiled by Amy K. Shannon
and Kimberly A. Coles
Photos and text by Wade Petrilak

What is 6'6" tall, green and is always the star attraction at the annual MDA Marathon? The answer could be none other than the Phillie Phanatic.

The Phanatic has become nationally known as the mascot of the Philadelphia Phillies baseball team. But the character has also become a symbol of the City of Philadelphia and of professional baseball itself, according to David Raymond. Dave has been the man inside the Phanatic costume since its first appearance in Veteran's Stadium four years ago. He had no idea of how popular he would eventually become when, as a part-time Phillies employee, he was asked to put on the costume and become the heart of the Phillie Phanatic. He accepted immediately because he felt he was perfect for the job. "I've been an idiot all my life," Dave told them, "so I might as well keep doing it."

The costume itself was developed by the Harrison and Erikson



company of New York, the creators of the Budweiser Taste Buds. The three-piece suit weighs thirty five lbs., although the original was 15 lbs. heavier. The Phanatic's giant green sneakers are made of latex and "amputee gauze," and Dave must strap them to his feet in order to walk.

Initially, Dave had no idea how the Phanatic should behave, but his own personality made the decision for him. "I did what I felt and the Phanatic evolved," he explains.

Only Dave Raymond has ever appeared in Vet's Stadium as the Phanatic. He believes that since there is only one Phillie Phanatic, there should be only one Phanatic personality. Occasionally a schedule conflict requires Brian Sullivan to don the suit and make an appearance, but when the Phanatic comes to Albright, it is Dave Raymond who brings him to life.

Performing in the suit leaves Dave drenched in sweat and exhausted, but at 26, he believes he still has a few Phanatic years left. "I figure I can do it until I'm thirty if I stay in shape," he explains.

The Phillie Phanatic makes 250 appearances a year at "everything from Bar Mitzvahs to weddings." He has never performed at a funeral, although it would be a memorable one, if he did.

Neither David Raymond nor the fuzzy green suit is the real Phillie Phanatic, but once the head has been strapped on and the name is announced, the costume and the man come together to create an infectiously happy and universally-loved individual that brings out the Phanatic in all of us.



*"I've been an idiot all my life.
I might as well keep doing it."*



Albright College Singrich Library

Marathon Dancers Fuel Lion Love Train



Introducing the world's first Bruce Springsteen air band featuring six female backup singers in shorts. Thirtieth Street Band members "West Wyomissing" Glenn Ashton and Steve Stine support "Boss" Bunker.

Photo by Doon Chulpaiboon

by Amy K. Shannon

A train is comprised of many individual parts which link together so that the vehicle can function as a unit in order to fulfill its goal. The Lion Love Train at the MDA marathon this past weekend was a prime example. One hundred remarkable individuals danced for 50 hours to raise money for children afflicted with

muscular dystrophy.

The group consisted of a variety of people with different backgrounds and experiences. Some had previously participated in the marathon but for many it was the first time. A few went into training to get ready for the weekend by skipping rope, jogging, or dancing for long periods of time. Many, however, were unable to find the time for such preparation in their

rigorous academic schedules. They were all united by a strong commitment to the cause and a desire to help, although someone jokingly said that he was "in it for the T-shirt."

Just as crucial as the physical stamina required for this event is the emotional and mental "psyching" process that occurs before and during the marathon. The morale at this year's marathon was

exceptional. Peggy Duh, the dancers' "mom" for the weekend, proudly declared on Saturday night that it was the strongest Saturday night they'd ever had. The dancers believed that a great deal of their strength came from the empathy and friendship they felt as a group. Many looked to their partners for endurance, and seeing their friends on the sides waving and smiling gave them a new burst of energy. Committee heads and DJs were another source of inspiration, encouraging them at every moment. The dancers felt that the DJs were better than the bands because their music was easier to dance to. Many resorted to putting cotton in their ears when the music became too loud.

To maintain the original explosion of enthusiasm that existed at the opening ceremony (when the balloons were dropped) and to keep the dancers' minds off of the extreme fatigue they were experiencing, several diversions were introduced. These included costumes, punching balls and soap bubbles. Spotlight dances, in which a group of dancers mimicked a famous band, was a favorite. At times, all of the dancers became involved in a line dance which boosted the sense of community.

In addition to a total of seven hours of sleep during the weekend, the dancers received several breaks in which they were served something to drink and something they could "munch on." The type of food varied with each break but the dancers preferred juice and fruit instead of cookies and candy. Naturally, these breaks were looked forward to with great anticipation by the couples.

There was also a comfort station where the dancers could go to have their knees packed in ice, have bandages wrapped around their sore muscles, have Ben-Gay rubbed into their aching joints, receive aspirin or simply get something to drink. The most common complaints other than exhaustion were fallen arches, swollen ankles and feet and sore muscles. A muscle sprain was the most serious injury incurred as of late Saturday night, but the victim was still dancing. Medication that the dancers were taking could also be stored at the comfort station.

All of the dancers remarked on the good feeling they were experiencing from knowing that they were doing this "for the kids." When asked, they replied that they would willingly do it again—next year.

MDA Goal

continued from front page

Wayne Logue, owner, sponsored a couple in the dance, as well as providing T-shirts and visors for the committee heads. He also arranged for the use of soda dispensers and the donation of soda to fill them from the Coca-Cola Company.

Being a senior, McAllister's main concern in organizing this year's marathon was insuring its smooth operation for next year. The chief goal in this area was

gaining independence from off-campus sources. Glenn Ashton headed the technical committee composed mostly of undergrads. According to McAllister, he was responsible for starting plans to purchase a sound system for the Campus Center. This alleviated the difficulty of finding dealers who would donate expensive equipment. Luckily, West Hi-fi and Ciotti Sound Systems agreed to donate equipment for this year's festivity.

In order to dispense with the

need to bring in a disc-jockey, student DJs were used successfully this year. The DJs were mostly undergrads and McAllister expressed hope that this precedent will carry over into future years.



Dancers Denise Engel and Karen Rosenberger.

Photo by Wade Petritak

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THE NAVY IS CURRENTLY LOOKING FOR INDIVIDUALS DESIRING TO BECOME NAVAL AVIATORS. IF YOU POSSESS THE FOLLOWING QUALIFICATIONS, YOU MAY BECOME ONE OF THE WORLD'S FINEST:

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All photos by the Albrightian photography staff:
John Breton, Alan Koontz, Wade Petrilak, Mark Tafuri

Albright College Gingrich Library

Fire Bills

continued from page four

feel this is one of several incidents in which they were unfairly charged.

Another area of concern to the students is the charges resulting from damage to smoke detectors. According to students, they have been charged for the repair and replacement of the same detector. According to Stratton Marmarou, director of campus security, the repair charge covers the cost of a serviceman to come to the dorm and evaluate the situation before replacing the unit, if that is necessary.

The students also question several incidences in which a detector has been activated in a room where no students were present. The students feel that the security guards who respond to calls such as these still tend to blame the students and not the system. Marmarou stresses the fact here that the students feel that the security guards who respond to calls such as these still tend to blame the students and not the system. Marmarou stresses the fact here that the students have become very uncooperative in dealing with the security department, and that when the security guards arrive on the scene of an alarm, the students take the offensive. He also points to the fact that RAs have become uncooperative in that they no longer provide the Security Department with an RA duty schedule. It is common practice on campus that the security department be provided with an RA duty roster for each dorm so that in the event of an emergency, the Security Department would know who to contact.

One last question which the students raise is why activation of one detector must set off the entire system. The problem here, according to Marmarou, is that the system is designed so that when an alarm is activated, a light on the lobby's control panel is lit. This indicates the area or zone of the building in which the problem exists, but not the specific room.

These are just a few of the questions being raised by the residents of Albright Court. It is hoped that the students will find answers to these questions and the controversy can be resolved at a luncheon meeting to be held today at noon. Court's RDs, Don and Lisa Rider, Stratton Marmarou, Christina Nye, Dean Vandersall, and RAs Jim Cunningham, Steve DePaul and Guy Coby will attend the meeting.

Albright Third In Badminton Tourney

by Susan Pagione

This year's badminton season has come to an end with some disappointing results. These were caused by overall inexperience, according to Coach Nancy Greenawalt, as she only had three returning letter-winners. These include Deb Cuddleback, Nancy Wasch and Dianne Hanson. The varsity's record was 2-5, with wins over Cedar Crest and Moravian. The JV had a record of 2-0 beating both Ursinus and Moravian. The Varsity also placed third in the LVIAAW Tournament.

At the start of the season, the varsity lineup included; sophomore Pat O'Boyle at first singles, junior Karen Helton at second singles and Alexis Truslow, a freshman, at third singles. The first doubles team included Deb Cuddleback and Nancy Wasch while Dianne Hanson and fresh-

man Vivian Aboud combined their efforts in the second doubles spot.

The JV squad included Michele O'Boyle, sophomore, at first singles, sophomore Joan Stevenson at second singles, and sophomore Nancy Plum at third singles. The doubles teams of Laurie Apgar/Suzanne Randall and Ann Brininger/Nancy Miller were undefeated. Also on the team are freshmen Carol Ralf and Loren Jones. In the LVIAAW Tournament, Albright scored 13 points. Doubles team Dianne Hanson and Vivian Aboud had five points while Alexis Truslow had four points. Also scoring were Karen Helton, Pat O'Boyle and doubles team Nancy Wasch and Deb Cuddleback.

Coach Greenawalt feels that this was a year of rebuilding. The returning players showed great improvement and she hopes

for more next year. Coach Greenawalt expressed confidence for a great season next year.

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