

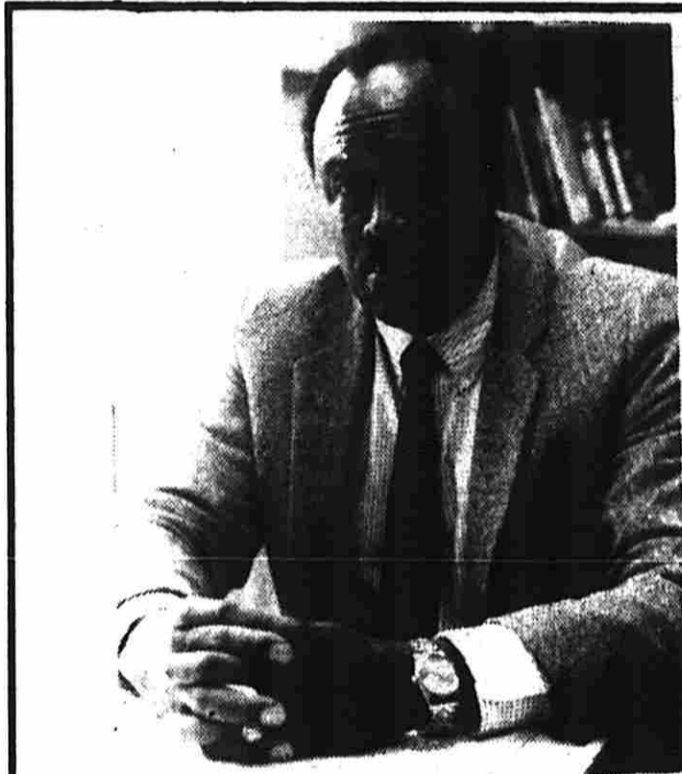
New additions

Four new tenure-track faculty profiled

One has acted in St. Louis and Chicago dinner theaters, one grew up in Kansas and another graduated from the University of Montana; the one place they have in common today is Albion College.

They are tenure-track faculty members who are new to Albion and their personalities and interests are as diverse as the states from which they come.

This year there are five new tenure-track faculty on campus: Floyd Perry, professor of education, also an actor who incorporates role-playing into his teaching; Donna Stone, assistant professor of physical education, who says her teaching style is as active and animated as her coaching; Derek Bousé, assistant professor of speech, communication and theater, who specializes in media and environmental advocacy; Bille Wickre, instructor of visual arts, who had lived and studied art in Glasglow, Scotland; and Deborah Kanter, assistant professor of history, who will be profiled in our next issue.



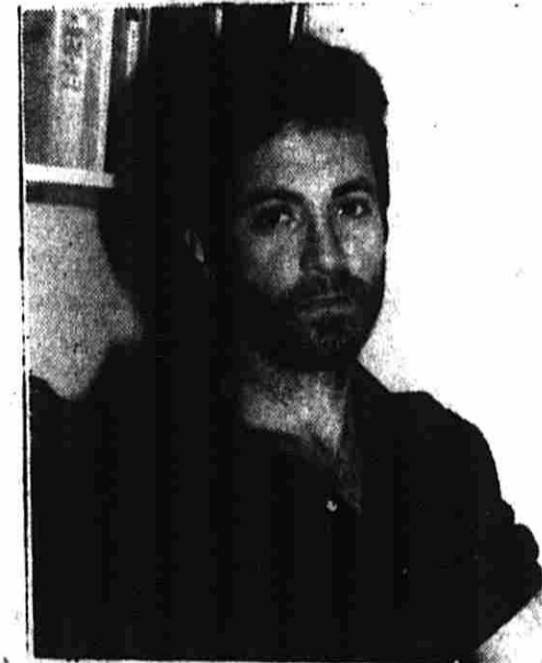
Floyd Perry



Donna Stone



Bille Wickre



Derek Bousé

Tenure-track faculty members are usually evaluated after six years to determine whether they will be granted tenure—essentially, a job for life. The evaluation encompasses the professor's full term at Albion and usually stresses student evaluations above other factors. Four of the five new faculty are profiled on pages 4 and 5.

Why are students leaving?
A report on students withdrawing from Albion.

P.2

Albion alumnus appalled by Delta Tau Delta's and administration's handling of "river run" incident.

P. 6

Fall Break – Oct. 12 and 13.
The Pleiad is taking a much needed week off. We will return Oct. 23.

Social climate major reason for student withdrawal

By Bryan Bonnett

Within a five-year period, 1986-1991, 585 students voluntarily withdrew from Albion College.

According to Registrar Karen Neal, each incoming class of freshmen can expect to lose 16 percent of its members after the first year and 11 percent more after the end of their sophomore year.

Why are all these students leaving Albion?

According to Eric Hildenbrand, representative to the Retention Committee and president of Student Senate, "Students have shown that Albion College students leave based on several reasons: not being satisfied with the social environment, academic options and inadequate financial aid."

The current junior class has been hurt the most by its loss of students, losing 20 percent of its members after the end of the freshman year and 15 percent more after their sophomore year.

The reason for this decline could have been caused by several reasons. Neal explained that the junior class had been here through the significant social changes that have occurred in the last couple of years. The banning of kegs on campus and the development of the Ethos Committee were only a few of the changes that might prompt students to leave the college.

Albion's administration has a vested interest in keeping a competitive retention rate—determined by how well Albion keeps admitted students—and in determining why students leave, in hopes of correcting the problem.

In fact, Albion's student retention rate is similar to schools in the Great Lakes Colleges Association, including Kalamazoo and Hope Colleges.

Unfortunately, determining why students leave is a far more complex matter. Although all

students who voluntarily withdraw from Albion are asked to fill out a withdrawal survey, the responses to these surveys do not answer much for the college.

For example, only about two out of every three students who leave fill out the survey. Of those who do fill it out, 44 percent cite being "dissatisfied with the social and/or cultural atmosphere." According to Nancy Kadunc, assistant to the president, the statistic sheds some light on the problem but asks more questions than provides answers, demonstrating the limitations of the survey.

The administration is taking two new approaches to answer these questions. According to Kadunc, the college is now

experimenting with a withdrawal survey created by the American College Testing Service. This survey is supposed to better pinpoint students' reasons for leaving. The survey also allows the college to include 30 of its own tailored questions.

Students who withdrew last spring and during the summer used the new survey. So far, the results are similar to Albion's original survey according to Kadunc.

The other approach the college is taking is to interview the students who withdraw. These interviews, which began at the end of last year, are conducted by the Registrar Karen Neal.

She said that students "are not necessarily leaving because they're unhappy at Albion." Neal

said the results of the interviews are harder to summarize because "the reasons for leaving are so diverse." However, she said some common responses are unavailable majors and the desire to attend a different school (usually larger).

Another common answer students gave in the interviews was the desire to see more places for students to gather on campus.

"Students don't feel they have a place to socialize," Neal said. When students are asked what they want, she said students find it difficult to answer.

But, she said students did suggest coffeehouses, places to dance, places to drink alcohol, and a student union. The withdrawal survey includes a

question that asks what a student would like to see in a student union, Neal said.

"The concept of having a place for students to go is a good concept." She observed that the more involved students tended to be happier with the "social atmosphere", while it was a larger concern for the less involved students.

Neal said withdrawing students are generally very happy with the faculty at Albion. However, she noted that students tend to have an "us versus them" attitude towards administrators. Neal said there should be more "interaction between students and administrators" since we are all "working towards the same goal."

Major reasons for leaving Albion:

1. 44% were dissatisfied with the social and/or cultural atmosphere
2. 34% were dissatisfied with the city of Albion
3. 33% found that major or desired courses were not available at Albion
4. 29% were dissatisfied with the size of the college
5. 25% could not obtain adequate financial aid

Information from the Office of the Registrar

Lecture/Concert Series Presents:

ALBION DANCE PROJECT



October 17

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Albion News

College shows commitment to women's center

By Patti J. Eastman

The women's center is marking two milestones this fall: it has its first full-time director, and it finally enjoys a prominent place on campus, with offices on the third floor of Robinson Hall.

Patricia (Trisha) Franzen is the new director of the Anna Howard Shaw Women's Center, Women's Studies, and Women's Services.

"If you think my title is long now, you should have seen it before we worked on it," Franzen said.

Catherine Lamb, associate professor of English, was the first director of the women's center, and was hired (part-time) in 1985.

But the women's center has been marked by controversy in 1992, beginning last February when 709 students petitioned to have a full-time director.

On February 3, students delivered the signatures to President Melvin Vulgamore. On February 28 Eugene Miller, professor of English, addressed a letter to the readers of The Pleiad to reveal his opposition to the new "Women's Studies" concentration, and his argument against a full-time director for the women's center.

Miller clarified his arguments in his March 27 letter to The Pleiad stating:

"'Gender Studies' and perhaps [a] 'Gender Center' ... [would be]

keeping with the 'Vision' we have just adopted for Albion. [This vision] calls for an 'intellectually diverse environment' that will encourage dialogue over enduring questions..."

Robina Quale, professor of history, rebutted Miller in her March 27 letter to The Pleiad, and Susan Mitchell, editor-in-chief of The Pleiad, wrote a column entitled "Sexism Pervades Campus Life" in the April 10 issue.

For the next two weeks, the letters pages of The Pleiad overflowed with opinions on both sides of the women's center and women's studies issue.

"It's important to make it clear that [the women's center] is open to all women, and to new ideas that may seem less controversial," Franzen said.

One of the misconceptions about the women's center is that it is only for lesbians or women who are feminists, but we are here for all women and for many reasons: women and work, life-choices, leadership skills, and child-care," Franzen said.

Sheila Cummings, Dearborn sophomore, said she is very happy the position is now full-time. "I like the fact that the students had a part in opening the women's center, because we petitioned for a full-time director. It's good to see our work pay off."

The future of the women's center is the issue now at hand. "It's whatever the students want it to be," said Susan Quinn, Morton Grove, Ill. sophomore. "Trisha always stresses how she wants everyone's opinion, and [she] is really open to all suggestions."

Lamb said there are many areas that still need to be addressed on campus. "I think there's still work to be done for achieving equality, [for example] continuing to raise men's and women's awareness of what is acceptable [social behavior] and what is not. [Also] most women have no choice but to live in



Patricia Franzen, Director of the women's center

Photo by Jonathan Beeton

residence halls. Women don't control any social space on campus."

According to Franzen, the center will sponsor and help develop a support group on any topic that women decide is important. Current suggestions include groups for: sexual assault survivors, women with eating disorders, lesbians, women of color, women's self-esteem, sexuality and assertiveness. Franzen is taking all suggestions from students, faculty, and the community regarding issues of concern.

Franzen said the women's center will not only sponsor the Anna Howard Shaw Week, which it has sponsored for several years, but will hopefully develop year-round programming addressing major issues in women's lives.

Franzen is looking at two

programs that might be implemented in the future. One might cover private issues such as body image, health and fitness, reproductive choices, balancing autonomy, intimacy and commitment. Another series might focus on women and the work place including career options, personal finance planning, handling sexual harassment and family and career choices. These programs would include speakers, films and small workshops.

Franzen has an optimistic view about the future. "There are many structures here that will promote change. They [Albion College] can foster change."

In addition to many activities going on in the women's center, there will be an open house from 4 to 6:30 p.m. Oct. 22 on the third floor of Robinson Hall with food and refreshments. All are welcome.

NEWSBRIEFS

Environmental professor to speak at 7 p.m. Wednesday

Environmental studies professor Wes Jackson will speak at 7 p.m. Wednesday in Norris 101. The lecture is free and open to the public.

Rob Hall party Friday at 4 p.m.

The entire campus community is invited to attend the formal dedication of Robinson Hall Friday, Oct. 16. The event will begin at 4 p.m. in the quad outside Rob (in case of rain, the dedication will take place inside).

Albion Review accepting submissions for fall deadline

The Albion Review is now accepting submissions for the fall semester. The first deadline is Nov. 20, and the final deadline is Dec. 4.

The Albion Review publishes poetry, fiction and essays, as well as photography, pen and ink drawings and lithographs by students, faculty and alumni from all disciplines.

Entries should be submitted to the English Department secretary in room 100 of Epworth Hall.

For more information, contact Kelly Kuras at x1741 or Amy Gutman at 629-6112.

Some information compiled from college press releases.

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Perry "impressed" by students, faculty

By Nicole Bondi

A veteran actor of theaters in St. Louis, Chicago and even off-Broadway is now making his mark at Albion College.

But, despite his enthusiasm for the theater, Floyd Perry is not a new member of the theater department—he is the new professor and chair of education and the first full-time African American appointed at the college.

Perry said theater is one of the most exciting things he's ever gotten involved in.

"I love the stage, love the theater," Perry said. He has acted in plays such as "Bus Stop" and has done dinner theaters in St. Louis and Chicago. He also takes time out to attend theater productions and said that whenever he's in New York he always arranges to see a Broadway show.

Perry said acting has given him a better understanding and a deeper appreciation of the theater. In addition, friends and co-workers agree that Perry's involvement in the theater has affected his teaching.

Perry said he incorporates a lot of role-playing into his classes. "I take them through various events and experiences that happen in our schools," Perry said. These include interactions with principals and students, and even parent-teacher conferences.

These are especially useful in Perry's secondary methods class. The class involves learning the intricacies of teaching, from planning lessons to working with students and administrators, Perry said.

In addition to teaching secondary methods, Perry is supervising the student-teaching "field experiment," in which education students who are in their fourth year of studies teach kindergarten through twelfth grade classes in Albion, Kalamazoo, Detroit and other Michigan cities.

Steve Gilbert, Milford senior, is enrolled in Perry's student teaching class. He said Perry is "very dramatic," telling a lot of stories and acting them out as he talks. "[Perry] is a great person," Gilbert said. "He's very knowledgeable." Perry, who began teaching in 1962, said being the only African-American professor at Albion College has not had any effect on his teaching.

"I accept people as people and I've always attended integrated schools," Perry said. "I've never been in a segregated environment."

Perry, who was raised and educated in Kansas, said the universities he attended have always been integrated.

"Albion's making an effort toward diversity," Perry said. He cites the hiring and recruiting of people of color and both sexes as

prime examples, including his own recruitment.

Perry was recruited by Albion from a University of Georgia extension campus in Albany, Ga., where he was professor of education.

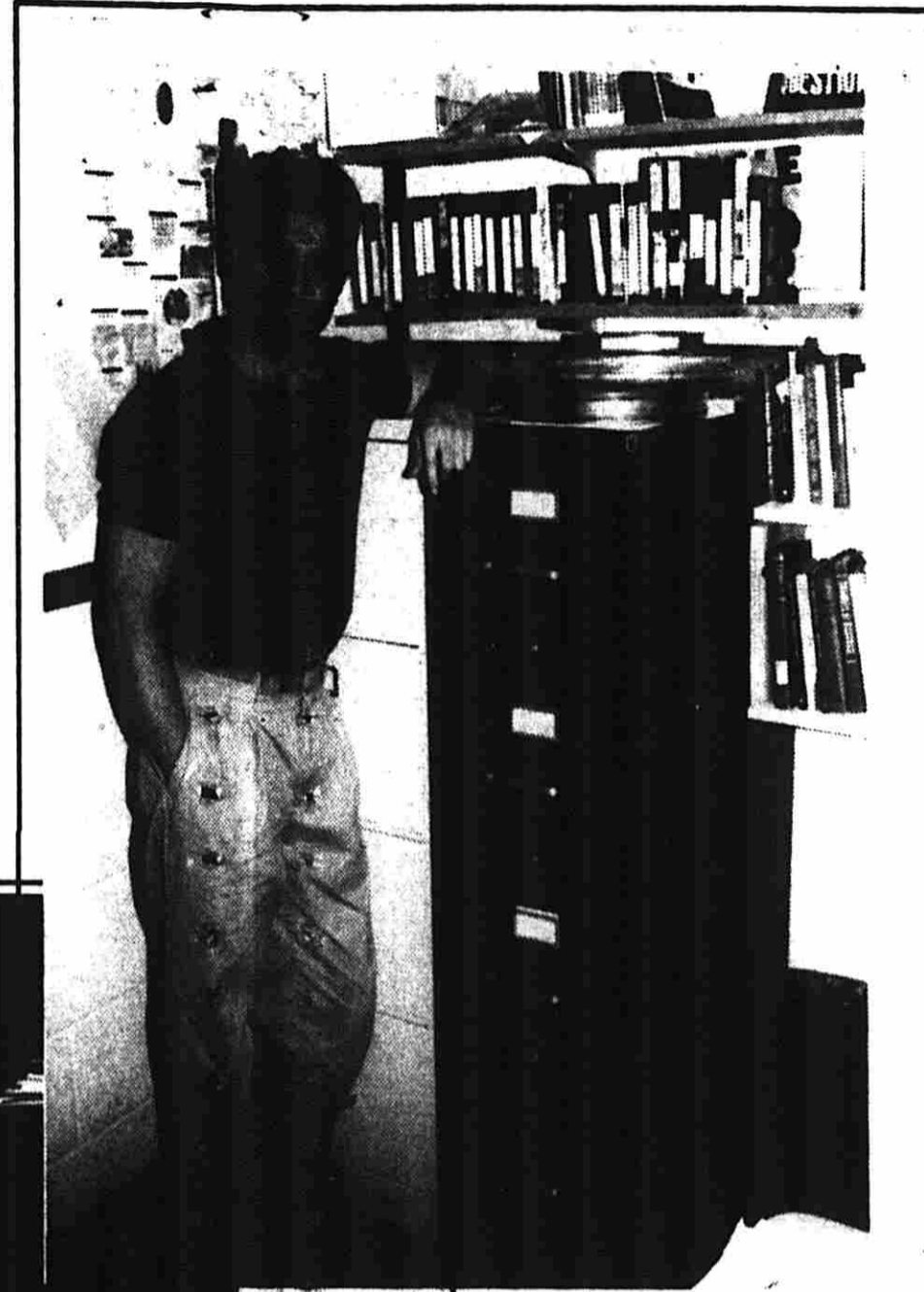
He was invited to visit Albion in March and again in June. "I was impressed by how this college was being administered," Perry said. "I concluded that this would be a great place to work at this time in my career."

He added that he is "tremendously impressed" so far by the quality of the faculty, the students and the education program.

"[The education department] has the nucleus for being a very strong department and has a very capable faculty," Perry said. Gilbert agreed. "Once [Perry] gets the system under control and takes it where he wants to go, it's going to be very productive."



Floyd Perry, professor and chair of education, is the first full-time African-American professor appointed to Albion College. Photo by Jonathan Beeton



Derek Bousé, newly-appointed assistant professor of speech, communications and theater, said his interest in film was sparked when a friend invited him to take a film class in college. The class was taught by a "Hollywood insider," and it "changed everything." Photo by Jonathan Beeton

Teaching through television

New communications professor uses examples from T.V., movies in class

By Jon Ritterbush

According to recent statistics, the average American watches 7.3 hours of television each day. Most professors probably would not encourage their students to watch even three hours of television each evening.

Derek Bousé, newly-appointed assistant professor of speech, communications and theater, has a different perspective.

Bousé's interest in the media has been in development since his undergraduate days. "Once upon a time, I was casting about for an extra class to take," he said. "A friend invited me to take a film class, and that changed everything."

The class was taught by Josh Kanin, a "Hollywood insider," who was the nephew of producer/writer Garson Kanin, and the son of Faye Kanin, then the president of the Academy of Motion Picture

Arts and Sciences. The class gave him an appreciation for the number of different ways to look at film, he said.

Bousé said it is difficult for him to assign classes to watch movies on cable television because of the lack of access to it. He said he thinks students should go to more movies and watch more television.

"It's part of being educated and culturally literate," he said. "Younger people have greater cognitive ability than we give them credit for. With any luck, they'll learn to be selective in what they watch."

When Bousé realized his new interest in communications, he

pursued it in graduate school. After graduating from the University of Montana with a bachelor's degree in English, Bousé went to New York University.

There he found the level of film study to be "too vague." "The way they were studying film was too subjective," he explained. Nevertheless, Bousé went on to complete his master's degree in cinema studies at New York University.

Wanting to pursue his interest in cinema studies, Bousé went to the University of Pennsylvania. In the university's Annenberg

School of Communication, he said he found cinema studies to be on "some more solid theoretical ground." It was there he completed a second M.A. and his Ph.D., both in communications.

The years Bousé spent in Montana have given him a love for nature. His main research interest, the role of communications media in environmental advocacy, blends this personal concern with his education. The ways in which the media portrays the environment affect the decisions we make about it, he said. He used the Walt Disney movie "The Bear" as an example of how some films impose human-like qualities on nature.

Bousé said his heavy class load this semester has not allowed time for much personal research. He is teaching introduction to Human Communication, Visual Communication, and Representations of Gender, Class, and Race in Mass Media.

"[Watching T.V.] is part of being educated and culturally literate. Younger people have greater cognitive ability than we give them credit for."

—Derek Bousé

Donna Stone incorporates coaching in the classroom

"I think it is beneficial for a coach to be a teacher because coaches who do not teach do not see the whole student."

By Brian Haapala

No, Toto, she's not in Kansas anymore.

Donna Stone, originally from the home state of Dorothy and Toto, is the new tenure-track assistant professor in the physical education department.

Stone began teaching 20 years ago after graduating from the Kansas State Teachers College. For the first nine years, Stone taught a diverse and at times unruly group of students—those in kindergarten through twelfth grade.

She then went to the University of Iowa, where she earned not only a Ph.D. in physical education but also a faculty position immediately after graduation, where she spent 10 more years.

Stone said she always wanted to work for a liberal arts school that would give her more direct interaction with students.

"I am a very person-oriented individual," Stone said. "At Iowa,

it was easy to not get to know even the names of your students."

With 20 years of teaching experience she has taught many

comfortable enough to ask a question," Stone said. "As a teacher, you can only look for understanding in the faces of only



Donna Stone, left, assistant professor of physical education, coaches women's volleyball. Photo by Jonathan Beeton

students in her classrooms, but she said at times the student-instructor interaction was limited.

"In a lecture class of 90, students just sit there...not ever

a few in the large crowd.

"If you see a room full of blank faces in a smaller class, you know that something hasn't gotten through, and you can give an-

other example to make it clearer," she added.

Stone's teaching style can best be described as active. Stone asks questions from her desk—that is, sitting on top of it.

"I'm the sort of person who walks around and makes gestures with my hands, while asking questions," Stone said. She added that she likes questions that challenge her students as well as challenging her. "It goes both ways."

Coaching was another interest Stone was unable to pursue at Iowa. She has coached track, volleyball and basketball, and has worked with up to five teams during the same time period.

For Stone, who now coaches women's volleyball and track at Albion, the bridge from teaching to coaching is a natural one.

"Coaching is an extension of teaching," she said. "Good coaches are good teachers, because coaching is teaching on a different level. I think it is beneficial for a coach to be a teacher because coaches who do not teach

do not see the whole student."

Stone's coaching style is similar to her active style in the classroom, although she said her relationship with athletes is more personal.

"You tend to know the more personal side of athletes, because when you travel you spend a lot of time with them," Stone said. "When you stick 15 people in a van together, personalities come out."

Stone is now concentrating on becoming familiar with students and making the adjustment to smaller classes. After settling in, Stone said she looks forward to taking advantage of her surroundings by pursuing outdoor interests such as horseback riding. She added that she looks forward to visiting the Upper Peninsula for the first time—though vacationing is the only travel planned for her future.

"I can see myself at Albion for another 20 years," she said.

Toto, I don't think she's going back to Kansas for a while.

There are two professors who are not new at Albion but were just placed on the tenure track this year. They are Karen Inman, assistant professor of chemistry, who spent the last two years at Albion, and David Seely, assistant professor of physics who is in his second year here.

Four faculty were promoted from assistant professor to associate professor: Bill Bartels, geology; John Bedient, economics and management; Pete Schmidt, physical education; and Emmanuel Yewah, foreign languages.

In addition, two associate professors were promoted to full professorship. They are Hal Wyss, English, and Jeff Carrier, biology.

Visual arts instructor finds small classes interactive yet somewhat "intimidating"

By Jesse Nardizzi

What new professor on campus listens to the Stone Roses, has been to London, Spain and France, and worked in an art gallery?

Bille Wickre, instructor of visual arts, began her teaching career at Westmar College in LeMars, Iowa, a small, private, liberal arts college much like Albion.

She traveled from Dakota State University, where she received her bachelor's degree, to the University of Iowa for her master's degree, and eventually to the University of Michigan, where she plans to receive her doctorate in art history next semester. Along the way she stopped for some interesting experiences.

Wickre lived for two years in Glasgow, Scotland, working on a research project. She is studying a group of artists, two women and their husbands, who worked in Scotland around 1900.

"While I was in Europe I took



Bille Wickre, instructor of visual arts.

a pilgrimage to the Louvre," she said. "You can't even compare it. After seeing the art itself, looking at it in a picture is a pale shadow of the real thing."

After receiving her bachelor's degree in studio art and English in 1977, Wickre took a job working as an art gallery representative in Sioux Falls, S.D. It was there that she realized what she

really enjoyed was telling people about the art itself.

"I realized I would always be able to make art, but I felt especially happy in the classroom, helping others gain insight into art," she said.

Wickre went on to the University of Michigan to work on her doctorate in art history while teaching. She said Albion is much

different from her experiences at Michigan, where she had 10 teaching assistants and classes with 700 people in them.

"I didn't feel as connected, there wasn't the interaction with students," Wickre said. "It was hard for me to even get to know them by name."

She added that, as far as intimidation goes, Albion and Michigan are one and the same. "It is intimidating to walk in on 700 people," Wickre said, "but it is equally intimidating to walk in on 20 or even three students."

However, as intimidated as she may feel, she has no qualms about art history. "You can't say that anyone making art is outside history," she said. She added that art is representative of culture as well as those who made it.

This semester Wickre is teaching three courses: Survey of Western Art History, American Art and Renaissance Art. Next semester she plans to introduce a new course, The Politics of Art, dealing with the political influences art creates.

Opinions

as we see it Setting priorities

The current path physical education is taking at Albion in terms of Dow Center operations and the football program deserves much closer scrutiny and criticism from the college community.

According to an Oct. 2 Pleiad article on the Dow Recreation and Wellness Center, the college is seeking a Dow Center director who will also coach one sport.

Historically the Dow Center director has not been associated with the physical education department or any coaching position. This was so for a very good reason—to keep the Dow Center from being dominated solely by the athletic department or the varsity sports program.

In our opinion, the purpose of the Dow Center at Albion, like the purpose of physical education, is to promote the health and wellness of the student body and to make athletics one small part of a broad education. With this view no one sport or athletic activity is more important than another, and students are given equal resources to pursue any activities or sports they choose.

It appears that the physical education department doesn't see athletics in the same way. This is made obvious by the current budget for the football program and the constant lack of funding for women's sports teams.

Last spring The Pleiad reported that the women's athletic budget was \$66,000, while the men's was \$124,000. Nearly \$58,000 of the men's budget was dedicated to football—and this does not represent the college's yearly expenditures on football, since it does not include coaches' salaries.

When we add travel expenses and the cost of bringing over 100 members of the team back to school a week early, this number grows even larger.

The physical education department long ago decided that funding for football would outstrip funding for other sports. We at The Pleiad believe there must be more discussion of how disproportionate this budget should be.

If we are going to adequately discuss the place of football at Albion, the college community is entitled to a detailed breakdown of the athletics budget.

The Pleiad staff encourages students and faculty to bring this issue of physical education up at the next Campus Council meeting—a campus-wide forum for discussion of issues facing the college.

"as we see it" is a weekly editorial which represents a majority consensus of the editorial staff.

The Pleiad

Albion College Weekly
founded by the class of 1886

The Pleiad is published by the Albion College Publications Council. Opinions expressed herein do not necessarily reflect those of the college community. Unsigned editorials represent a two-thirds consensus of the editorial staff.

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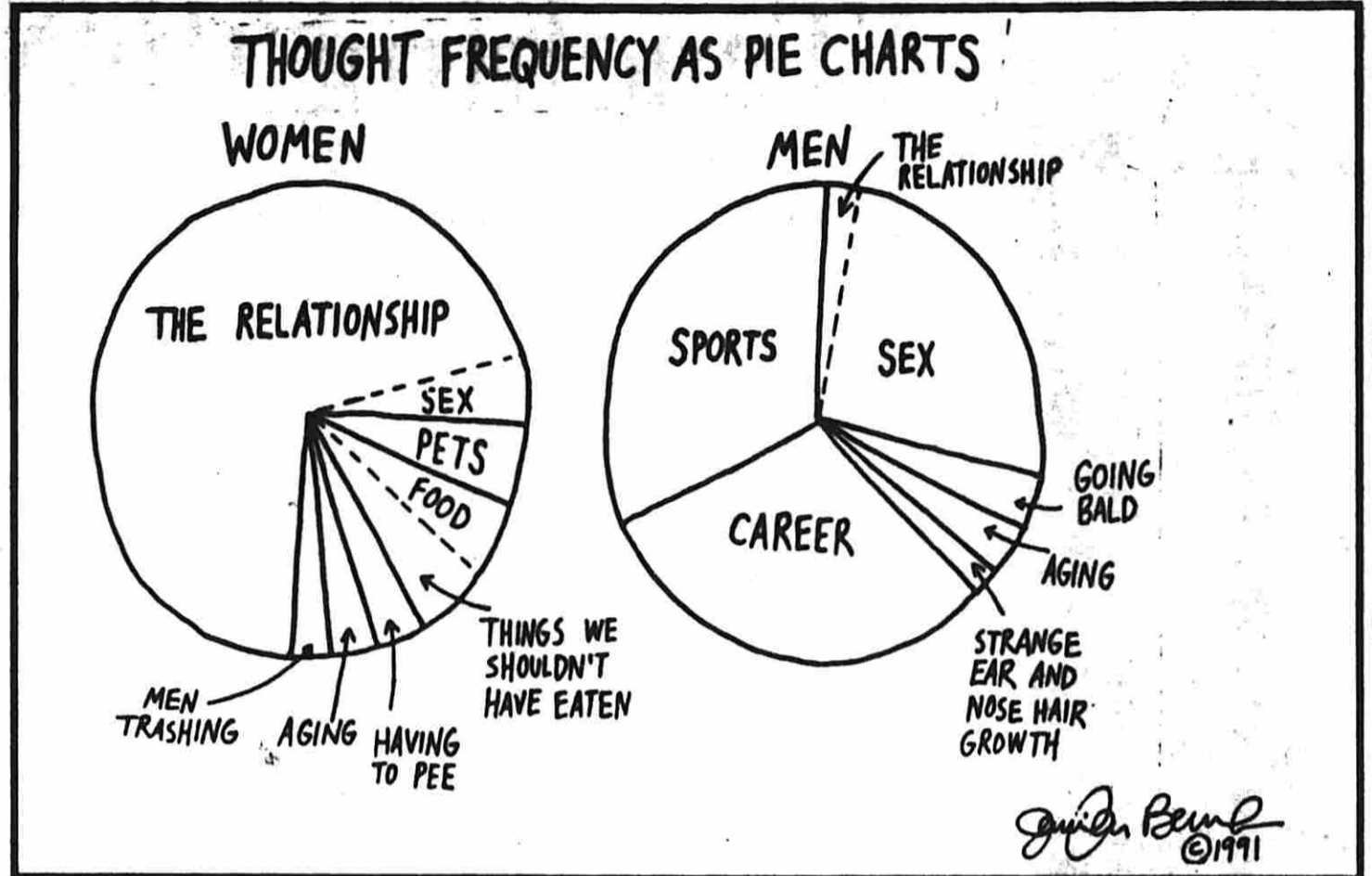
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Letters Sinha's saucy remarks burn Delts

To the editor:

Upon hearing the tragic news involving a Delta Tau Delta member and his beloved brothers, I, unfortunately, was appalled but not surprised.

As a former Pleiad editor, I can recall numerous confrontations with fraternity members regarding the importance and necessity of the Greek system. Time and time again, words such as leaders, responsibility, role models and friendships were used by these students to describe the positive contributions of the system.

Today, one month after this inhumane incident, I ask these questions to each and every member of the Delta Tau Delta fraternity. Is dumping boiling spaghetti on a student your idea of responsibility? Does an incident such as this make you wor-

thy of the title "campus role model?" Do you feel any remorse for this asinine incident?

Upon reading the Delts' reaction to the incident and their suspension in the Sept. 25 Pleiad, I hesitate to answer the last question. The letter did not publicly apologize to the student. The letter did not even admit wrongdoing. Instead, the letter labeled the severe burning of a fellow student and fraternity member's body as an "unfortunate and regrettable incident." In short, the letter was cold and calculated. Instead of denouncing the incident and the members directly involved, the letter concludes that the Delta Tau Delta fraternity will return "stronger and more focused than ever." I can only wonder what that means.

Lastly, while the Delts are directly responsible for this tragedy, the administration is equally

at fault. According to the Sept. 25 Pleiad editorial, "river runs were not withheld under the guidelines of hazing because an incident had to involve new members," according to Dean Omahan. This policy is as asinine as the event itself. River runs are acceptable as long as current members, not pledges, are pelted with food and liquid? It is time for the administration to stand up to the pressures it receives from the powerful Greek alumni and make changes.

If the administration is unwilling to take drastic measures within the current fraternity system, at the very least, it should prevent unjust and inhumane incidents from happening when it is fully aware of their existence.

Naren Sinha, '92

Top 10 Ways To Catch Your Man, guaranteed by Carrie Dibble:

10. Exfoliate your entire epidermis.
9. Use your Evian mister for the natural, misty look.
8. Play some Barry Manilow tunes.
7. Create a Kodak moment.
6. Put up the toilet seat before he arrives.
5. Show him your love by tattooing his fraternity letters where the sun don't shine.
4. Show him you can "bang" with the best.
3. Learn to say his name while you burp.
2. Give up a night of "Seinfeld" to watch him play Nintendo.
1. Show him you know where the dipstick goes.

Quotation of the week....

"When you stick 15 people in a van together, personalities come out."

Donna Stone, assistant professor of physical education, on travelling with her team.

NCLC strives for campus unity and community

By Luke Mohlenhoff

Bryan Marvin, 20, and a friend of this reporter, left his home and arrived at Ft. Gordon, Ga., with hundreds of other new Army recruits. Drill sergeants immediately shouted out orders, signaling the start of boot camp. During the eight weeks of rigid routine, Bryan pushed his body to its physical limits as he scrambled through an obstacle course. He followed the other recruits around the course and quickly scaled a high wall, thinking only about the wrath of a drill sergeant if he unsuccessfully finished this part of the course.

Lori Burrus, Kalamazoo senior, and nine other Albion College students also climbed a wall. The 10 students represented Albion College at the National Collegiate Leadership Conference held at Camp Miniwanca. No drill sergeants ordered them around, and the wall was part of a low ropes course designed to teach leadership and communication skills. They left Camp Miniwanca not as soldiers, but as a team—NCLC—with an action plan to improve the Albion community.

"We treat each other as equal in everything," Burrus said, "not only racially, but culturally and personally. [The conference] was very conducive to making people feel good about what they were doing."

NCLC wrote "Atmosphere: A Blueprint for a Better Albion Community" to report the action plan to President Vulgamore. It focuses on improving the relationships in four different areas: "racially, culturally, and personally diverse groups...faculty, administration, and students...Albion College and the Albion community...and different student organizations."

"The main thing we are trying to address is a change in attitude," said John Barden, Webster, N.Y., senior and NCLC member.

While NCLC members are trying to change the current attitude among various social groups, they don't talk about it negatively. Rather, they see it as something that can be improved through increased communication.

"If people share things in an open, honest atmosphere, it can be very beneficial," Barden said.

Their report outlines a plan to improve awareness and increase student involvement. Organizations with similar ideas could form groups to coordinate their schedules. Decreasing competition allows more students to attend each group's events. A newsletter

would also increase communication between organizations and provide up-to-date information for students.

"Awareness is a big thing," Burrus said. "So many organizations don't know what others are doing. They are competing for [the same] space, audience, and money, often [while] working



Lori Burrus

toward the same goals."

Increasing student involvement and awareness is also central in the other NCLC plans.

Whether eating dinner with faculty members, organizing an "Olympics" for Albion youth, or painting houses with members of the Albion community, students are given more opportunities to actively participate in improving the Albion community.

When put in perspective, Burrus said, the same 200 people are involved in the current organizations most of the time. She said she would change this so the student body is as inclusive as possible.

While NCLC may have developed an action plan, it was not designed to rigidly shape Albion College's future.

"We don't want this to be our group dictating how the campus will change," Barden said.

"There are different avenues for change," Burrus added.

Increasing active student participation and awareness is further aided if students can experience what the NCLC report calls "the magic of Miniwanca." Part of this "magic" could be trans-

planted at Albion College if the Student Senate, supported by

own low ropes course.

"[The course] is a good outlet

'We treat each other as equal in everything, not only racially, but culturally and personally. [The conference] was very conducive to making people feel good about what they were doing.'

—Lori Burrus

for a lot of groups," Burrus said. "You can do it by yourself, but it helps build unity [among students and provides a place] to start up a new organizations."

Building the future of Albion requires the student body to face the same "wall" NCLC encountered on the low ropes course.

How does the NCLC team propose that we "climb" it? Apply the same technique Burrus and the other NCLC members used.

"We set our own goals on deciding what to do [and carried them out]," she said.

NCLC's plan, successfully persuades the college to create its

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Britons named '91 MIAA champs

Olivet administration snafu costs them share of title

By Wayne Lippert

A technical blunder by the athletic department of Olivet College has cost them a share of the 1991 MIAA football crown.

Due to Olivet's violation of an NCAA rule last fall, the 1991 Albion College football team has become the sole champion of the MIAA conference. Both Albion and Olivet had been co-champions.

According to Pete Schmidt, men's athletic director and head football coach, a member of the 1991 Olivet football team violated an NCAA rule after transferring from a Division II school to Olivet. The rule states that an athlete must take at least 12 credit hours the semester before he transfers, otherwise he is ineligible to compete in any sport. Apparently the athlete did not meet these requirements, Schmidt added.

Schmidt said the infraction was discovered this year when the school was reviewing its records. Olivet officials then reported it to the NCAA office.

Because of Olivet's negligence, the team was forced to forfeit the six games that the student competed in. One of these games was against Albion, which originally ended in a tie. Officially the game is now recorded as a win for Albion.

According to Schmidt, a victory added to Albion's record could have changed the team's position when they entered post-season play.

"Being undefeated and league champions certainly might have made a difference, no question. We might have had a home seed for the first game," Schmidt said.

According to Schmidt, seeds for post-season play are decided by a committee. However,

assuming Albion would have received a better seed for the playoffs is just "speculation," Schmidt said.

Cevin Cornish, Maple Valley junior, is not very sympathetic toward Olivet. "It was a terrible misfortune but it goes to show, rules aren't made to be broken," he said.

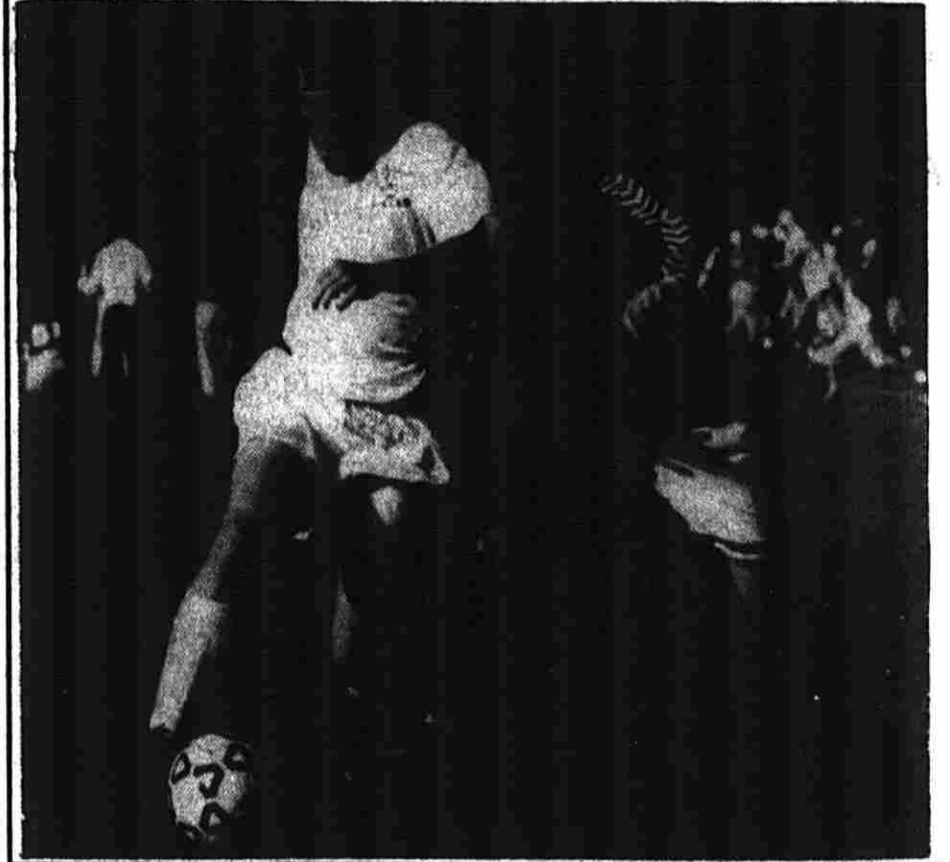
On the other hand, some players are not really concerned.

"I don't care. That was last year, and this is this year," said Todd Sebold, Frankenmuth junior.

"It doesn't make any difference," said James Billo, East Grand Rapids junior. "We have won the league for three years in a row and are just focused on winning a fourth straight title."

The Britons, currently 3-1, continue their quest for a fourth straight title at 1:30 tomorrow in a home game against Kalamazoo.

Flying Dutchmen down Brits, 3-0



Jonas Conlan, St. Clair Shores senior, maneuvers the ball past a defender in last Tuesday's game against Hope. The loss drops Albion's record to 6-5-1.

Photo by Jonathan Beeton

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Eye on the Britons

Last week's top performers:

- Matt Mitchell, Midland sophomore, scored one goal and added an assist in the men's soccer team's 5-0 victory against Adrian last Saturday. Ryan Rosenkrantz, Union, Ohio, freshman, chipped in with two assists.
- In last Saturday's tie with Adrian, Jami Bond, Midland sophomore, led the women's soccer team with one goal and one assist.

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